

Dear Conference Participants:

On behalf of the University of South Carolina and the National Association for Professional Development Schools, we welcome you to Atlanta and to our sixteenth consecutive celebration of the achievements and ongoing efforts of individuals and groups committed to PDS collaboration. We are very pleased that nearly 1000 PDS educators have chosen to participate in this year's event. In our four days together, you will have the opportunity to choose from well over 300 concurrent and poster sessions and to interact with educators from across the world. You also can participate in a variety of special events, including Thursday's pre-conference facilitated discussions; a Friday afternoon membership meeting; and, for the eighth consecutive year, the increasingly popular Saturday morning Student Poster Sessions, which this year have presentations from the largest number of teacher candidates ever!

This is also a very special year. We celebrate the tenth anniversary of NAPDS! Be sure to attend the anniversary celebration after Thursday's keynote presentation. So much work has been put into YOUR association. Let's celebrate and honor those who have given so much of their time and talent over the years, as well as hear from some special guests.

Remember, it's never too early to begin planning your presentation for our return to sunny and warm Florida in 2016. You can look forward to a great experience in Orlando, April 7-10 at the Caribe Royale Resort and Convention Center, located near the theme parks.

As always, the Conference Planning Committee appreciates your interest in and support of this event. We hope you will find it as fulfilling as we have planned it to be, and we ask that you let us know if there is anything we can do to make it so.

Bryan S. Burgin and Jason Kinsey
Conference Planning Committee
University of South Carolina



UNIVERSITY OF
SOUTH CAROLINA

College of Education

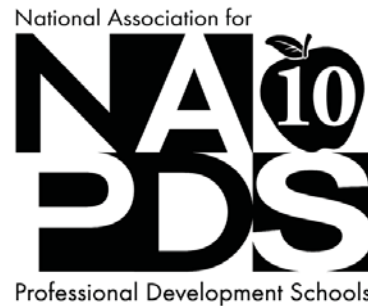
Greetings PDS Colleagues:

As the incoming President of NAPDS, I would like to welcome you to the 2015 PDS National Conference in Atlanta!

As an association, we are constantly evolving. Built on the strong foundation provided by our founding members and the development of the Nine Essentials, NAPDS has distinguished itself as the leader in serving and advocating for the development of these important collaborative partnerships that exist between P-12 schools and higher education. As we move forward, the Leadership Team is committed to finding new and innovative ways to support you as members. We hope that the conference sessions will not only inspire you and help build stronger PDS Partnerships in your own educational communities but will also help to build stronger relationships amongst different schools and universities across the NAPDS membership.

I look forward to hearing your creative ideas and feedback. Enjoy the PDS National Conference!

Marcy Keifer Kennedy
NAPDS President-Elect



Stop by the NAPDS Membership Table

- ➔ Pick up past issues of PDS Partners, the Magazine of NAPDS
- ➔ Review past issues of School-University Partnerships, the official journal of NAPDS
- ➔ Ask questions of NAPDS Leadership Team members regarding:
 - ✓ Submitting for the Journal
 - ✓ Writing for the Magazine
 - ✓ Member Benefits
 - ✓ Running for Office
 - ✓ Chairing or Serving on a Committee
 - ✓ General Information

CONFERENCE STRANDS

Strand #1: PDS Structures: What organizational, communication, and/or governance structures have you put in place to advance equity in your PDS partnership across all stakeholders? What challenges and/or successes have you encountered in putting these structures in place?

Strand #2: College/University Preparation Programs: At the college/university level, how have you consciously designed your teacher preparation program(s) to advance equity in the education profession and/or introduce teacher candidates to equity as a cornerstone of that profession?

Strand #3: Clinical Practice in P-12 Settings: What aspects of teacher candidates' on-site clinical experiences are specifically designed to promote their understanding of equity? What roles have P-12 faculty played in enhancing this understanding?

Strand #4: Professional Development: NAPDS Essential #3 calls for "ongoing and reciprocal professional development for all participants guided by need." Share examples of such cross-participant professional development focused on advancing equity in the education profession.

Strand #5: Collaborative Research: Share examples of collaborative inquiry, research, or investigations of best practices in your partnership that have helped advance equity in the education profession.

STUDENT POSTER SESSIONS

For the eighth year in a row, teacher candidates have been given the opportunity to share their perspectives on their work in Professional Development Schools. The 50 presentations will be held in one 2-hour Saturday session during which teacher candidates will offer visual demonstrations of their work in PDS settings. Conference participants will have the opportunity to walk throughout the room and engage teacher candidates in conversations about their work.

SPECIAL PROGRAM NOTES

Program notations of Audience and Strand are selected by the individual presenters.

MY SCHEDULE

For quick reference, use the personal schedule to plan your day by writing the room of the session you want to attend and the page number that session can be found in the program.

THURSDAY, MARCH 5

8:45 - 10:15 a.m.	Pre-Conference Session	Room _____	Page # _____
9:00 a.m. - 12 Noon	Pre-Conference Session	Room _____	Page # _____
10:30 a.m. - 12 Noon	Pre-Conference Session	Room _____	Page # _____
1:00 - 1:45 p.m.	Concurrent Session I	Room _____	Page # _____
2:00 - 2:45 p.m.	Concurrent Session II	Room _____	Page # _____
3:00 - 3:45 p.m.	Concurrent Session III	Room _____	Page # _____
4:00 - 4:45 p.m.	Concurrent Session IV	Room _____	Page # _____
5:00 - 6:30 p.m.	General Session	Grand Ballroom East	Page # 32
6:30 - 7:45 p.m.	NAPDS Gala	Grand Ballroom West	

FRIDAY, MARCH 6

8:00 - 9:15 a.m.	General Session	Grand Ballroom East	Page # 35
9:30 - 10:15 a.m.	Concurrent Session V	Room _____	Page # _____
10:30 - 11:15 a.m.	Concurrent Session VI	Room _____	Page # _____
11:30 a.m.-12:15 p.m.	Concurrent Session VII	Room _____	Page # _____
12:15 - 1:15 p.m.	Lunch	Galleria Exhibit Hall	
1:30 - 2:15 p.m.	Concurrent Session VIII	Room _____	Page # _____
2:30 - 3:15 p.m.	Concurrent Session IX	Room _____	Page # _____
3:30 - 4:15 p.m.	Concurrent Session X	Room _____	Page # _____
4:30 - 5:15 p.m.	Student Reception (For student interns only)	Grand Ballroom West	
4:30 - 5:15 p.m.	Concurrent Session XI	Room _____	Page # _____
5:30 - 6:30 p.m.	NAPDS Membership Meeting (All are invited)	Grand Ballroom East	

SATURDAY, MARCH 7

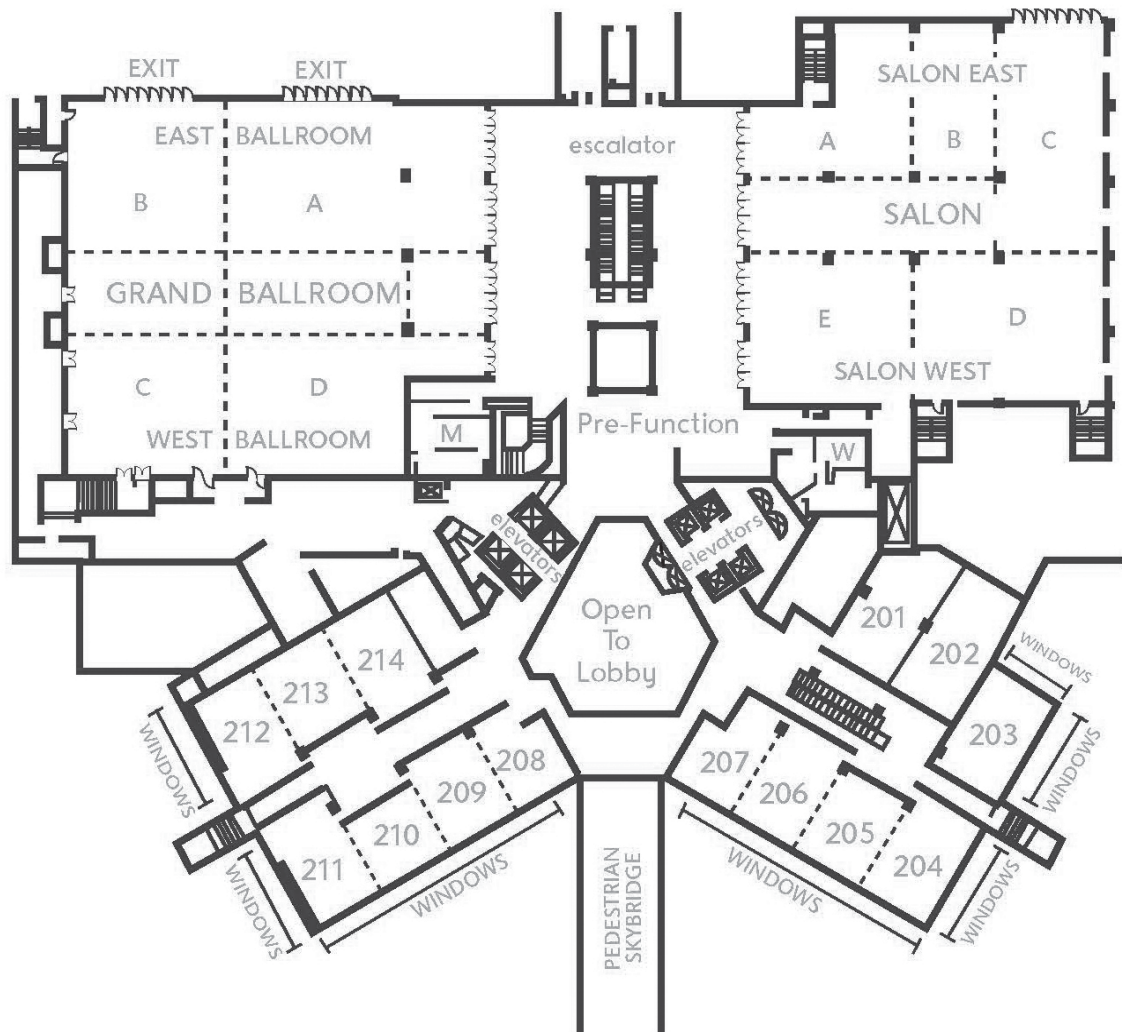
8:00 - 9:45 a.m.	Student Poster Sessions	Grand Ballroom East	Pages 87 - 101
9:00 - 9:45 a.m.	Concurrent Session XII	Room _____	Page # _____
10:00 - 10:45 a.m.	Concurrent Session XIII	Room _____	Page # _____
11:00 - 11:45 a.m.	Concurrent Session XIV	Room _____	Page # _____
11:45 a.m.-12:45 p.m.	Lunch	Galleria Exhibit Hall	
1:00 - 1:45 p.m.	Concurrent Session XV	Room _____	Page # _____
2:00 - 2:45 p.m.	Concurrent Session XVI	Room _____	Page # _____
3:00 - 3:45 p.m.	Concurrent Session XVII	Room _____	Page # _____
4:00 - 4:45 p.m.	Concurrent Session XVIII	Room _____	Page # _____

SUNDAY, MARCH 8

8:00 - 8:45 a.m.	Concurrent Session XIX	Room _____	Page # _____
9:00 - 9:45 a.m.	Concurrent Session XX	Room _____	Page # _____

Second Floor

meeting facilities



THURSDAY, MARCH 5, 2015

7:00 A.M. - 7:00 P.M.

CONFERENCE REGISTRATION

2nd Floor Pre-Function

8:45 - 10:15 A.M.

PRE-CONFERENCE SESSIONS

Room 202

Creating A Rubric To Assess PDS' Alignment With The Nine Essentials

Sharon Smaldino and Kristin Brynteson, Northern Illinois University

Drew Polly, University of North Carolina Charlotte

This presentation will provide participants with the opportunity to learn about, provide feedback, and discuss the creation of a rubric that can be used by PDS partnerships to self-assess the partnership in regards to the Nine Essentials of PDS Schools. The facilitators will briefly describe the purpose of the rubric, and then facilitate a conversation about the rubric and potential uses. The rubric will be in draft form, so plan on coming to learn about the rubric and providing feedback to participate in the process.

Room 203

Writing For School-University Partnerships, The NAPDS Research Journal

Kristien Zenkov, Seth Parsons, Audra Parker, Christine DeGregory, Amanda Bush, and Sarah Burrowbridge, George Mason University

Interested in sharing your PDS-related research? Or in becoming a reviewer or associate editor for the journal? Please join us for a brief presentation of all things related to School-University Partnerships, including the submission and review process, the roles of reviewers and editors, and the types of articles the journal publishes. Meet the editors and share your insights about the journal's objectives, impact, and future directions.

Room 211

Are You New To The NAPDS And/Or To The PDS National Conference?

Cynthia Stunkard, NAPDS President

Marcy Keifer-Kennedy, NAPDS President-Elect

The PDS National Conference is sixteen years old and the NAPDS is ten years old. Each year we welcome many old friends back to the conference but also cherish the arrival of new P-12 and college/university faculty. In order to help these new arrivals understand PDSs in general and the NAPDS and the annual conference in particular, we invite them to attend this informative session offered by the President of the association. One important focus of the conversation will be on ways that educators can play active roles in the work of the NAPDS.

Room 212

Promoting Equity And Excellence Through University-School Partnerships For Achievement, Rigor, And Creativity: Project U-SPARC

Meg Easom Hines, Octavia Fugerson, Tarek Grantham, Jeremy Pina, Brittany Anderson, University of Georgia, Stephanie Franks, Howard B. Stroud Elementary

In schools both at the local and national level, culturally and linguistically diverse or low-income students are underrepresented in gifted programs. In many of these gifted programs, educators and parents who advocate for equity are faced with negative attitudes, unbalanced access, inappropriate assessment, and/or insensitive accommodations. As a result, recruiting and retaining students from under-represented groups in gifted programs remains a challenge. This session is devoted to highlighting key findings from a partnership called U-SPARC (University-School Partnerships for Achievement, Rigor and Creativity) between a team of faculty and students in the Gifted and Creative Education program at the University of Georgia and a local Clarke County School District elementary school. Panelists will highlight ways in which structures designed to establish the partnership help to increase sustainability and advance equity and excellence in school.

9:00 A.M. - 12 NOON**PRE-CONFERENCE SESSIONS**

Room 204**Preparing Educators For High Poverty/Culturally And Linguistically Diverse Schools: A Manual For Teacher Educators, Teachers, And Principals**

*Maggie Madden, Maryland State Department of Education**Cheri Wittmann, Educational Consultant**Judy Beiter, Anne Arundel County Public Schools**Julius Davis, Bowie State University**Patricia Dean, Salisbury University**Julianne Dupuis and Stephanie Savick, Notre Dame of Maryland University**Laura Corbin Frazier and Leslie Moore, St. Mary's College of Maryland**Laila J. Richman, Towson University*

The Maryland Teaching Consortium (MTC), a Maryland Race to the Top funded initiative, consists of ten Maryland institutions of higher education, more than 20 professional development schools (PDSs), and the Maryland State Department of Education. These partners worked together over four years to determine essential program components for educator preparation programs related to teaching in poverty and with students of cultural/linguistic diversity in order to prepare candidates to meet the needs of increasingly diverse student populations. Participants identified three common program components (Understanding Oneself in the Context of Poverty/Cultural and Linguistic Diversity, Understanding Students, and Teaching in the Context of Poverty/Cultural and Linguistic Diversity), as well as ten expectations for educator preparation programs. The MTC published a 253-page manual *Preparing Educators for High Poverty/Culturally and Linguistically Diverse Schools: A Manual for Teacher Educators, Teachers, and Principals*. This pre-conference session will focus on ways in which the manual (which includes literature reviews, educator and program indicators, suggested evidence, partnership stories, references, resources and a glossary) can be used in educator preparation and professional development. MTC participants will share their stories in the context of the manual.

Salon A**PDS Directors' Forum**

*Gwen Benson, Georgia State University**Diane Yendol-Hoppey, University of South Florida*

PDS directors have gathered at the last seven PDS National Conferences to share their strategies for managing both the short-term and the long-term challenges of their respective PDS partnerships. The conversations have covered a wide range of issues, including funding, meeting accreditation requirements, building "networks" as opposed to simple one-on-one relationships, providing appropriate diversity in school placements, getting more university faculty engaged in their PDSs, and dealing with never-ending turnovers in faculty and leadership positions. We encourage PDS directors to bring to this year's conversation their most pressing challenges so we can perhaps together find common solutions.

10:30 A.M. - 12 NOON**PRE-CONFERENCE SESSIONS**

Room 202**A Conversation with the 2014 Recipients of the NAPDS Award for Exemplary Professional Development School Achievement**

*Elliott Lessen, Northeastern Illinois University (Moderator)**Donyell Roseboro, University of North Carolina Wilmington**Nanette Marcum-Dietrich, Millersville University*

The NAPDS Award for Exemplary Professional Development School Achievement was launched in 2009 to recognize PDS relationships for their ongoing contributions to the mission and vision of the NAPDS in creating and sustaining genuine collaborative partnerships that shape educator leadership and practice. Twenty-five partnerships have been recognized as award recipients in the last six years, and we invite you to join in conversation with the 2014 recipients to learn about their work.

Room 203

Writing For PDS Partners, The NAPDS Magazine

Ron Siers, Salisbury University

Interested in having your manuscript published? Confused about the difference between the NAPDS magazine and journal? Want to disseminate your best PDS practices to other members of the NAPDS? We will answer your questions and assuage your anxiety at this session. You will learn the process and selection criteria for submitting an article to PDS Partners: The Official Magazine of the National Association for Professional Development Schools. We look forward to helping you publish the transformational work within your PDS partnership.

Room 211

Developing MOUs

Marcie Keifer-Kennedy and Ginger Weade, Ohio University

Michael Cosenza, California Lutheran University

Join us for a session on the development of memorandums of understanding (MOU). MOUs provide a structural framework for the important partnering that occurs between P-12 schools and universities. This session will discuss important aspects to consider when developing these documents. Participants are encouraged to bring MOUs that they are currently using to share with the group. The session will highlight tailoring your MOU to fit the needs of all parties involved.

Room 212

Examining CAEP Standard #2: Implications For PDS Networks

Peggy Lewis, Laurie Mullen, and Cathy Siebert, Ball State University

With the introduction of the new CAEP standards, it is clear that Standard 2: Clinical Partnerships and Practice presents clear connections impacting PDS networks. How are we unpacking this standard and preparing for the examination of our practice in light of the expectations presented?

How are you interpreting the need to co-construct programs and “maintain coherence across clinical and academic components of preparation?” Have you already had discussions about assuring the quality of clinical educators and how that might involve evaluation? Do you have a strategy to “ensure that theory and practice are linked?” The session is an open discussion for any institution anticipating CAEP accreditation.

1:00 P.M. - 1:45 P.M.

CONCURRENT SESSION I

Room 202

Strand #1, Audience: All

Mentor Teachers In Professional Development Schools: The Motivations, Outcomes, And Challenges Of Serving As Mentor Teacher

Joni Irlmeier, Wayne State College

In May of 2014, I completed my doctorate program. My dissertation focused on mentors in Professional Development Schools (PDS). According to Everett, Tehenor, and Heins (2003), PDS requires shared governance with districts and practicing teachers so it is important to get feedback from the mentors about mentoring. In prior research, few studies told about PDS mentors' challenges. As our university was experiencing some challenges in our PDS structure as identified in Structure #1, it became important to investigate how we could improve our program and relationships with the school districts and provide a successful experience for all participants in the PDS partnership. Researchers acknowledge that one of the most critical components of a Professional Development School is the mentor teacher (Cave & Brown, 2010; Ganser, 2002; Krolle, Bowyer, Rutherford, & Hauben, 1997; Scheetz, Water, Smeaton, & Lare, 2001). With interns spending more time in the clinical settings, the quality and quantity of excellent mentors is critical (Everett et al, 2003). My phenomenological research involved a collection of qualitative interviewed data from eight mentor teachers in three school districts. I set out to determine the essence of the mentors' perspective of the experience as described by the participants of their personal happenings in serving as a mentor teacher. My presentation will provide insightful information voiced by the mentors regarding the motivations, outcomes and challenges of serving as mentor teachers.

Room 203**Strand #2, Audience: Beginning PDS****The Diversity Of Adoption: Lessons From A Small School**

Nina G. Phillips, Bryn Athyn College

The components of diversity are as varied as the term implies, but in a very small college connected to a small grade school, issues of diversity are rarer than you might think. How then do we make equity real to students who may not see it for themselves in their daily field experience? Through the PDS partnership we are able to answer this question in one word; adoption.

Strand #2 uses the words, “consciously designed teacher preparation programs to advance equity in the education profession” and focuses our attention on the need to provide authenticity in the training that we offer pre-service teachers and in-service teachers they work with. In a small, homogenous community such as this, adoption brings a unique way to include issues in diversity because of the higher than normal percentage of adopted children who attend our schools. Beginning with the need for recognition of the special needs of our adopted children, a group of teachers, professors and adoptive parents began preparing an in-service module looking at problems such as language usage, curriculum, and how the assumptions about adopted children and their families can be changed through awareness training.

In this presentation we will examine the place adoption itself holds as an agent of diversity, the challenges faced by students due to the transracial/cultural nature of their adoptive families, and the training that has come about as a result of request made by these families.

Room 204**Strand #3, Audience: All****Mini-TPA: Portfolio Assessment For Teacher Candidates In A PDS**

Scott Scheuerell, Loras College

The presenter will share how teacher candidates in a high school PDS participate in a Mini-TPA portfolio assignment prior to their student teaching experience. Insights will be provided on how the portfolio assignment, using Weebly, is introduced to the teacher candidates and implemented throughout the semester long PDS experience which meets on-site at Wahlert High School in Dubuque, Iowa. The presenter will discuss the rationale for using the Mini-TPA during the PDS experience and share how the teacher candidates participate in each of the four tasks identified by edTPA. Examples of Mini-TPA portfolios produced by teacher candidates in the PDS will be shown during the presentation. In particular, how digital video is used to capture evidence of whether the teacher candidate is able to meet each of the edPTA standards. The presenter will also provide examples of the rubric that is used for the Mini-TPA assignment. There is special attention given to the need to provide artifacts such as: lesson planning, digital video of the teacher candidate instructing students, assessment, and reflection. Each teacher candidate is also expected to meet the subject area expectations identified by edTPA. In addition, there is a focus on equity where teacher candidates need to differentiate instruction for English language learners and special education students.

Room 206**Strand #5, Audience: Established PDS****Research-Practice Partnerships To Address Latino Underrepresentation**

Bryant Jensen, Gary Seastrand and Paul Wangemann, Brigham Young University

Latinos, nearly 1 in 4 of all prek-12 students, are the largest, fastest growing, and among the most underrepresented student minority groups in the country. Empirical evidence demonstrating ways of improving teaching, student learning, high school completion, college preparation, etc. for these students is limited. Traditional research relationships between public schools and universities are inadequate to fill current knowledge gaps.

This paper describes an ongoing effort within the BYU-Public School Partnership to establish cutting edge research-practice partnerships (RPPs) to address Latino underrepresentation. Studies like the National Assessment of Educational Progress (NAEP) demonstrate that Utah Latinos are the lowest performing in the country. Latino high school dropout rates in Utah are inordinately high. In some cases Latino underrepresentation is attributable to practitioner failure to understand or implement promising practices from existing research. In others, underrepresentation is associated with limited evidence.

Efforts to foster RPPs to solve educational problems through collaborative inquiry highlight the importance of clear and sustainable structures and procedures. Institutions should facilitate “deliberate investigations of practice by respective participants” (PDS Essential 5). Collaborative research should merge researcher (e.g. design, analytic

method) and practitioner (e.g., contextual theories, alternative explanations) expertise. And original analyses within RPPs should a) improve local practice while b) contributing to the broader scientific knowledge base.

We describe the process of building RPPs as a strategy to address the problem of Latino underrepresentation. We explain how to a) nurture a commitment to mutualism, b) articulate problems of educational practice, and c) conduct collaborative inquiry in cycles.

Room 207

Strand #1, Audience: All

Sustaining An International Partnership And Creating Global Teacher Leaders

Gwendolyn Benson and Susan Ogletree, Georgia State University

Georgia State University has successfully implemented the Professional Development School (PDS) model over the past 10 years with multiple school systems in the Metropolitan Atlanta area and rural Georgia. We have collaborated to secure funding that has allowed us to work with other universities that serve some of our poorest rural school districts. Our PDS model specifically addresses advancing equity in education as it relates to our mission as an urban university and our commitment to partnerships with high need schools and diverse student populations.

In adapting this initiative into an international PDS model, we understand the importance of PDS structures that support and advance equity. Georgia State University administrators and faculty have developed a true partnership with public and private entities in South Africa, Durban University of Technology, the University of Johannesburg, the Ministry of Education, local schools, along with on-the-ground Non-governmental Organizations (NGOs).

Durban University of Technology has assisted in connecting Georgia State University with the larger community of stakeholders. We will discuss major challenges we have encountered in sustaining and institutionalizing structures to ensure sustainability of our work and creating global teacher leaders at GSU and South Africa. Our session will address collaborative structures, university buy-in, and school district buy-in. Additionally, we will discuss strategies for considering local culture, politics, and strategic study abroad programs to support our partnership efforts.

Room 208

Strand #2, Audience: All

Unlearning Ineffective Literacy Methods: Examining Teacher Candidates' Prior Literacy Experiences

Elizabeth Brown and Julie Rosenthal, William Paterson University

Why do so many teacher candidates conduct round robin reading, teacher-centered literacy drills, and have trouble utilizing balanced literacy techniques? Often, teachers teach the last way that they were taught. One challenge for teacher educators is presenting pedagogical methods and strategies that do not align to how teacher candidates were taught in elementary school. The inequitable experiences held by teacher candidates advantage some over others in educational classes and during their field experiences. Teacher candidates who experienced balanced literacy strategies as students are more likely to use these strategies in their field experiences. In response to Strand #2: College/University Preparation Programs, we have developed a study of teacher-candidates prior literacy experiences to compare how these experiences have influenced teacher candidates ability to comprehend and apply workshop based- balanced literacy methods in their field experiences. This study introduces teacher candidates to equity as a cornerstone of the profession by highlighting the importance of aligning practice to evidence and not perpetuating ineffective teaching strategies that may not engage or enrich students' literacy skills. Similarly, faculty members and School faculty are informed by teacher candidates' prior experiences and better able to equitably respond to the differences.

Room 209

Strand #3, Audience: All

PDS School Equity: The Next Generation Teacher

Lori Comer, Princeton High School

Anita Reynolds and Terry W. Mullins, Concord University

Schools in a PDS partnership are often engaged in examining innovative ways to create and present teacher education programs. Educational Psychology, Assessment, and Technology (EPAT) is an integrated offering at Concord University that combines three education classes: The Psychology of Teaching and Learning (EDUC 305), Educational Assessment (EDUC 310), and Educational Technology (EDUC 301). This approach provides students with a holistic understanding of concepts.

As part of the EPAT curriculum students participate in a field placement at Princeton Senior High School which is one of Concord University's Professional Development Schools. This semester the EPAT students are part of a Literacy Design Collaborative Initiative at PSHS. This initiative creates literacy-rich standards and assignments across content areas. This integration at the secondary level mirrors the major goals of EPAT for presenting content in a more meaningful, inclusive manner. Teacher candidates in EPAT are exposed to integrative approaches at both the university and secondary levels. This not only serves to enhance pre-service training, but also to increase teacher candidates' acceptance of cross-curricular strategies. In addition, this approach creates inroads for cross-curricular, authentic activities that minimize inequities in the classroom.

Room 210

Strand #4, Audience: Beginning PDS

PDS At Its Best: Ongoing And Reciprocal Professional Development

*Barbara Bowden and Herb Cox, Midway Middle School
Rachelle Rogers, Baylor University*

The Center for Public Education states that research consistently shows a strong correlation to teacher quality and student achievement, even greater than student ethnicity or family income, the school attended, or class size. According to longitudinal data, a large suburban district's demographics had been changing to include more students from diverse economic backgrounds. In addition, current state assessment data showed the successful instructional practices of past years were not promoting success for ALL students. Conversations between the middle school administration and PDS faculty prompted the idea of a partnership for professional development in research based instructional strategies.

Guskey (2000) suggested that professional should not be an event that was separate from one's day-to-day professional routine. Successful professional development is on-going and embedded in the process of developing lessons, instructional activities, and student assessments. Midway Middle PDS had the organizational structures needed in place to deliver the professional development within the framework of teachers' day-to-day routine.

This presentation will show how the PDS partnership worked within the established structure to form a learning community and the impact it had on faculty and students. P-12 and university educators will benefit from this presentation that will show a true PDS partnership with student achievement as the driving force.

Room 211

Strand #5, Audience: All

Researching Equity In Practice: Understanding The Influence Of A Cross-Curricular Learning Community

Susan Kiger, Della Thacker, Cassandra Caruso-Woolard and Bradley Countermine, Indiana State University

Indiana State University's very productive PDS partnership with Vigo County Schools is built on mutual trust, common goals, and a deep respect for the expertise brought by each partner in service of advancing equity in learning environments and educational practices. Colleagues, inspired at the 2014 PDS conference, conceived of a cross-generational, cross-curricular mentoring program to facilitate wider collaboration in developing professional practices to ensure equity. Dubbed CHILL (Colleagues Helping Implement Lifelong Learning), this student-led organization engages an array of partners including advanced teacher candidates in mentoring relationships outside those already instituted within the program. The organization promotes activities designed to facilitate the transition for teacher candidates as they move through increasingly deeper levels of integration in and responsibility to clinical settings.

In order to understand the impact the CHILL organization has in raising awareness of and affecting equity in instructional practices, faculty are developing a research protocol. A qualitative inquiry is being designed to establish, at least as a baseline, the state of the organization in terms of a community of practice as conceived by Lave and Wenger (Wenger-Trayne, 2006), in this case as dedicated to equitable instructional practices. By establishing a baseline for perceptions and practices, refinements to the mentoring practices of the organization can be conceptualized. This session will present the basic research protocol but also seek the input of participants in an open-discussion format.

Room 212**Strand #1, Audience: Established PDS****Student Surveys To Demonstrate Candidate Effectiveness And Positive Impact On Student Learning And Development**

Karen Foster, Lydia Davenport and Gwendolyn Williams, Alabama A & M University

At the forefront of the teacher training program at our university is the belief that all P-12 children can be successful in learning. Our university places a strong focus on partnering with urban schools and children born in poverty who attend schools designated as low income, with the belief that children in poverty can be successful and achieve at high levels. Although we believe that the instruction provided by our internship candidates in our partner schools makes a positive impact on student learning and development, it is a challenge to demonstrate that impact in a state that does not release test scores to the higher education partner. The Council for the Accreditation of Educator Preparation (CAEP) accreditation standards require documentation of assessments that demonstrate candidates' development of the knowledge, skills, and dispositions that are associated with a positive impact on student learning.

The presentation describes the student survey assessments conducted during the clinical internship that assess positive impact on student learning. Our university worked with CAEP to pilot the Tripod Student Survey assessments offered through Cambridge Education. The surveys were used to collect data on student perspectives about teaching and learning that occurred while our interns were instructors in their classrooms. The presentation will describe the costs, procedures for administration, collecting, and reporting of scores.

Our university chose the Tripod Student Surveys because the reliability and validity of the assessments have already been determined. The Measures of Effective Teaching (MET) Study in 2010 and 2012 reported the effectiveness, using a sample of over 44,500 students. During the presentation, we hope that participants will share experiences with using student surveys, (either the Tripod, or other types of student surveys) to determine the effectiveness of internship candidates on student learning.

Room 213**Strand #5, Audience: All****An Investigation Of Rural Educators' Motivating Practices**

Kaitlyn Marie Gardner, SUNY Buffalo State

Rural education is under-represented in the literature, even though rural schools are highly different from their urban and suburban counterparts (DeYoung, 1987). Although almost thirty percent of United States students are enrolled in rural schools, only six percent of educational research includes rural schools (Hardre, 2008). Because of this dearth of research, my project focuses on rural education.

I hypothesize that as teachers are further removed from cities, their perceptions of, and expectations for, their students will change. I believe that teachers' long-term expectations for their students become less college-oriented. Furthermore, I hypothesize that teachers further from major cities will report using fewer motivating strategies in their classrooms and feeling less capable of influencing students' academic self-efficacy. This is significant because research shows that teachers have a strong influence on students' academic self-efficacy, especially in the later grades (Maehr 1991).

Information about rural teachers' perceptions and practices will be obtained through a process of administering two surveys, in addition to conducting interviews. This research advances equity in education by studying rural educators, an under-researched population. Following Strand #5, this study investigates teacher practices within our partnership to advance equity in education. In accordance with NAPDS Nine Essentials #5, I will share the results of my research with the public so teachers' motivational practices can be improved.

Room 214**Strand #3, Audience: All****Preparing Candidates To Become Change Agents For Struggling Readers, Including English Language Learners**

Susan M. Syverud, Jennell Vinachi, Lauren Kontol, and Cameron Keating, University of North Florida

In this session, participants will learn how a reading methods course was redesigned and delivered to better prepare candidates to become change agents for struggling readers, including English Language Learners. Participants will learn how the course was redesigned into a hybrid model, offering course content in five modules: Beginning Reading, Reading Instruction in the Primary and Intermediate Grades, Content Area Instruction, Response to Intervention, and Your Impact with the latter module highlighting the experiential component of the course, requiring candidates

to tutor struggling first and second grade readers under the guidance and supervision of their professor. Participants will learn about online tools and strategies used to deliver course content and the corresponding assignments that conveyed understanding. Participants will learn about the training candidates received prior to tutoring, the core and supplemental interventions used to teach the children as well as formative and summative evaluations to monitor progress and to determine effectiveness. Evidence of candidates as change agents will be celebrated.

Salon D**Strand #4, Audience: All****The Cycle Of Reciprocal Professional Development**

Craig Michaels, Sun A Kim and Denise Ferrara, Queens College

Helene Jacob, Vidya Chow and Mariel Salamanca, Queens College School for Math, Science and Technology

Creating school culture where professionals work collaboratively to share responsibility for differentiating instruction for student achievement may be key to promoting equity and excellence in public education. PS/IS 499 is a public elementary school under the jurisdiction of the New York City Department of Education that is a professional development school with Queens College, City University of New York. The reciprocal professional development project described in this session is one of several equity-focused initiatives between the PS/IS 499 and Queens College. Currently there are multiple layers of collaboration occurring between the two institutions and several formal structures to foster these initiatives. In recognition of the tenth anniversary of the partnership, the school and university participated in a visioning/strategic planning process to clarify the mutually beneficial outcomes of the partnership moving forward. The reciprocal professional development began as a small pilot to investigate infusing evidence based interventions (EBI) in co-taught math classrooms prior to the strategic planning process. This work has been expanded into a whole school professional development to promote equity and evidence-based instructional approaches across content areas. The project was introduced in three phases. The first phase involved college faculty supporting a c-teaching team to infuse EBI into their co-taught math class through professional development and technical assistance. In the second phase, the initially trained team and college faculty provided professional development to another team. In the current phase, we are extending this work with other teams and content domains, including pre-service teachers from the college.

Salon E**Strand #5, Audience: Beginning PDS****Building New And Effective Professional Development School/University Partnership**

Shawn Kelly and Michael Taack, Fremont Professional Development Middle School

John C. Fremont Professional Development School in urban Las Vegas became a Professional Development School in 2008 during a re-staffing of the school by Clark County School District in response to low student test scores. This sudden transformation into a PDS was met with enthusiasm by the school's new staff and administration, but few had any clear ideas of the missions and goals of a PDS. This lack of understanding was particularly evident in the almost nonexistent partnership between Fremont PDS and UNLV during the initial years following the change from a middle school to a PDS. This strain, however, has been reduced drastically over the past few school years, as both parties have made conscious moves to create a strong and enduring relationship that revolves around research on campus and the involvement of professors and graduate students in our classrooms.

This presentation will feature video commentary from professors, graduate students, student teachers and Fremont faculty. We hope that we are able to not only document our evolution into a fully shaped PDS, but that session attendees will offer insights and suggestions that will help us to move forward in our school /university partnership.

1: 45 P.M. - 2:00 P.M.**TRANSITION TIME**

2:00 P.M. - 2:45 P.M.

CONCURRENT SESSION II

Room 202

Strand #5, Audience: All

Bears and Eagles: Unlikely Successful Partners

Dora Almaguer, Cesar Chavez Middle School

Leanne Brannon and Pat Sharp, Baylor University

“You are awhat??? Really? A Baylor college student!” a CCMS sixth grader exclaims.

Can college freshmen have a positive impact on state test scores? For an hour a week? University students wonder, “What if teaching is not for me?” They want to know: “Can I really do this? What impact does tutoring by university freshmen have on urban middle school students? In addition, what paradigm shifts do university freshmen tutors experience?

Freshmen education majors from an elite private university tutor urban middle school students from a 94% minority and 98% economically disadvantaged background. In the heart of a poverty-stricken city blocks from the university, the middle school and university are worlds apart.

Many university students from affluent or upper middle class families all over the United States arrive with high expectations of changing the world as teachers find the experience of teaching urban students life changing.

Students “in need of help,” based on Texas state test scores are tutored one hour a week throughout one semester. College freshmen prepare lessons using best practices, teach the lessons, and conduct a pre-post assessment.

Incredible benefits emerge for both groups from this unique partnership. Presenters will discuss and highlight the longitudinal data and positive impact.

Room 203

Strand #1, Audience: Beginning PDS

The Courtship Phase Of A Professional Development School Marriage - Advancing Equity In The PDS Partnership By Structuring A “Courtship Phase” Before Signing The Marriage Contract

Anne Dichele, Quinnipiac University

Many PDS relationships fail, or at least become less than life-giving, often like a couple that rushes into a marriage before knowing what each partner values, and what each partner believes the relationship should be. Our experience over the years of developing PDS partnerships has been to design a “Courtship Phase” of the partnership, with the mutual understanding that the goal is to establish a relationship that will survive long-term. We believe both partners (the University and the School) need to know each other on multiple levels, and need to spend a year or two working towards a mutual understanding of the goals and objectives of the partnership BEFORE entering into any formal MOU.

This session will lay out a “Courtship Phase” set of parameters and series of steps for explaining the design of these early development days, and how instituting this phase of a PDS establishment enhances the overall success of any PDS relationship.

Room 204

Strand #2, Audience: All

Using Your PDS Relationship To Enact Equitable Internship Experiences

Kim McCormick, Sara Elburn and Ron Siers, Salisbury University

The internship experience is more than just what happens inside one classroom or one placement. Through the PDS relationship it encompasses continued professional development connected to teaching practice at the school site, a community of educational stakeholders to offer support, as well as resources and knowledge that will help interns as they graduate and secure a full-time teaching position.

Between PDS sites, seminar instructors, supervisors, mentors teachers, liaisons, and site coordinators, there are a myriad of different stakeholders that play a part in the internship experiences. With all the best intentions in place, the experience that each intern might have can vary greatly. It can at times seem overwhelming to ensure that each intern is receiving an equitable experience that will assist him/her in becoming the best teacher they can be. However, this is where the power of the PDS relationship can assist teacher education departments. It is through this collaboration that teacher education programs can continue to modify and adjust courses, policy and advising

to support interns to the fullest.

This session supports NAPDS essential #2 – A school- university culture committed to the preparation of future educators that embraces their active engagement in the school community.

Session participants will leave with:

- Strategies for gathering feedback from various PDS stakeholders about internship experiences
- Methods for taking feedback and using it to enact positive changes for teacher education courses, policy and advising
- Firsthand examples of data collected from the field and how changes were implemented in teacher education programs

Room 205

Strand #3, Audience: Established PDS

Preparing For Demographic Diversity

Cynthia Coler, California State University of Channel Islands

Michael Cosenza, California Lutheran University

Neighboring universities, one public and one private share their unique approaches in structuring their PDS models and designing opportunities to pursue equity in their teacher preparation programs. This presentation focuses on one university partner's Dual Immersion Program and another university partner's emphasis on English language development placements and special education observations. The discussion will provide insight about how these PDSs collaborate with their respective university and prepare their candidates to work with students with various needs.

Room 206

Strand #3, Audience: All

Inequitable Opportunities? Empowering Teacher Candidates To Learn More About Their Students' Out Of School Experiences

Elizabeth Brown, Julie Rosenthal and Jean Modig, William Paterson University

Nicole Dynega, Learning Community Charter School

Denise Fitzpatrick, William B. Cruise School #11

Often teacher candidates do not realize the vast multitude of experiences that P-12 students may have outside of the classroom and how these experiences impact their academic performance. The purpose of this research is to reinforce for teacher candidates the importance of collecting information about students' out of school experiences and responding to the information through evidence-based teaching practices and effective pedagogical methods. The study responds to Strand #3: Clinical Practice in P-12 Settings. This research project provided teacher candidates with an on-site experience to enhance their understanding of different students' out of school experiences and the successful strategies used by P-12 faculty. The teacher candidates assisted in creating the survey questions about P-12 students' previous out of school experiences (daycare v. stay at home parent); Preschool experiences; languages spoken at home; degrees of assistance received with homework; number of playdates; amount of time spent reading at home with an adult; the types of experiences reading with adults (adult reads without asking questions or stops and discusses the story throughout); and experiences at museums. Teacher candidates at one urban PDS setting administered surveys to first grade families. The teacher candidates, in collaboration with the Professor in Residence, University Faculty, and School-based faculty, analyzed the data and brainstormed how P-12 Faculty currently respond to inequitable opportunities by implementing family education programs, curriculum nights, parenting programs, and in-class experiences.

Room 207

Strand #5, Audience: All

Collaborating As A Reflective Community, To Maintain A Focus On Science Phenomenon, While Ensuring Equity For All Students

Alicia McDyre, Penn State University

Laurie Pagnotto, Grays Woods Elementary School

A cornerstone of our professional development school partnership is collaborative research. Through collaboration, inquiry and research we aim to advance equity in education, not just for the students in the partnership, but also for the students they teach. Collaborative research supports two goals of our professional development school: to enhance the educational experiences of all children and ensure high quality induction of new teachers into our profession.

Our partnership is situated in a P-12, public school system serving approximately 6800 students, of which approximately 12% are enrolled in Special Education, with 14.2% having a main identification of Autism (2011-2012 data). With the increased role of the classroom teacher as the primary educator in the inclusive classroom, our goal is to prepare interns for a professional future, where collaboration, inquiry and research are on-going, simultaneous practices to meet the needs of all children.

Our presentation will showcase the reflective cycle of collaborative research we used when we focused on a science method's assignment, planning and implementing inquiry-based lessons about sound. The intern's inclusive classroom contained kindergarten students identified as exhibiting behaviors associated with sound sensitivity due to their Autistic spectrum diagnoses. Therefore, our inquiry began with a planning meeting that included members of the TRIAD (intern, mentor & PDA), as well as a district instructional coach, the university science method's professor, and a professor specializing in Autistic spectrum disorders. Addressing equity from a variety of lenses, we met over the course of the semester to plan, implement, and reflect on our inquiry.

Room 208**Strand #1, Audience: All****The Promethean Technology Coach: Taking An Active Approach To Supporting Technology Integration In An Urban PDS**

Allison Papke and Rebecca West Burns, University of South Florida

With the current call for teacher preparation to move closer to the field (NCATE, 2010), it is imperative that preservice teachers are supported as they engage in making theory to practice connections in their field placements. These connections occur not only in the content areas, but they also occur when preservice teachers integrate technology. However, sophisticated technology integration requires support in the form of coaching (ISTE, 2011). Yet the research on technology in preservice teacher supervision has focused primarily on technological tools as opposed to the nature of support needed for technology integration (Jacobs, Burns, & Yendol-Hoppey, 2014). Our urban PDS is a collaborative effort between a large research-intensive university and a large school district in the top 10 largest school districts in the country. Through an initiative with Promethean Technologies, we have been able to create the hybrid role of technology coach to support the meaningful integration of technology into the K-5 classroom as well as the university classroom where faculty integrate the technology for their methods coursework.

Drawing upon the scholarly literature of preservice teacher supervision and hybrid educators as well as the International Society for Technology in Education's (ISTE) standards for teachers and coaches (2011), we examined the question, "What is the role of a preservice teacher technology coach in an urban professional development school context?" In our presentation, we will share the outcomes of our inquiry as well as conceptual underpinnings of this kind of hybrid role for PDS contexts.

Room 209**Strand #2, Audience: Established PDS****A Mission In Action: Developing Equity-Oriented, Culturally Responsive, Change Agents**

Vera Stenhouse and Shonda Lemons-Smith, Georgia State University

The Urban Accelerated Certification and Master's Program (UACM) at Georgia State University is a two-year accelerated initial certification program at the Master's degree level designed to develop master novice elementary teachers who are highly qualified and better prepared to navigate the contexts, challenges and possibilities of teaching. Program experiences are consciously designed to meet its mission: to promote the success of elementary students schooled in urban contexts through the development of pedagogically competent, equity-oriented, caring, empowered teachers who are change agents inside and outside the classroom. An integral aspect of the work is the partnership relationship between the program (e.g., coursework), the schools with which teacher candidates are partnered, and the students they serve during their program of study.

This session details coursework exemplars of turning a program mission into practice. Specifically, given UACM's mission, it is critical preservice teachers espouse affirming views about students, and those views must be explicitly reflected in their instructional practices. Historically, content disciplines and methods courses have not been spaces for continuing conversations related to equity and culturally responsive pedagogy. We highlight the content area of mathematics and how the mathematics methods courses in the UACM program seek to operationalize culturally responsive mathematics instructional practices. Particularly, the idea of contextual anchoring will be discussed. With contextual anchoring preservice teachers are encouraged to advance equity by using children's informal knowledge,

out-of school experiences, families, communities, and lived experiences to make connections to formal mathematics, and use those connections to help children understand mathematical concepts.

Room 210

Strand #3, Audience: Beginning PDS

The Early Steps Of Developing Partnerships Between Higher Education Institutions And School Districts

Ruth Caillouet, Shayla Mitchell, Mandy E. Lusk, Beverly Garner, Patricia Smith and Rosetta Riddle, Clayton State University
Eric Watson, Stockbridge High School

Clayton State University, a relatively new university in the southern Atlanta region, is home to a strong teacher education department serving undergraduates and graduate teacher education students. Faculty and staff in teacher education have diligently worked with surrounding school districts to form partnerships to eventually emulate the research-based professional development schools model. With the financial help from the state of Georgia, Clayton State University and the Henry County School District have partnered together to begin the early stages of a professional development school model. This presentation will provide potential universities and school districts specific strategies to build a professional development school model. In addition, the presenters will discuss various challenges presented during the process and how these challenges were overcome. Finally, the participants will be provided with materials they can use in building their own partnerships between the universities and schools districts in their area.

Room 211

Strand #4, Audience: All

BT Matters: Partnering To Retain Teachers In Our Professional Development System

Somer Lewis, University of North Carolina Wilmington
Kelly Schultz, Clinton City Schools

In 2014, the Watson College of Education at the University of North Carolina Wilmington was awarded the Institute for Emerging Issues Prize for Innovation. This one time grant awarded \$50,000 in funding for the creation of an intensive beginning teacher support program piloted in 1 of our 12 PDS districts, but designed to be both scalable and sustainable for little to no cost. The resulting Beginning Teaching Matters (BT Matters) Project seeks to address issues of teacher retention by immersing beginning teachers in customizable professional development and providing them with a community-based network of support. This support is offered in two ways: face-to-face through monthly meetings and online via web portal. Through this project, 28 beginning teachers in Clinton City Schools with zero to three years of experience meet monthly in subject-specific or grade level professional learning communities. These small groups, facilitated by local master teachers and a district-based leaders, work with major topics affecting teacher retention, learn about the culture of their local community, and explore resources that will support and enhance classroom instruction. During the time between each meeting, participants work online through a common web portal facilitated by district leaders and university support personnel. The portal links all participants and provides access to a wealth of resources for beginning teachers, as well as hosts the program materials for the BT Matters Project. Furthermore, master teachers and district leaders work extensively with university faculty to revise and improve both face-to-face and online modules in response to teacher feedback.

Room 212

Strand #5, Audience: Established PDS

Developing Profiles Of Hybrid Educators Within The PDS Context

Doris Grove, William Benson and Christine McDonald, Penn State University

Our presentation focuses directly on "Essential 8" with its strong focus on faculty from both higher education and basic education working in cross-institutional roles. We are presently engaged in an on going research study that examines the transitions into and out of these cross-institutional roles by three distinct but inter-related groups of hybrid educators: 1) reassigned teachers who assume supervisory and teaching roles within the PDS for three-year period and eventually return to their classroom teaching assignments; 2) university faculty who assume teaching and supervisory roles as professional development associates within PDS schools; and 3) doctoral students who were once successful classroom teachers who serve temporarily as instructors and supervisors within the PDS context in the hopes of becoming university faculty who lead PDS efforts in other settings.

We continue to collect data through a three-interview sequence that focuses on life before the hybrid role, life during the hybrid role and life after the hybrid role. However, we have also started the next step, conducting analysis

of our data. Analysis focuses on writing profiles of those whose interviews are completed and developing a set of themes that cut across the profiles.

Room 213**Strand #1, Audience: All****Collaborative Equity: A Joint Effort To Meet The Needs Of All**

Joe Novak, University of Kansas

Jeff Harkin, Liberty Memorial Central Middle School

The Professional Development Schools program together with the Special Education Department in the School of Education at the University of Kansas, have a collaborative agreement to enhance professional learning, teacher candidate development, design and delivery of school-wide equity outcomes, and promote active leadership for and engagement in the inquiry together with Liberty Memorial Central Middle School. LMCMS has been a long-standing and supportive PDS partner school since the inception of the PDS movement in the early 1990s. As a major district-wide goal, LMCMS is moving the entire staff and community towards conscious and consistent efforts in achieving equity and access to a quality education for all students.

Members of the KU faculty spent the fall semester building relationships and capacity towards implementation of the program. The PDS faculty (university and school faculty) work together focused on literacy practices in one 7th grade team. As a result, there is a focus on equity-related supports for literacy development. Ten secondary teacher candidates were selected and placed at LMCMS. The student teachers represented cross-curricular and cross grade level placement. Each is placed with a supervising teacher who embraces active co-teaching strategies in their classrooms.

The PDS faculty (university and school faculty) will spend the spring semester training all staff and community in the implementation of tiered interventions for all students.

Room 214**Strand #2, Audience: Established PDS****A Tale Of Two Schools: A Multiple Case Study Of Two Professional Development Schools**

Jori Hall, Janna Dresden, Lew Allen, Bob Capuozzo, Beth Tolley and Erica Gilbertson, University of Georgia

Mark Tavernier, Clarke County School District

Xermona Thomas, J.J. Harris Elementary Charter School

Anissa Johnson, Fowler Drive Elementary School

The proposed session will use a multiple case study method to explore the early stages and growth of two Professional Development Schools (PDS). The two neighboring elementary schools are in the same school district and have similar student demographics (over 90% of the students receive free and reduced lunch). Both schools are participants in the school district's partnership with the local university; one school has been a PDS since 2009 and the other since 2011. The approaches to PDS work taken by the two schools have had both similarities and differences. The principals and professors-in-residence of the two schools along with the district associate superintendent and three faculty from the university, collaborated on this research project to 1) describe and document the principles and practices of their evolving partnership and 2) examine the impact of this partnership on various stakeholder groups, including (but not limited to) the students in the elementary schools. Data for the study included focus groups, interviews with key informants, analysis of documents created for internal use, and student scores on the Criterion Referenced Competency Test and on the state-mandated writing test. These data were not used to compare the programs and results at the two schools. Rather, evidence from the two schools was used to provide a richer picture of the possibilities and challenges inherent in school-university partnerships. Therefore, the preliminary results of the study will be presented as nuanced and layered descriptions of the successes and points of tensions involved in PDS work.

Salon D**Strand #3, Audience: Beginning PDS****A Partnership For Prosperity: Sharing Resources To Meet Students Needs**

Rick Druggish, Kathy Hawks, Lethea Smith and Kathryn Tucker, Concord University

Faced with a need to increase clinical practice within the elementary education program and to ground the program in close partnership and collaboration with school districts, the university implemented a residency program. The goal of the residency program was to provide teacher candidates with opportunities to practice and reflect on their teaching within an environment of collaboration and support from university professors and mentor teachers, allowing them to transition to student teaching with greater confidence and preparation. At the same time, school

partners challenged us to help them advance student achievement in a school system that had few resources and opportunities for enrichment and in a region entrenched in poverty. As poverty continues to be the great divide in quality education in the United States, the partners in this residency program have found multiple ways to meet their underserved students' needs. Now in its third year, the residency program partnership has seen increased teacher involvement, increased performance by students in the classroom and on standardized tests, and increased efficacy of our elementary teacher candidates. The presentation will share the beginnings of the residency program and its development to its present model. Presenters will also share collaboration models and student enrichment programs that have been developed along the way.

Salon E

Strand #4, Audience: All

From School To Reality To Dream School: Service-Learning By And For Educators

P. Gayle Andrews, Katherine F. Thompson, Melissa Baker and Michael Cassidy, University of Georgia

Selena Blankenship, Hilsman Middle School

Jen Cole, Whitehead Road Elementary School

Grace Staniszewski, Fowler Drive Elementary School

Sean Spade, Union County Middle School

Service-learning by & for educators advances school improvement efforts in innovative and transformative ways. In a University of Georgia Middle School Education doctoral course taught on-site at Hilsman Middle School (HMS) as part of the UGA-Clarke County School District PDS partnership, graduate students each designed a service-learning projects to connect their interests in middle grades education or young adolescents (ages 9-15) to HMS's Dream School Initiative, a vision developed by HMS students, faculty, and parents.

For each service-learning project, UGA doctoral students met with HMS and university faculty frequently to plan and develop projects that would meet the needs of the HMS community. Service-learning project topics varied and related to teaching behavioral expectations, problem posing, advocacy & advisement, family engagement, differentiation, school-wide enrichment clusters, digital literacy, action research, and employee engagement. Discussions and research related to middle grades transition also resulted in a 6-day transition camp developed by 6th grade HMS teachers.

Join us as we explore connections between a high-poverty middle school's Dream School Initiative and service-learning projects completed by practicing educators/graduate students in a university doctoral course taught on-site. Investigate how service-learning conducted by and for educators can benefit school improvement efforts. Explore how to develop the school of your dreams and examine teacher resources created for the service-learning projects, each of which addressed a gap between the school's reality and its Dream School aspirations.

2:45 P.M. - 3:00 P.M.**TRANSITION TIME**

3:00 P.M. - 3:45 P.M.**CONCURRENT SESSION III**

Room 202**Strand #4, Audience: Established PDS**

Professional Development For Equitable Access

Paul Wangemann and Gary Seastrand, Brigham Young University

Through the Brigham Young University-Public School Partnership faculty and administrators from the public schools and university engage in a year long professional development program called Associates. This is in accordance with Essential #3 that calls for ongoing and reciprocal professional development guided by need. The purpose of Associates is to provide extended discussion and greater understanding of the foundational principles and ideas that form the basis for our university-public school collaboration. In this program 5 commitments are studied, one of which is our commitment to "Equitable Access to Academic Knowledge and Achievement." The Partnership's aim is to developing educators who are committed and actively providing equitable access to academic achievement and knowledge through rigor and mastery of curriculum content and instructional skills. This session discusses how practicing educators are provided additional development opportunities and support in the area of equitable access for all students. Examples and ongoing efforts to support educators will be shared. Essential resources will be discussed include caring and competent teachers, quality curriculum, adequate educational materials, and support systems both at school and at home. Our partnership is dedicated to ensuring that every student learns, and that means every student has equitable access to knowledge and achievement.

Room 203**Strand #5, Audience: All****A School Garden: Collaborating To Provide An Educational And Community Resource**

Julie Rosenthal, William Paterson University

A vacant lot across the street from an urban K-8 PDS was converted into a school garden with the help of community organizations, the school's Professor in Residence and a few volunteers, two cooperating teacher and their students, and the university faculty member and candidates enrolled in an elementary science methods course. This collaborative investigation captures the spirit of PDS-University partnerships, with support from the school, university, and community, and with clear advantages for all stakeholders. School gardens have been sprouting up across the country in the last decade, and there are multiple benefits for students including educational advantages across the curriculum, and physical and mental health benefits. In northern New Jersey, where this investigation took place, an organization known as City Green helps urban schools to set up gardens, and provides training for teachers as well as lesson plans for a range of grades. The university faculty member teaches the science methods course which is during candidates first major field experience; students in her section along with other volunteers provided the labor needed to convert the lot. Candidates found the work rewarding and reported a desire to engage with school gardens in their future settings. The cooperating teachers, along with teacher candidates, brought children down to plant assorted vegetables which children subsequently observed, tended, and finally harvested and ate. Teachers linked some classroom learning to the garden experiences. Tips for school gardeners, as well as roadblocks encountered, will be presented.

Room 204**Strand #1, Audience: Beginning PDS****I Was Running A Rogue PDS Or What I Learned In Vegas Shouldn't Stay in Vegas**

Carolyn Chryst, SUNY, Oneonta

Our teacher preparation program faced a multitude of challenges due to state education's restructuring of the teacher certification process, as well as major shifts to inservice teacher evaluations. It is increasingly difficult to find placements for student teachers. Another major issue is improving the quality of early field experiences for students.

One solution to establish reliable placements and improve teacher candidate early field experience is to enter into stakeholder relationships with area school systems as well as the college/university system. I was granted a semester sabbatical to explore one such model of teacher preparation that has been evolving for 20+ years, the Professional Development Schools (PDS). First, I studied the development of the nine essentials. I learned I had been running a Rogue PDS for ten years--I was only missing an articulated agreement (essential # 6) with local schools & the university. Second, after attending the conference in Las Vegas, I discovered that what I learned in Vegas needs to be spread far outside of Vegas! My paper shares what I learned about building a PDS from the pieces and parts that exist in many education programs already. You don't have to start from scratch! You may already have collaborators, and programs in place that with a few adjustments and an established evaluation plan would be rogue no more. I will also share steps we have taken since Vegas to evolve into a proper PDS, such as using grant money to bring inservice teachers to this conference (essential #9).

Room 205**Strand #2, Audience: All****Advancing Equity In Practice: Promoting Equity In Clinical Practice Through A Cross-Curricular Community**

Susan Kiger, Della Thacker, Cassandra Caruso-Woolard, Bradley Countermine, Denise Current, Jacob Payne, James Welter, Andrew Collins, Joshua Mannix and Rachel Poer, Indiana State University

Indiana State University's very productive PDS partnership with Vigo County Schools is built on mutual trust, common goals, and a deep respect for the expertise brought by each partner in service of advancing equity in learning environments and educational practices. Our teacher candidates are "immersed" into extended, truly clinical field experiences equally mentored by classroom teachers, education faculty including teaching graduate assistants, and content discipline faculty. In the immersive field experience, candidates teach and document impact on student learning through a work sample that challenges the candidates to carefully examine, defend, and refine equitable practices on the basis of outcomes data. Candidates also work in the school-at-large to encounter the school as a learning community wholly dedicated across disciplines to supporting P-12 student development and achievement.

Colleagues, inspired at the 2014 PDS conference, conceived of a cross-generational, cross-curricular mentoring program to facilitate wider collaboration in developing professional practices to ensure equity. Dubbed CHILL

(Colleagues Helping Implement Lifelong Learning), this student-led organization engages an array of partners including advanced teacher candidates in mentoring relationships outside those already instituted within the program. The organization promotes activities designed to facilitate the transition for teacher candidates as they move through increasingly deeper levels of integration in and responsibility to clinical settings. Presented by faculty and students directly involved in creating this organization, the session shares the mission and vision, student-driven steps taken in developing the organization, meeting requirements for campus-recognition, establishing mentoring relationships, ongoing activities, and measures taken to evaluate and refine practices.

Room 206

Strand #3, Audience: All

All Means All

Joan Nicoll-Senft, Central Connecticut State University

Jessica Grzegorek, Woodside Intermediate School

Addressing Strand 3 (Practices in P – 12 Settings), this presentation provides an overview of a field-based teacher preparation program that provides pre-service general education teacher candidates with meaningful opportunities to collaborate with general and special education teachers and their third /fourth grade students (including students with /without disabilities, ELLs, and struggling learners).

Cromwell Public Schools and Central Connecticut State University have been PDS partners for eight years. An overarching theme of our work is promoting equity in education by focusing course content and clinical experiences on meeting the needs of all learners. Higher education faculty and Special Education Departments co-teach course content using seven essential questions focusing on this theme. The course also includes an intensive clinical practicum focused on meeting the needs of all learners. After analyzing reading assessment data, an intervention using the evidence-based PALS program (Vanderbilt University) was implemented to build fluency and understanding of narrative text structure. Results of this semester-long intervention were that students increased their reading fluency by an average of 17.2 words per minute and increased their ability to orally retell a story by 2.6 points on a 0 – 13 point scale. Projects that showcased the group's progress have included reader's theatre, and the creation of digital stories using multimodal devices. This presentation will provide an overview of the program including findings from analysis of fourth grade pre/post fluency and comprehension measures. Excerpts of the students' digital stories will also be shared as well as evidence-based recommendations for schools considering such a program.

Room 207

Strand #4, Audience: All

Building Capacity For Effective STEM Education Through A University-School Partnership: A Professional Learning Site Model

Brian Williams, Nancy Jo Schafer and Bejanae Kareem, Georgia State University

Retha Woolfolk, M. Agnes Jones Elementary School

The session will present an overview of The Teaching Teachers Together: Science, Technology, Engineering and Mathematics Success (3-STEMS) project currently being implemented through a partnership between Atlanta Public Schools (APS) and the Urban Accelerated Certification and Master's Program (UACM) at Georgia State University. One of the primary goals of the project is to increase the number of highly qualified teachers prepared to teach STEM (science, technology, engineering, and mathematics) to children enrolled in high-need urban schools. In order to achieve this goal, the project team developed a Professional Learning Site (PLS) at an elementary school in APS. This school serves as a hub for certification and professional learning activities including on-site certification courses, extensive immersion experiences for interns, STEM Professional Learning for teachers, and mentorship and coaching for participants. In addition, during the summer, the project implements a specialized STEM summer program for children and teachers. In addition to these components, 3-STEMS also incorporates the use of classroom-based teacher action research, problem-solution projects, and school-collaboration mini grants as tools to help educators identify authentic issues presented in the classroom and community and use data as a means to impact change. By the end of the grant period, 3-STEMS will impact 10,125 students and produced 135 newly certified teachers. The project also provides professional learning in STEM for classroom teachers and through our teacher mentor component resulting in support for 405 in-service practitioners.

Room 208**Strand #5, Audience: All****Incorporating Evidence Based Interventions In Co-Taught Math Classes**

*Sun A. Kim, Denise Ferrara, Queens College**Vidya Chow and Mariel Salamamca, Queens College School of Math, Science and Technology*

Creating school culture where professionals work collaboratively to share responsibility for differentiating instruction for student achievement may be key to promoting equity and excellence in public education. PS/IS is a public elementary/middle school under the jurisdiction of the New York City Department of Education that is a professional development school with Queens College, City University of New York. This research project was conducted as part of a collaborative effort to foster partnership between the two institutions on a mutually relevant focus. Current educational policy (e.g., IDEIA) requires the use of evidence-based interventions (EBI) in differentiating core curriculum and instruction for struggling students. Co-teaching is a preferred inclusive practice. This session will present findings on collaborative inquiry that serves to both positively impact teaching practice and student learning while also serving as a source for data collection on incorporating EBI in co-taught math classes.

Room 209**Strand #4, Audience: Established PDS****From Mentee To Mentor: Leadership Development Of Early Career And Experienced Educators Within A University/School Partnership In Special Education**

*Keri Haley, David Allsopp and David Hoppey, University of South Florida**Brandy O'Dea, Karen Tang and Christopher Urquhart, Corr Elementary School*

Grooming pre-service and beginning teachers for the rigorous demands of the teaching profession requires an immense amount of preparation and mentoring. University programs typically prepare future educators through multiple internship opportunities, while school districts further the early learning experiences by providing continued professional support on the job. However, a unique university/school partnership in a diverse elementary school setting in Tampa, Florida is using shared responsibility to advance leaders in the special education field by employing early career and experienced educators to provide support and mentoring for pre-service special education teachers. This presentation will discuss the multiple layers involved in this partnership and how reciprocal professional development has allowed a group of former pre-service and current special education teachers to re-shape their roles as leaders and provide rich field experiences for future special educators. During this session, you will hear how these special education teachers have used continuous feedback within a collaborative framework to re-conceptualize their roles as mentors and how their experiences help advance equity in preparing future educators to assimilate from university preparation programs into teaching positions within their school districts.

Room 210**Strand #2, Audience: Advanced/Expert PDS****An Institutional Commitment To Equity: Fostering Effective Citizenship In An Urban Professional Development School**

Susan M. Syverud and Debbie Reed, University of North Florida

In this session, participants will learn about the University of North Florida's (UNF) commitment to advancing equity by promoting community-based transformational learning experiences that are intentionally designed and implemented to promote effective citizenship. Effective citizenship means developing a combination of knowledge, skills, values, and motivation that promotes the quality of life for all individuals, including children with exceptional education needs, children of poverty, and English Language Learners. Working with, learning from, and promoting engagement with diverse communities and cultures is a critical aspect of effective citizenship. In this session, participants will learn how teacher candidates' work in two Urban Professional Development Schools (UPDS)—one at the elementary level and one at the secondary level—changed their awareness, attitudes, and beliefs about working with children from diverse communities and cultures, including children with diverse learning needs. Participants will learn whether the teacher candidates' own attitudes and beliefs adjusted because of working within and learning from students, teachers, administrators at two UPDS schools. Teacher candidates' promotion of other's engagement with diversity because of their work in the UPDS schools will also be explored. A commitment to equity within our UNF UPDS schools will be celebrated.

Room 211**Strand #3, Audience: Beginning PDS****CO-“LAB”BING: Collaboration And Equity In An Early Childhood Field Experience**

Melissa Sullivan, Columbus State University

With the increasing diversity in schools, teachers need to be able to collaborate in teaching to be able to provide equity for all children. University courses are the perfect place to model the ways of collaboration and equity. The presenters supervised an integrated field experience within a partner school network. This presentation will explore instructors, cooperating teachers and pre-service teachers experiences with collaboration and equity in the field experience. The main focus was the belief that collaborative supervision of an integrated field experience is beneficial for the instructors, cooperating teachers and pre-service teachers to model and practice collaboration and equity. For instructors, this collaborative supervision is a learning process where the instructors can be engaged in thinking about teaching and supervision in a way that promotes collaboration and equity. For cooperating teachers, the collaboration is a way for modeling and (along with the pre-service teacher) creating a diverse range of cultural and social learning activities and experiences for all children. For pre-service teachers, this collaboration in the field experience can help them understand how to integrate different subjects, but also provide opportunities for them to actually see how collaboration and equity can take place in the teaching classroom environment.

The findings of the project indicated university professors, cooperating teachers and preservice teachers responded favorably to the collaboration and the relationship with the each other. The feedback and availability of the cooperating teachers and university professors were seen by the preservice teachers as a positive part of their program. The eagerness of the preservice teachers to practice collaboration and equity was seen by the cooperating teachers and university professors as a positive aspect of the collaboration. All believe that the collaboration should be in all field experience courses to help students understand how to collaborate and provide equity in the classroom.

Room 212**Strand #4, Audience: All****Developmentally Appropriate Practices And The Academic Achievement Push In PDS Schools**

Jennie L. Long and C. Matt Seimears, Emporia State University

This presentation aims to provide insight about the push for academic achievement and the continued need for developmentally appropriate practices for grades K-3 in Professional Development School (PDS). Research indicates that Developmentally Appropriate Practices (DAP) are the framework for best practice in Early Childhood (NAEYC, 2009). However in the current era of ESEA defined by the No Child Left Behind Act of 2001, teachers are ever more responsible for academic achievement. How then is it possible to merge the two practices that seem to be worlds apart?

Participants who attend this session will be able to walk away with knowledge and information about: 1) the importance of Developmentally Appropriate Practices in the primary grades; 2) the pressure for academic achievement placed on the educators knowing that students begin achievement tests in the 3rd grade; 3) possible challenges educators face when trying to address both; 4) how to build connections between the academic achievement push and developmentally appropriate practice; 5) potential repercussions for young children if educators do not address appropriate development in K-3 classes; 6) the pressure when dealing with the expectations of administrators, families, and other teachers that may not match developmentally appropriate teaching; and, 7) helping children see that even with the push for academic performance learning is valuable.

Room 213**Strand #2, Audience: All****Examining The Efforts Of A Collaborative Partnership Focused On Preparing Future Teachers For High Poverty, Culturally And Linguistically Diverse Schools**

Laila J. Richman, Towson University

In an effort to better prepare future teachers to work in high-poverty, diverse settings, a collaborative PDS partnership was formed between Towson University and two Baltimore City public elementary/middle schools. The goal of this partnership was to provide resources and targeted professional learning opportunities for teacher candidates, focused on meeting the needs of diverse learners and understanding issues of equity in education. This project was funded through a state grant focused on increasing the number of effective teachers in high-poverty, diverse schools. Teacher candidates received training in several areas of focus, including the impact of poverty, Universal Design for Learning, academic language and English Learners, promoting equity, and Mindset Theory. In addition, a new mentor

teacher training program and handbook were developed and implemented to provide candidates and mentors with more support. This session will share qualitative and quantitative data regarding the project's effectiveness, including scores on programmatic assessments and qualitative interview data from program graduates who chose to teach in high-poverty schools. Interviews with recent graduates will demonstrate the impact of program components on their preparation to enter the classroom as first-year teachers in diverse schools. The session will also provide details about the project activities and how teacher candidates became integral members of the school-community culture. Finally, partnership challenges and successes, as well as future directions, will be discussed.

Room 214**Strand #3, Audience: All****Comparing Mathematics Assessment Strategies: What Students Placed At Professional Development Schools Can Do**

Paula Guerra and Stacy De La Cruz, Kennesaw State University

In this presentation the authors analyze the strategies displayed by teacher candidates as they study children's mathematics work. Data will be collected from teacher education candidates who were in Urban Education (UE) elementary placements through Professional Development Schools (PDS), and from candidates placed in general elementary school placements. Even though all candidates were a part of the same teacher preparation program, candidates in the UE cohort take all of their classes at PDS, and their courses are co-taught by university professors and district teachers. All candidates were presented with the same fourth grade mathematics assessment data, were required to analyze this data, and prepare a re-engagement activity. They did this two times during the semester: at the beginning and at the end. Given the imminent instrumentation of EdTPA by the university, this type of activity is crucial to the success of teacher candidates. The authors created an assignment similar to EdTPA's Task 4, where candidates need to analyze student data, explain their analysis and results, and devise a teaching plan for the children being assessed. Research questions: are candidates placed at PDS better prepared to analyze assessment data by having access to elementary school classrooms? What aspects of the placement helped candidates at the time of completing the assignment and analyzing the children's data? To answer those questions the authors analyzed the assignments and a reflection done by the students at the end of the semester regarding this assignment. Data is being currently collected.

Salon D**Strand #4, Audience: Beginning PDS****Equity In Teaching Students Of All Abilities: Using PDS Collaboration To Advance A Mental Health Conference In The Community**

Diane Kratt and Karen Burgard, Florida Gulf Coast University
Christy Kutz and Denise Carlin, The School District of Lee County

Every year more and more students are faced with mental and emotional challenges that have an impact on their learning success. In turn, schools are called not only to provide the students with daily educational support, but also to develop strategies and processes on how better to understand mental health and how better to provide for students of all abilities.

It is because of this need that a community-wide mental health conference was created. Faculty at a regional university in southern Florida decided that one way to meet the mental health needs of students was to create a collaborative and multi-profession conference where members throughout the community and the state of Florida could meet with a common purpose. The conference is specifically designed to create a space for students, parents, teachers, administrators, health professionals, and community members to come together to discuss these pressing issues and learn more strategies in addressing the issues of mental health in our schools.

The growing conference is in its fourth year. The PDS collaboration between the university and the local school district will provide an even stronger way to expand on this previous success. By embracing the vision of PDS as a true partnership, the university, local schools, and the surrounding community will all work together to ensure educational equity for all students. This presentation includes the steps taken and responsibilities shared for organizing the event. An overview of the conference will be provided as well time for discussion and questions from the audience.

Salon E**Strand #2, Audience: Beginning PDS****Fostering Home Literacies In A Primary Reading Course**

Mary Ellen Oslick, Liz Lizalde and Nicole Clendenin, Stetson University

This presentation explores a culminating field experience for preservice teachers in a primary reading course. Specifically, this session describes how a university and public elementary school partnered to develop a learning experience that would include the application of preservice teachers' primary literacy learning with a home-to-school connection. The learning experience, including observing classrooms, analyzing data from informal literacy assessments, and making differentiated and engaging instructional decisions, will be discussed.

This presentation addresses Strand #2: College/University Preparation Programs: This university course's field experience was consciously redesigned by the instructor, the PDS assistant principal, and the cooperating teachers to introduce preservice teachers to both the significance of home literacy practices and the necessity of home-to-school connections in supporting literacy learning. Through a reflective piece, each candidate will demonstrate understanding of the importance of communication with families as described in professional literature, differentiation of instruction, and informal assessment to drive future curriculum planning.

3:45 P.M. - 4:00 P.M.**TRANSITION TIME**

4:00 P.M. - 4:45 P.M.**CONCURRENT SESSION IV**

Room 202**Strand #4, Audience: All****Weathering The Changes In Teacher Expectations: Bringing Equity To Intern Evaluation**

Katherine Byrne, Pinehurst Elementary

Sara Elburn, Maida Finch and Paul Gasior, Salisbury University

The goal of bringing intern evaluations in line with current teacher evaluations and the intent to bring equity across programs to how interns are evaluated prompted Salisbury University (SU) to hold a Professional Development workshop on December 15, 2014. Using funding provided by a grant from the University System of Maryland this workshop brought content supervisors and building administrators from partner districts to enlighten PDS liaisons and intern supervisors about the Maryland College and Career Ready Standards (MCCRS) and related teacher evaluations. By a more in depth understanding of the MCCRSs intern supervision will be more informed regarding what good instruction looks like in today's classrooms.

This session will explain the collaborative process employed across the SU PDS Network to bring partners from various school districts to the campus as experts in their fields. The workshop prompted in depth discussion about what teacher evaluations look like in the new environment and resulted in the PDS liaisons and intern supervisors developing an evaluation tool that mirrors the types of tools the interns will encounter in their professional lives.

Room 203**Strand #2, Audience: Established PDS****How Do Past PDS Interns Feel They Have Prepared For The Cultural Context Of Their First Year Of Teaching**

Doris Grove, Penn State University

Nick Reitz, Park Forest Elementary

Andrea de Carle, Radio Park Elementary

Danielle Zarnick, Easterly Parkway Elementary

In our PDS we have strong commitment to provide a quality pre-service teaching experience where interns feel confident to embark on their future teaching profession. Our teacher candidates are placed throughout our district where they experience a variety of cultural contexts: some are homogeneous, while others are more diverse.

Teacher candidates must develop proficiencies for working with students from diverse backgrounds; dispositions that respect and value differences and skills for working in diverse settings. Many pre-service teachers have little to no experience outside of their own culture, and therefore bring their own biases and stereotypical points of view with them as they begin their teacher education programs and eventually their teaching career.

In Strand 3 of this year's conference we are all asked to understand how our PDS model provides experiences

for our teacher candidates to better understand equity within education. We have chosen to inquire and learn how we have taught equality and diversity within our PDS. Specifically we ask interns how prepared they felt, in their first year of teaching, to deal with different cultural contexts. We ask them to reflect on the assignments, readings, and experiences from their PDS year. We are in the process of surveying and interviewing previous interns whose first year was in a different cultural context than they had previously experienced. From this inquiry we hope to learn what areas of the onsite clinical experiences, in conjunction with their methods classes, were helpful and in what areas.

Room 204**Strand #2, Audience: All****IB Interdisciplinary Connections: Service-Learning**

*For Graduate Students And Practitioners**Katherine F. Thompson, P. Gayle Andrews, Melissa Baker, Hwachoon Park, Jennifer Kaniowski and Sahara Wren, University of Georgia
Cyndi Clark and Teresa Johns, Hilsman Middle School*

Why do I have to learn this? Middle grades students often ask this question as they seek coherent and relevant connections between their schooling experiences and the world in which they live. Service-learning can provide these meaningful connections and advances school improvement efforts in innovative and transformative ways. While taking a University of Georgia Middle School Education graduate course taught onsite at Hilsman Middle School (HMS) as part of the UGA-Clarke County School District PDS partnership, graduate students investigated the current reality of a high-poverty middle school and connected middle grades curriculum standards to related community issues/problems that bridged the content areas.

HMS is an International Baccalaureate Middle Years Program (IBMYP) School, so UGA students in the course connected grade level interdisciplinary units with community-based service-learning projects so that HMS students could better meet the IBMYP expectations. Their work became known as the IB Interdisciplinary Connections Project (IBIC). During the IBIC, UGA students examined middle grades curriculum standards, identified themes and related issues/problems that bridge content areas, and developed service-learning projects for HMS students to address the identified community issues/problems.

Join us as for an interactive session as UGA graduate students and HMS and UGA faculty discuss the development of the IBIC and explore resources drawn from three service-learning projects, each designed to connect middle grades curriculum standards to related community issues/problems that bridge the content areas. Examples of projects include developing a community garden, addressing local food deserts, exploring local farmers markets, and investigating community transit.

Room 205**Strand #2, Audience: All****It Takes A Village - Detailing Our Support Structure For Elementary Education Teacher Candidates From Clinicals to edTPA To Induction**

Drew Polly, University of North Carolina Charlotte

Effective teacher education programs require a synergetic balance between education courses and rich experiences in clinical settings. Efforts such as the high-stakes edTPA student assessment raise the importance of making sure that teacher candidates are adequately prepared for student teaching and a teaching career. This presentation will provide an overview of our elementary education teacher education program including how we intentionally support teacher candidates through intensive clinical experiences, edTPA formative tasks, a year-long internship, and student teaching. Participants will hear about our experiences and engage in a discussion about how to leverage Professional Development School partnerships to support the development of teacher education candidates.

Room 206**Strand #2, Audience: All****It's Simple, Really...Fairness + Opportunity = Equity**

*Jon Yoshioka, Vail Matsumoto, Deborah Zuercher and Joseph Zilliox, University of Hawai'i at Manoa
Benjamin Boltz and Alvan Fukuhara, Waipahu High School*

This presentation, focused on Conference Strand #2, describes how the PDS partnership between Waipahu High School (WHS) and the University of Hawai'i at Manoa (UHM) Master of Education in Teaching (MEdT) Program was intentionally designed to produce teachers who are Agents of Change by advancing equity in the education profession and introducing teacher candidates (TCs) to equity as a cornerstone of the profession. Partnership

stakeholders will share how the MEdT Program's instruction and field experiences were designed using four Guiding Principles and eight Teacher Preparation Outcomes (TPOs) to produce knowledgeable, effective, and caring educators who actively contribute to a just, diverse and democratic society.

TPOs to be examined include: Teacher as (a) Advocate; (b) Reflective Practitioner and Researcher; (c) Facilitator of Cross-Cultural Opportunity, Diversity, and Equity; and (d) Leader, where TCs apply what they've learned to advance equity in their school communities. Specific assignments will be presented, including a Professional Dispositions Assessment that emphasizes Individual and Cultural Sensitivity and serves as a way to check, measure and guide TCs overall growth.

Our partnership's goal of growing a dynamic, welcoming, school-community culture committed to preparing future educators is an ongoing process. Relationships between stakeholders are critical and begin with carefully designed learning experiences that help TCs understand the socio-cultural, historical and political nature of their connections within the school community, the University setting, and with their peers. This session will share strategies and successes unique to our partnership from the points of view of TCs, PDS personnel, and University faculty.

Room 207

Strand #3, Audience: All

Engaging With Families In An Early Clinical Experience

Julie Rosenthal and Elizabeth Brown, William Paterson University

Denise Fitzpatrick, Public School #11

Nicole Dynega, Learning Community Charter School

"Students learn more and succeed at higher levels when home, school, and community work together to support students' learning and development" (Epstein & Sanders, 2006). To advance equity in education, teachers must be prepared to work with families to develop positive links between home and school. This presentation is intended as an update on our ongoing work to provide Elementary Education candidates opportunities to engage with families within their clinical experiences in our partner schools. Candidates enrolled in a field based initial certification literacy course tutor striving readers in an afterschool program as part of their clinical work. Originally, the Parent Liaison at one of our partner schools worked with a cohort of candidates to support their communication with parents around children's literacy development. The value of this addition to the field based course was clear: Candidates grew in their desire and efficacy for engaging families who were linguistically and culturally different from themselves. We have since expanded this component to include all sections of the field based course, in three of our partner schools. Families are invited to participate in 1-3 sessions of the afterschool literacy tutoring program within the clinical experience. Candidates, with guidance from the university instructor and cooperating teacher, design literacy activities which children and family members can participate in during the sessions, and which families can bring home to continue working on with their children. Candidates report increased confidence in their ability to engage with families, and recognize the value in doing so.

Room 208

Strand #3, Audience: Beginning PDS

Equal Voices From The Field: Opportunity For All

Renée Potter and Caitie Sidebottom, SUNY Cortland

Timothy Heller, Groton Elementary School

In our beginning stages of establishing PDS at SUNY Cortland we approached local school districts to discuss future partnership. One district enthusiastically agreed to pilot an Immersion Practicum concept with the Childhood/ Early Childhood Department. Our flagship partner school, Groton Elementary School in Groton, New York, is a rural high-needs focus school located 14 miles southwest of Cortland.

Cohorts of ~twenty teacher candidates are assigned to a cooperating teacher to complete their practicum experience. The teacher candidate completes several visitation days, a school induction hosted by the principal and students are immersed in the school for two-full weeks. During this experience the teacher candidates are responsible for various assignments focusing on equality of education. Additionally, the teacher candidates support this focus school district by hosting school based activities such as Science Day and Math/Technology Night.

Our presentation will include more specific information regarding the experience and the established partnership. We will include video documentation from teacher candidates, school personnel college faculty and classroom students.

Room 209**Strand #3, Audience: Beginning PDS****IASD IUP PDS With A 3SP**

*Sue Rieg, Kelly Beatty and Lindsey Zaken, Indiana University of Pennsylvania**Sue Brown and Erin Snyder, East Pike Elementary School*

A Professional Learning Community (PLC) was formed in the spring of 2014 to investigate the possibility of a PDS partnership between the Indiana Area School District (IASD) and Indiana University of Pennsylvania (IUP). A National Education Association grant funded the PLC project. The PLC chose to implement a PDS model during the 2014-15 year similar to the one IUP has with the Pittsburgh Public School District and includes the Three-Student Project (3SP) (Tidwell, 2009). The 3SP is designed specifically to allow teacher candidates to provide individual support to children in grades PreK through three and special education classrooms who need academic and/or behavioral interventions to improve student achievement. Teacher candidates and mentor teachers assess students and analyze data, identify three students who need support, design an intervention plan, implement the plan (at least three fifteen minute sessions per week), monitor progress, and evaluate the plan. In the urban classroom, the 3SP was credited as not only closing, but reversing, the racial achievement gap (King, 2014). It was the intent of this PLC to determine if similar results can be achieved in a rural school district with approximately fifty percent of students eligible for free and reduced lunches. Participation in the 3SP promotes teacher candidates' understanding of equity. The regular and special education classroom teachers model culturally responsive teaching. University professors serve as resources for the public school teachers and teacher candidates. The presenters will share the investigation of the impact of the 3SP on student academic and/or behavioral gains.

Room 210**Strand #4, Audience: Established PDS****Advancing Equity In Education Through Professional Learning On Mentoring Interns In A Professional Development Community**

*Nicole P. Maxwell and Megan A. Nason, University of North Georgia**Patricia Barrett, Lanier Elementary School*

This presentation will address Essential #3 within Strand #4. Our presentation will demonstrate how professors in the Early Childhood/Special Education (ECE/SPED) program of the University of North Georgia are partnering with mentor teachers in the Lumpkin and North Hall County school systems to ensure that our undergraduate teacher candidates receive high quality support from their mentor teachers as they intern in their classrooms. This professional development opportunity specifically designed for mentor teachers mentoring student interns in our professional development community (PDC) also rewards mentor teachers by providing professional learning units (PLUs) for use in recertification. As the informational flyer states, "Mentor teachers in this course will investigate current mentoring and supervision strategies as well as strategies for reflective teaching and instructional supervision and practice the gradual release coaching cycle." Through this course mentor teachers also gain a deeper understanding of the expectations and requirements of the ECE/SPED program, including edTPA, a summative portfolio-based assessment of teaching performance, completed during internship. The mentor teachers' enhanced understanding, in turn, helps them support their interns in becoming effective educators. For the undergraduate interns, this professional development provides for more equitable experiences in their field placements. In this presentation, we intend to make connections to current research and learning theory, such as how a social constructivist stance is taken in the co-construction of knowledge for mentor teachers and their interns. Furthermore, we will show how this structure promotes communication across the university and elementary schools resulting in more equitable opportunities for education.

Room 211**Strand #4, Audience: All****From "Rugrats" To Conflict Resolution: Using PDS Collaborative And Investigative Practices With Quality Educational Animations To Increase Social Skills Of All Learners**

*Rebecca Hines and Christine K Duff, University of Central Florida**Anna O'Connor-Morin, UCP Bailes Charter School*

Finding the best software programs to meet the needs of students is a daunting task for many schools. This presentation outlines the process of collaborative inquiry of a PDS team as it examined the effectiveness of a computer-animated program designed by Rugrat creators to improve social skills, problem-solving, compassion, and more among elementary learners. The inquiry was in direct response to the school's expressed need for more positive behavioral approaches. Practical strategies and steps toward successful implementation are presented.

The program featured, WonderGrove Kids, is an education website for preK-second grade that features engaging animated characters in 100 instructional animations in English and Spanish. The site also includes 2000 extension lesson plans that are aligned to 99% of the Common Core State Standards and cover eight critical areas of learning: Social Skills, Life Skills, Health & Science, Safety, Nutrition, Fitness, Creative Play, and Academics

University faculty introduced its elementary school partners to the Wondergrove Kids program, and both agencies attended a webinar held by its developer. The PDS team planned for and implemented its use through a pilot study and formal investigation. The implementation process, protocol used, data tracking and evaluation of student increases in pro-social behavior as well as the animated software program, WonderGrove Kids, will be shared in this presentation.

The collaborative efforts of the partnership between University faculty and the local charter school have directly impacted the professional development process for all contributing participants – teachers, paraprofessionals, parents, and University faculty/doctoral student(s).

Room 212

Strand #2, Audience: Beginning PDS

A Developing PDS: Alternate Routes To Empowerment

Judy Backlund, Keith Salyer, Jim Hainer and Melanie Kingham, Central Washington University

Mr. John Graf, Lincoln Elementary School

Ms. Jane Niu, Hou Kong Premier School

CWU has established PDS partnerships and an international school. For CWU, these partnerships focus on becoming a part of the K-12 schools' cultures and expectations, while empowering all in alternate ways.

CWU had a successful PDS in the 1990s, but needed to be re-invented to match a different world. This world includes schools with ELL students, over-stretched parents many of whom are not literate, and teacher candidates not feeling prepared for future classrooms.

Route 1 is a year-long PDS partnership between CWU and Lincoln Elementary School. The Principal's mission is, "Each Means Each" - a learning community that reaches and teaches every child. This strong culture immerses CWU teacher candidates into all aspects of the school, but especially, through clinical practice with struggling learners. CWU is part of their "It Takes a Village" focus. Through this partnership, Empowerment is strengthened through the relationship between power, knowledge and involvement for everyone in the program.

Route 2 is a PDS partnership between CWU and Hou Kong School in Macau, China. Empowerment in this model comes from the inter-cultural experiences and relationships that occur for CWU teacher candidates and the teachers, students and parents at Hou Kong. This partnership involves a 10 week clinical experience plus serving the children and parents through workshops and professional development for teachers. Teacher candidates experience what it is like to be a minority, a life changing experience that enhances their preparation for their own U.S. classroom. Empowerment=Equity for all, our cornerstone.

Room 213

Strand #4, Audience: Established PDS

Helping Our Candidates Believe In Themselves: "Whether You Think You Can, Or You Think You Can't, You're Right!"

Tanya Coffelt, Allison Dudley, Nancy Halferty and Sandra Hamar, Graceland University

We are devoted to helping our diverse students believe they can achieve their ultimate goal of becoming an effective teacher. Too many times teacher candidates of a diverse population feel excluded enough in their school districts, or among peers in the university classroom, to quit the teaching program. Additionally, research shows that diverse populations are not having as much success on the current standardized licensing exams. Lastly, diverse students can sometimes ostracize themselves through unawareness of, or resistance to, the traditional school classroom "norms" which are present in their assigned PDS placement and our colleges as well.

Come learn how Graceland University's PDS programs address all three challenges for our traditional and non-traditional PDS students using ongoing, reciprocal professional development.

Our professional development activities include all stakeholders: teachers currently in the district (mentors), teacher candidates (interns), and our university faculty.

- Our mentor/intern workshop provides activities to make the norms visible, teach interns and mentors how to have conversations around diversity aspects, and promote inclusive classrooms.

- Intern led weekly study groups focused on exam content and strategies to help all of our students succeed on the exams that may keep diverse students removed from the profession.
- Mentor teacher led professional development sessions help our teacher candidates (interns) understand the workings of the classroom.

Room 214

Strand #4, Audience: Beginning PDS

Hiring The Right Staff: Beginning PDS And Ending With Embedded Professional Growth

Sarah Mumm, Kaneland C.U.S.D. #302

This session will investigate the benefits of starting a partnership with panel hiring processes in order to make a just right fit for teacher candidates. Kaneland School District has been using panel hiring for four years throughout the Professional Development Schools process. Teacher candidates and Kaneland staff spend time in a panel prior to placement in order to match the skills and personality for all stakeholders. Through this process the district has experienced great benefits from the partnership as well as prepared many teacher candidates for hiring at the conclusion of the yearlong experience. WE are excited to share the “how tos” for panel hiring. Come and experience this for yourself and see if it can help your placements.

Salon D

Strand #1, Audience: Beginning PDS

Looking through A Broad Lens: Identifying the Many Ways A PDS Model Can Help Students And Teachers Become Agents Of Change

Jane McHaney, Karen Burgard, Diane Kratt and Jackie Greene, Florida Gulf Coast University
Christy Kutz and Denise Carlin, The School District of Lee County

A critical piece to the creation of successful PDS partnerships is the strong collaboration between the K-12 schools and the area university. With varied PDS models across the country however, it often is difficult to determine which PDS partnership will be successful. The question then becomes, “What is the best model for our students and how does such a partnership come to fruition?” In the case of one such partnership in southern Florida, the answer lies in a dedicated commitment to embracing diversity and a targeted focus on addressing the demands of high-need K-12 schools.

This joint PDS partnership was created out of a collaborative and comprehensive approach looking to use PDS as the catalyst for a deeper understanding of how best to meet the needs of diverse learners and how to provide meaningful and engaging instruction to all students. Nearly two thirds of the schools identified to participate during the first year of implementation are Title I schools with multi-lingual, multi-ethnic populations. At the university level, processes are being developed to create a PDS academy for the university teacher education candidates with an overarching theme of educational equity and appreciation of the diversity of all students. These are but two of the structures put in place to create a successful PDS partnership with the focus of diverse learners at its core. PDS partnerships can provide rich opportunities to meet a variety of school district and university goals beyond teacher preparation. This session will demonstrate how to make that happen.

Salon E

Strand #4, Audience: Established PDS

It Takes A Village To Raise An Intern: How A University/School Partnership Embeds Layers Of Mentoring Within A Pre-Service Teacher Preparation Program

Keri Haley and David Hoppey, University of South Florida
Brandy O'Dea, Karen Tang and Christopher Urquhart, Corr Elementary School

This presentation will reflect upon the expansion of a collaborative partnership cultivated through the University of South Florida's Professional Practice Partners program and a diverse elementary school in the eighth largest school district in the nation. We will discuss how collaborative mentoring and multiple layers of additional support continue to grow in a university-school based partnership benefitting pre-service, beginning, and experienced special education teachers in a K-5 setting. This professional development model highlights experiences beyond the classroom as special education pre-service teachers are uniquely prepared for the job related demands associated with teaching in a critical need area. Within the layers of this model, the university is connecting a doctoral graduate and current elementary school educator, distinctively prepared mentors, former pre-service and now beginning teachers, and

university level supervisors to provide wrap around support for the preparation of pre-service special educators. You will hear from individuals in each of these levels of support and how their commitment to the university preparation program is producing special education professionals who are fully prepared for the vast expectations of serving as a special education teacher. Reflective practices surrounding this partnership have led to the expansion of mentoring responsibilities across the school, all focused on cultivating special education professionals who broaden their typical instructional focus and welcome future teacher roles and responsibilities.

4:45 P.M. - 5:00 P.M.

TRANSITION TIME

5:00 P.M. - 6:30 P.M.

GENERAL SESSION

Grand Ballroom East

Welcome

Dean Lemuel W. Watson and Bryan S. Burgin, University of South Carolina

Presentation of the Spirit of Partnership Award

Presented by Bryan S. Burgin, University of South Carolina

NAPDS President-Elect's Remarks

Marcie Keifer-Kennedy, Ohio University

Keynote Speaker

Ron Clark

6:30 P.M. - 7:45 P.M.

NAPDS 10TH ANNIVERSARY GALA

Grand Ballroom West

7:45 P.M.

CONFERENCE ADJOURNS FOR THE DAY

THURSDAY KEYNOTE SPEAKER



RON CLARK

Known to many as “America’s Educator,” Ron Clark is the 2000 Disney American Teacher of the Year, a two-time New York Times Bestselling author, the subject of a television movie and the founder of The Ron Clark Academy. Ron is regularly featured on network and cable television (The Today Show, CNN and Oprah) and was dubbed by Ms. Winfrey as her first “Phenomenal Man.”

Ron Clark brings charisma, energy and devotion to the education profession. Ron pioneered innovative projects in rural North Carolina working with minority students in a low-wealth area. His highly

effective programs garnered national attention and led to a White House invitation to be honored by the President of the United States.

Ron Clark’s personality is marked by a sense of challenge and adventure. Upon watching a television piece chronicling low test scores and the lack of teachers in inner-city New York, Ron packed his car and moved to Harlem. After being warned by the principal that his class was the least disciplined group she had seen in years, Ron prepared himself by visiting the home of each student before the first day of school. Ron Clark involved his students in projects in the city and state, and his “low achievers” soon began to excel; and by the end of the year, their scores were higher than the “gifted” classes in his district.

In 2006, Ron Clark founded The Ron Clark Academy, an inner-city school serving students from across metro Atlanta. The privately-funded institution is unique for its innovative teaching methods and curriculum based on worldwide travel. Each year the students, grades 5 through 8, apply their in-class lessons to international adventures. And, by the time of graduation, each child will have visited six of the seven continents. Teachers from around the world visit the Academy to observe the innovative and “out-of-the-box” methods for achieving student success.

FRIDAY KEYNOTE SPEAKERS



ALEX DIXON

Students with special needs are often taught exclusively through key words and direct instruction. Learn first-hand from a student with special needs how teaching key words and direct instruction were successfully replaced with teaching for understanding in an inclusive environment.

Alex Dixon was a normal, bright, healthy girl, when a sudden onset of a mysterious illness took over her life. Months of treatments failed to provide relief from acute pain and muscle spasms. Doctors across the country were at a loss. A last attempt at treatment – brain surgery – stopped the spasms but caused a massive stroke. At age 12, Alex had to relearn everything. Now 17, Alex shares her story and her amazing recovery. She provides a personal account of strategies for supporting a student with special needs to learn mathematics with depth.



JULI K. DIXON

Juli Dixon, Alex's mom, is professor of mathematics education at the University of Central Florida. A prolific writer, she has published numerous textbooks and articles as well as delivered keynote presentations throughout the United States. Juli used everything she knew about teaching and learning to "re-teach" Alex. Her perspectives on "what worked" are relevant to current issues in mathematics education in general as well as to teaching students with special needs.

FRIDAY, MARCH 6, 2015

7:00 A.M. - 6:30 P.M.

CONFERENCE REGISTRATION

7:00 A.M. - 8:00 A.M.

CONTINENTAL BREAKFAST

Grand Ballroom West

8:00 A.M. - 9:15 A.M.

GENERAL SESSION

Grand Ballroom East

Welcome

Bryan S. Burgin, University of South Carolina

Presentation of the NAPDS Award for Exemplary Professional Development School Achievement & the NAPDS Doctoral Dissertation Award

Elliott Lessen, Northeastern Illinois University

NAPDS President's Remarks

Cindy Stunkard, Kutztown University

Keynote Speakers

Alex Dixon & Juli K. Dixon

9:15 A.M. - 9:30 A.M.

TRANSITION TIME

9:30 A.M. - 10:15 A.M.

CONCURRENT SESSION V

Grand Ballroom East

Audience: All

The NAPDS At 10: Celebrate The Past, Plan For The Future

Cynthia Stunkard, Kutztown University, NAPDS President

Marcy Keifer Kennedy, Ohio University, NAPDS President-Elect

Bryan S. Burgin, University of South Carolina, NAPDS Chief Financial Officer

Bruce Field, Georgia Southern University, NAPDS Founding Organizational Committee Member

Big changes are afoot in the NAPDS! During its first 10 years, the NAPDS has brought together education professionals through a common interest in and passion for the work of professional development schools. The work of the association and its members has been far-reaching, impacting the lives of many P-20 students and PDS professionals. But what is next for the NAPDS and its members? Join members of the NAPDS Executive Committee and Board of Directors for a discussion of how together we celebrate the past of NAPDS and now plan for the future of the National Association for Professional Development Schools. @NAPDS#changeagents

Room 201

Strand #3, Audience: Established PDS

University + Partner Schools² = Positive Change: An Equation For Simultaneous Renewal

Irene Kleiman, Michelle Cosmah and Jean Eagle, Miami University

The presenters will describe how the partnerships between the Talawanda and Hamilton School Districts and Miami University use their clinical experiences to promote student achievement and equitable practices for preservice teachers. They will discuss how collaborative efforts can lead to more practical, sustainable, and mutually beneficial partnerships. Discussion will include how modeling a school-community culture committed to the preparation for future educators embraces equity in the school community. The presenters will outline the importance of position-

ing well-trained teacher candidates in close proximity to the P-12 students. Embracing a professional development school model allows for enhanced experiences for preservice teachers, equitable opportunities for P-12 students, and simultaneous renewal for all partners.

Room 202

Strand #1, Audience: Advanced/Expert PDS

Methods' Instructor's Challenge: Teaching Unit Planning In A Co-Teaching Environment

Nanette Marcum-Dietrich, Millersville University of Pennsylvania

This session will describe how our secondary PDS redesigned our content methods' courses to address the challenges and opportunities inherent in a PDS model that fully embraces a co-teaching framework. Effective unit planning is an essential skill that all teachers must master. Designing a fully developed unit plan that adheres to the standards of best-practice in the specific discipline is the singular focus of our content methods course. At our university, secondary teachers are majors in their content department and are certified to teach by taking courses in our school of education. This leaves only a single 3-credit content-specific course within the PDS program to teach interns to effectively plan units of instruction. We have seven sections of the methods course that includes a section for each specific secondary certification area: English, Social Studies, Foreign Language, Art, Math, Science, and Industrial Technology. Interns enroll in one section of the course based on their major. In this session, we will share our syllabi and course outlines for this important - content methods course.

Room 203

Strand #2, Audience: Established PDS

The Voices Of Diverse Pre-Service Male Teachers: Conversations With PDS Partners About How To Diversify Teacher Education Programs And The Teaching Profession

Julius Davis, Bowie State University

President Barack Obama advanced two key efforts focused on male teachers and K-12 male students through the TEACH Campaign and My Brother's Keeper Initiative. Before these initiatives, many people were trying to better understand how to recruit and retain male teachers in teacher education programs and the teaching profession. Two common reasons cited for recruiting males into the profession focus on diversifying the teaching force and serving as role models to males in the classroom. Understanding male teachers' experience in teacher education programs is important to getting men into classrooms.

In recent years, faculty members in the College of Education have refocused their efforts on recruiting and retaining pre-service male teachers with the intent of making sure they graduate and secure employment as teachers. This presentation will focus on the experiences of pre-service elementary and secondary male teachers from diverse cultural, ethnic, and socioeconomic backgrounds. Firsthand accounts from male pre-service teachers about what made them decide to become a teacher, what experiences helped them to get through the program and what have been some of the challenges they have experienced to complete the program will be discussed. A cohort of males was intentionally placed at a middle school PDS site and offer important insight to PDS partnerships.

An interactive dialogue with the audience will occur to discuss how to recruit more male teachers into teacher education program, how to support and engage pre- and in-service male teachers in PDS sites, and how to help them become teacher leaders.

Room 204

Strand #3, Audience: All

MOP UP: Maximizing Our Potential with Universal Practices. PDS, 7 Habits, PBIS, RtI, Teacher Effectiveness, Student Progress & Parental Engagement

Gina Scala, East Stroudsburg University

Advancing equity in education is strengthened by the universal implementation of evidence-based practices which has become a reality at Lincoln Elementary. Using practices universally has resulted in success for the Lincoln students...or Lincoln Leaders as we refer to them. The Covey model has become the foundation supporting all other practices. Teachers, staff administrators, PDS students, parents and the community have embraced the Leader in Me model.

Pennsylvania has received a waiver from the requirements of NCLB and the mandated accountability and emphasis on assessment. BUT, we still feel strongly that ALL students need to show progress within the general ed-

ucation curriculum. To support this, the evidence-based practices of RtI, PIBS, full inclusion, UDL, DI & parental engagement were implemented successfully across all grade levels. We have tiered the university candidate involvement within the school as Primary I, Primary II and Student Teachers who continue to support best practices for ALL.

The implementation of the school wide Positive Behavior Support model has created an environment where academic engagement is strengthened and behavioral issues reduced. The school community has become involved with all school practices. This presentation will identify the steps that were developed, the outcomes, future directions and current data supporting the success for all students. Professional development is critical to support these practices. Data on all initiatives will be presented.

Room 205

Strand #4, Audience: Established PDS

The History And Progression Of Manual Rounds: A Structured Peer Observation Process For Teachers In Urban School Settings

Jana Hunzicker, Robert Wolffe, Jenny Tripses, Patricia Chrosniak and Jane Cushing, Bradley University

Manual Rounds, a structured peer observation process especially for teachers new to an urban school setting, was first implemented at Manual Academy in 2009 to strengthen teaching practices and enhance student learning experiences school wide.

After annual format changes over four years' time, the newest Manual Rounds model was launched in 2013. Early in the academic year, each new-to-Manual teacher completed a self-assessment of teaching practice to establish a baseline measure for professional growth as well as a guide for professional goal setting (Danielson, 2013). Four times during the fall semester, small groups of new-to-Manual teachers led by one of four Bradley professors observed together in experienced teachers' classrooms and then met to discuss their observations. Each session targeted particular research-based teaching practices including "bellringers," transitions, procedures, explicitly stated learning targets, and an exit ticket (Marzano, 2007) that new-to-Manual teachers could observe and later apply.

In a survey administered at the end of the semester, 83% of the new-to-Manual teachers who participated reported self-reflecting about their teaching and 70% reported trying something new in their classroom following each Rounds session. Of all participants surveyed (including experienced teachers and PDS mentors), 74% felt that Rounds helped them grow professionally.

This presentation will describe the history and progression of Manual Rounds over the years from various stakeholder perspectives, including administrators, experienced teachers, new teachers, and PDS mentors. Participants will benefit from interactive discussion about the strengths and weaknesses of the various Rounds models and gain ideas for developing their own Rounds process.

Room 206

Strand #5, Audience: Established PDS

Using PDS Partnerships To Advance Evidence-Based Practices: The Case Of Video Modeling For Students With Disabilities

Becky Wilson Hawbaker, University of Northern Iowa

Video modeling is an intervention that has met the Council for Exceptional Children's standards to be considered an evidence-based practice for students with disabilities, especially those on the autism spectrum (Bellini, 2007). However, the actual use of this strategy in schools is reportedly uneven. This presentation describes how school-university collaborations in field experiences grew into a collaborative research study of video-modeling and explores the challenges and rewards of the project.

Room 207

Strand #1, Audience: All

PDS To Embedded Field Experience: Learning & Equity For K-16

*Marlene Schwerin, Siloam Springs School District
Grace Y. Davis, John Brown University*

Implementing the Embedded Field Experience (EFE) Model is advancing the equity for all stakeholders in the K-16 continuum between the Siloam Springs Public Schools and the John Brown University teacher education program. The PDS facilitates the implementation of the Embedded Field Experience Model, utilizing a Co-teaching Model, offering high yield learning for K-12 students and teacher candidates. Embedded Field Experience provides a

more equitable learning outcome than field experience due to teacher/faculty collaboration and shared learning experience. The John Brown University teacher candidates have sustained planning and teaching experience, in advance of Internship, with faculty involvement to identify and underscore theory to practice as it unfolds in the classroom. K-12 learners (an ESOL embedded class will be highlighted) in the Siloam Springs Public Schools receive opportunities for one-on-one and small group differentiated instruction maximizing their learning opportunities. Concurrently, the professional development of the cooperating teachers and university professors is enhanced through the professional collaboration and facilitation of the blended models. Together everyone learns more: the ELs, the teacher candidates, the cooperating classroom teachers, and the university professors. All stakeholders share in the educational growth of the others, providing a synergetic effect that maximizes learning for all. This presentation will describe current EFE implementation through the JBU/SSSD PDS for elementary literacy, High School English, and Middle School ESOL.

Room 208**Strand #2, Audience: Beginning PDS****Training The Teachers Of Tomorrow To Create A Climate Of Academic Success With All Children**

Jennifer Russell, Barton College

Drew Tyrell, Nakkia Ruffin and Chelsea Cashion, Margaret Hearne Elementary School

Barton College created a formal partnership with Margaret Hearne Elementary School in 2011. Since that time, Barton College and Hearne Elementary have been working closely to build a strong connection between the college and the school. Hearne's population is unique in such that 63% of the population is African American, 31% Hispanic, and 96% low income. The college felt that this partnership would be a great opportunity for the teacher candidates to work closely with a population of students not normally encountered in other practicum experiences. It was thought that through this engagement during the course of their pre-service education these candidates would seek positions at schools with a similar types of populations. In the third year of this formal partnership we are happy to say that three recent graduates have been hired and are working at Hearne. Additionally many other students have been followed and are also working in diverse high-need schools. Early and regular interactions with diverse populations is the cornerstone to Barton graduates seeking positions in similar settings. Working with these populations allows candidates to understand the need for equity in education by seeing firsthand what all children can do. Barton candidates are regularly inserted into the community of Hearne through practicum experiences, family nights at the school, and campus visits by students. Without this exposure and engagement many candidates would not seek out these environments for employment. The continued partnership will only strengthen these relationships, and build even stronger bonds between Barton students and high needs populations.

Room 209**Strand #3, Audience: All****Start With Students Thinking- Fostering Interns' Practices Of Equity In The Mathematics Classroom**

Lisa Smith, Mount Mercy University

Differentiating mathematics instruction for elementary students can seem like an insurmountable task for some teaching interns. The possibility of providing equally challenging and accessible opportunities for all learners is further challenged by the widely-held misconception that you either "get math" or you don't. This view is perpetuated by an overly-simplistic view of mathematics as procedure and answer-seeking rather than reasoning and sense-making.

When interns learn to really listen to student thinking (rather than searching for a correct answer) they begin to witness students' unique approaches to solving problems using a range of mathematical strategies (including some that surprise and amaze them). They find that there is so much more to students' abilities than a number or score and that at times the score and ability do not match. This opens new doors as interns begin to realize the skills necessary to design learning opportunities that can both elicit and extend students' current mathematical understandings.

This presentation will share ways in which our teaching interns were supported as they learned to listen to students' mathematical thinking, as a critical first step in creating learning experiences that value all students' contributions equally. Tools used to facilitate the process will be shared as well as the ways in which the PDS partnership provided the ideal opportunity for this work.

Room 210**Strand #4, Audience: All****Time Out: Building And Maintaining Partnerships through Professional Learning Retreats**

*Bejanae Kareem and Kim Barker, Georgia State University**Sheila George and Kimberly Johnson, Hightower Elementary School*

The Urban Accelerated Certification and Master's (UACM) program at Georgia State University seeks to promote the success of elementary students schooled in urban contexts through the development of pedagogically competent, equity-oriented, caring, empowered teachers who are change agents inside and outside the classroom. Building and maintaining extended partnerships is critical to shaping school communities of practice that can sustain quality professional learning and support for teachers who are seeking to be.

In order to provide ongoing and reciprocal opportunities for professional learning that benefits stakeholders within the partnership, the UACM offers a partnership retreat once each year for local school partners from metro school systems and university faculty, school personnel, and support staff. Retreats include professional learning, collaboration, and celebration of accomplishments toward the program's goal to better serve urban students by improving teacher preparation and increasing opportunities for STEM educators to support students who are culturally and linguistically diverse.

This multimedia presentation will highlight three recent partnership retreats: Celebrating Our Stellar Work: Engineer Design Challenge, Diving into Scientific Composition, and STE(A)M in Society: Integrating Science & Social Studies. Participants will gain an overview of the planning and logistics related to developing the theme and learning activities, conducting the workshops, and evaluating feedback to guide future planning.

Room 211**Strand #5, Audience: All****Collaborative Research: Life-Sized Lessons In A School For Students With Reading Difficulties**

*Lori Rakes and Rebecca L. Powell, Florida Southern College**Kim Kelley, The Roberts Academy*

For several years now, teachers and principals across the nation have noticed a trend in the gap between girls and boys reading motivation and achievement and many have attempted to correct it within their own schools. They have created all boy book clubs, chosen more books with male protagonists, and created more physical ways to teach reading (Brown & Meyers, 2008; Palmer, 2008; Weigh, 2008; and Zambo & Hansen, 2011).

As part of our partnership with our college's elementary lab school (with a large population of boys), serving students with reading difficulties in grades 2-6, we wanted to see if some of the same strategies could be used to motivate and influence comprehension. We engaged with two fourth grade teachers and their students in integrating physical activity with a novel. In this presentation, we will share the results of our research based on student interviews, teacher interviews, student formal and informal assessments, and observations.

Meeting the criteria of strand five, collaborative research, the presenters will share how the use of physical activity, specifically a "life-sized" game board with questions involving both mental and physical challenges increased student motivation and comprehension, as well as how, through the participation of teachers and preservice teachers, we all learned the importance of thinking creatively to meet the needs of the diverse learners we serve.

Room 212**Strand #1, Audience: All****Challenges And Successes Of PDS Partnerships In Low Performance/High Needs Schools**

Edye Mayers and David Beard, University of Louisiana at Lafayette

In 1999, the State of Louisiana required each of the fourteen public universities to have at least one PDS, primarily with schools below the state's performance level. The idea was the university could help the schools raise student achievement and the schools could help the university educate student teachers. The University of Louisiana at Lafayette College of Education led the state initially with eleven PDSs (six elementary, three middle school, and two high schools). At one time, a third of the student teachers were placed in PDSs.

The objectives of this presentation are to share the organizational structure UL Lafayette College of Education has in place to ensure the PDS partnerships enhance Diversity and Equity. Specifically, the presentation will show the diversity of the PDSs used to place student teachers and examine the diversity course all student teachers must take prior to student teaching.

The presentation will also address the question of whether or not placing student teachers in low performing/high needs schools really does prepare them to teach a diverse group of students. Comments from student teachers about their PDS experience and information about what the partner schools do to strengthen student teachers' experiences to enhance the understanding of treating people fairly will be provided. Finally, the question of what more can the College of Education put in place to advance equity among our stakeholders will be considered.

Room 213

Strand #2, Audience: Established PDS

Transition University: One University's Answer To Equitable Access For Students With Disabilities

Cynthia Connor, Valerie Gamble and Lynetta Owens, Jacksonville State University

Transition University (TU) is an ongoing program in which candidates in the university Collaborative Teacher Education Program have the opportunity to enhance their instructional skills by providing age-appropriate peer interaction and mentoring to high school students with disabilities.

Many students with significant disabilities ages 18-21 who remain in high school settings have limited opportunities to interact with same-age non-disabled peers. One way we have given these students equitable access to non-disabled peers is to, twice monthly, provide these students with collaborative teacher candidates which provide hands-on role modeling and instruction as the students spend part of a day on the university campus. Students learn from peer mentors transition skills that can be generalized from the university classroom to other environments, including the home school campus, the university campus as a whole and out into the local community. Skills covered include appropriate social interactions, use of public transportation, preparation and use of a budget, health and nutrition, and exploration of realistic vocational options. Participating high school teachers have indicated positive learning outcomes for their students.

The program has recently expanded to include students with mild autism providing required Alabama transition goal training to students for their schools in pursuing postsecondary education as part of their high school transition program. The program will provide high school students knowledge of the college application process and entrance requirements that will enable students to complete the application process as well as provide collaborative program candidates practical experience in preparing high school students for postsecondary education.

Room 214

Strand #3, Audience: All

Advancing Equity In Education One School At A time

Melissa Roberts Becker, Lisa Colvin and Jessica Meehan, Tarleton State University

During the first year of the university school partnership, two reading classes developed field experience assignments to advance equity in the school. Students struggling with reading skills were identified by their classroom teachers. The teachers worked with the university instructors to develop the following field experiences.

Case Study for READ 3384: Assessment of Reading Instruction

The Tarleton State University pre-service teacher worked with the classroom teacher and child to determine reading strengths and needs based on results of an informal reading inventory (IRI) and other formative assessment measures. The Tarleton student created meaningful mini-lessons to help strengthen perceived challenge areas and provide enrichment opportunities (6 to 10 one-hour sessions).

A complete report of the results of these sessions was shared the teacher and parents at the end of the course (December 2014).

Reading Buddies for READ 3311: Reading Acquisition

READ 3311 course content included reading theory, the development and needs of the younger student in reading and writing, assessment of phonemic awareness and phonics, comprehension strategies, and the writing process.

The tutorial activities (8 to 10 one-hour sessions) followed the sequence of lessons in READ 3311. The professor taught the content of each component, the pre-service teacher practiced the content in the college classroom setting, then prepared a lesson/assessment/activity that met the needs of their individual tutee. The content included writing, reading comprehension, vocabulary, spelling, phonemic awareness, and phonics.

Read-aloud opportunities and author study presentations for READ 3301: An Introduction to Children's Literature

READ 3301 pre-service teachers utilized classrooms at partnership schools to model literature read alouds and share author study presentations to give real-world application to these course assignments.

Salon A

Strand #4, Audience: All

Doing More With Less: Advancing Equity And Simultaneous Renewal Through Meaningful Professional Development Opportunities

Robin Hands, University of Connecticut

Mary Lou Duffy and June Cabill, E. B. Kennelly School

The session will illustrate how one urban neighborhood school and university have become exemplary partners by providing meaningful and mutually beneficial opportunities for university students, P-12 students, school faculty and university faculty. We will demonstrate how this has been accomplished by “doing more with less” based on creative strategies that have been implemented to compensate for limited funding.

In the presentation we will share a formula for and examples of a successful partnership that includes 1) open communication, 2) trust, 3) sustainability, 4) connections and collaboration, 5) opportunities and 6) creative thinking. Some of the interesting and innovative ideas we will share include:

- Collaborative grant work
- Welcome breakfasts
- A “Critical mass” teacher candidate placement philosophy
- Supportive quality clinic placements supervised by an on-site lead teacher and administrator
- A dynamic Master/s Internship Program
- University involvement: Schools as Clinics Committee, Lead Teacher/Site Coordinator roles, Redesign work
- Professional Learning Community ideas
- Partnering of teacher candidates/Master’s interns with university alumni for support and networking purposes called Husky Ambassadors

This session will show how the nine essentials of a Professional Development School, as outlined by the National Association of Professional Development Schools (2008), can be operationalized to create a vibrant, life-giving example of simultaneous renewal.

Salon B

Strand #5, Audience: Established PDS

Essential Pedagogies For Practicum Learning: Collaborative Views From The US And Scotland, UK

Janna Dresden, University of Georgia

Since 2009, the University of Georgia, US and the University of Glasgow, Scotland, UK have been forging an international, multi-layered collaboration around teacher education. As part of the ‘practicum turn’ in teacher education (Mattson et al., 2011), and as a consequence of the tradition of Professional Development Schools which undergirds developments at the University of Georgia, there has been a specific focus in both places on structured, on-site opportunities for teacher learning and a gradual, structured, on-site introduction for teacher candidates to the complexities of classroom teaching. Both universities have undertaken this work because of its impact on improving the quality of teaching and both universities share the foundational belief that such an improvement will raise standards of equity for all. We will explain how international collaboration can lead to pedagogical enrichment as well as some of the frustrations involved in collaboration. The paper will focus on the rich pedagogies which are developing in both countries: focussed observation; peer teaching and learning; co-teaching; centers; modeling; inquiry learning; formative professional discussion; structured dialogue and other means of bringing theory to life. We will draw attention to those places where specifically designed interventions are intended to extend teacher candidates’ awareness of, and ability to engage with, issues of equity. These pedagogies will be evaluated with reference to the principles of clinical reasoning currently being developed at the University of Melbourne, Australia (Kriewaldt and Turnidge 2013, McLean Davies et al. 2013) in order to interrogate and develop that model.

Salon C**Strand #2, Audience: All****Equity Through A “Clinically Rich” Lens**

Catherine Crary, SUNY Oswego

Last August eager Interns, Mentors and Administrators joined together with a SUNY Oswego professor to pilot the next step in their partnership the “Clinically Rich” model at APW Elementary School in Parish NY. A partnership that meets the ultimate goals of a Clinically Rich Model: Professional Development, Linking Theory and Practice, and Immersion-Field Experience.

At APW interns are immersed in a field experience that provides them with content, experience and support. They co-teach lessons, participate and conduct professional development as they make connections to on site classes in Methods, Literacy and Culturally Relevant Teaching courses.

APW is a low socioeconomic district with a low rate of college bound students. We needed to investigate areas in the district that would provide answers and direction for this problem. Our professional development began with GESA – Generating Expectations for Student Achievement, a teacher equity model developed by Dee Grayson. Interns researched and presented this model to the mentors. We continued throughout the year visiting equity issues through various models including “Mindfulness”, all done through the lens of the “Clinically Rich” model. Daily immersion in the classroom supported by study groups and on site methods class provides the Interns with the tools and connections they need to make a difference.

Please join us for a presentation that will describe our “Clinically Rich” model as we share:

- What is the impact on all learners in a “Clinically Rich” model?
- How has this model prepared Interns as agents of equity in their classrooms?

Salon D**Strand #3, Audience: Established PDS****Pre-Service Teachers’ Perceptions Of A Methods Course**

Seth Parsons, George Mason University

The purpose of the study is to better understand what pre-service teachers (PSTs) notice in their observations at a diverse Professional Development School (PDS) and how they reflect on their teaching of students from diverse backgrounds throughout a literacy methods course. This literacy methods course is set up in a clinical practice model, where the PSTs observe teachers who have been hand-selected by the professor in a high-needs PDS. The PDS is a Title I school with more than 84% of its students receiving free or reduced lunch. The school also has a majority Latino population (73%), with 69% of its students identified as English Language Learners. PSTs’ observations are conducted in groups so that they have shared experiences and can debrief as a class. The Framework for Teaching is also used to focus PSTs’ observations. Following the observations, the teachers who were observed debrief with the professor and the PSTs. This model allows for the professor to point out purposeful instruction that the PSTs may not have noticed. We will collect work samples from the PSTs, including vision statements, reflections of observations, lesson plans, and reflections on lessons taught. We will also interview PSTs regarding their experiences observing diverse learners and what they learned from their structured observations about working with these students.

10:15 A.M. - 10:30 A.M.**TRANSITION TIME**

10:30 A.M. - 11:15 A.M.**FEATURED PRESENTATION**

Grand Ballroom East**Audience: All****A Profession United: Excellence Enacted Through Innovation**

Sharon Robinson, AACTE

The professional world of teaching and schools is as varied as the children and teachers within them. How, then, can we provide guidance on a profession, united. Sharon Robinson, President and CEO, of AACTE will provide some insights regarding benchmarks for defining our common goals, and leverage points that are important for our consideration as we work toward a Profession united.

10:30 A.M. - 11:15 A.M.**CONCURRENT SESSION VI****Room 201****Strand #3, Audience: All**

The Power And Pragmatism Of Questions To Make Meaning Of The New Standards

Pixita del Prado Hill and Susan McMillen, SUNY Buffalo State

The Common Core State Standards (CCSS); the New Generation Science Standards (NGSS); and the College, Career, and Civic Life (C3) Framework for Social State Standards are bringing many changes to schools and classrooms across the United States. This presentation grows from the professional development work of our PDS Consortium which brings together university faculty, building leaders, mentor teachers, and teacher candidates across the P-12 and disciplinary spectrum. During a professional development session at one of our Consortium meetings we used a Venn Diagram to explore the possible intersections of the various standards. From the discussion following the activity, we realized that there are powerful questions we can ask to make connections across seemingly disparate disciplinary goals to bring coherence and meaning to the academic lives of teachers, students, and parents.

The presentation meets the goals of Strand #3: Clinical Practice in P-12 Settings because it will offer an approach for inquiry-driven learning to help teachers use the new standards in English language arts, mathematics, science, and social studies to enrich learning for all students and parents. Conference participants will have the opportunity to explore the cross-disciplinary intersections through the hands-on Venn Diagram activity mentioned above; discuss the essential questions we developed; and brainstorm possible uses of the questions in classrooms, schools, communities, and universities.

Room 202**Strand #4, Audience: Advanced/Expert PDS**

Managing And Securing Data In A Five Year Multi-Million Dollar Federal Grant

Marie Holbein and Christopher Dehner, Kennesaw State University

The Teacher Quality Partnership (TQP) grant supports the reform of Kennesaw State University's (KSU) pre-baccalaureate teacher education program through a collaboration between the university's Educator Preparation Provider (EPP) faculty and a cluster of seven Vertically Articulated Professional Development Schools (five elementary schools, one middle school, and one high school). The partnership's overarching goal is to develop a transformational model for teacher preparation through the development of an Urban Education option (UE).

The grant's Research Academy, a group comprised of university faculty researchers and representatives from the P-12 partner's administrative and teaching staff (Strand #5) were responsible for initiating and coordinating all quantitative and qualitative research activities measuring impact of the UE option on school climate, self-efficacy, attitudes for teaching in an urban setting, teacher development, and student achievement. Additionally, the Research Academy was responsible for developing a "data warehouse."

The purpose of this presentation is to share the collective knowledge and benefits derived from collaborating with the institution's Information Security Office whose leadership and staff provided access to and support for using innovative technology that facilitated research and data analysis in a secure environment. Protocols were developed for managing survey distribution, collecting and analyzing transcripts from interviews, and exchanging data with the P-12 school district partner. Particularly attention was focused on compliance with Institutional Review Board (IRB) requirements and Family Education Rights & Privacy Act (FERPA) regulations.

Room 203**Strand #5, Audience: Beginning PDS**

Family Literacy: Extending The PDS Partnership Beyond The School Day

*Chrystine Mitchell, David S. Bender, Christina Changalis and Chelsea Ferguson, Penn State University**Andrea Salsano, Melissa Fisher and Caitlin Zook, Reading School District*

The Penn State Berks-Reading (PA) School District PDS partnership is collaborating to develop and then assess evening Family Literacy activities with the goal of examining best practices that promote literacy in the homes of English Language Learners in an impoverished urban neighborhood. The themed evening events will be comprised of engaging literacy stations for children and their parents/guardians to interact with school teachers, student teachers, and education majors. Parents will not only have opportunities to observe positive literacy behaviors being modeled by teachers and student teachers during the events, but they will also be given handouts (bilingual) of language arts activities to be done at home that encourage language development for children in grades PreK – 5. The stations will include invited guests from the library as well as a station to address the needs of children with special needs. The eve-

nings will also include free food, a bookmark craft station, storytelling and give-aways to attract the children and their families to an appealing after school event. Immediate feedback will be gathered through questionnaires (bilingual), which will be put in a drawing for literacy-related door prizes. Follow-up assessment will be conducted to investigate how many of the child-parent activities are done over the next several months, how other home activities might be implemented, and the impact on children's attitudes and skills. College faculty, school teachers, and the student teachers will collaborate to assess the impact of the activities designed to foster literacy in impoverished bilingual homes.

Room 205**Strand #2, Audience: All****University Partnership Schools Efforts To Revise Literacy Methods Courses To Ensure Equitable Literacy Instruction**

Scott R. Popplewell and Diane M. Bottomley, Ball State University

This concurrent session will focus on Strand #2 (College/University Preparation Programs). This session will provide the results of our program revision efforts to incorporate equitable literacy programs for all students. The focus is on including reading comprehension instruction with preservice candidates in a variety of our PDS elementary school field placements. Teachers in our network of partnership schools and professors participated in this effort by altering strategies and structure to ensure that the preservice candidates had ample opportunities to observe and teach reading comprehension instruction.

Our previous research (Popplewell & Bottomley, 2013) indicated that only 0.002% (7 minutes of 3, 240 minutes) were devoted to reading comprehension instruction. Literacy Education preparation programs must address this deficit in order to better prepare preservice candidates to effectively provide equitable reading comprehension instruction. The research questions for this study were:

1. What are effective strategies to prepare preservice candidates to effectively teach reading comprehension instruction to ensure equitable literacy programs for ALL students?
2. How do we structure literacy education methods courses in our PDS network schools to ensure that preservice candidates are well equipped to teach reading comprehension instruction?
3. What type of successes and challenges do preservice candidates encounter when teaching reading comprehension instruction lessons in a variety of classroom organizational formats (e.g., 90-minute reading block, reading workshop, common core reading program, etc)?

This session will provide recommendations about revising both reading instruction preparation for preservice candidates and professional development for inservice teachers.

Room 206**Strand #3, Audience: All****The Secret Is Out – Lake Carolina Is Shaping Agents Of Change**

Andrea Berry, Jan Faile and Tal Thompson, Lake Carolina Elementary School

Margo Jackson, Courtney France, Alexis Greene and Alexandra Manning, University of South Carolina

It's no secret what we do at Lake Carolina Elementary Lower & Upper Campuses in Blythewood, South Carolina to create agents of change. Educators are committed to promoting equity in education in the classroom. Through the use of a variety of instructional strategies, differentiated instruction, LIFESKILLS and 7 Habits, cooperative groups, learning clubs, and houses, equity is demonstrated in the classroom daily. Our teacher candidates are challenged to think outside of the box when planning and implementing instruction. We draw upon much of what the teacher candidates have learned in their classes at USC to allow them the opportunity to explore and implement those strategies and techniques in their field experiences. Our teacher candidates are equipped with a "briefcase of secret weapons" to draw upon for the diverse classroom experiences they will have. They leave us with a strong foundation for creating equitable learning communities for all students.

Room 207

Strand #4, Audience: Beginning PDS

The Evolution Of Trust In Co-Teaching Relationships In A Clinically Rich Model Of Teacher Preparation

Angela M. Pagano and Mary K. Gfeller, State University of New York at Cortland

Research on co-teaching has demonstrated a variety of benefits in its use as an approach for pre-service teacher preparation, including a more positive learning environment as a result of deeper relationships with K-12 students. We focus here on another aspect of the co-teaching approach – the evolution of the relationship between pre-service interns and their mentor teachers, with a lens toward how increasing trust and mutual respect between the two can lead to a more equitable classroom.

A clinically rich teacher preparation program was developed for a cohort of secondary mathematics and science pre-service teachers at the State University of New York at Cortland. The partnership between the College and Binghamton High School – an urban, high-need school – consisted of a semester of early field experience followed by a year-long residency with the same mentor teacher. Participants were provided with professional development on co-teaching adapted from the St. Cloud State University model and professional development in team building. As the year progressed, we observed a shift in the relationship between interns and mentors from novice and sage to a more collegial regard of shared knowledge. The development of this deep relationship provided an opportunity for interns and mentors to explore more innovative, inquiry based teaching approaches to reach a greater diversity of learners.

Room 208

Strand #5, Audience: All

PDS Research Synthesis

David R. Snow, Montana State University Billings

In this session the results of an 18-month effort to gather PDS research will be reported. Available empirical evidence was compiled, coded for quality, and synthesized to reveal what we really know about the effects of PDS interventions. The session will provide methodological information, synthesis findings, and suggested avenues for future research efforts.

Room 209

Strand #1, Audience: All

Orientation Towards Success

Matthew Gresick, Reservoir High School

Fostering equity amongst stakeholders in education begins with setting clear expectations for all parties involved. A intern/mentor orientation becomes necessary to bridge that gap between mentor and intern expectations and requirements. At the orientation, interns are engaged in activities and discussions that clarify their roles in the school in relation to higher educational institution's requirements, state and county codes of conduct, and overall professional responsibilities and decorum. Mentors are also made aware of their responsibilities toward the development of their respective interns as a professional and how they can foster that development by modeling those best educational practices. Communication is further fostered between the two parties by promoting discussion concerning those preconceived attitudes and expectations they have for each other. This builds that sense of equity amongst the experienced and inexperienced professional thereby increasing equity of opportunity for themselves and their students. The orientation participants' feedback taken at the end of session is evaluated and discussed amongst the steering committee members to promote change and growth in the orientation program so that it does not become mundane for experienced mentors who have been through the orientation before.

Room 210

Strand #2, Audience: All

Making Equity Happen In The Partnership Classroom

Catherine S. Howarter and Kymberly Drawdy, Georgia Southern University

The development and implementation of a dual certification (elementary and special education) teacher preparation program takes collaboration between universities and partnership schools. The aim of this presentation is to provide participants with an understanding of a first year dual certification program. This presentation will outline new dual certification. The presenters will provide an overview of a specific dual certification program of study, and the partnerships needed for successful implementation. In addition, the presenters will emphasize the partnerships

that have developed in the process of implementing a dual certification program. The presenters will highlight the first semester experiences of undergraduate pre-service candidates. These experiences include a field placement and on-site course at a partnership school.

Room 211

Strand #3, Audience: Established PDS

Working With Students With Autism In A PDS Context: Using Tablets To Enhance Learning, Communication And Socialization

Debbie S. Reed, Cameron Keating and Lauren Kontol, University of North Florida

The University of North Florida Urban Professional Development School has a formal partnership with Duval County Public Schools including three elementary schools and one middle school. Teacher candidates in Special Education worked closely with middle school teachers and staff, the Professor in Residence, and community partners in the education of students on the Autism Spectrum Disorder (ASD). Teaching children with ASD how to communicate is essential in helping them to reach their full potential, yet too often they are placed into restrictive environments, infringing on their academic and social development. Teacher candidates saw first hand the need to improve educational outcomes. The use of Assistive Technology has been successful in increasing independence and communication of students with disabilities. Tablet applications were identified and individualized for students with ASD in collaboration with the teacher and school site coach, with the goal of enhancing learning, communication and socialization. The journey of two students with autism will be explored with a discussion of progress and future recommendations from the perspective of teacher candidates. Discussion will include the commitment to equitable, innovative, reflective practice, and the responsibility of improving educational outcomes for a marginalized group of students.

Room 212

Strand #4, Audience: Established PDS

Teacher Candidates And Classroom Management: How One Partnership's Professional Development Model Made A Difference

Christopher Kennedy, Ohio University

Lindsey West, West Elementary School

Heidi Mullins, Morrison-Gordon Elementary School

Research indicates knowledge of effective behavior management is one of the most persistent perceived needs of pre-service teachers, and a lack of knowledge of or confidence in classroom management strategies may be linked to the behavior management training pre-service teachers receive. Therefore, it is important that we – pre-service teacher educators and K-3 classroom teachers engaged in the partnership model – work together to provide teacher candidates with instruction regarding classroom management in an effort to increase their knowledge and confidence related to this important aspect of teaching. If we are able to provide them with a better understanding of classroom management best-practices as student teachers, they will be better prepared to handle these issues when they become teachers in their own classrooms.

During this presentation, final results of a study in which early childhood education teacher candidates participated in a professional development series focusing on classroom management will be shared. Data collected from written reflections and responses to scenarios, philosophy statements, and surveys were analyzed to determine change over time; results of this analysis will be shared. The presenters will engage in a conversation with attendees about how this professional development series impacted teacher candidates' understanding of classroom management best-practices, ability to articulate personal classroom management philosophy, and perceptions of their preparedness to manage and respond to issues that arise in their partnership classroom. Initial data from this study was presented at the 2014 PDS National Conference; this presentation will expand on that initial report to include analysis of all collected data.

Room 213**Strand #5, Audience: All****Collaborative Research: Life-Sized Lessons In A School For Students With Reading Difficulties**

Patricia Cruz and Seonsook Park, New Mexico Highlands University

Although the PDS model being implemented at two elementary schools in New Mexico may seem like the traditional PDS model between university and PK-6, this presentation highlights how a unique alliance between two New Mexico Highlands University (NMHU) departments has positively impacted students' literacy. The collaboration between the two departments, Curriculum and Instruction and Educational Leadership, has also resulted in an important qualitative research study.

Based on the success of the PDS literacy model at a PDS school site in Rio Rancho, NM, established in 2010, a second PDS was implemented in the spring of 2013 at a Title I school in Albuquerque, NM. The literacy courses taught at these PDS sites provide pre-service teachers opportunities to observe and learn from certified elementary teachers as they implement reading curriculum, adopted literacy programs, and execute reading instruction and assessment in their classrooms. Data on pre-service and in-service teachers was collected via Survey and Interviews. The research study reveals that the PDS literacy model has had a positive effect on literacy instruction for both the pre-service and in-service teachers; and, most notably, their students' reading skills have improved.

This presentation will emphasize the unique partnership between two university departments, the collaboration between the C & I department of the university and two K-5 schools, and the results of a qualitative research study on literacy instruction at the two PDS sites.

Room 214**Strand #1, Audience: All****Addressing Equity In High Need PDS Schools**

Susan Ogeltree, Gwendolyn T. Benson and Qualyn McIntyre, Georgia State University

Georgia State University and Atlanta Public Schools have an established partnership of over twelve years. We have worked together collaboratively successfully to implement Professional Development Schools (PDS). Equity was one of the major concerns when beginning to implement the PDS model. This model was supported by a Teacher Quality Partnership grant which allowed the partnership to establish an organizational and communications structure to ensure the equity was a focus of the partnership implementation.

The Professional Development Director worked closely with GSU to establish clear lines of communication and continuously evaluate the needs of the PDS schools in terms of Professional Development. GSU worked closely to provide the specific professional development opportunities that emerged from the PDS schools. Professional development ranged from providing a professor to work with the school on a school identified problem short term to embedding a professor in the school at their request for the entire school year.

The 50/50 position which worked 50% of their time in the school district and 50% of their time in the university was a second way equity was intentionally sought. The 50/50 position worked to establish communications and relationships with the individual PDS schools making them aware of the PDS opportunities, PDS support for teachers who want to return to school while working with the university to give stakeholders voice.

Salon A**Strand #3, Audience: All****Disrupting Placelessness Through International Field Experiences**

Aaron J. Levine, Rosela Balinbin and Chisato Nonaka, University of Hawai'i at Manoa

The University of Hawai'i at Manoa, College of Education has developed partnerships with a number of P-20 institutions from around the world. In recent years the Institute for Teacher Education has sought to provide teacher candidates with short term study away or longer term study abroad opportunities as part of candidates' clinical practice. Initial findings indicate that these international experiences disrupt previously held notions of more homogenous, competitive, and "placeless" approaches to curriculum and instruction, and help to foster empathy. This presentation will provide an overview of how an inquiry-based course with an embedded field study in Japan challenges teacher candidates and inservice teachers to question mainstream notions of standardization, nationalized curriculum, competition, and student success, and promote more equity and innovation in their thinking and practice. The presentation will also examine initial Institute for Teacher Education efforts to collaborate with local and international P-12 partner schools and provide teachers and P-12 students with opportunities for international exchange.

Salon B**Strand #4, Audience: All****WIN Doesn't Mean To Finish First: Helping PDS Teachers Implement And Embrace The WHAT I NEED Program**

*Stacey Leftwich, Rowan University**Rhonda McCoy, Diana Voci and Kyleigh Wristbridge, Holly Glen Elementary School*

What I Need (WIN) is a 30-minute daily source of intervention and enrichment support program. It provides students, from across the grade levels, the opportunities to work with learners of similar needs. School assessments and teach observations are used to identify student needs. Teachers from various disciplines are assigned to work with learners and address their specific needs. Administrators from one PDS made the decision to implement the WIN program, despite resistance from the school faculty and staff. This presentation will share the process used to implement the WIN program. Participants will be provided with the structure that was put into place to assess and group students in order to implement instruction designed to address their individual needs. Administrators' and teachers' issues and concerns before the model was implemented and post implementation will be shared. The presentation will end with analyzed data documenting the effectiveness as well as the ineffectiveness of the model, which will be based on student achievement outcomes.

Salon C**Strand #5, Audience: All****An Expanded Look At Student Impact Studies: How An SIS Project Can Impact Interns**

Kim McCormick, Niya Brown, Meghan McNully, Lauren Morgan and Holly Rainville, Salisbury University

In today's schools one vital part of the assessment practices are student learning objectives (SLOs). For interns to be ready for the realities of their future classroom, they need to be exposed to these practices. At Salisbury University interns take part in a "Student Impact Study" which combines the practices of action research with the assessment strategies of SLOs. Through collaboration with his/her mentor teacher, interns focus on an academic problem seen in his/her internship, develop a plan for action, collect and analyze student assessment data, and ultimately share findings with his/her school and the greater Salisbury University PDS community. The Student Impact Study is a win-win for all stakeholders as it supports interns and fosters the PDS relationship with mentor teachers.

This session supports NAPDS essential #5 engagement in and public sharing of results of deliberate investigations of practice by respective participants.

Session participants will leave with:

- A brief introduction to the Student Impact Study
- A clear break down of the project components as well as a more detailed explanation of the reflection practices that interns participate in and data analysis that takes place.
- Pre and post test data that highlights how the assessment practices of the project impacted Salisbury interns.
- Firsthand intern examples of Student Impact Studies that were conducted as Salisbury University as well as insight from interns who participated in the projects.

Salon D**Strand #1, Audience: All****Leadership Studies And Career Education Transition Skills For Middle School Educators And Students**

Joyce Kazoun and Michael Osofsky, William Paterson University

The mission statement of Paterson School # 7 in New Jersey, is to "prepare the students for a successful high school experience; to assist them in making positive choices and to support goal setting for future life experiences." Paterson School # 7 has a strong partnership with William Paterson University as it is the recipient of the Garden State Grant and the Dodge Foundation Grant and is a Professional Development School.

The University plays an active role in supporting the academic initiatives by placing Professors in Residence in the school. The Professors in Residence support the growth of the teaching staff by participating in developing programs that are innovative and seek to improve teacher practices and positive student outcomes. The Professors in Residence with the eighth grade teachers and students participate in a leadership project.

The purpose of this project is to increase the capacity of teacher leaders and to develop awareness for students of

the skills and attitudes leaders must have in order to become productive citizens. Students have a better understanding of how leaders develop as they participate in hands on activities and make decisions in the programming options they explore throughout the project. The students work step by step breaking down projects to maximize their talents. This leadership program supports the innovative projects such as; S.T.E.A.M. and the School Store Leadership Project. These projects support the growth of the faculty involved and increase the capacity for teacher leaders as well as to evolve and model leadership qualities for the students they serve.

Salon E**Strand #2, Audience: All**

Impact Of A NSF Grant On Teacher Preparation And High Needs Schools

Steven Page and Rebecca Harper, Georgia Regents University

Utilizing data obtained from students and teachers in partner school districts this presentation explains the impact that a National Science Foundation grant for scholarships has on partnerships between Georgia Regents University and four partner school districts. Georgia Regents University hosts the Program for Recruiting and Educating STEM Teachers with Integrated Graduate Enrollment (PRESTIGE). PRESTIGE was made possible through a \$1.1 million grant from the Robert Noyce Teacher Scholarship Program at the National Science Foundation. PRESTIGE provides a streamlined process for becoming a teacher with certification in a STEM area with the students obtaining a Bachelor of Science and Master of Arts in Teaching simultaneously. During the program the scholarship recipients complete 300 hours of observations and 600 hours of student teaching in the four partner rural school districts. The scholarship supports the cost of attendance throughout the integrated program's schedule. For each year of funding, PRESTIGE scholars agree to teach two years in a "high needs" school. In addition to the scholarships PRESTIGE also provides funds for Summer Interns who are freshmen and sophomore college students to work with high school students during the summer for credit recovery in our partner districts.

11:15 A.M. - 11:30 A.M.**TRANSITION TIME**

11:30 A.M. - 12:15 P.M.**CONCURRENT SESSION VII**

Room 201**Strand #5, Audience: Established PDS**

Just The Facts, Ma'am Sir! - Examining Student Achievement On A High Stakes, State Mandated Standardized Writing Assessment

Laura Wasielewski, Saint Anselm College

Teachers generate many hypotheses as to what leads students to develop the habits of mind essential to successfully navigate the writing process. With the intent on building the professional relationship between a college and a middle school, the research faculty at the college, and the administrative leadership at the middle school brought eighth grade English Language Arts faculty members into the research fold by asking what they believed to be key variables impacting students' writing performance on a high stakes writing exam.

ELA teams identified four variables they believed would be significantly correlated with students' writing performance including a) the duration and continuity of students' time in the district; b) students' Reading Achievement level; c) students' reported sense of mastery over the revision process; and, d) students' report about the types of writing they were asked to do for their classes. Based on a review of the literature, core collaborators added two variables: a) gender and b) whether the student had an Individualized Education Program (IEP).

This proposed paper presentation will outline relevant literature, data sources and research methodology that framed this study and present findings that both upheld and nullified the English Language Arts teachers' suppositions. Preliminary research results highlight two ubiquitous and related issues of educational inequality. Namely, the young men at the middle school, and students with IEPs were significantly outperformed by the young women and those without IEPs on writing assessments for three years running.

Room 202**Strand #1, Audience: Beginning PDS****Meeting The Challenges Of A First Year PDS**

*Carole Roberts, David Bender, Chrystine Mitchell and Robert Hillkirk, Penn State University
Melissa Fisher, Caitlin Zook and Juliette Pennyman, Reading School District*

The presentation will explore how a university and school district navigated from an MOU into the first year of a full-blown PDS relationship. We will discuss the development of the PDS governance structure and the negotiations that were made within that structure that resulted in the adjustment of advisory board roles, the development of an expanded collaborative vision, and the revision of a multi-year plan for growth and development.

The effect that the Board of Governance structure has had on generating a reciprocal dialogue among the district and university stakeholders will be highlighted and the processes embedded in the structure to ensure broad communication and equity among the stakeholders will be addressed. Also discussed will be how the original three-year action plan has evolved as a result of the dialogue and negotiation among the Board participants and how such dialogue has also fostered the generation of an evolving and collaborative PDS mission and vision.

Specific first year PDS initiatives will be presented, including a literacy professional development plan, student teacher service projects, and school wide events to support and extend student learning experiences, that reflect the collaboration of university instructors, district administrators and teachers, and student teachers. The methods used to prioritize, develop, fund, evaluate and reformulate the various initiatives will be addressed, as will the benchmarks and evaluations that are implemented to support a continuous process of program feedback and evaluation, ensuring full parity among the constituents.

Room 203**Strand #1, Audience: All****Following In The Footsteps Of A Legend: Building Relationships As A New Professor In Residence In An Established PDS**

Bob Capuozzo, University of Georgia

The proposed session will provide a narrative account of the experiences of a University faculty member beginning the role of Professor-In-Residence as he “replaces” a long-time Professor-In-Residence who retired. Strategies employed and concepts that helped guide my decisions are outlined below. I sought to build relationships across the school with classroom teachers, specialists, paraprofessionals, administrators, university students, and students. Realizing that a certain tension exists between university faculty and public school teachers I consciously reminded myself to know my place; in other words I made sure to not ruffle any feathers while still being perceived as a novice in the school. I made staff and administration know that I was there to help and that I was more than willing to assist where needed. In doing so I was demonstrating that I was a team player and more importantly was part of the team at this school. As a relative newcomer to elementary schools in Georgia I was, and continue to be, open to learning. And lastly as I try to find my place at this school I went in to the position with an open mind to the seemingly endless possibilities of research and teaching possibilities as a Professor-In-Residence.

While the above account is wedded to my experiences in a PDS, the concepts and strategies are ones that will serve others well in forming sustainable, mutually beneficial partnerships.

Room 204**Strand #3, Audience: All****The Changing Role Of The University Supervisor**

Nancy Bacharach, Teresa Washbut Heck and Mary Jo Froemming, St. Cloud State University

With the support of a United States Department of Education Teacher Quality Enhancement Partnership grant, St. Cloud State University (SCSU) developed a research-based model of student teaching that applies the strategies of co-teaching to clinical practices in P-12 settings. This innovative co-teaching model created more equitable partnerships, dramatically enhanced SCSU's ability to place teacher candidates, significantly increased the number and quality of cooperating teachers interested in hosting a teacher candidate, and demonstrated enhanced learner outcomes (Bacharach, Heck, and Dahlberg, 2010).

Implementing co-teaching as a clinical practice that is equitable is more than just changing your language and encouraging co-teaching. Supporting a co-teaching environment and allowing it to flourish across your partnerships is critical to the success of not only teacher candidates and cooperating teachers, but the P-12 students served.

University Supervisors, whether they are university or school based, play a pivotal role in the successful implementation of co-teaching. This session will focus on the importance of preparation – both initial and ongoing, identify effective tools to support university supervisors, and examine the role observation and assessment play in successful co-teaching partnerships.

The value of a University Supervisor's knowledge and support of co-teaching cannot be understated. Well prepared supervisors assure fidelity of implementation and help to provide the skills and attitudes necessary to successfully support co-teaching as best practice for clinical experiences.

Room 205

Strand #4, Audience: All

Bowie State University PDS Network Signature Programs: What We Have Learned

Julius Davis and Eva Garin, Bowie State University

The Bowie State University Professional Development Schools (PDS) Network is comprised of ten schools, including a high school, middle school, early childhood center, and six elementary schools across two school districts. In the years before our last accreditation visit we created a listing of our Signature Programs. Although the process began as an academic exercise, it became valuable in defining who we are as a Network and has now been integrated into our ongoing collaborative work.

Five years ago at a PDS Network meeting, partners examined and discussed a list of non-negotiable items for the partnership. For approximately two years, this list was revisited and modified through collaborative discussions and voting once a year. It was agreed that each PDS program would support and implement these non-negotiable elements of the Network. This simple list eventually transformed into the branding of our Signature Programs, and became a strong indicator of our partnership work and a representation of our vision.

In this presentation we will share the process we used to identify our signature programs and the formal approach we use to determine their continued inclusion. This presentation will also include a discussion of each of our signature programs and how they support “ongoing and reciprocal professional development for all participants guided by need”. Sample programs will be shared to support our commitment and advancement of equity in our educational community.

Room 206

Strand #5, Audience: Beginning PDS

Planning Your Teacher Candidate Placements: An Important First Step To Paving The Way

Katie Barber and Nikita Porter, Pontiac Elementary School

We invite you to discover ways to develop a meaningful practicum experience for your teacher candidates. Utilizing current best practices will enhance the overall candidate preparation process into the field of education. Pontiac Elementary School has been a PDS school for over 20 years. Our clinical supervisor is a retired principal that has a reputable background in the district. Pontiac focuses on meeting the needs of individual students. As a Red Carpet School, we continue to enhance our learning environment by creating a positive, safe climate. Our community partnerships contribute to our ongoing success. We continue to look at ways as a faculty to provide optimal learning experiences within the classroom. Our teachers and students, alike, are becoming digital experts. This is contributed by our 1:1 implementation, keyboarding club, TED Talk Student Club, and on-site technology professional development. Our partnership with the University of South Carolina continues to offer many experiences for our students. Being a Professional Development School enables us to continue to grow in all areas of the curriculum.

At Pontiac Elementary School, we are very selective of our placements for our beginning teachers to ensure that our interns receive exposure to classrooms that are using 21st century skills, community partnerships, and data to drive instructional decisions. Our candidates have participated in service-learning, AVID, Project Based Learning, Leveled Literacy Intervention, and innovative learning communities. It is our hope that our teacher candidates will be able to apply these best practices in the field of education.

Room 207

Strand #3, Audience: Beginning PDS

Beginning A PDS: Mercer University's First Year

Kelly Reffitt and Sybil Keesbury, Mercer University

Mercer University's Tift College of Education partnered with a local elementary school to implement a PDS partnership in the 2013-14 academic year. Our 25 minute documentary highlights our first year experience from multiple perspectives to emphasize:

- How candidates' perspectives about working in a high-needs, high poverty urban school changed over the course of yearlong placement.
- Teachers' changing roles as mentor teachers to two candidates per class in a co-teaching model.
- How university and school faculty negotiated evolving roles to meet the needs of students, candidates and teachers.
- The impact of the PDS partnership on the school, university and the community.

The documentary shows the challenges and benefits of how a university begins a PDS partnership that would greatly benefit any university that is contemplating beginning his kind of partnership. After viewing of the film, presenters would utilize the remaining time to field questions from conference attendees.

This proposal highlights Strand #3: Clinical Practice in P-12 settings. Mercer's PDS model has strengthened our abilities to promote candidates' understanding of equity by their authentic experiences in the yearlong placement at the high-needs elementary school.

Room 208

Strand #3, Audience: All

Equity In Grading: Five Simple Strategies That Provide Support For Interns To Achieve Excellence While Preserving The Integrity Of The "A"

Christie Stevenson, Duval County Public Schools

A major goal of the Resident Clinical Faculty and directing teacher is to make a distinction between final grades of "A" and "B" for the preservice teacher based on performance. A "C" grade is much easier to determine because it is always a combination of performance and professional behavior. However, there are times when a pre-service teacher has high marks in professionalism but performance is not at the "A" level. The directing teacher and Resident Clinical Faculty need to be on the same page for the grade to be optimally fair and accurate, so the goal of distinguishing between the "A" and "B" preservice teacher can be a challenge, in part, due to the limited number of preservice teachers the directing teacher has observed for reference points vs. that of the Resident Clinical Faculty. Being able to make this grade distinction not only preserves the integrity of the meaning of individual grades but also has the end result of producing preservice teachers better prepared to teach when they complete their internship. In this session, participants will learn of five steps one Resident Clinical Faculty put into place to achieve this goal and how these strategies could be implemented in any PDS.

Room 209

Strand #1, Audience: All

Baylor University and Midway Independent School District's Journey To Find The Perfect Professional Development School

Krystal Goree and Leanne Howell, Baylor University

Brent Merritt, Herb Cox, Jay Fischer and Mandy Vasek, Midway Independent School District

When selecting campuses to become professional development schools in the spring of 2014, Baylor University and Midway Independent School District (MISD) placed a strong emphasis on the nine essential elements required to become a professional development school; but particular interest was given the following requirement:

"A school/university culture committed to the preparation of future educators that embraces their active engagement in the school community."

Baylor University and MISD used an extensive three-step application process to determine which campuses would best flourish in a professional development school environment and simultaneously provide a clinical setting for pre-service teaching candidates. The application process included campus visits, a written application, and an interactive presentation to the selection committee. Throughout the process, it became clear to the committee which schools

would be able to best nurture the growth of the teaching candidates, while at the same time utilizing the professional development and university expertise offered through the partnership.

The presentation will walk the participants through the entire process of selecting professional development schools. Participants will leave the session with several ideas on what to look for in interested campuses, how to utilize a rubric in the selection process, and then, what steps Baylor and MISD took to launch the new partnership campuses.

Room 210**Strand #3, Audience: All****A School-Based Professional Learning Model For Teacher Candidates To Enrich Mathematical Practices With Diverse Learners**

Lesley A. King, George Mason University

At George Mason University, we have created opportunities for school-based professional learning for our teacher candidates by “situating” a math methods course and a field experience at a PDS site over a summer semester. Teacher candidates attended class and worked at a PDS site where they were able to observe clinical faculty modeling best practices with Instructional Rounds (City, Elmore, Fiarman, & Teitel, 2009), collaborate on lesson plan design with university faculty, facilitate lessons in a real world setting, and debrief for the purposes of reflection and revision. The student participants are part of the Young Scholars Program, which provides enrichment for students who are historically underrepresented in gifted programs. The summer enrichment program, which included a STEM component, was free of charge for students.

This model provides a unique experience for teacher candidates to see how what is being learned in their course work is applied in the classroom. The clinical practice focused on developing mathematical ideas, making connections, and posing high-cognitive-demand tasks to engage students, while teacher candidates closely examined student understanding and strategy choice. The teacher candidates reflected about what it means to engage students in tasks that will lead to meaningful mathematical understanding, how questioning is a powerful approach to further student thinking, and why the use of precise math language is important when facilitating a lesson. Working with a diverse population that included second language learners and students from a wide range of ethnic and cultural backgrounds required the teacher candidates to be flexible in their thinking and to make adjustments to lessons based on individual student needs.

Room 211**Strand #2, Audience: All****Building A Professional Development School That Promotes Social Justice**

Rita Chen, University of Wisconsin-La Crosse

This is a longitudinal study on developing and building a professional development school (PDS) that centers on the beliefs of critical pedagogy and teaching for social justice. Although issues of equity, diversity, and democratic education are important part of PDS mission (Holmes Partnership, 1997), more research is needed on how to build such a PDS that truly embraces the philosophy of social justice. The study envisions several unique aspects of such as a PDS site that allows teacher candidates to gain knowledge and experience from working with children with culturally, linguistically, and socio-economically diverse backgrounds. This inquiry process of building a PDS also prepares both teacher candidates and teacher educators to work in a school setting where minority students are the majority, poverty is the condition of the community, students’ challenging home life impedes their school learning, and instructional intervention is simply not enough to support these students to achieve success in school. This PDS site allows the teacher education community to share the same struggles with those who teach in urban school settings. These struggles force teacher candidates to expand their knowledge of teaching and re-examine their daily teaching practice to support students in many different ways to achieve success.

This study focuses on how to lay the foundation to build such a PDS site with a social justice emphasis. Specifically, the study tries to answer the following questions:

1. How does the process of setting up such PDS based on social justice issues differ from the other PDSs?
2. What needs to be in place from both the university and PK-12 school before bringing the social justice PDS into fruition?
3. What are the specific benefits such a PDS can provide that other PDSs cannot?

Room 212**Strand #3, Audience: All****The Ebb And Flow Of A Teacher Internship: Using Visual Analytics To Capture Interns' Emotions**

Laura Corbin Frazier and Stacey Brown-Hobbs, Mount St. Mary's University

The final teaching internship can be a stressful time for teacher candidates as they transition from self-survival to impactful teaching. Often they experience a roller coaster of emotions ranging from anticipation and excitement to anxiety and stress to pride and self-satisfaction. Fuller and Bown (1975) suggested that teacher education programs could be improved if they were better able to meet the needs of teacher candidates during their internships and they further suggested that the concerns of teachers were indicators of their developmental needs.

This presentation will report findings from a year-long study focused on understanding patterns in teacher candidate emotions during internships. Visual analytics, through the use of word clouds, were employed as a method of data analysis. The collaborative nature of the research project provided for inquiry addressing each researcher's interest and expertise areas (new teacher development and instructional technology). The research questions guiding this study focused on identifying patterns of emotional stages in teacher candidate internship experiences and on evaluating the effectiveness of using word clouds for data analysis.

Understanding the ebb and flow of emotions typical of teacher internships will enable education departments to better provide supports and equal opportunities for candidates. Presenters will discuss how study findings are shared with PDS partners as a mechanism to start dialogue on best practices in supporting teacher candidate needs. Study findings will also inform university mentor training.

Room 213**Strand #3, Audience: All****Cultivating An Inquiry Stance With An Equity Lens: Embedding Teacher Inquiry Across A School-University Partnership**

*Katie Arndt, Vanessa Casciola and Monica Gonzalez, University of South Florida**Janine Hall, Lynn Spaulding, Kimberly Simpson, Kristin Banga, Crista Banks, Leanne Smith and Cruz Albiter, Knights Elementary School*

This presentation is connected to Strand #3, Clinical Practice in P-12 settings. One of the hallmarks of the finest teacher education programs in the United States is their systematic and intentional development of preservice teachers as teacher researchers. The University of South Florida's Elementary Education Program in conjunction with the Hillsborough County Public Schools recognizes the need to strengthen the development of an inquiry stance toward teaching within all partnership stakeholders. Part of realizing this vision has been intentionally embedding teacher inquiry across all five semesters of our undergraduate teacher education program. Within these five semesters, preservice teachers, collaborating teachers, principals, university faculty, and doctoral students all experience engaging in inquiry as a part of their practice. We also believe that teacher inquiry can become a powerful tool for teachers to uncover and understand equity issues as well as make changes in school toward greater educational equity. This presentation will include: 1) a description from university faculty about the intentional inclusion of teacher inquiry and the focus on equity throughout the entire program, 2) collaborating teachers sharing their experience with teacher inquiry as a part of their practice, 3) several interns sharing how engaging in inquiry with their collaborating teachers has promoted their understanding and work toward educational equity, 4) a principal sharing how she supports a focus on inquiry throughout her school, and 5) doctoral students presenting their inquiries in supporting preservice teachers in the area of equity.

Room 214**Strand #4, Audience: All****Mentor Teacher Training For Urban Schools: Equitable Theory To Practice And Practice To Theory**

*Karen Davenport, Georgia State University**John Jones, Mt. Olive Elementary School*

Transforming how people think is necessary to transform what they do. One component for our school partnerships is the ongoing support for and training of effective mentor teachers for high-need urban schools. Aligned with strand 4, the purpose of this presentation is to discuss how partnerships can offer support for mentor teachers through a focused equity-based training series targeted to help bridge theory to practice and use practice to guide theory.

The first author of this presentation has worked as an elementary teacher for over twelve years, as a district resource teacher for two years, as an elementary and high school administrator for twenty years, and for the past eight years as a field supervisor with a university-based teacher preparation program designed to prepare teachers to serve urban, historically underserved schools. The second author is a graduate of the Urban Accelerated Certification and Master's Program at Georgia State University and is in his second year as a 5th grade teacher at Mt. Olive Elementary School in Fulton County a school in Atlanta Georgia. He offers perspectives as a previous teacher candidate working with mentor teachers and now as a mentor teacher working with new teacher candidates in one of our PDS schools.

The presentation offers discussion on three key factors found critical to effectively connect theory to practice and practice to theory opportunities in partner schools: 1) shared understandings and commitment with partners; 2) mentor training grounded in culturally responsive practices; and 3) mediated support for developing and new teachers through school-university teams.

Salon A**Strand #5, Audience: All****Issues Of Equity In An Educational Reform Initiative: Does the 8-Step Model Really Advance Equity**

Cathy J. Siebert, Ball State University
Ellen Finney Pickett, Anderson High School

As we believe is true nationwide, minority and lower socioeconomic students tend to be disproportionately represented in the students who have or in danger of failing high-stakes standardized tests. Numerous educational reform initiatives have been designed, implemented, tweaked, and—in a lot of cases—abandoned in the quest to “fix” this problem. Since these educational reforms impact minority and lower socioeconomic students in greater numbers, identifying the outcomes of such initiatives would seem to be crucial.

In its fourth year of 8-Step implementation, an educational reform initiative designed to increase student success on standardized tests, Anderson High School (Anderson Community School Corporation) continues to see improvements in the End-of-Course exams in Algebra I and English 10. Each year, significant changes have occurred in the operationalization of the 8-Step process. Using a variety of data sources, teachers and administrators continue to fine-tune the process to virtually individualize the instruction each student receives in Success periods based on his/her specific needs in relation to passing high stakes standardized tests, such as State End-of-Course Assessments, ACT, SAT, AP, and ACP exams.

The purpose of this presentation is to overview the implementation of the 8-Step process, share data concerning specifically minority and low socioeconomic student success, and consider the consequences—good and bad—for the students for whom this educational reform initiative is targeted. Data sources include ISTEP and Acuity C test scores, IEP and ILP information, student and faculty interest surveys, attendance, credit status, and graduation rates. Implications for equity will be examined.

Salon B**Strand #4, Audience: All****Equity In Collaboration And Partnership**

Arlene Harrison, Howard County Public School System
Cindy Waugh, Ellicott Mills Middle School

Creating effective learning environments for students and future teachers takes the collaborative efforts of all who are committed to engaging all students in important content. Newly hired teachers who fully understand college and career standards and the practices for effective instruction will have the capacity to support students from diverse groups-ethnically, racially, and socio-economically. Participants of this session will learn about professional learning opportunities that strengthened the collaborative relationship between the school system curriculum office in Howard County MD, pre-service teachers, sponsoring college/university leaders, and mentor teachers. These professional learning opportunities enriched the skills and dispositions of all involved and promoted a successful internship experience.

Salon C

Strand #1, Audience: All

Advancing Equity Through Multiple Methods-Based PDS Settings

Ann Adkins, Deb Fordice, Paula Schmidt and Cathy Stierman, Clarke University

Clarke University's methods-based PDS teacher preparation program began 15 years ago when a dozen pre-service teachers and two college professors spent a semester of half days in a parochial school, weaving three integrated content courses into their clinical experiences. Today the Clarke students experience up to five different PDS contexts, each demographically unique from the other, with nearly 100% of the elementary education majors becoming an integral part of four distinct school cultures prior to student teaching. Reading and language arts courses are housed in an urban PDS where pre-service teachers work with the principal and classroom teachers to support elementary students' specific, data-based literacy needs. Students seeking a special education endorsement team with classroom and special education teachers at another public school to provide interventions and support RTI and IEP goals. Reading endorsement classes are blocked together in a summer literacy camp that offers support and enrichment for a wide range of learners from numerous schools in the area. A parochial school with a math and science emphasis provides an opportunity for pre-service teachers to assist with hands-on, inquiry-based instruction. In the middle school PDS, students teach outside of their content area to walk in the shoes of their colleagues, thereby gaining a holistic picture of how interdisciplinary teams support the unique needs of adolescents. This presentation will include video testimonials of principals, instructional coaches, and teachers explaining their roles in developing the Clarke students' understanding of equity while the Clarke students support the students in their schools.

Salon D

Strand #2, Audience: All

Finding Equity In Professional Development School Programs: "You Will Probably Have A Hard Time Finding A Teaching Position When You Graduate Due To Your Age"

C. Matt Seimears, Emporia State University

What do you do when a mentor teacher tells their Professional Development School (PDS) intern that because of their age, they will struggle finding employment? Is there an age limit to be a PDS intern? Should restrictions be made to only allow the younger generations into a PDS program? What should PDS programs do when they face inequality due to age discrimination?

Yes, this really happened to a PDS intern at Emporia State University. Participants that attend this session will hear firsthand what happened with this particular situation, what PDS faculty did and did not do on behalf of the PDS intern. Participants will also hear how the school district got involved and how discussions took place to remove the mentor teacher from the PDS partnership. The presenters will provide all participants with a ten step system they can model if this same situation were to take place in their PDS programs.

Salon E

Strand #3, Audience: All

Clinical Pathways - Taking The Route To Success

Angela Danley, Karen Loman and Aprille Barlow, University of Central Missouri

The College of Education at the University of Central Missouri in Warrensburg, Missouri has developed a Clinical Pathway model for teacher candidates. The Clinical Pathway experience begins in the teacher candidates' junior year and continues into their senior year allowing for a successful transition to student teaching. Clinical Pathway sessions take place on campus followed by field experience. Candidates begin by working with small groups, then graduating to larger groups. Teacher candidates work side by side with a cooperating teacher in all settings. This presentation will present the Clinical Pathway model by sharing two faculty members' view on the program and how the teacher candidates are prepared to enter their student teaching year. Information regarding the role school districts play in interviewing students for the senior block will also be shared. Senior teacher candidates work in three different classrooms and are involved in co-teaching during their three placements and then continue to co-teach in one of the three classrooms for student teaching. Additionally, the two faculty members will share how the co-teaching model has played a critical part in this process and the success of all involved: teacher candidates and cooperating teacher. This process involves building partnerships and stresses the importance of open communication to ensure an equitable experience for each individual.

12:15 P.M. - 1:30 P.M.**LUNCHEON****Galeria Exhibit Hall****1:30 P.M. - 2:15 P.M.****CONCURRENT SESSION VIII****Room 201****Strand #1, Audience: All****PDS Structures That Support Teacher Candidates As Change Agents***Leslie K. Day, Elizabeth Kuttusch, Daniel Klein, Kaitlyn Gardner, Emily Honsberger and Charmaine Amey, SUNY Buffalo State*

The SUNY Buffalo State PDS Consortium's governance structures and organizational frameworks, as described in Strand 1, act as change agents for teacher candidates. One of the goals of these structures is to provide equal access to the information teacher candidates need to pass their certification exams and successfully graduate to become effective teachers of all students. First, the PDS Consortium is guided by TEUPAC, Teacher Education Unit Professional Advisory Council, which has taken an active role in supporting teacher candidates in the context of clinically rich practice. One of the certification exams, Educating All Students Test, has been examined by the Advisory Council and action plans have been designed for the partnership to provide authentic experiences for candidates to work with inclusion classrooms, the city's growing refugee population, and speakers of other languages. Another structure is the graduate and undergraduate involvement in PDS governance. One result of this participation is the leadership the student representatives take to inform and support teacher candidates throughout the certification process. A third structure for change is the meeting schedule for the Consortium which convenes for an annual retreat and four additional professional development meetings that explore best practices for all students. Additionally, college faculty, school administrators, and mentor teachers work together to pursue action research mini-grants and then share this research locally and nationally. Faculty also provide additional workshops, such as SIOP training, to support teacher candidates' abilities as change agents for children and successful pursuit of their careers.

Room 202**Strand #2, Audience: All****What We Have Learned: 15 Years Of Co-Teaching Among The Rural Poor***Keith Conners, Sara Elburn, Ron Siers, Paul Gasior, Meghan McNulty and Erin Casey, Salisbury University**Karen Eure, Snow Hill Elementary School**Rick Briggs, Mardela Middle and Senior High School*

Salisbury University and its PDS partners on Maryland's rural Eastern Shore recognized several years ago that the traditional student teaching model (i.e., intern replaces mentor to prove he or she can teach autonomously) would not be viable in an age of strict accountability. In its place, a co-teaching approach was implemented in which the mentor remained fully engaged throughout the internship and the "lead voice" in the classroom gradually transitioned from mentor to intern.

Many of our PDS sites are Title I schools with diverse populations and all of the attendant needs associated with socio-economic and cultural differences. In this session, veteran educators who have served as co-teaching mentors/supervisor for several years will share their insights of how the co-teaching approach has served their students, their schools and their interns. Current interns will describe and help model some of the co-teaching techniques that have proven effective with students, especially those who might otherwise fall through the cracks of an imperfect educational system.

Room 203**Strand #3, Audience: All****Post Observation Debriefing Using The 4R's: Recount, Rest, Restate, Reflect***Lois A. Groth, George Mason University**Jennifer Metcalfe, Annandale Terrace Elementary School*

Reflection is an educational imagination that allows candidates to look at themselves and their situation with new eyes, and in the process, become conscious of the multiple ways they can interpret, critique, challenge, confront, and reconstruct teaching (Ajayi, 2011). Critical reflection on one's teaching experiences is a crucial component of teacher development as the end result of critical reflection is cognitive change (Yost, Sentner, Forlenz-Bailey, 2011). This session will address Strand #3 as it explores post-observation debriefing, an aspect of teacher candidates' on-site clinical experiences specifically designed to promote their understanding of equity. The collaborative research described

in this session was done in a professional development school.

Previous research using Van Manen's (1977) levels of reflection indicated that all of our teacher candidates reflected at the technical and practical levels. In order for teacher candidates to consider issues of social justice e.g., equity, they must engage in critical reflection – the deepest level of reflection. Previous research indicated approximately fifty percent of the teacher candidates reflected at the critical level.

In this presentation a clinical faculty member from an elementary school and a university professor will share their work to promote critical reflection in teacher candidates in a professional development school setting. The discussion will outline their work on post observation reflections. We will present the Recount, Rest, Restate, Reflect (4R) Post-Observation Protocol and share our findings and implications for using it to enhance critical reflection in teacher candidates.

Room 204**Strand #3, Audience: All****Enhancing And Sustaining Co-Teaching Clinical Experiences: A Pathway To Creating Equity And Access For All Students**

Janet Bavonese, Lisa Light, Debbie Clonts, Rhonda Hammett and Ray Hammett, Jacksonville State University

This presentation will outline how Jacksonville State University's College of Education and Professional Studies, partnering with host schools, continues to refine and develop outstanding pre-service teachers using co-teaching as a change agent in our teacher education program. The presenters will share key points along our journey that reflect successes, challenges, and changes we have made to enhance and sustain our co-teaching efforts to include multiple instructional approaches and equity for all learners in targeted rural, urban, and suburban schools.

This session will define the steps that JSU has taken to adapt the co-teaching work of St. Cloud University and will focus on the importance of (1) sharing the benefits of co-teaching for stakeholders (university faculty, pre-service teachers, cooperating teachers, students, and school administrators); (2) creating classroom-based co-teaching videos for instructional purposes, reflection, and highlighting partner schools; (3) designing university co-requisite methods and practica courses to include the co-teaching model; (4) partnering with targeted local school systems that provide clinical experience placements in rural, urban, and suburban settings; (5) creating a university-based co-teaching team that provides support to in-field pre-service teachers and their cooperating teachers; and (6) articulating steps for going forward. Video excerpts of co-teaching lessons in our service area classrooms will be shared during the presentation.

Participants will glean a variety of suggestions and ideas to create and sustain a positive co-teaching journey that ensures all students are afforded high quality education meeting the needs of diverse student populations.

Room 205**Strand #4, Audience: Established PDS****Co-Teaching: Equity In The PDS Classrooms**

Herb Cox and Barbara Bowden, Midway Middle School

Lisa Osborne, Midway High School

Rachelle Meyer Rogers and Madelon McCall, Baylor University

Traditional teacher education typically involves student teachers observing the mentor, followed by a gradual increase in teaching responsibilities, and then resulting in full teaching responsibilities. Many teacher education programs still employ similar methods for assimilating pre-service teachers; however, this is not the case at two professional development campuses in a large suburban school district. Mentor teachers and teacher candidates are actively engaged in co-teaching and shared classroom responsibilities. Co-teaching can be defined in many ways; however, at these PDS campuses, co-teaching is defined as two teachers (the cooperating teacher and the teacher candidate) working together with groups of students and sharing in the planning, organization, and delivery of instruction, as well as the assessment of student understanding (Bacharach, Heck, & Dank, 2004).

Co-teaching has the power to significantly impact student achievement, school progress, and teacher education programs. Consequently, PDS faculty worked together to change the "traditional" image of teacher candidates in the classrooms by participating in professional development opportunities in order to learn about and support different co-teaching models. The presenters will share how this journey began and the challenges and successes in changing the views of a traditional student teaching image. In addition, the presenters will share the co-teaching models that were most effective in the middle and secondary campuses. P-12 and university educators will benefit from this presentation by participating in a discussion of the steps needed to implement a critical change that has the potential to make a significant difference for all stakeholders.

Room 206**Strand #5, Audience: Established PDS****Tiles For Social Justice: A Professional Development Workshop That Develops Change Agents Through Children's Literature & Art**

Laura E. Meyers and Brian Williams, Georgia State University

Christi Cleveland, Tellisa Hill and Rebecca Guzman, Martin Luther King, Jr. Elementary School

To develop young change agents who are strategic, notice gaps, and mindfully initiate a stance, 21st century learners need to participate in interactive conversations and activities that authentically challenge their critical and creative thinking, especially in regards to issues of equity, oppression, and power. Additionally, young change agents need opportunities to act – share perspectives, rethink the “pedestal” approach, make a change (Meyers, et al., 2009). This session will describe a professional development workshop inspired by Tiles for Social Justice (2014) that challenged teachers to explore issues of equity through children's literature and the visual arts. Teachers will share the successes and challenges they encountered as they transferred workshop experiences to their classrooms, from introductory conversations and thoughtful analysis of children's literature to transparent messages and learnings via art (e.g., ceramic, paper, wooden, cloth, etc. tiles).

Presenters will share and describe:

- how this workshop emerged and was implemented (e.g., hands-on activities, readings, analysis of children's literature, creation of tiles);
- how the workshop content, strategies, and tools transferred (or not) to classrooms through social studies, literacy, and art instruction;
- provisions for continued support (e.g., website, reflection sessions, co-teaching opportunities).

Room 207**Strand #5, Audience: Established PDS****Educating Citizens Of The Future**

David Holzendorf, Sally Catoe and Kelly Dawson, North Springs Elementary School

Kelley Buchheister, Analisa Meyers, and Megan Koransky, University of South Carolina

North Springs Elementary, in collaboration with the University of South Carolina, is committed to providing all students with the greatest opportunity to learn. The faculty/staff view educational experiences through an equitable lens in order to be responsive to the strengths, interests, and needs of a diverse population of students and families. We encourage our interns to take initiative in designing inquiry-based, action research projects related to issues such as behavioral interventions, strategies to promote participation for English Language Learners, gender equity, and increased motivation for students with special needs. These projects are shared with the faculty, and a summary will be shared in the presentation. Coaching teachers, interns, university supervisors, and administration at North Springs have been involved in the design process as well as professional conversations surrounding data analysis and equity issues. Moreover, the faculty promotes continued education and professional learning communities by presenting equity research in school faculty meetings that include interns and by disseminating findings such as the relationship between discipline referrals and gender, race, or ethnicity. This presentation will showcase our journey toward providing all students with equitable access to the curriculum.

Room 208**Strand #1, Audience: All****An Examination Of PDS Graduate Teaching Fellows' Perceived Self-Efficacy And Teaching Readiness**

Sara Hartman and Chris Kennedy, Ohio University

Teaching fellowships have been a part of the structure of PDS partnership programming at Ohio University for many years. Teaching fellows provide additional teachers to rural districts that may not have the funding to have additional supports that are needed. These supports that promote student learning would not exist without the assistance of the fellows. This collaboration of the university and local districts provide a cost effective way to help the students of these schools.

Essentially, the teaching fellows are Graduate Assistants at The Patton College of Education at Ohio University. However, the assistantship requires that they teach for 20 hours a week in a local school. Teaching fellows are licensed teachers who are receiving a tuition break and a stipend for their work as they earn their master's degree. Most fellows

are in their first year of teaching. Structures of these fellowships vary by district in order to meet the needs of the schools. As a part of this process, teaching fellows are mentored by cooperating teachers.

This presentation highlights the beginning of a study to examine the perceived teacher readiness and teacher self-efficacy of teachers participating in the teaching fellows program. Fellows will participate in focus groups and complete the Teacher Sense of Efficacy Scale (TSES) at the beginning and end of the year. Researchers will compare the results of the pre and post documents to determine effectiveness of the fellowship as a preparatory experience. This presentation will discuss preliminary results.

Room 209**Strand #2, Audience: Beginning PDS****Collaborating To Promote Life Long Learning**

Kimberly T. Kostelis, Ciotto and Ellen Benham, Central Connecticut State University

The PDS partnership between Central Connecticut State University (CCSU) and Cromwell Public Schools has provided all participants an excellent opportunity to share and grow in both the teaching and learning process. The interaction between the CCSU teacher candidates and the Cromwell teachers has been a tremendous benefit and professional development opportunity for improving instruction for everyone involved that will cement a long and successful partnership among the school and university for many years to come.

CCSU physical education teacher candidates have the unique opportunity to engage in cross curricular teaching, creating a health and wellness magazine with Woodside Intermediate 3rd and 5th grade students. A step by step approach will be shared for enhancing school partnerships through the development of a school-wide fitness and wellness magazine (Hawk Talk); researched and written by 3rd grade students and edited by PETE college students.

Learning Objective/Outcome:

1. Understanding of how to bring fitness and wellness topics into the classroom setting through the writing process while addressing the Common Core State Standards.
2. Knowledge of how to develop, implements, and enhance school partnerships.
3. Knowledge of developing a framework for the writing project that uses K-6 grade level standards and expectations for writing.

The PDS partnership between CCSU and Cromwell has provided all participants an excellent opportunity to share and grow in both the teaching and learning process. The interaction between the CCSU teacher candidates and the Cromwell teachers has been a tremendous benefit and professional development opportunity for improving instruction for everyone involved that will cement a long and successful partnership among the school and university for many years to come.

Room 210**Strand #3, Audience: All****Early And Often: Creating And Implementing Formative Field Instruments For Students Placed In Schools Of Poverty**

Scot M. Rademaker, Winthrop University

This presentation will examine the process of creating a formative performance-based assessment for a freshmen/sophomore level course, Developmental Studies in the Context of Poverty, which includes a field component. The discussion will include an examination of the purpose of the performance-based assessment for the course, the revamping of the assessment to address the issues such as the grade level of the placements, the number of university students placed, and how to incorporate students and faculty of the schools visited into the assessment process. Additionally, the ways in which the faculty members collaborated to create the instrument, the issues related to creating a partnership between the university and the local schools, and input from the professionals in the schools and university faculty in terms of how this process could be better implemented in the future will be incorporated. Finally, the instrument itself will be presented, deconstructed, and analyzed with the hope that other university programs with early field-based experiences could benefit from its explication and adapt it for use in the field.

Room 211**Strand #2, Audience: Established PDS****Co-Teaching Models - Changing Times Results In Changing Student Teaching**

Roslyn Crandell, Joyce Frazier and Susan Rebich, University of North Carolina Charlotte

As stated in Guyton and McIntyre's article (as cited in Bacharach, Heck, & Dahlberg, 2008), "While student teaching is a widely accepted practice, the nature of the experience itself has been largely unchanged over the past 100 years." Now there is a need for change. Teachers struggle with allowing novice teachers to teach alone in their classrooms because of pressures of testing and promotion for students.

Institutions of Higher Education must search for ways to change the process and the comfort level for teachers who host candidates. While doing this, the integrity and quality of the teacher education programs and student teaching must be kept intact.

One alternative, the Co-Teaching model, is emerging as a viable option. It is surfacing as a way to provide quality experiences for candidates while allowing cooperating teachers to maintain involvement in the planning and teaching in their classrooms. The student teachers and cooperating teachers work closely together, build strong relationships, and share in teaching responsibilities. Teachers find this valuable, and candidates have more time working closely with experienced master teachers.

Presenters attended the Train-the-Trainer workshop provided by the Academy for Co-Teaching & Collaboration at St. Cloud State University and will share how to implement Co-Teaching in the student teaching semester. Lessons learned will be shared regarding their pilot semester for implementation of the Co-Teaching model at UNC Charlotte's longest standing PDS. Strand #2 is addressed as future implementation of this model will change the teacher preparation program to advance equity in the education profession.

Room 212**Strand #2, Audience: All****Meeting Common Core Standards Through Service Learning**

Anna F. Lyon, Wright State University

Gregory Powell, Dayton Boys Preparatory Academy

The Dayton Boys Preparatory Academy (DBPA) is a public school of choice. It is an urban school where 100% of the students receive free or reduced lunch. Wright State University (WSU) places teacher candidates in the school, and has assigned a faculty member as the Professional Development School liaison. DBPA and WSU collaborate to provide teacher candidates a setting where they can be mentored by successful teachers of children in urban areas. The collaboration also extends to joint projects and supports. This service-learning project is an example of this collaboration.

Sixth, third, and second grade students at the DBPA are working on a service learning project to obtain crosswalks on two streets near the school. Classroom teachers and Wright State University faculty and students are assisting the teacher and children as they count the number and type of vehicles that travel on the streets at various times of day, chart and graph the data, research safety rules and regulations, prepare presentations, and interview officials. These activities not only allow the teachers to meet their Common Core standards, but also teach the boys how citizens in a democracy solve community problems and issues. The presentation will share background information about the project and will include samples of the graphs, charts, and presentations the children created.

Room 214**Strand #2, Audience: All****Differentiated Learning Center Fair: Professional Learning For Teacher Candidates And Practitioners**

Katherine F. Thompson, P. Gayle Andrews, Brittany Byrd, Erin Wedereit, Kali Koppen, Ashley Pluckter, Jasmine Lewis, Sahara Wren and Jennifer Kaniowski, University of Georgia

Selena Blankenship, Cyndi Clark, Meganne Skinner and Rich Pavone, Hilsman Middle School

How can I meet the needs of every learner in my classroom? How do I ensure that every student can access the curriculum? How can I make learning relevant for students, no matter their background or interests? How can I implement differentiation appropriately? These are questions related to equity in the classroom that University of Georgia (UGA) teacher candidates explore in Middle Grades Education pedagogy courses taught onsite at Hilsman Middle School (HMS) as part of the UGA-Clarke County School District PDS partnership. These are also questions that HMS teachers encounter in their daily instruction. To facilitate teacher candidates' and practitioners' exploration of these issues, teacher candidates led a Differentiated Learning Centers Fair (DLCF) in the school's media center.

For the DLCF, teacher candidates selected an academic standard they would teach during student teaching and developed four centers focused on that standard. Each set of learning centers was differentiated by content, process, or product according to middle grades students' interests, background knowledge, or skill. The centers offered concrete ways to engage young adolescents in the curriculum and support their learning through challenging tasks.

The DLCF provided for authentic learning not only because teacher candidates developed resources for their own use but also because HMS teachers were an authentic audience for engaging in thoughtful conversation about equity and differentiation.

Join us for an interactive session as teacher candidates and practitioners share examples of how the DLCF encouraged reflective dialogue about teaching and learning that cannot be replicated in a college classroom.

Salon A

Strand #3, Audience: Beginning PDS

Embedding: One District's Approach To Preparing Pre-Service In Diverse School Settings

Loretta Butler, Cheryl A. Foy and Christine Goodrow, Manhattanville College

Our model offers clinical paid internships for Manhattanville College teaching candidates, as well as site based classes where graduate students work directly with youngsters under the combined guidance of the classroom teacher and college professor. These pre-service teachers are embedded in the school culture and community at large, and are given multiple opportunities to learn from the experienced K-12 faculty. Like many districts across the country, we are experiencing demographic changes that are prompting us to examine equity and access in our system in new ways and with even more urgency. Because they become part of our learning community, these pre-service teachers have a "front-row" view of how the school district is working to respond thoughtfully and responsibly to these changes, with new programs, community partnerships and dialogue, strategic staffing and Professional Development support. Our pre-service teachers work in bilingual classrooms and after school community homework programs as well as consistently in classrooms with students.

Come hear about our program as we will share perspectives from the K-12 teachers, principals, teacher candidates and college liaisons. We will share our best practices and the structures that allow this to be successful, specifically our embedding of a group of pre-service teachers in third grade classrooms for purposeful instruction based on a felt need of the school community.

Salon B

Strand #3, Audience: All

Growing Up In A PDS: How Undergraduate & Graduate On-Site Courses And Clinical Experiences Shape An Understanding Of Equity

Christine Walsh, Slippery Rock University of Pennsylvania

Leanne Brown, Riverside Elementary School

In both our undergraduate and graduate preparation programs, developing a concept of equity is woven into on-site courses and clinical experiences. At the undergraduate level, teacher candidates design and implement Family Literacy Events that allow elementary students and their families to share literacy experiences and broaden content knowledge. At the graduate level, reading specialist candidates provide literacy tutoring for 4th-6th grade basketball players in Study Table for Aspiring Athletes. Both experiences give family members access to strategies, skills, and materials to extend learning at home. The experiences address the conference strand of clinical practice in P-12 settings.

An understanding of equity is engendered in experiences where a school culture embraces equal opportunities for all students. Through our PDS partnerships, undergraduate teacher candidates and graduate reading specialist candidates complete clinical practices in schools with 60-75% students of color and 80-90% students qualify for free or reduced lunches. Additionally, the school districts have limited financial resources and are situated in communities with high rates of unemployment. Thus, our candidates see the relevance of equity. In this session, an early career teacher will share how clinical experiences in PDS settings shaped their understanding of equity at both the undergraduate and graduate levels. A university faculty member will explain the components of the clinical practices at both levels.

Salon C**Strand #1, Audience: Established PDS****Developing A Continuous Improvement Process To Promote Equity Among PDS Stakeholders**

Kristin Brynteson, Northern Illinois University

Jennie Hueber, DeKalb Community Unit School District 428

The purpose of this presentation is to provide an overview of the holistic evaluation process designed to capture all aspects of the PDS relationship and facilitate the continuous improvement of the PDS. As part of the PDS relationship, we have developed a structured self-examination process tied to PDS goals and recognized best practices. This presentation will explore how this process was initially established at one school but through the work of all PDS stakeholders evolved into a multi-district process. A clearly defined evaluation process alone does not lead to successful continuous improvement. All stakeholders must be engaged in the process and willing to collaborate on a self-examination of the entire PDS system. This shared commitment to a joint self-study is the key to using evaluation methods and metrics as a basis to continuous improvement and advancing equity across the PDS stakeholders.

PDSs are complex and multifaceted organisms. Understanding and measuring the success of such an evolving system can be just as difficult as creating the relationship itself. This becomes even more challenging when dealing with multiple schools within multiple districts. Use of the Continuous Improvement Process allows all stakeholders to document, change, and adapt PDS goals and activities based on the unique needs of each district and/or program.

The Continuous Improvement Process began as a method for evaluating one PDS school and has evolved into a flexible process used across multiple PDS districts and/or programs. This presentation will also discuss the challenges and successes of implementing the Continuous Improvement Process.

Salon D**Strand #2, Audience: All****Professional Relations Of Teachers (PRT) Guidebook: The Overall Impact Of The PRT And How It Changes The Pre-Service Teacher Candidates View Of Equity In Emporia State University's Professional Development School Programs**

C. Matt Seimears, Jill Jones and Sara Schwerdtfeger, Emporia State University

What is the Professional Relations of Teachers (PRT) Guidebook and Multicultural Competency 9? The PRT and Competency 9 aims to embed equity in a way that provides pre-service teacher candidates a view and deeper understanding of how equity can be identified in lesson planning, instructional delivery, and professional conduct of an educator. What purpose does it serve? How does it help pre-service teacher candidates understand and prepare to work with diverse learners? How do you assess interns and their ability to plan for diverse learners in an unbiased way?

Participants that attend this session will be able to not only hear Emporia State University's history of the PRT, the pitfalls, gaps, learning curves but also hear about its' strengths. Participants will walk away with a deeper understanding of the PRT and gain clarity about the questions stated above. Participants will receive a copy of the PDS Policy Manual where PRT and Competency 9 are located. They will walk away with examples of the PRT they can use, adapt or modify for their own PDS programs.

Salon E**Strand #3, Audience: Established PDS****Advancing Diversity and Equity In A High School PDS Through Professional Portfolios And Tutoring Students With Special Needs**

Sarah Green, Bowie High School

Julius Davis and Eva Garin, Bowie State University

Using electronic professional portfolios as a tool, BHS PDS partners illustrate how they prepare secondary pre-service teachers to meet the needs of students with special educational needs through targeted instructional activities and programs. During the yearlong internship, interns are required to observe students and teachers in special education settings, prepare lesson plans and deliver instruction to meet the needs of students with special needs.

Using school improvement plan data, BHS PDS partners used action research to examine the low graduate rates of students with special needs. PDS partners used action research to determine if tutoring and helping students complete the state high school bridge projects after failing the high school assessment (a state required exam) would increase their graduate rates. The data revealed that helping students complete the bridge projects improved graduate

rates. As a result, PDS partners changed the method of inquiry from action research to a signature PDS program and require all interns to participate in the program.

In this presentation, BHS PDS partners will provide an overview of the instructional and teaching experiences that interns engage in with students who receive special education services. The presentation will provide an overview of how administrators, mentor teachers and university personnel prepare and evaluate interns to meet the needs of students with special needs. Sample evidence that interns include in their professional portfolio will be presented along with how a panel of administrators, mentor teachers and university personnel across the network evaluate the portfolio through mock and formal processes.

2:15 P.M. - 2:30 P.M.**TRANSITION TIME**

2:30 P.M. - 3:15 P.M.**CONCURRENT SESSION IX**

Room 201**Strand #1, Audience: All**

How Can A Teacher Candidate Support Network Impact On ALL Students?

Laura Bemel, Elizabeth Finsness and Paulkani Siddela, Minnesota State University, Mankato
Rhonda Hermanson, Sibley East Public Schools

If your system is like ours, you have many people instructing, supporting and placing teacher candidates throughout their path to licensure. We wondered how these individuals might work together. How could we align outcomes and build continual focus on supporting teacher candidates to become effective, innovative, collaborative, and relevant teachers who meet the needs of all learners? So...Minnesota State University, Mankato has created a Teacher Candidate Support Network (TCSN), the goal of which is to collaboratively meet the needs of our college students in a variety of facets. We use inclusive Art of Hosting practices in our monthly meetings where supervisors, university faculty, program advisors and school-based faculty learn and develop best practice in mentoring, edTPA implementation, developing culturally competent professionals. Learn about how TCSN seeks to ensure equity for all of our teacher candidates.

Room 202**Strand #2, Audience: All**

Promoting An Understanding Of Equity In Alternative Clinical Contexts

Stephanie Branson, Katie Arndt, Vanessa Casciola and Kelli Williams, University of South Florida

This presentation connects to Strand #2, College/University Preparation Programs and Strand #3 Clinical practice in P-12 settings. In 2008, the National Council for Accreditation of Teacher Education (NCATE) listed the school, family, and community contexts as critical components of teachers' pedagogical knowledge. However, new teachers who are graduating from university programs enter schools unprepared to work with diverse students, families, and communities. Each year, national surveys of administrators and department heads reveal a strong need for teacher education programs to prepare pre-service teachers with better community experiences (NCATE, 2008). Universities are faced with the dilemma of preparing preservice teachers with an activist community stance in order to effectively teach to the diverse student learner, (Wiggins, Follo & Eberly, 2007). In order to respond to these needs, our school-university partnership has included a summer clinical experience in an alternative context. In this context, preservice teachers learn about learning outside the four walls of the PDS classroom. In addition, these contexts provide opportunities for preservice teachers to reflect on equity issues within communities and have greater opportunities to form relationships with families. Specifically, we have formed partnerships with several community organizations where our preservice teachers can engage in learning over the summer. These organizations include: Tampa Bay History Museum, The Tampa Children's Museum, Museum of Science and Industry, Tampa Bay Art Museum, and the YMCA. This presentation will describe our model for this alternative experience and findings from a survey of 120 preservice teachers who participated in the pilot year. We will reflect on lessons learned as well as future directions.

Room 203**Strand #2, Audience: All****Data Dashboard And Equitable Support**

Robert Morse and Veronica Griffin, Arizona State University

This presentation primarily focuses on Strand #2: University Preparation Programs. Participants will be able to identify how Arizona State University Mary Lou Fulton Teachers College has designed the iTeachAZ Data Dashboard and iTeachAZ Mobile App to be a transparent secure environment that provides accurate and timely data for the current performance levels of teacher candidates.

Arizona State University's (ASU) iTeachAZ Data Dashboard is a tool created to support teacher candidate achievement. It provides an online environment where teacher candidate performance data is securely reported and visualized to all stakeholders. The dashboard displays data collected by student teaching supervisors from walkthroughs, performance assessments, notebook checks, progress reports, and attendance. The dashboard is changing the way our faculty uses data to address equitable support, and measure student success. The most recent development increases the capacity of the dashboard, through the addition of student support systems related that provide targeted resources for student interventions. These data driven interventions are aligned to student's individual needs. Each student receives individualized support.

Previously there was no efficient medium for effectively sharing the collected data with stakeholders. The data is now securely available to all stakeholders based on their role (teacher candidate, mentor, faculty, admin) and supervisory relationship.

The iTeachAZ Data Dashboard is being developed through the use of Teacher Quality Partnership (TQP) grant funds from the United States Department of Education and is a collaborative effort of faculty and staff within the Teachers College, and the Business Intelligence Department of ASU's University Technology Office.

Room 204**Strand #3, Audience: Beginning PDS****PDS In Action: An "Enterprising" Approach To Equity**

Crystal Elias, Claudia Conway and Kelly Ahuna, Medaille College

Enterprise Charter School is a K-8 school in the city of Buffalo. To help further their mission of "engag(ing) young minds through projects and partnerships," Enterprise and Medaille College's Division of Education entered into a multi-faceted mutually-beneficial PDS structure in fall 2013 (Strand #3). Both undergraduate and graduate education courses are taught on site at Enterprise. Classes are split into two parts: instruction from a Medaille instructor and participation in K-6 classrooms. This allows for students to concretely link theory to practice.

Medaille College's DOE puts a strong emphasis on Culturally Responsive Teaching (CRT). In our efforts to advance equity through CRT, our students are given opportunities to work directly with the diverse student population at Enterprise, an inner-city, low-income charter school. Rather than simply discussing diversity, equity, and CRT issues theoretically in a classroom, students are exposed to these issues first-hand, learning to exemplify the characteristics of caring and culturally responsive teachers.

Reciprocally, Enterprise benefits by utilizing Medaille teacher candidates to offer more individualized instruction to students during RtI blocks. Additionally, teacher candidates work in collaboration with a Medaille instructor and Enterprise special education teachers to provide support for student IEPs in an afterschool program. This program is offered free of charge, providing a service that would otherwise not be possible. This advances the equity opportunity for students to achieve to their highest potential.

This presentation, led by Medaille Program Directors, will include video clips from Enterprise leadership and Medaille on-site instructors on the mutual benefits of the partnership.

Room 205**Strand #3, Audience: Established PDS****Las Vegas Success Story: A Winning PDS Faculty**

Shawn A. Kelly and Michael Taack, John C. Fremont Professional Development Middle School

A fourth of the current faculty of John C. Fremont Professional Development Middle School are graduates of the school's Professional Development program, which was established in 2008 by Clark County School District as an attempt at turning around the school's history of low performance on standardized tests. Having such a large percentage of former teacher candidates who taught on campus become faculty members has radically changed and

improved the school in numerous ways. As an urban, At Risk, Title 1 School, Fremont has always faced challenges relating to staffing, including long term teaching vacancies. The Professional Development Model has not only largely solved those challenges, but has also fostered a collaborative environment in which new teachers are able to thrive, and created a pool of qualified, experienced mentor teachers. The Professional Development model has developed a strong sense of community among staff, and created continuity for students. In the six years since becoming a Professional Development School, standardized test scores at the school have risen, we believe in part due to student to teacher ratios dropping as a result of the influx of student teachers and first year practicum students on campus. Our presentation will demonstrate how the program has not only improved the school and its community, but also how the Professional Development program has improved the preparation of teacher candidates, and will feature video interviews with several former graduates who are now staff members.

Room 206

Strand #4, Audience: All

Developing Cultural Competence: A School/University PDS Partnership Moving In-Service Teachers From Theory To Practice

Stephanie L. Savick, Notre Dame of Maryland University

Lisa Williams and Candice Logan-Washington, Baltimore County Public Schools

The proposed presentation will discuss the efforts of one school/university partnership to provide individualized, high-quality professional development in the form of a 9-credit graduate course certificate program in culturally proficient leadership to in-service teachers across 3 schools in the university's PDS network. Focusing on Strand #4, "ongoing and reciprocal professional development for all participants guided by need," the presenters will document their collaborative efforts in 1) developing the certificate program; 2) designing and implementing the graduate course work; and 3) using educational tools such as the Critical Friends Model, and the Racial Autobiography to promote teacher awareness and critical reflection of issues related to social justice teaching. The presenters will also share how they connected the certificate's objectives with the local school system's goals in addressing issues related to diversity and equity, and discuss teacher learning outcomes that showed promise in making permanent, positive changes in the way that these teachers view culturally and linguistically diverse students. The presentation will be meaningful for university partners, school districts, and individual PDS sites that are interested in adopting a research-based model for delivering course work that will assist in-service teachers in developing cultural competence, and adopting pedagogy that ensures success for culturally and linguistically diverse students.

Room 207

Strand #5, Audience: All

Celebrating Best Practices In Education

Peggy Lewis, Laurie Mullen and Matt Stuve, Ball State University

Ellen Pickett, Anderson High School

Celebrating teachers and work that advances education for all is an important aspect of what partnerships can do! At Ball State University, we have made it a priority, a university strategic plan initiative, to advance education reform that leads to quality education for our partner schools.

The goal of this initiative is to document and publicize Best Practices that improve practice and student achievement. Providing a spotlight for the positive work that occurs daily in our schools, we built the platform for teachers to share what works and makes a difference for students, schools, families, and communities. This two-pronged initiative includes a web-based collection of practices for teachers to share and a culminating showcase event that provides time for networking, reflecting, and celebrating the work of teachers. The searchable and interactive website warehouses the practices submitted by individuals, teams, and/or administrators. All who submit are invited to attend the showcase, which is the celebratory component of the initiative.

Best Practices, defined and selected at the school, recognize practices that have proven to be effective in addressing a need, improving academic performance, building community, or improving instruction and practice. The university provides the engine to drive the public sharing of good teaching. This session will introduce the website, detail the process for implementing this initiative, and discuss the results from the perspective of both the schools and the university.

Room 208**Strand #2, Audience: All****The Evolution Of Prospective Teachers' Knowledge And Perceptions of PLCs**

Karen L. Leffard, West Virginia University

The professional learning community model arises from the assumption that the core mission of formal education is to ensure that students are not only being taught but are also learning. This simple shift – from a focus on teaching to a focus on learning – has profound implications for schools (Dufor, 2004). If prospective teachers are exposed to involvement in PLCs, while in their PDS placements, their potential for an increased awareness of equity in education can be heightened. (Strand #2)

I chose to interview prospective elementary teachers before and after their involvement in a PLC (where they were learning to teach from watching their teaching), in an attempt to capture any changes in their knowledge and perceptions of PLCs, as a result of their participation. In keeping with the focus of the conference, I believe prospective teachers have the potential to be powerful Change Agents. If they can appreciate the effectiveness of reflecting on their practice and the importance of providing students with the instruction they need to be successful, hopefully, the gap that continues to exist between achievement levels of certain populations of students can be reduced.

My findings will provide insight into the impact of prospective teachers' involvement in PLCs and to raise the question of the importance of collaborations between themselves and their PDS host teachers in the form of PLCs.

Room 209**Strand #2, Audience: Established PDS****Every Child And Intern Deserves A Great Teacher: Celebrating 25 Years At The Center Of Teacher Preparation At Horrell Hill Elementary School**

Parthenia Satterwhite, Tracee Walker, Shondra Morris, Cicely Maxwell and Mary Jade Haney, Horrell Hill Elementary School

Every child deserves a great teacher and every teacher candidate deserves a great coaching teacher! As a Professional Development School celebrating 25 years of service to teacher preparation in partnership with the University of South Carolina, we think of our role in preparing effective teachers as a shared responsibility that will improve student achievement in 21st century classrooms. Through the years, our partnership along with integrated course work, theory and pedagogy with practitioner knowledge has engaged numerous teacher candidates alongside coaching teachers. This work has been possible because of collaborations with school administration, clinical adjunct, coaching teachers, clinical faculty and supervisors. With a collaboration of the PDS team at Horrell Hill Elementary School, this responsibility is becoming more challenging for teaching and learning for 21st century learners. Therefore, we are celebrating 25 years while engaging in a three-year inquiry project in order to improve the teacher preparation experience at Horrell Hill Elementary School through co-teaching strategies with interns and coaching teachers. Our guiding question for the three-year inquiry: Will effective co-teaching facilitate and support the democratic process (Goodlad, 1993) of teacher preparation during clinical experiences in the midst of educational reform? During this session, we will share our qualitative data from year one for the 2013-2016 three-year inquiry journey. We will also celebrate highlights from our 25 year journey and what keeps us going in alignment with the Nine Essentials of a PDS.

Room 210**Strand #3, Audience: All****Site-Based Instruction In PDS: Preparing Teachers For Urban Schools In Urban Schools**

*Diane Truscott, Nancy Jo Schafer, Ryan Daniel Lane and Laura May, Georgia State University**Ryan Harry, M. Agnes Jones Elementary School*

School-based learning as a means for clinical practice for teacher preparation is a hallmark of strong PDS partnerships (strand 3). Site-based instruction, or providing teacher preparation at partner schools within an authentic school context and using school classrooms as the teaching and learning arena, is an example of how partners can facilitate the understandings of and applications of culturally responsive pedagogy supportive of culturally and linguistically diverse student populations.

The presentation will share one model of school-based instruction and preliminary findings from a study of the influence of a literacy methods site-based course taught as part of PDS urban partnerships. The site-based model used employed a bi-directional theory-to-practice framework. Preservice teachers work within classrooms providing individualized and small group instruction with support from the classroom teacher and university faculty for the development of understanding equitable literacy practices. They use these experiences to further develop their own ideologies of effective literacy instruction and culturally responsive pedagogies. Using data from interviews with

preservice teachers and focus groups with classroom teachers from our PDS schools, we employ qualitative analysis strategies to explore how the dynamic nature of the partnership supports mediated practices and theory to practice connections within contemporary situated theory. Findings center on how particular types of knowledge and dispositions authentic to urban schools (e.g., sensitiveness to culture and community, resilience, resourcefulness) are supported through site-based learning.

Room 211

Strand #4, Audience: All

Creating Diversity Awareness Though An International Learning Community

Linda Ferrara, Thunder Hill Elementary School

Barbara Bourne, University of Maryland Baltimore County

This presentation reviews the story of how a long-standing PDS partnership formed the foundation for an emerging international learning community. In spring 2014, faculty and administrators from the University of Maryland Baltimore County (UMBC) and its PDS partner, Thunder Hill Elementary School, collaborated with a local nature center and faculty from the University of Taipei in an innovative partnership. The project created opportunities for students to co-construct a diverse community that focuses on the arts and environmental literacy.

The project opened with a three-day summer institute collaboratively planned by K-5 teachers/administrators, faculty from UMBC and Taiwan, and environmental educators. Participants engaged in hands-on environment-focused and arts-based activities, discussions and reflections based on UNESCO environmental education objectives, and an introduction to Taiwan culture and language. Videos provided models of how environmental education and the arts are integrated into the curriculum of three Taiwan schools.

Monthly meetings with educators from several Maryland schools are now providing teacher-to-teacher interaction, professional development, cross-team planning, and resource sharing. The University of Taipei mentor remains in contact with the American teachers and has arranged for several Maryland-Taiwan school pairings. Having seen videos of Taiwan schools in action, the Maryland schools created "a day in the life of an American student" videos to share with their Taiwan counterparts. Students from the two countries are exchanging art and information about their respective schoolyards. The direction of this dynamic cross-cultural community continues to develop through the shared interests and resources of PDS students, teachers, and university partners.

Room 212

Strand #4, Audience: All

Effective Professional Development In The Area Of Writing Instruction

Rebecca G. Harper, Georgia Regents University

Professional development initiatives are often compared to quick fix, shot-in-the-arm remedies for targeted areas of curriculum or identified problems exclusive to a school or area. In many cases, teachers receive professional development that is limited and non-continuous. Plus, the teachers taking part in the professional development are often viewed as more passive participants rather than active contributors to professional development curriculum and continuing education (Cochran-Smith & Lytle, 1999; Lieberman & Wood, 2003; Little, 1993).

This session profiles the year-long integration of writing professional development in a South Carolina school district. In this session, the presenter will explain how the professional learning was executed, from the delivery of the instruction to the development of the material that was presented. In addition, the presenter will explain how the existing partnerships between schools, administration, and faculty shaped the year-long initiative.

Suggestions for duplication will be explained and outlined. Effective strategies for delivery as well as follow-up initiatives will be discussed. Ideas for other professional development projects and topics will be addressed. Participants will see how they could use the ideas presented in this session to develop unique professional learning opportunities for a variety of disciplines and content areas.

Room 213**Strand #5, Audience: All****Equitable Grading Practices: Research In A PDS**

Julie Thiele, Kansas State University

The partnership formed between Kansas State University and a local Professional Development School has provided the opportunity for KSU researchers to investigate equitable grading practices within the school setting. This study has explored the experiences of students and teachers as they transition from a traditional grading system to standards based grading. This innovative grading practice provides a more equitable measure of students learning and for teachers to make more equitable decisions in terms of teaching strategies and differentiation. Standards based grading allows the teacher to look at each student as an individual, with unique backgrounds and experiences, and to assure that all students' needs are met and all students learn the intended outcomes of the course. Standards based grading also provides parents/guardians with a better picture of their student's learning. The collaborative qualitative research conducted included multiple classroom observations, interviews, and data analysis.

This collaborative research best aligns with Strand 5, as the main goal of the research was to investigate the grading practice from both the student and the teacher perspective in the partnership school and to make adaptations to current practices to improve the implementation process. The KSU researcher also holds a Graduate Teaching Assistantship and has used this venue to share the study and best practices in multiple university preparation programs alongside the PDS classroom teacher and clinical instructors; therefore, Strand 2 is also evident, but is not the main focus of this presentation.

Room 214**Strand #3, Audience: Established PDS****Foxfire Projects And The Incorporation Of Social Justice Inquiry Into The Lesson Planning Of Teacher Candidates**

Denise Oen, University of Georgia

The Foxfire approach to authentic teaching and learning is a central component in the student teaching semester for our early childhood students at the University of Georgia. The students design these projects incorporating the interests, lived experiences, and community memberships of the children in our PDS schools. This semester, I have students facilitating inquiries on topics such as: the role of butterflies in sustainability, food justice in our neighborhoods, community gardening, and photography as a narrative of one's identity. The lessons within these projects involve student choice, hands on engagement, and visits by local community experts. The projects all include a final presentation/celebration for families as well as the larger community.

These projects are especially powerful within the PDS context as they represent the professional connections between the University and the school as well as the relational intersections of children, their families, and our shared community. This presentation will include photographs and videos.

Salon A**Strand #2, Audience: All****Evolving And Establishing PDS Relationships: Using Technology To Address Inequities For Rural Schools And Represented Populations**

David S. Allen and Lori A. Goodson, Kansas State University

Universities in rural environments face numerous issues providing meaningful field experiences for pre-service teachers. Professional Development School Partnerships are limited in their capacity to sustain ongoing professional relationships with cooperating teachers and professional learning communities due to expansive distances. To sustain these relationships, and an effective placement and mentoring process, university supervisors must spend extensive time traveling. Given limitations and responsibilities at the university, this severely impacts partnership opportunities in rural states; many rural areas are eliminated as partnership sites, decreasing placement options for student teachers. A consequence of these inhibiting factors is that remote areas desperately need classroom teachers, and professional development is limited for teachers.

To provide more equitable opportunities and build off our established Professional Development School relationships, we implemented virtual observations through robotic technologies (SWIVL), iPads, and applications. These devices reduce travel time and allow pre-service teachers to have access to rural areas previously eliminated as options because of travel concerns—so they can be closer to their hometowns, which also can lessen student-teaching experience costs, as many can live with relatives. This technology improves support for pre-service teachers and

enhances the scope of opportunities by providing access to additional field experience sites.

This project is expected to evolve into a virtual professional development school. Its benefits will include rural pre-service teachers completing student teaching closer to home, saving money, and making it easier to return to their hometowns to begin their careers. Rural schools will have more hiring opportunities, thus improving education for their students.

Salon B

Strand #1, Audience: Beginning PDS

Full Range Program Partnerships - A Case Study

Timothy Frederiks and Kathleen Prystash, Centenary College

The Centenary Professional Development Schools Network is a cohesive collaboration between the college and 70 partner school districts encompassing over 150 schools and thousands of professional educators from throughout Northern New Jersey. The network cuts through the full range of schools servicing diverse communities, from affluent to poor comprising a full range of talents, challenges and diversity. Centenary is committed to this process, as it guarantees that our pre-service educators gain valuable equity experience in a wide assortment of educational settings- not just those in close proximity to the college campus. Member schools agree to host Centenary students for visitations, practicum observations and student teaching. In return, the college offers discounted tuition to our wide array of graduate programming and professional development opportunities. The relationship is a win-win for all involved.

The opportunities for college faculty to interact with K-12 professionals provide practical and unique insights that help inform instruction back on campus. PDS relationships serve as the binding agents that help put theoretical concepts into practice in a reflective way.

Centenary's PDS relationship with local school districts is mutually rewarding. In addition to hosting student teachers and serving as a base for classroom observations, local PK-12 educators also continue their own personal education after school by completing traditional graduate education courses taught by college faculty in their own school buildings, leading to Centenary degrees in Leadership, Reading or Special Education – a great relationship where all partners benefit.

Salon C

Strand #1, Audience: All

From One Site To District Wide: Strategies For The Equitable Expansion Of A PDS Initiative

Jenny Parker, Northern Illinois University

Kelly Zerby, DeKalb District 428

Three years ago, a physical education Professional Development School initiative was started at a single middle school in a school district in which a large university is located. The overarching goal of the initiative is to bring the university and school district together to create mutually beneficial environments in which shared values, curriculum models, and effective teaching are embraced by teachers and faculty. Further, this initiative has allowed the university and school district to collaborate in addressing state mandates and encouraging a more school-based approach to the preparation of teacher candidates. This presentation will outline and explain the steps being taken to ensure the equitable expansion of this initiative from one school and one teacher, to a district wide endeavor. Steps include the initial meetings with the district administration, the creation of a subject specific leadership team, hiring of a PE Coordinator (K-8), and site council meetings at the elementary, middle and high school levels. This expansion is designed to promote equitable opportunities across all 11 schools and the university with regard to resources, professional development, clinical placement possibilities, and curricula innovation. We will discuss the process, the vision, the structures put into place, the successes and the challenges associated with expanding the PDS.

Salon D**Strand #3, Audience: All****Using STEM Activities In PDS To Promote An Understanding Of Equity Among Pre-Service Teachers**

*Ernestine Battlo and Amanda Feldes, Melrose Elementary School**Andrea Campbell and Lethea Smith, Concord University*

Many schools in PDS partnerships have a high enrollment of students who are low SES. Disparities often exist between what opportunities students of low SES are afforded compared to students of higher SES. For example, students who are of low SES often lack the opportunities to engage in high quality STEM instruction and activities. Collaboration among pre-service teachers during clinical experiences, public schools, education faculty, as well as physics faculty has enabled multiple objectives to be met within local elementary schools with high enrollments of low SES students (53-74%). These objectives include: (1) implementing high quality instruction in the STEM fields within elementary schools (2) provide professional development for pre-service and classroom teachers related to STEM content, and (3) provide professional development for pre-service and classroom teachers related to equitable instruction and access to STEM related training and careers.

First, the proposed presentation will illustrate how PDS grant funding along with grant funding from the NASA West Virginia Space Grant Consortium were used to meet aforementioned objectives. Second, participants will participate in a mini training similar to the professional development activities conducted within the project. Finally, participants will have the opportunity to explore materials and STEM activities implemented within the schools. Materials for some of the STEM activities were purchased with grant funding from The West Virginia Space Grant Consortium (WVSGC). WVSGC is a NASA sponsored organization that is dedicated to building research infrastructure and promoting STEM education in West Virginia. One of WVSGC's primary areas of focus is on K-12 and public outreach programs.

3:15 P.M. - 3:30 P.M.**TRANSITION TIME**

3:30 P.M. - 4:15 P.M.**CONCURRENT SESSION X**

Room 201**Strand #1, Audience: All****Designing A Developmental Framework For Building A PDS Network**

Audra K. Parker, Lois A. Groth and Seth Parsons, George Mason University

George Mason's Elementary Education Program has an extensive history of partnership with local schools. The design of our program is informed by this collaboration collaboration, as well as research and theory on effective teacher preparation, specifically on Professional Development Schools (PDS) (Hammerness et al., 2005; National Association for Professional Development Schools, NAPDS, 2008). Since the PDS Network's inception in 1991, the program has undergone three major revisions resulting in four 'generations'—each bringing us closer to enacting each of the Nine Essentials.

While describing our latest generation, which involved building our PDS Network through a developmental framework, this presentation addresses Strand 1: PDS Structures. Enveloping an ecological perspective highlights our program's recognition and attention to the diverse and specific needs of our school partners. The design exemplifies the importance of creating flexible pathways for growing diverse collaborations between the university and the school. Simultaneously, our framework addresses the tenuous balance of providing robust support for all partners with a limited number of faculty and resources while also bolstering high-quality teacher candidates.

In this presentation, we will describe Generation IV of our PDS Network which includes multiple paths for engagement as either partner schools, clinical practice schools, or collaborative inquiry schools--all with a shared commitment to the Nine Essentials, improving K-6 education and impacting teacher preparation and the broader community. We will discuss the challenges and successes encountered as we created the developmental framework and outcomes/perspectives of the stakeholders following the first year of implementation.

Room 202

Strand #1, Audience: All

Functional Life Skills Within The School And Extended Community

Marcy Keifer-Kennedy, Ohio University

Colleen McNeeley, East Elementary School

In the Center for Professional Development School Partnerships in The Patton College, partner schools and higher education faculty look for ways to engage in opportunities to provide support that impacts teacher candidates, mentor teachers, and most importantly, P-12 students.

The innovative “Lunch Program” at East Elementary PDS is a program that provides opportunities for students in the Multiple Disabilities classroom to meal plan, grocery shop, cook and serve meals to parents and staff in the school. This program provides “real-life” opportunities to enhance functional life skills.

The Outcomes of this program include: Expanding the functional life skills and community engagement experiences of the students in the Multiple Disabilities classroom. Creating a specialized adaptive cooking environment whereby students can expand their life-skills experience and knowledge and enhanced learning focused on life skill experiences for the students by utilizing public transportation to allow engagement with the community.

This conference session will not only provide information about the lunch program but will also give information about how it impacted teacher candidates, mentor teachers, and most importantly, children in the school.

Engagement in this project:

- implies reciprocity, whereby both the institution and partners in the community both benefit and contribute.
- actively listening to all stakeholders that reflect the diversity of our communities-especially including those stakeholders who have not been engaged before.
- quality of engagement is tied to public accountability and is measured by impact and outcomes on communities and individuals it serves.

From Association of Public and Land-Grant Universities Council on Engagement & Outreach

Room 203

Strand #2, Audience: All

Where Are They Now?: Finding Out PDS Graduates’ Performance In Their First And Second Years Of Teaching

Tracy Wulf and Kerri Levey, Pizzo Elementary School

Marc Summa, University of South Florida

Debbie Mills, Hillsborough County Public Schools

Research indicates that unfortunately preservice teachers do not receive adequate preparation in classroom management (Begeny & Martens, 2006; Chesley & Jordan, 2012). Teachers report inadequate pre-service training on classroom management (Chesley & Jordan, 2012; Stough, 2006) and ongoing frustration with a perceived lack of support and training for handling student behaviors (Halford, 1998; Lane, Wehby, & Barton-Arwood, 2005.) Our Urban Teacher Residency Partnership Program (UTRPP) is a two-year clinically-intensive urban PDS that places great emphasis on connecting theory and practice in hopes of alleviating these concerns. Consequently, we wondered how our alumni were performing in their first and second years as classroom teachers.

The purpose of this presentation will be to discuss our inquiry that addresses the question, “How do Urban Teacher Residency Partnership Program (UTRPP) graduates perform in year one and year two as classroom teachers?” Utilizing data from the graduates evaluations, which are designed after Charlotte Danielson’s framework and which are the basis for evaluation in our partnering district, we will share out what we have learned from our graduates.

Room 204

Strand #2, Audience: All

Equity For All Children: Insight Into A Blended Elementary/Special Education Preparation Program

Mary Katherine Kallus, Eastern New Mexico University

This session will outline the process of reviewing curriculum, teacher candidate performance data, and competencies for entry level elementary and special education teachers in order to develop a well-rounded blended elementary/special education teacher candidate program. The very nature of such a program advances the idea of equity in

education. Through methods coursework delivered at our PDS sites, pre-and-in-service teachers collaborate in the development and delivery of an instructional unit where learner abilities and learning styles are honored.

In creating such a unique program, faculty worked across departments to develop a blended program so that program completers are eligible to license in both elementary (K-8) and special education (PK-12) in the state. Additionally, participants will learn about the program course content and sequence to illustrate the process of implementation as well as the successes and challenges thus far of the new program.

Anecdotal notes from working with candidates indicate a better understanding of the idea of equity as the cornerstone of the teaching profession. By dynamically situating both elementary and special education concepts throughout the coursework, teacher candidates gain an appreciation and understanding that translates to informed praxis in their own classrooms. Whether a candidate chooses to license in one or both areas, they enter their career with a diverse toolbox in which to approach and successfully work with the diverse populations found in classrooms today.

Room 205**Strand #2, Audience: All****Fostering Intercultural Competence Through Unique And Varied PDS Experiences**

Nancy A. Chicola, SUNY Buffalo State

Considering the influx of refugees and new immigrants as well as the impact of global trade on the economic lives of U.S. citizens, it is critical that teacher candidates are able to articulate and embrace a global perspective in order to become exemplary educators. Their impact on the children they teach and the communities with which they interact has the potential to prepare future citizens with coping skills for a rapidly changing world. Our focus of intercultural competence is on developing global citizens with an understanding that all people of the world have common goals and unique perspectives. At SUNY Buffalo State, PDS experiences, both local and international, have focused on the power of knowing other cultures through direct interaction with children, teachers, and parents. A paradigm for enhancing intercultural competence among teacher candidates and ultimately university faculty and P-12 teachers will be presented. Results of several years of planning and implementation reveal the efficacy of these unique and varied experiences in promoting intercultural competence. Connections between theory and practice are important features of the Intercultural Competency Experience (ICE) paradigm that was developed to meet the needs of all constituencies. Substantive assessment of locally and internationally targeted experiences show positive progress toward the goal of global intercultural competence.

Room 206**Strand #2, Audience: Advanced/Expert PDS****Internationally Expanding Our Professional Development School Partnership: The Universities Of North Florida And Belize Connection**

Susan M. Syverud, Debbie Reed and John Kempainen, University of North Florida

In this session, participants will learn how almost two decades of commitment for our Urban Professional Development partnership with Duval County Public Schools and over ten years of Transformational Learning Opportunity (TLO) initiatives at the University of North Florida (UNF), provided a solid foundation to expand our well-established UPDS partnership to include developing an International Professional Development School (IPDS) with another country. Participants will learn how this IPDS partnership plans to promote collaboration between students, faculty, and administration from both countries. In addition, participants will learn how this IPDS partnership plans on furthering the understanding of cultural differences in our communities, in general, and in teaching and learning, in particular, in another part of the world. Elements that are in place for such a partnership between UNF and the University of Belize will be discussed. Roles of various stakeholders will also be shared.

Room 207**Strand #3, Audience: All****Changing With The Times: Revising Mentoring Support For Teacher Candidates In High Poverty/Culturally And Linguistically Schools**

Stacey Brown-Hobbs and Laura Frazier, Mount St. Mary's University

In 2003, a group of university supervisor, mentors and administrators developed training sessions for mentors working with teacher candidates and first-year teachers. Teachers for Teachers was a three-day workshop in which mentors attended classes and provided detailed reflections while mentoring a teacher candidate. As a result, mentors

earned continuing professional development credits used towards recertification. In 2011, after being awarded a Race to the Top grant through the Maryland State Department of Education, Teachers for Teachers was revised to better meet the needs of teacher candidates and mentors teaching in high poverty/culturally and linguistically diverse schools.

This session will provide support materials, agendas, and documents that have been used to support mentoring in these diverse populations. Changes in the focus of Teachers for Teachers will be addressed giving participants the opportunity to engage in some of the activities of the course that demonstrate the central theme of equity in working in diverse populations. Participants will be engaged in professional development that will enhance their understanding of how Teachers for Teachers supports a mentor's ability to promote a candidate's understanding of equity in diverse schools through a self-assessment structure. This will support Standard 3. Participants will also learn how the course is now managed to ensure its sustainability once grant money is no longer available. This part of the session will support Strand 4 by showing continuity of professional development of PDS mentors.

Room 208**Strand #3, Audience: Established PDS****Gauging Teacher Candidates Perceptions Of Equity In An Urban Classroom**

Lindsey Glass, Cleveland Metropolitan School District
Ronald Abate, Cleveland State University

The purpose of the research is to study the experience of teacher candidates and their perceptions of equity in an International Baccalaureate, urban public school at the center of a district/university partnership. In an era of high stakes testing, issues of educational equity tend to be overlooked; it is useful to examine how teacher candidates perceive aspects around equity such as socio-economic status, instructional differentiation, professional peer relationships and teacher student relationships.

Teacher education candidates from an urban university participated in a semester long project that focused on student literacy in a 3rd grade classroom. The candidate field experiences included small group and individual instruction. Using a mixed methods approach, this pilot study examines the extent to which the teacher candidates recognize different aspects of equity within the classroom and how the International Baccalaureate curriculum influences the culture of equity. The presenters will discuss the results of the research and discuss implications for revision of teacher candidate coursework.

Room 209**Strand #3, Audience: All****How A Strong Relationship Can Enable P-12 Schools To "Grow Their Own" Outstanding Teachers**

Kim Smoak, University of South Carolina
Roy Blakeney, Shannon Townes and Mary Lu Dalton, Dreher High School

A strong PDS relationship between higher education and its P-12 counterpart provides an excellent opportunity to prepare pre-service candidates to be excellent teachers in those P-12 schools. Over the course of its nine year formal PDS relationship, Dreher High School and the University of South Carolina have created fertile ground for pre-service candidates to engage in a variety of experiences at the high school, including practicum and internship experiences, which often leads to the best of those candidates getting hired for full-time positions at Dreher High School upon graduation. The longevity of this relationship has resulted in former USC pre-service candidates, who are now part of the Dreher faculty, being coaching teachers themselves. Dreher High School has a diverse student population and the school's culture is one that promotes equity in order to ensure that all students have the opportunity to reach their full potential. By engaging pre-service candidates from the university in the school's culture of equity early and often, a community of support is available to them which helps them be successful in their internships and makes them excellent candidates for faculty positions. They are then able to continue working in a familiar culture of equity and support as they begin their careers. Session attendees will be provided with concrete examples of strategies that have been used to create this community of equity and ongoing support for pre-service and early career teachers.

Room 210

Strand #3, Audience: Beginning PDS

Shared Visions, Shared Outcomes: Clinical Practice In PDS Shared Spaces

Martha Mobley, Kean University

Nancy Norris-Bauer, William Paterson University

Crossing professional and personal boundaries within schools can be complex especially when collaborating with teachers and candidates in a wide variety of clinical practice. One challenge is the learning curve and variety of issues pre-service candidates face in communities often racially, ethnically and economically very different than their own. How do the collaborative, shared spaces in PDS enable university students who “want to make a difference” become culturally responsive teachers?

Two metropolitan COEs situated PDSs in urban districts, urban rim districts and suburban districts with urban issues work with PDS partners to both support candidates as well as ongoing professional growth for veteran teachers. The dual commitment between universities and PDS partners made over the last two decades to embrace strand three (3) is foundational to the development of common understandings of diversity and equity.

Illustrations of this strand in practice which will be shared include: co-taught courses onsite, collective professional development sessions and integration of the co-teaching model. Clinical Instructors/Professors-in-Residence serve as liaisons co-existing in a hybrid space while supplying creative energy and supporting high quality teaching.

The focus of this presentation is three-fold. First, to describe PDS models moving toward equity in learning opportunities. Secondly, to highlight a reform paradigm that, in times of economic stress, employs professionals without benefits yet with professional identities. Finally, a contemporary program will be described which embeds clinical practice in PDS schools.

Room 211

Strand #5, Audience: Established PDS

To Be Or Not To Be, A Special Education Teacher Amid Growing Post-NCLB Demands

Keri Haley, David Allsopp and David Hoppey, University of South Florida

Brandy O’dea and Christopher Urquhart, Corr Elementary School

Educators in the post-NCLB era have witnessed mounting demands on special education teachers regarding scientifically based instruction, higher expectations of student outcomes, and a trend toward educating students with disabilities in general education settings. This shift has blurred the lines of what makes special education special, particularly in delivering instruction within general education classrooms. This session will focus on how a university and school-based partnership have contended with this tension by studying pre-service and beginning special education teachers’ use of data to inform their instructional practice. Specifically this presentation focuses on efforts of pre-service and beginning special educators to advance equity in the classroom by providing evidence-based practices for students with disabilities in general education environments. This type of data literacy requires special educators to understand the intricacies of data-based decision making and become effective problem solvers in order to provide a meaningful and effective education for students with disabilities. Thus, our collaborative partnership research centers on examining what makes these special education teachers special and how their decision making during their first critical years impacts P-12 outcomes for students with disabilities. Lastly, this presentation will highlight how these pre-service and beginning special education teachers provide instruction within the context of school district curriculum guidelines and how they align instruction to meet district expectations.

Room 212

Strand #1, Audience: Established PDS

Looking Beyond Our Budget To Provide A Brighter Future

Stacie M. Wolbert, Edinboro University of Pennsylvania

Institutional and systemic change is needed to break the cycle of poverty, but just as important is presenting students with a range of opportunities for their future. Often middle school students in urban schools facing poverty are either not aware of opportunities or feel that those opportunities do not apply to them. College and career readiness are words we hear on a regular basis but what does that encompass?

The knowledge and skills that a student needs to be successful beyond high school are definitely needed, but the move to college and career also has to include an understanding of what is out there and how to get there. As tuitions increase and financial aid loans overburden college students, middle and high school students have to be more

vigilant than ever in relation to the courses they take, involvement in extra-curricular activities and service as well as understanding the requirements for admission.

How does a school that is experiencing budget deficits ensure that students have the opportunity to participate in transformative experiences? By joining with like-minded programs, this PDS partnership has begun a 3-year cycle of college visitation to introduce students to college life, admissions, and career exploration.

Room 213

Strand #2, Audience: All

A Longitudinal Analysis Of The Impact Of Year-Long Co-Teaching: Perspectives Of Cooperating Teachers, Teacher Candidates, and K-12 Students

Kelly H. Summers, Northern Illinois University

Jennie Hueber, DeKalb Community Unit School District 428

Jessica Lombard, Huntley Consolidated School District 158

The proposed workshop will present quantitative and qualitative data from a longitudinal (3-year) study of the co-teaching model at Northern Illinois University, aligned with Strand 2: College/University Preparation Programs. Three years ago, NIU transitioned from a traditional student teaching experience to a more innovative year-long co-teaching model. Since the start of the new program, data were collected from multiple stakeholders in order to guide program development for both the university and in partner school districts. Survey data were collected and focus groups were conducted in five partner school districts from 2011-2014. Survey data were collected from teacher candidates (N=128) and cooperating teachers (N=169). Numerous focus groups were conducted consisting of either groups of teacher candidates, cooperating teachers, or students who were in co-taught classes. Specific information to be shared with workshop participants will include:

- A detailed description of the co-teaching model used at NIU.
- Quantitative results from the longitudinal study indicating which co-teaching strategies both the cooperating teacher and teacher candidates indicated were used the most and were most helpful.
- Qualitative data delineating themes between and among different groups (teacher candidates, cooperating teachers, and students) which include; academic and behavioral benefits for students, perceived strengths of the model, and areas for improvement.
- Suggestions for implementing an innovative partnership model
- Benefits to partner districts and universities

Room 214

Strand #1, Audience: All

How Creating CLOUD- Collaboratively Letting Others Understand Decisions - Advanced Equity In A School District And University Based PDS

Diana Gregory, Angela Blaver and Charlease Kelly-Jackson, Kennesaw State University

Laura Kelley, Cobb County School District

At the national level, reform of teacher education has become central. NCATE (2001) defines a Professional Development School as a school-university partnership that has five standards, including a Learning Community; Accountability and Quality Assurance; Collaboration; Equity and Diversity; and Structures, Resources and Roles.

The current study centers on an ethnographic approach overall. A more focused lens was used as well, which is Autoethnography (Springgay et al., 2008). This is a living, human inquiry that seeks to understand the fluidity and complexity of the interactions engaged in and observed.

This examination was designed to discover what the classroom teachers thought should be kept in the programs and activities, what should be changed, and what should be added. These anonymous data were then compiled and analyzed to uncover categories and themes. Three main categories emerged under each of the prompts (Keep, Change, and Add), which were program-based, professional development, and activities. This is in keeping with the focus on equity and learning outcomes.

With the call for highly and comprehensively trained teachers, especially at high need schools, the reforms and communication strategies implemented within this PDS can serve as a model for other teacher educators and preparation programs. This includes the growth in curriculum and instruction, the co-teaching model, the yearlong internship, and sustainability. The network has influenced the original school-based partnership, which in turn has expanded the level of discourse surrounding university based reforms and the expansion to other schools and districts.

Salon A**Strand #5, Audience: All****Bridging School And Home: Collaboratively Building Inclusive Learning Communities that Advance Social Justice**

Rajni Shankar-Brown, Stetson University

21st Century classrooms are increasingly becoming more economically, culturally, and linguistically diverse. Schools must thoughtfully create a culture where all students and their families are welcomed and supported. Research confirms the importance of family involvement in regards to promoting healthy development and academic achievement. PDS partnerships provide valuable opportunities to build bridges between school and home. School-Home connections can be a powerful influence on students' cognitive and social-emotional development. This interactive presentation will weave together collaborative research and personal narratives, including examples of successful PDS partnership efforts to build inclusive learning communities. The example shared will illuminate how working together to bridge school and home can promote educational equity and actively support students, P-12 and teacher candidates. After examining the complexities of school-home diversity (including common challenges that schools and families encounter) and the concept of inclusive excellence, participants will have the opportunity to explore best practices and study successful examples of collaborative projects developed through PDS partnerships in North Carolina and Florida. Specific strategies for engaging diverse families and establishing/maintaining effective home-school communication will be shared and discussed. Partnerships will also be invited to share other examples of PDS partnership initiatives (in the development or implementation phase) that are designed to build culturally responsive, school-home connections and that assist in advancing social justice.

Salon B**Strand #1, Audience: Beginning PDS****Connections for Change: University-Community Partnerships To Promote Minority Student Talent Development**

Brittany Anderson, Meg Hines, Octavia Fugerson and Tarek Grantham, University of Georgia

Many educators want to collaborate with universities to support gifted education programming, yet few are successfully sustaining engagement with students. An innovative collaboration, U-SPARC (University-School Partnerships for Achievement, Rigor and Creativity), represents targets for aims local school improvement initiatives that aim to increase student achievement, enhance rigor in the curriculum, and develop creative potential in students. Through the University of Georgia First Year Odyssey Seminar (FYOS) course, University and Community Engagement in Minority Student Talent Development, University of Georgia (UGA) faculty and graduate students have expanded a current collaboration with Howard B. Stroud Elementary administrators and teachers to engage in collaborative action-research to support Stroud's school improvement plan. The FYOS seminar is designed as a service-learning course where students gain experience with local schools, community groups and organizations to develop talent among ethnic minority youth and close the achievement gap.

This presentation offers insight into establishing and sustaining structures that advance equity and excellence through a focus on achievement, rigor and creativity. Presenters will discuss challenges and successes encountered when establishing Project U-SPARC. How do university faculty and graduate students identify mutually beneficial educational goals and build initiatives that promote equity and excellence? What organizational structures and resources support collaborations between universities and schools? Participants in this session will receive practical guidance for developing university-school partnerships and for finding strengths in policies, personalities and practices that can support school improvement.

Salon C**Strand #3, Audience: All****A Partnership Approach To Enhance Social Studies Instruction**

Robert Wolffe, Bradley University

This session will allow participants to learn about, discuss and then share suggestions and similar experiences related to a synergistic partnership activity. This activity is designed to help preservice and in-service teachers improve social studies education. With an overarching goal of social studies education being to prepare students to be active participants in a democratic society, equity is a key concept developed in this endeavor.

Prior to the process described next, elementary and special education social studies methods students planned instructional units for fictitious classes. With 200+ hours of pre-student teaching field experiences, there is no room

for additional field requirements. A unique compromise between being in the field or not has been developed where the preservice teachers partner with PDS teachers to plan instructional units. A focus of these unit's requirements relates to issues that promote equitable opportunities to learn social studies. Now that the plans are for actual classrooms, the plans address the needs of real students with exceptionalities or English language learners. The mix of lessons must also respond to the need for variety in pedagogical and assessment types, differentiated questioning, and providing opportunities to build personal identity.

Next, the in-service teachers deliver the instruction, followed by debriefing the preservice teachers with a critique of the unit. This approach allows the preservice teachers to have an experience connected to the real world of teaching and provides the in-service teachers, as a form of professional development, a chance to try new ideas grounded in current best practices.

Salon D**Strand #5, Audience: Beginning PDS****Working It Out Together**

Agnes Tang, Texas A&M University – Central Texas

It is a challenging task to help pre-service teachers, in their first literacy education class, to understand and, more importantly, apply the concepts of phonemic awareness, phonics, vocabulary development, fluency, and comprehension in real classrooms. Even more challenging is the job of helping those same students make the connection between assessments, instruction, and making teaching decisions that are equitable for all learners. Because there is no designated professional development school, the professor selected a local elementary campus whose teachers and principal were interested in an informal partnership. The initial concept of a connecting theory to practice is developed and discussed in the research conducted by the professor of the first literacy education class and the two elementary teachers, whose classes the college students tutored. During the early semesters of the informal partnership, visible, measurable changes were witnessed in the students from the college and the elementary school. These changes precipitated the discussion of a more formal partnership between the university and the elementary school. Some of the university students and professor have recorded their experiences which were then analyzed to serve as a foundation of knowledge to enable the professor of the second literacy education class to replicate the process with her students in a higher grade level. This presentation demonstrates the use of reflection analysis and outlines the series of steps which facilitated the beginning of a formal collaboration between a university and its neighborhood school.

4:15 P.M. - 4:30 P.M.**TRANSITION TIME**

4:30 P.M. - 5:15 P.M.**STUDENT RECEPTION**

Grand Ballroom West

Hosted by the NAPDS

The NAPDS leadership team would like to invite all interns to join us for a special session. If you are a university student please mark your schedule to attend.

4:30 P.M. - 5:15 P.M.**CONCURRENT SESSION XI**

Room 201**Strand #5, Audience: Established PDS****An International Investigation Of Equity In Education Across Three Teacher Education Programs**

Lut De Jaegher, Artevelde University

Nancy Norris-Bauer, William Paterson University

An international partnership of William Paterson University in the US, Artevelde University in Belgium and Windesheim University in the Netherlands has been investigating their own school-university partnerships for several years in order to understand how these partnerships relationships contribute to teacher preparation. A main focus has been on learning best "partnership" practices from each other. More recently, we have been trying to understand what experiences or interactions in our teacher education programs (in school settings or outside of formal school settings) contribute to understandings about equity and justice. Presenters for each university will share aspects of

their teacher education programs that they are investigating to determine impact on beliefs, perspectives and practices of beginning teachers.

These include PDS partnerships as hosts for courses i.e. on the anthropology of school settings, urban PDS placements including residencies, reading clinics in Professional Development Schools and overseas experiences in Nepal, etc.

Student faculty exchanges as well as shared research among the three institutions broaden the conversation and understanding of equity issues and best practices.

Room 202

Strand #2, Audience: All

A Vygotskian Model Of Leveled Success For Candidates And Students

Pat Pinciotti, Alison Rutter and Gina Scala, East Stroudsburg University

A new challenge emerged in 2003 with State changes in certification and inclusion of calibrated fieldwork. Two new programs: 1) Pre K-4 and 2) Pre K-4 and Pre K-8 Special Education place students in embedded fieldwork three semesters prior to student teaching. PDS Liaisons and ESU faculty grappled with varying fieldwork models to identify the most effective and equitable design for all stakeholders. Our current design situates candidates in overlapping zones of proximal development (ZPD) that build a collective way of working together in a PDS community over time.

The current design effectively levels specific experiences in a PDS setting as they move through pedagogy courses that introduce and revisit knowledge, dispositions, and skills. In this layered model, Zone of Proximal Development (ZPD) is thought of more as a process where candidate's learning leads their development as professionals, particularly in understanding issues of equity. These mediated experiences at ESU and in the field parallel emerging understandings about development, typical and atypical learners, and a range of effective teaching/learning strategies.

Conversations between teaching teams and PDS partners at each level led to an equitable revision of Roles and Responsibilities. Impact on teacher candidates is evident as they learn and develop under mentors-faculty teams who introduce varying expectations and experiences each semester leading to a co-teaching relationship and inquiry work during student teaching. Students in PDS classrooms build relationships with ESU candidates over the course of a school year and see beginning educators as an integral part of their learning community.

Room 203

Strand #2, Audience: All

Educational Equity: The Cornerstone Of A Strong PDS

Katie Arndt, Vanessa Casciola and Stephanie Branson, University of South Florida

Janine Hall, Criz Albiter, Leanne Smith, Melissa Redman, Lynn Spaulding, Kristin Banga and Kimberly Simpson, Knights Elementary School

This presentation connects to Strand #2 focused on college/university preparation programs as well as Strand #3 about Clinical practice in K-12 settings. A central part of the mission of our school-university partnership revolves around facilitating an understanding of and action toward educational equity. The University of South Florida has been working in recent years to begin to embed a focus on equity throughout our program. However, in order to move toward greater educational equity, this focus cannot just be in the coursework, but must be a focus for all stakeholders within a partnership. It is equally important that pre-service teachers experience and see a movement toward educational equity modeled within the K-5 school context as well. This presentation will focus on the four corners that make up the cornerstone necessary to incorporate equity throughout our PDS. The cornerstone that promotes educational equity within this PDS includes: the preservice teacher, collaborating teacher, university program, and the culture of the K-5 school. We will share examples from one of our PDSs with a rural school with a high percentage of English Language learners from low-income and migrant families. We will highlight each corner with specific examples, guidelines, outline of the university coursework, expectations for pre-service and collaborating teachers, and examples of how to build that type of culture at the school level (professional development for teachers, school structure, school mission, etc.). Specifically, this includes 1) doctoral students and university faculty describing the equity strand that has been woven through the undergraduate program, 2) a collaborating teacher and intern discussing how their work with teacher inquiry supported equity for a learner in their classroom, and 3) a principal sharing the purposeful focus on equity throughout professional development and school practices in a K-5 school.

Room 205**Strand #2, Audience: Established PDS****Learning In And From Practice: Creating Spaces To Problematize And Address The Inequities In Curriculum, Pedagogy, And Classrooms**

Sharon B. Hayes, Johnna J. Bolyard, Mary Finkel, Elizabeth Gulick and Courtney Schrand, West Virginia University

Today's teachers must be prepared to teach in classrooms that are increasingly diverse. Thus, educators must develop the knowledge, skills, and dispositions to eliminate the disparities and structures in our educational system(s) that limit and/or interfere with the learning of many students. Our teacher education program supports our pre-service teachers as they develop dispositions related to fairness and a commitment to learning for all in their practices and the learning environments they create (Strand#2). Our work is informed by Gorki's Equity Literacy, "the skills and dispositions that enable us to recognize, respond to, and redress conditions that deny some students access to the educational opportunities enjoyed by their peers and to sustain equitable learning environments for all students and families" (2013,p.19).

One of the ways we've engaged in this work is through creating professional learning communities in which our pre-service teachers analyze videotapes of their practice and student work to identify how they are/are not meeting the needs of all students. Through critical reflection and inquiry, they identify ways in which current practices, curriculum and mandates are interfering with the education of some/many of their students, and they have begun to work with their mentor teachers to address some of these issues (Strand#3). We share findings related to how our pre-service teachers are working individually and collaboratively with PDS colleagues to create learning environments that provide equitable educational opportunities for all students. We also discuss implications for teacher education and the professional development of teacher educators and PDS colleagues.

Room 206**Strand #2, Audience: Established PDS****Ipads And 21st Century Learning: Hornet Connected Learning**

Deborah Larson, Karen Bates and Teddy Roop, Emporia State University

This year Emporia State University began a new initiative called Hornet Connected Learning. We have consciously developed this initiative to advance equity in the classroom for our interns. In the Fall of 2014 each PDS student was required to bring an iPad to PDS classes. This initiative will prepare our students to teach in the technology classrooms they will encounter in the field. Currently, almost half of the elementary students in Kansas are using tablets and other mobile devices in classrooms. Our PDS partners in several districts are initiating or have initiated technology including tablets into their elementary classrooms. Our elementary education majors will learn to use their tablet to increase their engagement as a student and learn to better serve their students as a student teacher and as a professional educator. This impacted faculty also. Each PDS faculty received an iPad air and Macbook Air. The faculty also received training on how to use the technology to enhance learning in their classrooms following the SAMR model.

This presentation will explore how faculty have redesigned the literacy courses to include technology in their classrooms. We will take participants through the process of redesigning the literacy classes and share examples of how we are using technology in our classes and challenging students to use the technology in their student teaching.

Faculty, students, and the PDS districts are embracing the iPad and using technology to enhance and redesign instruction. Emporia State University has a long history as one of the nation's model teacher preparation programs. We are continuing that tradition as a forerunner as we incorporate iPads in teaching and learning.

Room 207**Strand #3, Audience: All****Teacher Candidates Teaching Literacy At An Urban PDS: A Model That Promotes Success For All Stakeholders**

Maria Ceprano, SUNY Buffalo State

This presentation focuses on how teacher candidates enrolled in the field component segment of an upper level Reading /Language Arts course went about developing competencies in the planning and implementation of literacy instruction, instructional grouping practices, as well as formative assessment strategies associated with literacy instruction. It details how the teacher candidates enhanced Tier 1 and Tier 2 Response to Intervention (RTI) delivery at their assigned PDS. The impact the delivery process had on students in Grades 1-6 with respect literacy development as well as on the teacher candidates' developing teaching skills is noted.

Room 208

Strand #3, Audience: Beginning PDS

Establishing A New PDS Centered On Culturally Relevant Practices

*Kristen Eubanks, Brenda Davis, Leslie Batman and Keighley Wingard, Bridge Creek Elementary School
Margo Jackson and Caroline Martin, University of South Carolina*

As Bridge Creek Elementary School becomes an urban school PDS site, the primary goals are to bolster academic success, to develop cultural competence, and to enhance sociopolitical awareness among all students. To accomplish these goals, we know that teachers play an integral role in these processes. Therefore, teachers must first self-transform and then transform the way they teach students from Culturally and Linguistically Diverse backgrounds. Understanding the lived experiences of the students they teach are oftentimes different than their own, both in-service and pre-service teacher candidates experience self-transformation and transformation of teaching through an onsite Culturally Relevant Pedagogy course and pre-service internship opportunities.

Room 209

Strand #4, Audience: All

Extending Partnerships: Exploring How Reciprocal Professional Development Impacts Schools Partnerships And Professional Preparation Programs

Carol Wood and Gwen Beegle, Salisbury University

A mission of professional development school (PDS) networks is to provide a learning community to improve practice and enhance student achievement. Professional development school networks are often used as conduits that provide communication links to and from schools and universities. The purpose of this proposal is to describe how traditional approaches to PDS have the potential to be extended through joint research-based practices. One advantage of partners working together in this capacity is that both parties are known entities. The IHE through previous collaboration understands the demands that the school district faces and school partners understand the characteristics of the university professional education candidates and its programs. This proposal will share the lessons learned from multi-year-Race to the Top grant evaluation with a partner school district. IHE faculty were tasked to evaluate the effectiveness of a state provided professional development series designed to improve the academic achievement of children. The goals of the district were to pursue instructional leadership priorities and to implement a systemic model for instructional improvement. Through these professional development activities, four tools were developed that led to improvements in the district wide formal observation process. University insights gained from this process include but are not limited to an increased knowledge of Common Core and Race to the Top requirements that prompted the revisions of courses, internship supervision practices, and graduate programs.

Room 211

Strand #4, Audience: All

Job Embedded Professional Learning: The Nuts And Bolts

Linda Boza and Marie Yuran, Clarke Central High School

Clarke Central High School is a Focus School for the discrepancy between our white students and our students with disabilities in our graduation rate. In order to help our co-teaching teams become stronger and more intentional with their planning, we developed a job-embedded professional learning model to work with high need teams individually, thereby addressing PDS National Conference strand #4. In addition, we created a GoogleSite that acted as a “binder” of resources and tools for these teams. We began with overall walkthrough data on all collaborative teams, found our high needs teams, and met with them to develop goals. We followed up with observations and identification of specific tools and strategies.

The team was compromised of the Special Education Team Leader, the Instructional Coach, a PDS professor, and our Grad first Collaboration Coach. Each support team member was assigned to specific co-teaching teams. Throughout the year, the support team met quarterly to discuss, re-evaluate, and plan next steps.

During this session, participants will be provided with an overview of the job embedded professional learning process. Specifics on building an effective support team, peer coaching, and monitoring progress and implementation will be addressed.

Room 212**Strand #5, Audience: All****Exploring Paths And Leaving Trails: Strengthening Writing Instructions For English Learners Through Collaborative Inquiry**

Kim Barker, Laura May and Diane Truscott, Georgia State University
Cristina Bernal and Cassie Couch, Hightower Elementary

Most teachers have no professional development in culturally or linguistically responsive instructional practices (Lucas, Villegas, & Freedson-Gonzalez, 2008). Yet, evidence suggests teachers' instructional approaches impact how and how much multilingual children participate in the classroom (Yoon, 2007). In many schools, shifts from pull-out to co-teaching models have transformed the role of the ESOL teacher into one much more focused on providing professional learning support as related to differentiation of tasks and instruction (Honigsfeld & Dove, 2010). These new roles often require an adjustment period as ESOL support specialists expand their coaching and collaborative repertoires. This presentation describes a collaborative model for working together in ways that benefit multilingual writers as they create multi-modal texts using digital tools. Vital to the success of the professional learning were strategies that were context-based, of sufficient duration, and prioritized long-term relationships. Presenters will also highlight authentic literacy practices across a diverse school context by illustrating how to build on collaborations between university faculty, classroom teachers, children, and communities.

Room 214**Strand #5, Audience: Established PDS****Impacting Change In Urban Literacy: Benefiting Elementary Students And Pre-Service Teachers Through Book Club**

Laura Thomson, King Center Charter School
Sherri Weber, SUNY Buffalo State

This session will report on data provided from a current PDS partnership between the school librarian at an urban charter school in Buffalo, New York, and a professor of literacy education at SUNY Buffalo State. The King Center Charter School (KCCS) services economically and academically disadvantaged students from kindergarten to eighth grade; 95% of the population is African American and 100% qualify for free or reduced price lunch. Pre-service teachers from a Buffalo State education course plan and implement literacy-based lessons that enhance equity in an urban setting at a Saturday morning reading program known as "Book Club" at the King Center. This proposal and project align with the nine essential requirements of a PDS, in that, both Buffalo State and KCCS hope to "...advance equity within schools and, by potential extension, the broader community."

This presentation will explore parents' perceptions of Book Club's impact on their children's reading attitudes and behaviors and its influence on pre-service teacher development. Analysis of qualitative and quantitative data suggests that Book Club has a positive impact on the students of the King Center and the career development of the teacher candidates. This session best aligns with Strand 5: Collaborative Research, in that both researchers partnered in the collection and analysis of data targeting the literacy gap that exists in this low-income population. It was also our intention to promote Buffalo State students' view of diversity from a general to a more inclusive definition.

Salon A**Strand #2, Audience: Established PDS****PDS Equity In Teacher Evaluation: Lessons Learned Undercover**

Deborah K Zuercher and Jon Yoshioka, University of Hawai'i at Manoa

Academic standards and test-based accountability are the pillars of equity and excellence in the current school reform movement (Equity and Excellence Commission, 2013). Equity discussions are usually focused on student performance outcomes, however equity in teacher candidate access to teacher education programs and teacher evaluation are also Professional Development School issues worthy of consideration. For example, An analysis of the 2012 NCES report revealed that while K-12 students of color make up more than 45% of the elementary and secondary school population, only 17.5% of the teacher workforce includes teachers of color (Aud et al., 2012). This is a major disproportion between the students of color who make up almost half of the K-12 student body, and only 17% of the teachers that might reflect who they are. There continues to be inequity in racial representation and access to the teaching profession.

After becoming a tenured university professor, in October 2014, I went "undercover" to enroll in the Department of Education (DOE) entry-level substitute teaching certification course to explore disparities between the university

teacher education system and the partner DOE training system. I was initially concerned about issues of fairness in teacher evaluation, but other themes of inequity emerged. I will share lessons on equity learned from the inside of the Department of Education as a university teacher educator and share how we have consciously designed our program to address the partner school Effective Educator Evaluation system to advance equity in the teaching profession.

Salon B

Strand #4, Audience: All

Georgia's Story: Attaining New Heights In Professional Development Through P-20 Partnerships

Cindi Chance, Georgia Regents University

Angie Gant and Penney McRoy, Georgia Professional Standards Commission

Karen Wyler, Georgia Department of Education

While PDSs focus, in part, on the preparation of new teachers, they also provide a venue for professional development of educators already in the field. Thus, continuous learning focused on an engaged community of learners is a critical feature of a PDS (Essential #3).

Georgia Professional Standards Commission requires all approved educator preparation providers to establish and maintain collaborative relationships with P-12 schools which are formalized as partnerships and focused on continuous school improvement and student achievement through the preparation of candidates and professional development of P-20 educators (PSC Rule 505-03.01).

In collaboration, the Georgia Department of Education, Georgia Professional Standards Commission and the University System of Georgia have created nine regional P-20 partnership collaboratives statewide. The overarching goal is to establish and sustain regional communities of practice where P-20 partners develop a continuum of learning from pre-service to in-service and beyond. These regional collaborative are designed to strengthen the work that takes place between universities, RESAs, and their partners, as well as work among universities. These partnerships will ensure that every Georgia student has a highly effective teacher and that every teacher graduate is Learner Ready Day 1.

This presentation will provide participants with lessons learned, successes, challenges and plans for sustainability as one state embarks on this exciting work and provide examples of P-20 partnerships that have chosen to utilize the Professional Development School Model as their response to accelerating the professional development of pre-service candidates, induction phase teachers, veteran teachers and their supervisors. It is all about the learning....learning for all and ultimately, Georgia students will be the winners!

Salon C

Strand #2, Audience: Beginning PDS

An Innovative Teacher Education Program In A PDS Setting: A Powerful Lever For Promoting Equity In Our Classrooms

Louis Warren, East Carolina University

This session will share how teaching the concept of equity has been consciously embedded in all the coursework, practicums, and internships of an innovative teacher education program. This innovative program has made a concerted effort to distinguish the difference between equity and equality in that equity is defined as being the process and equality is defined as being the outcome. While these terms are often used interchangeably, this teacher education program has sought to make sure that its students understand that equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It is primarily from within the multiple classroom settings of their practicums and internships that these pre-service teachers are able to witness first-hand the issues of equity. In addition, these pre-service teachers are able to uncover reasons why children make certain choices they make rather than the choices the pre-service students would expect. This teacher education program believes it is successful in reaching its goal by teaching their pre-service teachers equity in education should be for all learners, in all classrooms, and in all educational settings --regardless of demographic composition or geographic location in cities, suburbs, communities and rural areas.

Salon D

Strand #5, Audience: All

The Hidden Curriculum Of Student Teaching

Cynthia Stunkard, Kutztown University

During candidacy classes, students are exposed to and taught how to construct multiple lesson plans, schedule activities, embed standards, and manage the classroom, but what happens when they enter the classroom during the clinical experience can be dramatically different. Bridging the gap between university classes and the clinical experience is crucial. This session will explore the hidden curriculum of the student teacher; those instructional items that must be experienced by teacher candidates and reflective journal entries to truly integrate the skills into the novice teacher's toolbox.

5:15 P.M. - 5:30 P.M.

TRANSITION TIME

5:30 P.M. - 6:30 P.M.

NAPDS MEMBERSHIP MEETING

Grand Ballroom East

As a conference attendee, you will become a member of the NAPDS . The Association is very interested in your ideas about how the NAPDS might help you in your work. This membership meeting is an opportunity for all NAPDS members to share their ideas with the NAPDS Leadership Team. We look forward to seeing you at this very important meeting.

6:30 P.M.

CONFERENCE ADJOURNS FOR THE DAY

SATURDAY, MARCH 7, 2015

7:00 A.M. - 4:45 P.M.

CONFERENCE REGISTRATION

7:00 A.M. - 8:00 A.M.

CONTINENTAL BREAKFAST

Grand Ballroom West

8:00 A.M. - 9:45 A.M.

STUDENT POSTER SESSIONS

Grand Ballroom East

A Pen Pal Exchange To Advance Equity In The Classroom

Alaina Sisson, West Virginia University

I have student taught at an elementary school in West Virginia for the past three years that I have been a student myself at West Virginia University. In the spring of 2014 I engaged my second grade classroom in a pen pal exchange as an inquiry project. I wanted to study students' feelings about writing, their knowledge of writing a friendly letter, and their overall writing abilities through this pen pal exchange.

My students exchanged weekly letters with students of the same age at a school located in Virginia. The students in Virginia come from very different backgrounds that were diverse from those of my class in West Virginia. The students engaged in self-directed writing prompts each week to create these weekly letters. The cooperating teacher and I scanned the letters to one another each week to allow for a timely inquiry project.

My goal for this project was for my students to gain valuable knowledge about writing, but the outcome of the inquiry showed me that they had actually gained much more than that! My students were each given an equal opportunity to get to know another student of their same age group that lives outside of the state. My students learned about different cultures, different areas of the world, and they also gained great authentic writing experiences as well.

A Year With James, Christiana, And Donquavious: Special Education Preservice Teachers' Experience In Addressing Diversity In Their Field Placements

Tawanda Bennett and Cynthia Jersey, Georgia Southern University

The poster will illustrate the benefits in addressing school climate, student achievement, and community involvement when involved in an extended field placement for practica and student teaching. The undergraduate students had the opportunity to remain in their initial field placement throughout the academic year for their student teaching experience. This extended time in a single setting strengthened the relationships between the K-8 students and the undergraduates, between the undergraduates and their clinical supervisors, and between the undergraduates and their field placement site. The undergraduate students will address how although they were in different classroom environments, one in self-contained and one in resource, they saw many identical benefits of an extended practicum experience. The undergraduates were placed in classrooms with students who were both culturally and academically diverse. Throughout their experience, they learned how to implement instruction in a way that met the academic and cultural needs of their students. The extra time spent in a single site made it possible for the pre-service teachers to immerse themselves into the school culture, allowing them to gain a deeper understanding of how the school system addresses the learning needs of the students. This experience proves beneficial to the undergraduate teachers as they prepare for their future careers by enabling them to feel more confident in teaching their future students in an equitable way.

An Investigation Of Rural Educators' Motivating Practices

Kaitlyn Marie Gardner, SUNY Buffalo State

Rural education is under-represented in the literature, even though rural schools are highly different from their urban and suburban counterparts (DeYoung, 1987). Despite the fact that almost thirty percent of United States students are enrolled in rural schools, only six percent of educational research includes rural schools (Hardre, 2008). Because of this dearth of research, I decided to focus my project on rural education.

I hypothesize that as teachers are further removed from cities, their perceptions of, and expectations for, their students will change. I believe that teachers' long-term expectations for their students become less college-oriented.

Furthermore, I hypothesize that teachers further from major cities will report using fewer motivating strategies in their classrooms and feeling less capable of influencing students' academic self-efficacy. This is significant because research shows that teachers have a strong influence on students' academic self-efficacy, especially in the later grades (Maehr 1991).

The purpose of this study is to determine what effect, if any, distance from a major city has on rural teachers' perceptions of and expectations for their students, and, consequently, their motivating strategies and perceptions of their abilities to motivate students. This information will be obtained through a process of administering and analyzing two professionally-developed and field-tested surveys to be completed by rural STEM teachers, in addition to conducting interviews with these teachers. In accordance with NAPDS Nine Essentials #5, I will share the results of my research with the public so teachers' motivational practices can be improved.

Are Literacy Specialists Prepared To Work With ELs In PDS Partnerships?

Elizabeth Kuttesch, SUNY Buffalo State

In recent years, Buffalo, NY has become home to a vibrant, diverse community of immigrants and refugees as a result of its designation as a refugee resettlement area by the State Department. Consequently, SUNY Buffalo State partners with many schools that are heavily populated with English Language Learners (ELs). This growing demographic faces many challenges, as do the educators who work with them. Goldenberg (2013) notes a distinct lack of research investigating common practices and instructional recommendations for working with ELs. In an effort to further understand the best practices and challenges that educators face, my research will focus on the function of Literacy Leaders who work with ELs in our partner schools.

As recommended by NAPDS Essential #1, it is our responsibility as PDS partners to ensure that teachers, administrators, and teacher candidates are learning how to provide equitable, unbiased and just learning opportunities for all students. This presentation will share the results of a survey of Literacy Leaders currently working in SUNY Buffalo State PDS partner schools. It will explore opportunities for professional growth when working with ELs.

Bridging The Communication Gap

Sydney Mack and Julie Ziska, Ohio University

As Ohio University students in the Patton College of Education, we have experienced many placements throughout Appalachia Ohio, one of which being Beacon School. Located in Athens County, Beacon School is an educational service provider run by Athens County Board of Developmental Disabilities which offers specialized instruction in a least restrictive environment for students across five local school districts. This specialized school serves students ranging from early intervention through young adults to age 21. While at Beacon, Sydney worked in a Pre-Primary classroom with early intervention students and Julie worked in the Young Adult class with the oldest group of students Beacon served. This combination provided a unique perspective into how Beacon's curriculum is developed and implemented throughout a student's academic growth. One specific area of growth is the use of American Sign Language between teachers and students, both speaking and non-verbal. In the Pre-Primary class, Sydney taught students basic Sign Language which could be applied to everyday scenarios or routines such as yes, no and days of the week. In the Young Adult program, Julie implemented lessons to help students learn conversation signs and small phrases such as "how are you?," "thank you," and feeling signs. Although many students at Beacon are non-verbal, not all students have access to AAC devices. There is a wide range of how students use communication, and ASL is one approach that connects students and teachers by bridging the communication gap.

Building Savvy Self-Assessors

Emily Broers, Dordt College

"Assessment or evaluation of oneself or one's actions and attitudes, in particular, of one's performance at a job or learning task considered in relation to an objective standard." This is the definition of self-assessment. The ability to self-assess oneself produces higher self-esteem for the student which, in turn, leads to relaxed alertness, more learning, and increased success overall. Students become more responsible for their own learning and more independent and motivated overall.

Convinced of the importance of self-assessment, this intern decided to deliberately teach self-assessment strategies to her students and then determine what difference, if any, self-assessment made to overall student learning. Prior to teaching and implementing the self-assessment strategies with her students, the intern examined her previous students' scores to establish a baseline of student achievement. The intern then taught specific self-assessment strategies and

practiced them with her students. Once she was convinced that her students could employ self-assessment strategies effectively, she taught a unit and incorporated many opportunities for utilizing self-assessment. Her poster presentation will describe the self-assessment strategies she used and the discoveries she made about her students and the impact of self-assessment on their learning.

Building Third-Grade PDS Students' Understanding Of Multiplication

Silviya Gallo and Nicole Herrin, Salisbury University

The study explored the teaching and learning of third-grade Common Core State Standards for Mathematics dealing with multiplication. During a ten-week period we worked with four students from Salisbury University PDS partner schools to explore how they approached mathematics problems requiring multiplicative reasoning. A clinical interview and written pre-assessment were administered to assess students' initial understanding of multiplication. Seven weekly instructional lessons were then completed. Instruction focused on equal groups and arrays. Each lesson and interview was video-recorded and we transcribed the recordings to analyze the data and to make data-based conjectures about how to further develop students' mathematical proficiency each week. Using a learning progression document written by the Common Core State Standards Writing Team, we assessed the students' developmental progress. Comparing the data to the learning progression helped us design each lesson in a manner that aligned with the students' current level of thinking and guided them to deeper understanding. At the end of the experience the students took a post assessment that was compared to the initial assessment in order to evaluate students' growth. The students improved in their abilities to represent problems and to describe the reasons behind previously learned procedures. We saw development along each of the Five Strands of Mathematical Proficiency; even in strands we had not explicitly addressed. Our research suggests that engaging the students in further exploration of division and facilitating their transition to the final level in the learning progression document would be worthwhile goals in the PDS setting.

CHILL: Promoting Equity In Instructional Practice Through A Cross-Curricular Community

Jacob Payne, James Welter, Andrew Collins, Joshua Mannix and Rachel Poer, Indiana State University

Inspired at the 2014 PDS National Conference, faculty and students conceived of a cross-generational, cross-curricular mentoring program to facilitate wider collaboration in developing professional practices to ensure equity. Dubbed CHILL (Colleagues Helping Implement Lifelong Learning), this student-led organization engages an array of partners including advanced teacher candidates in mentoring relationships outside those already instituted within the program. The organization promotes activities designed to facilitate the transition for teacher candidates as they move through increasingly deeper levels of integration in and responsibility to instructional settings. Presented by students directly involved in creating this organization, the poster session shares the mission and vision, student-driven steps taken in developing the organization, meeting requirements for campus-recognition, establishing mentoring relationships, ongoing activities, and measures taken to evaluate and refine practices.

Community-Based Transformational Learning Experiences: Teacher Candidates And Students With Disabilities

Cameron Keating and Lauren Kontol, University of North Florida

The University of North Florida College of Education emphasizes the application of theory to practice with community schools serving as laboratories for learning. A Professional Development School partnership with the local public school district and the UNF Exceptional Student Education teacher preparation program addresses a large population of students with disabilities and struggling learners. Teacher candidates are immersed in classroom settings and are expected to investigate real-world trends affecting the education of students with disabilities, educators and the community. This poster will explore the work we did in one elementary and one middle school as it relates to the advancement of equity for students with disabilities in an urban setting. Course expectations required immersion alongside teachers and students, and application of course content in real-life settings to improve educational outcomes.

Comprehension Is Imperative

Rabeka Longbon, West Virginia University

As a full-time pre-service teacher in a first grade classroom, I sought to determine how music and movement influence the development of five particular first grade students' comprehension skills. Comprehension is an imperative skill all must obtain in order to further their education. As a person who has worked with many students who often struggle with this important ability, I find it extremely difficult to overlook its significance to real-life application. I strived to inspire all of the students in my classroom, but with particular emphasis on those who were not as proficient in the ability to comprehend. One of my main goals was to motivate my students to learn; period.

During my action research I made every effort to discover different pedagogies and strategies to support my students as they continued to grow as readers, and as individuals in their school and community. The design of my study was influenced by many distant colleagues and their success of music implementation. They encouraged me to pursue my research in determining if content-related music would be successful or otherwise. I also decided to add movement into my inquiry for those students who learn more sufficiently through kinesthetic lessons and instruction.

My poster presentation at the PDS National Conference will share my findings related to the different music and movement implementation strategies I chose, along with the successes and challenges I faced during my implementation process.

Cooling Down Makes "Sense" In The Special Education Classroom

Courtney Schrand and Kathleen Martin, West Virginia University

As full-time pre-service teachers in special education classrooms, we recognize that students' behaviors and attitudes are dependent on much more than their immediate classroom environment. Teachers are responsible for designing instruction that is motivating, engaging, and valuable for each individual student. However, it seems as though there is often a student who is distracted, frustrated, upset, or uncooperative, despite the planning of the teacher or other proactive accommodations already in place for the student. These behaviors and attitudes often impede learning for these students and their classmates.

Thus, we were interested in how teachers can help students regain composure and continue with the learning process. We wanted to learn about how teachers can help alleviate some of the discomfort a child might be experiencing by offering them an opportunity to take a break from what is going on. We turned to a method used in the Responsive Classroom, an approach already being implemented by both of our professional development schools, as a guide. We designed an action research study to determine how students' behaviors, attitudes, and overall disposition towards their work can be impacted by providing them with a calming environment involving sensory input.

Our poster presentation addresses how we designed and implemented our action research, as well as our discoveries on the effects it had on student learning. We acknowledge the implications these findings have in our classrooms and for future practice.

Critical Literacy: The Assessment Of Efficacy

Mary Finkel, West Virginia University

The ability to think critically is an important skill and disposition for students to acquire. Thinking critically is not only appropriate for classroom learning, but also for making life decisions. As a pre-service teacher in a middle school language arts classroom, I wished to help my students develop skills for critical thinking through introducing them to critical literacy. Critical literacy encourages students to look beyond the first layer of text and consider the text from multiple perspectives, as well as to explore the controversial issues beneath the pages.

Thus, I decided to implement critical literacy during my internship placement. I began by introducing the four dimensions of critical literacy: interrogating multiple viewpoints, disrupting the commonplace, focusing on sociopolitical issues, and taking action and promoting social justice. My students and I established an understanding of each of these dimensions and then participated in activities related to each of the dimensions that enhanced my students' ability to interpret and question texts.

My data sources included videotaping our discussions, journal entries, student work samples, student surveys, lesson plans and my on personal reflections. In my poster presentation, I share findings related to how my students interrogated texts and began to consider how they might take social action to make the world a better place. I also discuss the challenges related to incorporating critical literacy in a language arts curriculum, as well as the implications of my findings for my future practice.

Cultural Behavior Management

Maria Balazy, University of South Florida

I am in a two-year residency partnership program between the University of South Florida and Hillsborough County Public Schools. By the time I graduate from this program, I will have accumulated over 2,000 hours of teaching experience in the classroom. I am interning in second grade at an urban, Title I, and Renaissance school that follows a specific behavior management plan. This plan consists of students “moving their numbers or colors” when they display inappropriate behavior in the classroom.

As a resident, I have participated in this behavior management system. However, while implementing this system, I noticed some inconsistencies between the system and my personal beliefs. I believe that there is a better way to handle the misbehavior of my students. I am interested in finding behavior management systems that coincides with my student’s cultures and experiences, hoping to answer the question “How can I use a student’s culture to influence my behavior management system for that student?” To begin this process, I will interview students to identify their cultures and find corresponding research to guide my behavior management search. I will implement these strategies and collect anecdotal notes, transcriptions of interviews with the students, students’ work, and artifacts of student’s behavior prior to and after strategy implementation. In my poster, I will share how using my student’s culture influences the behavior management system I implement with them.

Culture In The Middle

Jennifer Skoda and Addison Mills, Ohio University

Located in south eastern Ohio, our district, Athens City Schools, has a population of mostly Caucasian, low income families, many of which will have members that remain in the Appalachian area their entire lives. This is why, during our year-long professional internship through the PDS program at Ohio University, we wish to propose and present an effort called “Culture in the Middle”: cultural education for middle childhood students in Middle America. Our content areas are Language Arts and Spanish at The Plains Elementary School and Athens Middle School, respectively. We believe that learning about other cultures is an important component of language acquisition. In the Spanish classroom, culture is strongly emphasized as part of the explicit curriculum, and the existence of foreign language education prior to high school is valuable not only for the cultural diversity but for the benefits of creating vital connections within the brain. It is equally as important to introduce cultural diversity through past and present literature in a language that the students already understand, such as in a Language Arts classroom. Because we will be spending a full year interning, we will have the opportunity to include cultural diversity in our lesson plans based on what we know of our students’ needs. Our ultimate goal is to emphasize cultural studies in our weekly lesson plans in a useful and measurable way so our students will be better able to understand the world around them.

Does Character Really Count?: Helping To Build Student’s Intrinsic Motivation Through A Character-Based Behavior System

Ashley Augustine, University of South Florida

We are in a two-year residency partnership professional development school program between the University of South Florida and Hillsborough County Public Schools. We have been placed in two different grade levels (Kindergarten and Second) at a Title I, urban elementary school. Our school primarily operates with a School-Wide Positive Behavioral Support system, aimed to provide tiered prevention and intervention to reinforce social skills, problem-solving and behavioral concerns through positive reinforcement and rewards. As pre-service teachers, this extrinsic reward philosophy contradicts with our own beliefs for managing student behavior. Drawing upon Peter H. Johnston’s *Opening Minds* (2012) and *Choice Words* (2004) about how language affects student learning and promotes intrinsic motivation, we worked with our collaborating teachers to find an innovative behavior system that was more aligned with our philosophies. Using teacher inquiry, we wondered, “How can we as pre-service teachers support our collaborating teachers in implementing a dialogic and character-based behavioral system?” Going off the Six Pillars of Character from the Character Counts organization, we created a behavioral system that focused on community building, pro-social skills and precise language. To carry out this system, we used weekly behavior trackers and anecdotal notes/teacher research journals to monitor the effects of this behavior system on our students’ behavioral development.

Does Positive Reinforcement Support Behavior Change In The Classroom?

Jerrica Ashley and Samantha Howard, Morehead State University

Students sometimes arrive at schools with behaviors that need to be changed. After identifying students in four elementary classrooms, an action research case study focused on targeted behavior intervention was initiated. Using positive reinforcement and fixed interval monitoring, the effect of the interventions was recorded. The data gathered during the action research project provides insight into the effect of a positive reinforcement program on student classroom behaviors.

Education For Girls In Zambia

Charmaine Amey, SUNY Buffalo State

SUNY Buffalo State teacher candidates are on a tremendous journey to become passionate educators within the Elementary Education and Reading department and in their PDS schools. The program has a strong emphasis on diverse and multicultural education. Before I can teach I must recognize the differences that make up individuals, specifically students. Many opportunities are provided for teacher candidates to expand their knowledge and understanding of diversity.

As a student representative, I was fortunate to receive the chance to travel to the Republic of Zambia to teach and research. It was an opportunity that PDS would consider a learning laboratory for teacher candidates. NAPDS Essential four expresses the need for commitment to innovative and reflective practice by all participants. This combination of teaching and researching in a foreign country was an authentic experience to fulfill such a need.

Education for Girls in Zambia became the subject of my interest that would look at the basic education opportunities provided for a girl of secondary school age in Lusaka, Zambia. This research is relevant to PDS because it will determine whether the education provided for girls is meeting their needs in order to have a productive future. There are two components or underlying questions that will be asked. First, are girls in Zambia motivated to value themselves and see their worth in society? Second, are girls being supported to further their education by their families, teachers, and society?

Effective Homework Strategies And Student Learning

Abby De Vries, Dordt College

Math assignments do give the students practice, but is doing a long assignment actually effective? Yes, the assignment may give the students practice, but is all that practice actually effective? A typical math lesson in 6th grade covers the main daily concept(s) and students are given an assignment of practice problems. The students have time to work on the assignment in class and usually have some problems to complete at home. The research I conducted was not intended to eliminate math homework, but rather to assess if there are more effective types of daily math assessment.

In this action research project, one class served as my control group and continued to receive homework assignments in the way they had formerly been administered – generally, 15-20 practice problems. The second section of 6th grade math served as the experimental group and they received the intervention utilizing an alternative method of assessing daily math. Instead of having all of the homework problems focus on the main math concept that was addressed that day in class, these students received a few problems linked to concepts they have learned previously (but foundational to the new concept), a few problems on the concept of the daily lesson, and a few problems that challenged or stretched the students to the next level. Each lesson was broken up into sections to allow students to learn and apply their new knowledge right away to clarify any misconceptions.

This poster session will describe the results of this intervention and the correlation between effective homework and student learning.

Encouraging Equity Through Avid Tutoring

Dana Doggett, Frostburg State University at USMH

During our year-long Masters of Art in Teaching program, we have committed to working with a group of students at a local middle school through a tutoring program called Advancement Via Individual Determination, or AVID. Beginning in 7th grade, students are invited to apply for AVID, with preference being given to students who will be first generation college attendees; this way, students who may be traditionally underrepresented in higher education have an opportunity to excel. The ultimate goal of AVID is to prepare students for success in high school,

college, and in a career.

Throughout the school year, we will serve as AVID tutors, acting as facilitators and encouraging children to learn through Socratic questioning. We will collect data from our tutoring sessions that we hope will satisfy some of our inquiries, including what types of questions the students ask in their tutoring sessions, in what ways the students find the sessions advantageous, and whether past AVID students have successfully been admitted into 4-year universities. We look forward to our partnership with E. Russell Hicks Middle School and we anticipate positive growth in the students' academic lives.

Girls Can Be Engineers Too!

Megan Koransky, University of South Carolina

Nobody can dispute that the social structure within a school has an enormous impact on the students our teachers are charged with to educate, and that gender stereotypes begin long before men and women reach adulthood. This poster will reflect on my yearlong experience in the STEM (Science, Technology, Engineering, and Math) program and the regular classroom. It will illustrate the challenges students and faculty face everyday in regards to breaking these stereotypes. In particular, teachers demonstrate gender equity through project-based learning and purposeful instruction. As I share my own experiences in and out of the classroom, I consider the possible outcomes my preparation program has provided me with through hands-on experiences and pedagogical knowledge.

Greater Than Me, Globally

Anna Morton, SUNY Buffalo State

Global Book Hour is a weekly program for children on the West Side and Black Rock neighborhoods in Buffalo. This mission statement of Global Book Hour is that it seeks to use high quality literature, global awareness and nutritious eating for the growth of children and development of new teachers. Global Book Hour takes place at Wegmans on Amherst Street (for 10 semesters) and the West Side Value Laundromat (for 2 semesters). Teacher Candidates introduce a country and vocabulary, read aloud a global picture book, and creates art activities to extend the theme of the book. Music education students provide appropriate music and a healthy snack is provided. The theme of all the books this semester is "Pay It Forward" or how can we make our world better. To help with this message, the Greater Than Me Network, a group of Elementary Education and Reading teacher candidates are working with Global Book Hour to assist children in creating "pay it forward" good deeds. Inspired by the message in the books each week, the children are to record their good deeds during the week, and I will record the deeds and how they have impacted their outlook on others locally and globally. At the end of the semester, all the good deeds will be presented in a creative, tangible way. I will be examining these entries and interviewing the children to determine whether and how the Global Book Hour program has influenced their daily decisions.

Growing And Learning In Culturally Responsive Teaching

Courtney France, Alexandra Manning and Alexis Greene, University of South Carolina

At the University of South Carolina through coursework and field study we have learned the importance of teaching and connecting with all of our learners in the classroom. In our final internship experiences we draw upon what we have learned in the classroom. We are allowed the opportunity to explore and implement those strategies. We will share our plan for creating equitable learning communities in our future classrooms.

How Prepared Are Teacher Candidates For Technology In The Classroom?

Daniel Klein, SUNY Buffalo State

SUNY Buffalo State education students are motivated and enthusiastic about completing the transformation from teacher candidate to professional educator. One requirement for this change is that candidates have a strong grasp of current and emerging technology that they may one day use in the classroom. SUNY Buffalo State accomplishes this with classes such as the Integration of Technology in Education, in which teacher candidates are able to learn how to effectively implement technology into their future classrooms. They also learn about useful technologies in their PDS methods courses and through professional development opportunities.

At SUNY Buffalo State, the process of becoming a professional educator is lengthy. As teacher candidates progress through the program, they are increasingly exposed to methods of classroom technology implementation until

the culminating experience of student teaching. Each class has a direct impact on their development as new teachers. My research will focus on teacher candidates and their experience with technology throughout their years in college, and their knowledge of technology as they move ahead.

This poster will report the results of the survey on information towards teacher candidate attitudes, experiences, and preparation levels regarding the use of technology. A group of teacher candidates in an introduction to education course will be surveyed to identify current technology knowledge, and how candidates view the role of technology in their future classrooms. Recommendations to more effectively use the PDS model to prepare teacher candidates for technology use and integration will be included.

How Solo-Piano Music Affects Third Graders' On-Task Behavior

Rachael Durbin and Brittany Hoersting, Morehead State University

Many students have difficulty staying on task while working independently in the classroom. Seeking to motivate student learning in the classroom and decrease time-off task during independent work, the effect of solo-piano background music during independent learning time was examined. Third grade students in two classrooms were allowed to listen to music during their independent work time. Off-task student behavior data was collected at fixed intervals during a four week period. A significant increase of on-task behavior in both classrooms while playing the solo piano music.

How Valuable Is Your Time?: Helping First Graders Learn To Manage Their Own Behavior

Brianna Burt, University of South Florida

I am in a two-year partnership program that links the University of South Florida and Hillsborough County Public Schools. For my senior year of my residency program, I have been placed in a first grade classroom of a Title 1, urban elementary school. At the end of my program, I will gain almost 2000 hours of classroom experience alongside a collaborating teacher.

As a pre-service teacher, I am struggling with how to help my students minimize behaviors that distract them and maximize their learning time. Therefore, I developed a teacher inquiry to address the question, "How can I improve my students time on task during ELA (English Language Arts) to eliminate behavior distractions?" I have designed a system of managing the time on task that incorporates a variety of research on behavior management. I collected data that observed specific students' behavior over time. During my poster presentation, I will share how my students learned to value their time by managing their own behavior.

I Can Succeed! Self-Management Programs And Goal-Setting In The Classroom

Analisa Meyers, University of South Carolina

For my project, I am researching how self-monitoring programs and goal setting effect a students' participation in classroom routines, appropriate social interaction skills, and ability to engage in instructional activities. In terms of equity, each goal and plan can be individualized and developed to fit a specific student need, but maintain the common goal of increasing the student's independence, academic success, and social success. I will focus on appropriate tools for English Language Learners, aggressive students, and students who simply need to learn how to identify a problem/obstacle, create a plan, and follow through. When students monitor their own behavior, they will learn what is acceptable in different situations and how to appropriately behave in society as a whole. This is important because it gives these students the tools to function independently in life and achieve success in a variety of settings. I am going to work with individual students and the class as a whole. I will help students create individual goals and self-monitoring programs based on their personal needs. There will be class created goals for transitions, recess, and academic instruction. My display will demonstrate my research, stages of the process, and various reinforcements as well as my conclusions.

Implementing Participation Strategies To Improve Student Learning

Kristin Madden, Dordt College

Teachers are challenged to find the most effective methods of instruction to ensure academic achievement. This poster presentation will examine the effects of strategies to increase class participation and student achievement in a third grade classroom. The intern and her mentor teacher hypothesized that the more students participate, the

higher their achievement would be. To test this hypothesis, they conducted observational research over a period of time, recording defined characteristics of student participation and then compared that research with student scores. Next, the intern and mentor implemented strategies that research indicated increases participation. Again they conducted observational research to verify that the strategies resulted in increased participation and then compared that observational data to the student scores. This poster presentation will describe the design, implementation and result of the action research and will unpack the implications for effective instruction at the elementary level.

Improving Fine Motor Skills In Early Childhood

Tricia Van Regenmorter, Dordt College

This poster presentation will present the results of a TIP (Teacher Inquiry Project) initiated by an intern in our Early Childhood PDS in collaboration with her mentor teacher and college coordinator. After conducting a number of initial screening assessments, the intern identify four preschoolers in a low-ability range of fine motor skills. The intern worked intentionally with these four students in daily ten-minute intervals over a period of time utilizing specific manipulative tools and strategies. Students participating in this remediation were not pulled from the regular class; instead, the interventions were conducted when other students were working on other individual and group activities. The intern documented the intervention and its results on a weekly basis, making adjustments as needed. At the end of the intervention period, the intern again administered the screening assessment to determine if improvement in fine motor skills was developed.

Improving Sight Word Recognition

Gina VanLaan, Dordt College

This poster presentation will present the results of an action research project conducted in the resource room with a first grade student. The intern, in collaboration with her mentor and college coordinator, designed an intervention for a young student who scored poorly in sight word identification on a standardized test given in the fall of that year. The goal of the remediating intervention was to help further the student's knowledge of sight words, which in turn, would enhance her reading ability. The intern worked at regular intervals for three weeks with the student on multiple sight words starting at the kindergarten level using the Dolch sight words. Every week, she worked on a set of sight words along with interventions to help improve her identification of sight words. This presentation will describe the intervention process as well as the results of the action research project.

It Truly Takes A Village: The Use Of Family And Community Collaboration To Foster Literacy Development In Children

Crystal Holmes-Smith, SUNY Buffalo State

Illiteracy, the inability to read or write, holds many negative consequences for the individuals affected by it. Overall, it places a limitation on the quality of life. Illiterate individuals suffer economically, socially, and personally; also illiteracy not only hurts the individual, but it also hurts the economy and well-being of the nation. Consequently, illiteracy has become a national issue and many efforts have been put towards resolving the issue of illiteracy. If one were to think in the mindset of "prevention rather than intervention," then the most logical way to combat the issue of illiteracy would be to focus on literacy development in children. For this reason, I thought it would be worthwhile to study factors that contribute to children's success in reading. In search of my answer, I completed a literature review on: the benefits of reading to children, how to motivate children to read, how to create effective read-alouds, and the importance of family involvement in children's literacy development. I also used Global Book Hour, a family/community literacy program, as a focal point for examining certain literacy strategies and their impact on children's literacy development. While there, I collected data from children and their caregivers about their literacy practices and the impact Global Book Hour has had on them. I plan to present about the effects of a community literacy program on the literacy development of children as well as the effects that this partnership has had on me as a future teacher of literacy.

Kappa Delta Pi and PDS: Complementary Roles At Salisbury University

Meghan McNulty and Rainville, Salisbury University

Kappa Delta Pi, the international honor society for educators, has chapters in hundreds of colleges and universities around the world. At Salisbury University, the Rho Eta chapter of KDP has found common ground with the network of 33 PDS sites that is essential in the preparation of teachers.

This poster presentation will feature and describe some of the ways that KDP supports PDS and vice versa, including:

- Local chapter professional development programs
- PDS teachers and administrators as guest speakers
- Intern panels for underclass members
- Participation on faculty committees
- Recognition of outstanding educators in the PDS network
- A professional development fund to support travel to present at conferences, including this one!

Learning To Teach Through Teaching

Nicolle Gibson and Sarah Savage, Eastern New Mexico University

Up until this year in our teacher preparation program, we had made many lesson plans, written many objectives, and created many innovative activities for elementary and special education students. This year, as seniors, working in our Professional Development School, Pecos Elementary, we taught students from the beginning of last fall, our first week of methods classes. During the fall semester, we taught math to 3rd graders, social studies to 5th graders, and science to 4th graders.

Our fall methods classes started with the professors modeling for us how to begin a unit based on CCSS for LA and New Mexico Standards for SS. The 5th grade teachers requested that we teach civil war using a student research and co-reaching model. After getting past the beginnings of the planning process with that unit, we began working on individual units for teaching the Human Body in our 4th grade practicum classes. Getting started and writing the individual plans was much easier, since we had been through the process as a group of professors.

Our professors co-taught the methods classes and we co-taught in practicum in the fall, and now co-teach with our cooperating teachers in our student teaching assignments. Learning to teach and teaching on one's own for the first time is always challenging. We were able to meet this challenge with confidence and enthusiasm because of the modeling and support provided in our Professional Development School experience.

Literacy Center Success In The Inclusion Classroom

Ami Phines, University of North Georgia

A goal of all special needs students is to learn to be as self-sufficient as possible to lead a successful life. Steps that could potentially lead to self-sufficiency include being able to read, comprehend and make an educated decision based on that reading, but worksheets and leveled reading groups used alone do not help at risk readers to reach their highest potential. In many classrooms this is the model followed because of the challenges presented with behavioral and sensory disorders, center management and providing differentiation with in the centers. Many teachers have effectively implemented and documented increased scores on literacy assessments in a variety of classroom settings, including an inclusive environment. Inclusion classrooms present a set of challenges to operating successful literacy centers. Meeting the individualized needs of students with reading and writing difficulties during this time will require a different set of centers due to their group being served by a special education teacher pushing in. One professional development community from the University of North Georgia places a heavy focus on literacy development in the classroom setting and literacy centers were implemented in this classroom at the beginning of the quarter.

Students rotated through four centers including a leveled strategy group. The remaining centers consisted of spelling, phonics and listening comprehension that were differentiated for the appropriate skill level. Six first grade students were monitored during this time. These students made significant increases in their literacy assessments.

Maximizing Student Engagement Regardless Of Time Constraints In Brief Cooperative Learning Activities In Professional Development Schools

Erin Casey, Salisbury University

Action research is critical to an educator's professional development because it provides them with the "purpose of improving their future actions" (Sagor 2005). It fosters an educators understanding and critical knowledge needed in order to augment student success in school. Salisbury University Interns prepare and complete their action research projects during the internship. Results of the action research are disseminated to PDS Stakeholders and placed within the Intern's electronic portfolio (NAPDS Essential 5). According to Neapolitan and Berkeley (2005), inquiry that is viewed as "teaching and learning" increases its value to educators (p.187). This research encourages educators to reflect upon their own teaching, thus benefiting the students that are being affected by the action research. Interns enrolled in the professional education program in Salisbury University are required to conduct an action research project, which focuses on a specific aspect of their teaching style and how it can be improved to benefit the performance of the students. During the fall semester of 2014, action research was conducted within a PDS at the secondary level in Berlin, Maryland. This particular inquiry was undertaken in order to determine the effectiveness of various forms of cooperative learning on student engagement in the classroom. The inquiry is one example of the incorporation of a "theory to practice" model embedded within NAPDS Essential 4 (Executive Council and Board of Directors of NAPDS, 2008). Quantitative and qualitative data was collected and analyzed for dissemination at PDS National Conference (NAPDS Essential 5).

New Brain State Through Conscious Discipline: The Behavior Changes Behind Conscious Discipline

Marissa Brookes, University of South Florida

I am in a two-year residency partnership program between the University of South Florida and Hillsborough County Public Schools. I have all been placed into a Kindergarten classroom at a Title I school. The school started a school wide discipline system called Conscious Discipline by Dr. Becky A. Bailey. Each classroom received the textbook Conscious Discipline by Dr. Becky A. Bailey, an energy stick, safe place mat, and other Conscious Discipline tools.

As a pre-service teacher, I hoped to learn about building a community and implementing a new behavior system in a Kindergarten through Fifth grade classroom through Conscious Discipline. Therefore, I explored the question, "How does the implementation of Conscious Discipline affect student behavior?" The staff at my school went through a yearlong professional development on Conscious Discipline and from each session I took another piece of Dr. Bailey's plan and implemented it into my Kindergarten classroom. Using Dr. Bailey's book, I implemented the Wishing Well Wall, safe area, and morning greetings it was through these I was able to take annotated notes on student behaviors and document negative and positive student behavior. I tracked these behaviors in order to see whether a noticeable behavior change occurred within the classroom. In my poster, I will share the differences in student behavior from the implemented portions from Conscious Discipline.

Our Digital Views Of A 1 To 1 iPad Professional Development School Program

Courtney Maddux and Paige Hardiman, Emporia State University

This poster session will present one Block II and one Block III Professional Development School (PDS) intern's digital experiences from the Emporia State University's newly adopted 1 to 1 iPad Hornet Connected Learning (HCL) PDS initiative. Often, PDS interns walk through their experiences without realizing the overall impact that digital exposure opportunities have been available to them. This poster session will demonstrate how the HCL 1 to 1 iPad initiative has brought a PDS program to a whole new world of learning experiences with the PDS interns enrolled in the program. Miss Maddux and Miss Hardiman will show you digital exposure examples, discuss these examples, elaborate how it is incorporated into the PDS site, university curriculum, as well as other program and internship experiences.

Promoting Equity In Education Through A PDS With A 3SP

Kelly Beatty and Lindsey Zaken, Indiana University of Pennsylvania

Part of our teacher candidate clinical training involves participation in a PDS partnership that focuses on promoting equity in education by implementing a Three-Student Project (3SP) (Tidwell, 2009). The Three-Student Project involves working with three children who need academic or behavioral support. In collaboration with our

mentor teachers, we assess children to determine their academic or behavioral needs, collect baseline data, design interventions, implement an intervention plan, (at least three fifteen minute sessions three days per week), monitor progress, and evaluate the plan. Our University supervisors assist with designing interventions, evaluating data, and using the data to inform our instruction. This poster session will feature the results of our 3SP on our students' academic and/or behavioral needs.

Reflecting On My Learning: The Effects On A Fixed-Performance Belief Frame

Elizabeth Gulick, West Virginia University

On the first day of school in my special education internship placement, one of my students was crying when it came time to do spelling in his general education classroom. He later told us, "I can't spell anything!" and the rest of the day, he was down on himself. This student displayed a fixed-performance mindset, defined by Johnston (2012), as a belief that ability/characteristics are fixed and unchangeable. On the other side of this spectrum is a dynamic learning frame that reflects a belief that ability/intelligence is something that grows and changes with learning.

In an effort to shift this student's fixed performance mindset about his spelling abilities, I designed an action research study that explored the following question: How does the implementation of weekly conversations and reflections about learning influence a third grade student's theories of intelligence and learning? I also addressed the question of how these weekly conversations and reflections specifically influence the student's learning and progress in spelling. My data sources included pre and post interviews, placement tests, observations, audio recordings of weekly conversations about learning, and a spelling portfolio that contained weekly self-rating scales, graphs for recording spelling scores, and rating scales from the spelling program we used.

In my poster presentation, I share findings related to how weekly conversations and reflections about learning affected this student's fixed-performance mindset. I also discuss the challenges of implementing these reflections and conversations and the implications of my findings for my future practice.

Spalding: Sign Language For Sounds

Yamily Vargas, University of South Florida

This presentation highlights how a teacher candidate, with support from her mentor teacher, designed an intervention for struggling third and fifth grade readers. The Spalding system is designed to help students who struggle in reading and identifying letter sounds get back on track.

Spalding consists of mini cards with letters or digraphs that a student must learn in order to succeed in reading. Every individual sound has a motion that goes with it. There are 70 sounds with about 110 combinations, or motions.

Collaboratively, my mentor teacher and I choose students who could benefit from Spalding's focus on developing phonemic awareness and/or word recognition skills. Further, I will showcase the support and coaching my mentor provided. This support allowed me to learn the letter sounds and motions so that we could succeed in making sure the students learned the motions with the sounds. Data will be shared about student progress. This includes asking the students to 'teach' me the motions before my mentor and I introduce a new group of letters or digraphs to the students. Students apply Spalding to reading short passages, and decoding and encoding new words. More importantly, collaborating with my mentor's has allowed me to apply data based decision making and has exposed me to a whole new way of teaching and understanding.

The target audience for this session includes anyone who is interested in learning about strategies to enhance phonemic awareness and word recognition and how to effectively develop a collaborative relationship between mentor and mentee.

Targeted Intervention With Digi-Blocks In Grade 3 Math

Lauren Morgan, Salisbury University

Snow Hill Elementary School is a professional development school partner with Salisbury University. SHES is a racially mixed Title I school in a rural setting, with more than 50% of our students qualifying for free and reduced meals. Using diagnostic assessment data from the first week of school, my mentor and I created small groups of students with similar skill deficiencies in math. I was given the challenge of leading a small group of third grade students who were struggling with the concept of regrouping in subtraction.

I began by researching intervention strategies for subtraction with regrouping and administered a pre-test

consisting of eight subtraction problems. When 2/3 of my students got seven of the eight items wrong, I decided to use Digi-Blocks as a principal vehicle for intervention. I met with this group of students for 30 minutes daily over the space of three weeks.

My poster will describe the ways we used Digi-Blocks to improve the skill of subtraction with regrouping and the improvement we could document at the end of three weeks.

Teacher's Decisions: How Do They Impact Learning?

Ethan Kline, West Virginia University

After student teaching for three semesters, I had come to realize that however I approach the classroom is how the students approach their learning. When I say "teacher's decisions" in my title, it is not intended to be vague, but rather to give my study and research some depth. How does what I choose to incorporate in my classroom affect my students learning? I have noticed that the school I teach at has lacked in technological usage, differentiated instruction and organizational skills. My research focuses on how my incorporation of the "Klinder" (or student notebook) in the classroom enhances student organization and therefore student learning. Also, I want to document how the different strategies I incorporate throughout the week (through differentiated instruction and technology use) affects my students learning.

I am teaching two U.S. history courses in 10th and 11th grade classrooms. History is an important course to incorporate organization into because there is a lot of studying the students need to do. Having this organization allows the students to access their materials easily to study for assessments. Also, history can be a mundane course for most people. Incorporating different pedagogical ideas can help enhance student involvement, understanding, and attention to therefore impact student learning. Other subjects in high school require a lot of repetition and practice in order to master the material; while history requires organization and interest.

Teaching Montessori: Differences And Similarities Seen In Dominican vs. America!

Jasmine N. Davis, SUNY Buffalo State

To further my education and learn more about educating students from diverse groups who learn in different settings, I will be performing research comparing the Montessori method of teaching in Buffalo, NY at Bennett Park Montessori and in Cabarete, Dominican Republic at 3 Mariposas Montessori.

The approaches to learning will be observation, actual teaching in a Montessori school, and interviewing a teacher in Buffalo and a teacher in Cabarete. My three main focuses for study will be the language, literacy skills, and math skills in the four and five year old students. These are very important areas to research because you are able to see huge differences in all three areas between the two schools. This is because of the access of materials and funding, which makes it harder for students to learn and be educated because certain environments provide a ton of aid and materials that help students learn more independently. When there are less materials, students may have to work together or wait for someone to be done using an item.

At Bennett Park Montessori, children are fortunate to have a teacher and teacher assistant in every classroom. Children also have a wide range of learning materials to choose from. In Cabarete there are far less teachers available to teach students. There is also an inadequate supply of materials and books that aid in student learning. This has a huge effect on the differences in the teaching. Audiences will learn about the curriculum, parent involvement, and student education.

That's Just Good Teaching

Carolyn Martin, University of South Carolina

Through our course work and readings at the University of South Carolina we have come to understand what constitutes good teaching. We have grown as future educators and come to understand what Culturally Relevant Teaching practices are. Through reading, discussion and reflection on the work of Gloria Ladson-Billings and placement in an urban school setting, we are able to use that as a model for engaging all learners in the classroom. We will share instructional practices that are just good teaching for all students.

The Effects Of Scaffolding Math Instruction On Undergraduate Pre-Service Teachers

Hayley Shockley, Kristina James, Jessica Zander, University of South Florida

This presentation highlights the experiences of pre-service teachers learning how to teach mathematics in the Exceptional Student Education undergraduate program at the University of South Florida. In this poster session we will share how learning to teach mathematics is embedded and applied across the program.

The poster will describe hands-on teaching experiences that occurred in 3 different field experiences. First, we will showcase how coupling a mathematics method course with an early field experience allowed us to apply concepts in practice with the help of mentor teachers and university faculty. We also will highlight how pre-service teachers continued to develop and apply mathematic skills during an intensive summer institute. Specifically, pre-service teachers were paired to co-teach with a colleague and implement an Individualized Mathematical Instruction Project, (IMIP), with ongoing support of our professors. Lastly, we will describe how pre-service teachers, participating in a yearlong internship, applied the knowledge, skills and strategies embedded in the program to develop an inquiry project focused on mathematics interventions. This project centers on making instructional decisions using research supported mathematic practices and data based decision-making.

Benefits and challenges of applying mathematics methods during field experiences will also be summarized and shared. All told, pre-service teachers were able to succeed in becoming more aware of differentiated mathematical instruction throughout different partnership experiences using a scaffolded approach to our learning.

The Role Of The School Schedule In Student Learning: Comparing The Order And Length Of The School Day In Buffalo, NY And Cabarete, Dominican Republic

Emily Honsberger, SUNY Buffalo State

This poster will examine how the order and length of a school day affects a child's learning. This research will study the organizational structure of a school day, comparing a bilingual school in Buffalo and a bilingual school in the Cabarete, Dominican Republic through the SUNY Buffalo State International Professional Development Schools program. In both locations I will observe the school day when certain materials and subjects are taught to 5th grade students to examine how the students react to the material being taught and whether the schedule affects their learning in any way. I will also compare the length of the school day to see if a shorter or longer school day influences student learning.

To ensure that all children are learning, it is important to study what helps students learn better and what are obstacles to learning. I am interested in how time is used and organized. Comparing schools from two countries will allow me to notice new aspects of how time is used in the United States and what schools in different geographic regions might learn from each other.

Undergraduates Engaging In Research: Encouraging Pre-service Teachers To Utilize Graphic Novels

Greer Wright and Tiara Willingham, Georgia Southern University

If you ask young adolescents about books they enjoy, they might mention graphic novels. While graphic novels are widely popular among publishers, librarians, the public, and adolescents, they are still relative new-comers within classroom settings. The purpose of this study was to address this disconnect by providing pre-service middle grades teachers with opportunities to learn about graphic novels and how these can support content area classrooms. More specifically, the project introduced pre-service middle grades teachers to the structure and language of graphic novels while they considered this tool as a resource in the various content areas. This study focused on pre-service teachers' knowledge and perceptions of graphic novels as well as how these can be utilized as resources in content areas including: Math, Science, Social Studies, and Language Arts. By incorporating graphic novels into teacher education methods courses, the researchers sought to shift pre-service teachers' awareness of graphic novels to encourage pre-service teachers to integrate reading instruction, and more specifically graphic novels, into their future classrooms.

Furthermore, the undergraduate pre-service teachers involved in the research discovered the process of action research to understand what works best in classrooms and promotes informed decision making. Action research helps educators be more effective at what they care most about-their teaching and the development of their students (Sagar, 2000). When teachers have substantial evidence that their work has made a transformation in their students' understanding, the numerous hours and endless efforts of teaching are validated.

Using Competition In The Classroom And How It Affects Student Learning

Zachary Rust, West Virginia University

Review games were always something that I enjoyed doing in the classroom as a student. As a teacher though, I wondered if they really improved student learning. As a Social Studies teacher, I learned of the importance of making exciting engaging lessons. I believe that by using review games, students could be more engaged in the lesson and recall more of the information. By using different review games teachers are using multiple teaching styles in their classrooms, and helping students review material. Teachers can also use the data they receive as a formative assessment. From these formative assessments, I can learn my students learning styles and how review games help them prepare for assessments. I learned how I could ask questions that were more than recall by using cooperative learning and other competition as well.

My placement was in a 11th Grade Contemporary Studies classroom; therefore, I decided to see how competition and review games affect student learning and assessment scores. By playing review games students should review knowledge, receive a study guide, and learn study skills. During my inquiry students experienced different types of competition based instruction such as: individual, cooperation, gender based, and technology based competition. My data sources included both Quantitative and Qualitative data; for example test scores, surveys, observations, and interviews. In my poster presentation I will discuss how competition affects student learning and how teachers can implement this teaching strategy in their classroom. I will also share the implications of my findings for future practice.

Using Times Tales To Boost Multiplication Skills In The Middle School

Siri Nelson, Dordt College

I want to focus in on two students who are struggling with multiplication and division basic facts. These students currently cannot complete 40 multiplication or division problems in under 3 minutes. I plan to have them be able to attempt all 40 problems in the allowed time period. We will work on weekly goals during the intervention. My intervention strategy will be to use Times Tales to increase their ability and confidence level. Times Tales will teach students their multiplication facts using engaging stories.

Why Worry About MONEY, When You Can TOUCH It

Kaitlyn Goins, West Virginia University

As a full-time pre-service teacher in a fourth grade special education classroom, I have worked with students who do not have any money sense. Therefore I began to think how can I help my students develop concept and understanding of money in my classroom and that is when the Touch Money Program came to mind. How can touch points help my students when working with money? Why is Touch Money not used on a larger scale? There is a large amount of research to back up the Touch Math program but not much for Touch Money program and that is where my interest grew.

The design of my study was influenced by pure interest of not only myself but also my mentor teacher. We discussed different ways to implement money into our classroom and we decided on Touch Money. Our students are kinesthetic learners and enjoy hands on, tangible lessons which too grew my interest in Touch Money. For my action research, I focused on one student who my mentor and I believed would benefit greatly from one on one instruction to strengthen his concept and understanding of money. My poster presentation addresses how I implemented Touch Money into my instruction. I share findings related to the implementation of Touch Money and how it has impacted my pedagogical choices of student understanding.

Wordless Picture Books: A Vehicle For Enhancing PreK Students' World View

Niya Browne, Salisbury University

PreK students at Snow Hill Elementary School come to school with a very limited world view. Snow Hill is a small town located in a racially diverse, rural part of Maryland. With a FARMs population of more than 50%, many Snow Hill Elementary students have lived in poverty all their lives. Some students arrive at school having spent a year or more in a structured child care center while others are experiencing the social complexity of a formal school setting for the first time.

My investigation focuses on the ways that illustrators use color and other artistic techniques to affect the reader's interpretation of a book's theme. While data collection with 4-year-olds presents challenges, my student impact study

uses structured observation, video analysis and interviews with parents or guardians to assess the impact of selected wordless picture books on young learners.

9:00 A.M. - 9:45 A.M.**CONCURRENT SESSION XII****Room 201****Strand #3, Audience: All**

Collaboratively Designing And Implementing A PDS Yearlong Internship

Audra K. Parker, Seth A. Parsons, Lynne Farinelli and Kaleigh O'Donnell, George Mason

Pre-service teachers consistently point to student teaching as the most influential component of their teacher preparation program (Valencia, Martin, Place, & Grossman, 2009; Zeichner, 2010). However, there is great variability in the quality, quantity, structure, and supervision of student teaching. In the most common student teaching model, preservice teachers have mentors who function in separate worlds. Ideally, however, student teaching should be a shared endeavor between the university and its school-based partners--a partnership that supports the integration of theoretical and practical knowledge. The PDS philosophy (Holmes Group, 1990) and PDS research (e.g., Neapolitan, 2011) have provided leadership in this regard. Nonetheless, even partnerships that follow this model vary substantially (Pine, 2003).

Driven by an analysis of our prior experiences with both semester-long and yearlong internships in our PDSs, we--university and K-12 school faculty--revised our PDS internship model. Situated in diverse Title I schools, we used these contexts to create a sustained, yearlong assimilation into the profession with a focus on inquiry, equity, and differentiated teacher preparation. Recognizing that increased time in diverse settings does not necessarily equate to improved pre-service teacher learning, richer transfer of theory to practice or enhanced understanding of equity, we were purposeful in the structure, support, shared readings, and assignments.

In this presentation, we will share an analysis of interview, observation, and archival data collected across our experiences. We will use this to discuss our structure, the challenges and successes encountered, and outcomes/perspectives of the stakeholders following the first year of implementation.

Room 202**Strand #1, Audience: Beginning PDS**

The Next Big Step

Mary Westwater and Ron Pedro, Southern New Hampshire University

What organizational, communication, and/or governance structures have you put in place to advance equity in your PDS partnership across all stakeholders? What challenges and/or successes have you encountered in putting these structures in place?

Southern New Hampshire University pre-service teachers and university faculty are currently involved in an expanded partnership with a local public inner city school. This partnership was established to support our pre-service teachers and the literacy and math needs of a public elementary school identified by the state as a school in need of improvement. This partnership represents the next big step in our professional development journey.

The proposed presentation on the next big step will include:

- A historical perspective on our PDS partnerships
- Finding the right partner
- Fulfilling the needs of the public school and our pre-service candidates on a new and larger scale

The presentation will also examine serving the community and partnering with City Year (a National AmeriCorps Program) students. Partnering with the school community, larger community and City Year creates an inclusive atmosphere that allows our pre-service candidates to experience and explore the need for advancing equity in education, what this means, and how it is carried out.

This presentation will examine the success of our current partnership with our local elementary school, specifically in terms of the structures that have been put in place to promote collegial work between the university and the public elementary school, especially as the school governance of both institutions have changed within the last year.

In short, this partnership has enhanced our students' understanding of the importance of equity in education. Their exposure to an inner city school, rich with a diverse culture within the student body, allows them to experience first-hand the process of teaching with equity as a guide.

Room 203**Strand #3, Audience: All****Week In Schools: Biography Of A Unique Field Experience**

*Lisa Colvin, Melissa Becker, Anna Fox, Debby Hopkins-Higham and Jessica Meehan, Tarleton State University
Lois Wandless, Waco Independent School District*

Tarleton State University outreach campuses partner with urban Texas school districts to provide a unique field experience for pre-service teachers called Week in Schools. For one week prior to the student teaching semester, TSU students are paired with members of their cohorts and assigned to classrooms in urban elementary schools. The pre-service teachers collaborate together and with the classroom teachers to hone their professional educator skills, which include: building relationships with students, planning and designing instruction, practicing classroom management techniques, and reflecting on practice.

The TSU outreach campuses, uniquely located in urban areas, partner with elementary schools with diverse populations. This Week in Schools experience provides pre-service teachers with the opportunity to work directly with students from various cultures and ethnicities, students from low socio-economic backgrounds, and students who are English Language Learners. This experience is a highlight of Tarleton's Teacher Education Program for pre-service teachers, professors, public school partner faculty and staff, and students in these urban schools and demonstrates Essential #3: 'a school-university culture committed to the education of future educators that embraces their active engagement in the school community.' The learning that takes place during this week for everyone creates an invaluable and essential component of the TSU program and the public schools. We strive for our new teachers who graduate from TSU to be change agents who will insist that equity for all be a part of who they become as professional educators.

Room 204**Strand #4, Audience: All****Creating Pathways To Effective STEM Education: The Four Tier Science Learning Model**

*Brian Williams, Nancy Jo Schafer and Bejanae Kareem, Georgia State University
Andrea Kiel, M. Agnes Jones Elementary School*

This session will offer an overview of an exploratory program designed to improve science learning in urban elementary schools through the development of a 4 Tier-Science Learning Model (4T-SLM), where learning occurs simultaneously at the teacher trainer, in-service teacher, pre-service teacher, and K-5 student levels. The 4T-SLM is a component of The Teaching Teachers Together: Science, Technology, Engineering and Mathematics Success (3-STEMS) project currently being implemented through a partnership between Atlanta Public Schools (APS) and the Urban Accelerated Certification and Master's Program (UACM) at Georgia State University. The goal of the program is to cultivate effective science instruction throughout elementary schools in the partner district. The program is sponsored by a grant from the United States Department of Education's Transition to Teaching Program. During the five year grant period, the 4T-SLM will implement a inquiry based science program aimed at (1) providing innovative STEM programming for elementary school children, (2) preparing pre-service teachers to teach STEM in urban school, (3) improve in-service teachers use of best practices in STEM instruction, and (4) nurture the development of effective mentor teachers. The program is projected reach approximately 30 mentor teachers, 36 in-service teachers, 80 pre-service teachers, and 600 elementary school students in an urban school system that serves mainly children of color, poor children, and children of recent immigrants. The program addresses the challenge of assuring students the opportunity to learn STEM content and enhancing teachers' ability to provide a quality STEM education.

Room 205**Strand #5, Audience: Established PDS****Collaborative Research: Do iPads Make A difference In The Classroom**

*Rachelle Meyer Rogers, Baylor University
Barbara Bowden, Herb Cox, Steve Seale and John Choins, Midway Middle School*

While having iPads in the classrooms "looks good," does the new technology transform the learning experience? In the academic year 2014, a large suburban school district invested in a one-to-one initiative that allowed for every K-12 student to receive iPads. Many teachers used the technology to do virtually the same old things in the classroom instead of using the technology to change the course of education. Two teachers at Midway Middle PDS, decided it's not the tool, it's how the tool is used that can make the difference. Consequently, these two teachers set out to study how iPads can truly change the learning experience through their own action research projects.

Action research is a model of professional development in which teachers systematically investigate instructional practices in order to improve their teaching. The idea of action research is that educational challenges (in this

case, the use of iPads in the classrooms) are best identified and investigated where the action is: at the classroom and school level. This presentation will share the following: (1) describe the professional development offered to mentor teachers on action research, (2) share the two action research projects focused on the use of iPads in the classrooms, (3) discuss the research findings and how results have been shared among the partnership, and (4) provide how the action research has impacted our professional development school. K-12 teachers, administrators, and university educators will benefit from this presentation by discussing the successes and challenges of investigating best practices.

Room 206

Strand #1, Audience: All

Designed For Equity Among Stakeholders: The East Stroudsburg University PDS Model

Andrew R. Whitehead, East Stroudsburg University

The organizational structure of the Professional Development School (PDS) environment must be designed for equity among all stakeholders if it is to be a design in which everyone has an equal voice. At East Stroudsburg University (ESU), the PDS structure is designed to ensure that all stakeholders share the responsibility for the success of this teacher education model. This presentation will explain how ESU uses very specific organizational structures to ensure equity for all stakeholders. This will include a review of ESU's design, which includes regular meetings with all stakeholders at multiple levels – from weekly meetings between host teachers, university professors and interns to bi-annual Coordinating Council meetings between university personnel and stakeholders from each PDS setting. Suggestions will be given on how to maintain outstanding relationships and improve communications between partner schools and university faculty. The ESU design, which includes eighteen schools in eight different school districts, has been in operation for fifteen years.

Room 207

Strand #2, Audience: Advanced/Expert PDS

Building Equity Through Practice

JoAnne Ferrara and Diane Gomez, Manhattanville College

This session describes the ways in which a PDS located in a high poverty school district designed three community-based projects during the student teaching semester to engage pre-service teachers in opportunities to demonstrate social justice. Presenters describe the school-wide emphasis on building specific practices to ensure both equity and access for the schools' under-resourced student population. In addition, the presenters will share the three projects used during the beginning, middle, and end of student teaching along with student teachers' reflections about issues related to equity and activism. Qualitative data and candidates' artifacts from community projects will be shared.

Room 208

Strand #3, Audience: Beginning PDS

Better Beginnings: A Collaborative And Authentic Journey From Pre-Service Into Professional Practice

Roy Bunch, Corban University

Sue Thompson, Western Oregon University

Robert Jones, Salem-Keizer School District

Our presentation focuses on a collaborative partnership involving Salem-Keizer School District, and two university teacher preparation programs: Corban University (private) and Western Oregon University (public). The vision for the collaborative began in 2009 with an advisory committee of district and university administrators and faculty with the aim of strengthening clinical experience for pre-service and in-service teachers. What started as an informal conversation has grown into a successful model of a Professional Development School (PDS) partnership focused on the co-teaching approach (St. Cloud, 2009). The co-teaching model actively engages pre-service teachers, in-service teachers, and university faculty in a continual reflective dialogue of best practices, leading to advocacy for equity and social justice for PK-12 students as well as pre-service teachers. In 2013 we were awarded a three year \$750,000 Teach Oregon grant through the Chalkboard Project. Salem-Keizer is a highly diverse school district that faces great challenges recruiting and hiring a workforce that reflects the population of the PK-12 students. A strand of our work implements a cadet program recruiting first generation bilingual-bicultural teachers to diversify the workforce.

During our session we will highlight and examine the efforts, achievements, and lessons learned from our collaborative work together. Our discussion will include the positive impact and challenges of the PDS experience on the following stakeholders:

- Pre-service teachers
- In-service teachers
- University teacher preparation programs
- District administrators
- Middle/High School Cadet Teachers

Finally, there will be an opportunity to discuss lessons learned to support ideas for others to implement such a model within their contexts.

Room 210

Strand #4, Audience: All

Contextualized SFL-Based Literacy Professional Development

Ruth Harman and Nicole Siffrin, University of Georgia

Demographic and policy shifts have placed high demands on content area teachers in K-12 education (August & Shanahan, 2006). In response, teachers and teacher educators are looking for a dynamic conception of language instruction that can apprentice students to rigorous literacy demands across the curriculum (Schleppegrell, 2004). Educational linguists have demonstrated the potential of Systemic Functional Linguistics to do so (e.g. Achugar, Schleppegrell, & Oteiza, 2007; Author & Colleague, 2011; Christie & Martin, 1997).

Data for this presentation comes from an ongoing contextualized PD project in which content area middle school teachers were introduced to SFL instructional strategies (e.g. genre identification, lexical relations) to support them in engaging with their students in detailed reading and writing activities. Informed by critical discourse analysis (e.g. Fairclough, 2003), our study draws from interviews with teachers and discussions in the PD sessions to identify key strengths and tensions that arose over the course of our first year in the school. Some of the strengths included dynamic discussion of linguistic patterns in disciplinary texts with teachers and their appropriation of a modified SFL approach in classroom instruction. Some challenges included a lack of coordination between the goals of the university team and the strategic goals of the school district. Over time, the team felt pressurized to shift from their focus on language to a broader focus on more readily accessible strategies for activating knowledge and use of disciplinary genres. Implications include the need for contextualized SFL-informed professional development initiatives to be longitudinal and highly reflexive.

Room 211

Strand #5, Audience: Beginning PDS

Bright Eyed And Eager To Learn: A Morning Literacy Program

Stacie M. Wolbert, Edinboro University of Pennsylvania

Coming together to provide one-on-one tutoring for K-4 students, a new PDS partnership provides the success needed to foster the growth of the partnership.

Over the last decade, the number of students living in poverty at the school has continued to rise. During the 2011 -2012 school year 34% of students were receiving free or reduced lunch, increasing from 15% in 2008. The increasing number of students living in poverty and the issues they may face brings equity and literacy into question.

Aligning with raising poverty, the school experienced a significant drop in reading scores of 4th graders on the PSSA in 2012. The partners began a program involving middle level teacher candidates in semester long tutoring with an extended field experience. This not only provided the additional support for students in literacy, it provided the teacher candidates the opportunity to experience the process of testing, identifying students in need of remedial service, and techniques to address these needs authentically. Middle level teacher candidates, while seeking certification in grades 4-8, gained a greater understanding of where their students were in their literacy skills and how those skills develop in earlier grades.

Comparing student data from prior PSSA tests and the most recent data, the program is addressing several of the areas that these students are experiencing difficulty. Including reflection of teacher candidates, faculty and students. The Continuing to move forward, the program is being refined. It is also encouraging other initiatives within the school.

Room 212

Strand #3, Audience: All

How To Grow Your Own, From Teacher Candidate To Classroom Teacher

Lewis Blessing, University of Central Florida

Amanda Collier, Ginger Johnston and Susan Tuten, Timbercrest Elementary

Our presentation will focus on the clinical practice opportunities Timbercrest Elementary and the University of Central Florida have in place to promote equity as the teacher candidates complete their clinical experience (Strand #3). Clinical experiences for our teacher candidates include:

- Receiving Equity Support from Teacher Leaders
 - Teacher Candidate Support Group
 - Monthly professional development opportunities
 - Support Personnel Program Presentations
- Experiencing the District Teacher Evaluation: focusing on equity issues within the various domains of the Charlotte Danielson's Framework for Teaching
 - Prepare for the pre-conference and the diverse needs of the learner
 - Undergo principal observation
 - Prepare for post conference utilizing self-reflection and rubric ratings system of the four domain components
- Preparing and Experiencing a District Interview
 - Prepare a portfolio
 - Develop a resume
 - Participate in a mock interview with school personnel
- Eliciting Teacher Candidate Point of View
 - University and School Support
 - Teacher Evaluation System
 - District Interview

Throughout our PDS experience, we have strived to provide our teacher candidates with the support they need to be successful educators. Our presentation will address the topics listed above focusing on how these activities are structured to enhance our teacher candidates understanding of equity while preparing them for a teaching position in our school or district after graduation.

Room 213

Strand #1, Audience: Established PDS

The Influence Of The Power Continuum On Boundary Spanners

Becky Smith and Janna Dresden, University of Georgia

The session will provide a review and critical analysis of the literature describing boundary spanners between schools and university settings as pivotal agents of change in professional developments schools, university curriculum, and teacher development. During the session, we will consider how the roles of boundary spanners and the term "third space" have been characterized in the literature. Traditionally boundary spanners' experiences have been assumed to be essentially similar across all contexts, while, our experiences have shown nuances, variation, and complexity in this heterogeneous role. Secondly, our experiences reveal the typically static description of third space to be overly-simplistic. We have found this space to be far more complex, existing on a continuum, and shifting or changing over time as boundary spanners and their partners' actions change the relationships between the two institutions. Finally, we will also acknowledge the inequalities in power of different boundary spanners and describe how these inequalities affect their abilities to function effectively and be successful agents of change in the partnership.

Room 214**Strand #3, Audience: All****Field Experience With Diverse Student Populations: Preparing Teacher Candidates For Success In All Schools With All Students**

Emily Sims, Linda Mitchell, Tracy Windle, Rhonda Kilgo and Lisa Light, Jacksonville State University

As an institution founded on the belief that all students deserve the opportunity to learn and with the current research reporting increasing student diversity in public schools around the nation, there is an imminent need to create field experiences that reflect this educational trend. Since over 80% of teacher candidates in a Teacher Education Program represent white middle class backgrounds, it seems apparent they need to experience diverse learning environments and student populations while also being exposed to the impending realities of public school classrooms. Because each school system possesses unique qualities that require specific knowledge and understanding of its student population and school culture, we developed a model that entails a series of graduated practicum placements in rural, suburban, and urban school sites.

By partnering with local education agencies (LEAs), we collaborated with building site administrators in an effort to maintain transparency of our program by providing them with research and data that clearly support our efforts. Seasoned cooperating teachers who host our teacher candidates receive training from our program faculty and engage in collaborative dialogue that serves to inform future clinical practices. Through these practica experiences teacher candidates are immersed in varied learning environments, thereby, preparing them for success in an array of public school settings. Additionally, both 6-12 learners and teacher candidates benefit from this model as they continuously experience differentiated instruction and diverse student populations, respectively.

This session will enable participants to implement similar field experiences into other programs while promoting equity for 6-12 learners and teacher candidates alike.

Salon A**Strand #2, Audience: Beginning PDS****Framing And Implementing A Model Of Clinical Practice Centered On Principles Of Educational Equity**

Juliet Curci and Bernie McGee, Temple University

Many teachers obtain their first teaching positions in schools that reflect racial and socio-economic contexts that the novice teachers themselves neither represent nor are well familiar (Weiner, 2006a, 2006b). As such, teacher candidates must learn how to appropriately and effectively engage all students - who will represent diversity in its many variations - in learning opportunities that facilitate their academic success in school. Therefore, it is important and necessary that teacher preparation programs provide teacher candidates with experiences that help them understand issues of equity in education and that prepare them to teach in an equitable fashion and overcome any inequities that are present in their future practice (Darling-Hammond & Bransford, 2007).

Faculty and staff members of the teacher preparation program at Temple University have collaborated to develop and institute 'Clinical Practice Guiding Principles' that articulate the sequencing, context, and teaching and learning opportunities that should be available to all teacher candidates in their field experiences throughout the program. Four of the eleven guiding principles are explicitly oriented towards preparing teacher candidates to understand, support, and facilitate equity in education. This presentation will specifically share how the models for and implementation strategy of placement of teacher candidates for clinical practice are implemented in collaboration with our PreK-12 school partners in ways that respond to each of these four guiding principles. This presentation aligns with Strand #2 of this year's focus for the PDS National Conference.

Salon C**Strand #1, Audience: Established PDS****For Each And Every Young Child: A Strong Beginning**

Jeri Carroll and Jennifer Stone, Wichita State University

Located in an urban area of south-central Kansas, Wichita State University has partnered with surrounding school districts and early learning centers to provide multiple opportunities for teacher candidates to work with young children with special needs. This presentation focuses on partnerships to prepare early childhood educators for teaching in regular educational and special education environments, working toward equity for all children of the developmental ages birth through age eight, including those with disabilities. Three paths are explored for the

early childhood unified program: a traditional undergraduate endorsement, graduate programs with specialty areas in ECU, and the MAT residency program.

The MAT-ECU-R was developed using a PDS philosophy that centers on shared responsibility for teacher preparation between universities and schools as well as a shared responsibility for student learning. Partners in this innovative program are USD 259: Wichita Public Schools, The Opportunity Project, Head Start, and Child Start. The program involves candidates with bachelor's degrees outside of education but within the social sciences, being employed in classrooms as paraprofessionals while working on their graduate degree and initial licensure in ECU. Summer internship involve those centers with infant/toddler programs. The three internships include infant/toddler, prekindergarten, and kindergarten through grade three. Internships are required at the three levels including a final full-time, 40-hour, 12-week internship in their remaining level. In 2012, our team presented information related to the first year of a TQP grant; this year's presentation provides information for the three years of the grant related to the program and candidates.

Salon D**Strand #1, Audience: All****Equity For All Mentors and Mentees In PDS: Special Education Inclusive**

Brian J. Brill, John C. Fremont Professional Development Middle School

The Professional Development School model can be a strong component of advancing equity for special education students. The Professional Development School model at John C. Fremont Middle School in Las Vegas has already shown strong success in content area classrooms, with over 150 UNLV students on our campus over the past six years as student teachers and in practicum roles. Until this school year, however, Special Education classrooms on campus have not been closely involved with the transition from a middle school to a Professional Development School due to a number of factors: few prepared SPED mentor teachers on campus; the difficulty of communicating between departments at school and between Fremont PDMS and UNLV; and the varying demands mentors/mentees face when compared to general education mentors/mentees. The UNLV SPED department this year received a grant specifically designed to investigate the needs of mentor teachers and to align expectations between the university and field practice sites. This grant opened the lines of communication between Fremont and UNLV regarding practicum students in SPED, and has led to the involvement of university students in our school's SPED classrooms, which in turn, will improve opportunities to improve equity for students. It is hoped that attendees at this session will have interests and backgrounds relating to SPED, and will contribute ideas that will help us create a powerful program on our campus.

9:45 A.M. - 10:00 A.M.**TRANSITION TIME**

10:00 A.M. - 10:45 A.M.**CONCURRENT SESSION XIII**

Room 201**Strand #1, Audience: All****Learning To Speak "PDS": Creating A Common Language To Professionalize And Advocate For Our Work**

*Kristien Zenkov, Christine DeGregory and Audra Parker, George Mason University
Danielle Dennis, University of South Florida*

The Professional Development Schools (PDS) movement is nearing its third decade of existence. It remains focused on rich, effective clinical practices across school and university settings, concentrating on pre-service teacher preparation and in-service teacher professional growth. While foundational PDS structures and roles have long since been established, it took almost twenty years (i.e., the NCATE PDS standards in 2001) for a national organization to articulate a set of standards to guide PDSs.

Six years later, PDS practitioners remain inexplicably wary of national, uniform sets of roles and terms, and as such, terminology within the PDS environment remains unique to individual partnerships. We speculate that PDS constituents are so marginalized within the field that one of their greatest powers is the equivalent of stadium naming rights—the privilege of calling common positions and traditions something unique in each school-university context. We propose that this caution about consistency might actually lead to the demise of the PDS idea and its increasingly vital clinical practices.

We assert that an initial step toward strengthening the PDS model would be an agreement about key terms and practices to allow us to better engage with each other, university and school district administrators, and policy makers. We will share our recent research into the terminology used by a nationwide pool of premiere PDS partnerships. We will also facilitate a discussion of the utility and risks of standardizing PDS terms and practices.

Room 202**Strand #1, Audience: All****It's People, Not Programs**

*Anissa Johnson, Fowler Drive Elementary School**Beth Tolley, University of Georgia*

Fowler Drive Elementary School is in its third year of implementation as a professional development school. From day one the design and emphasis of its involvement have focused on what will best benefit the children. There has been unanimous agreement among stakeholders that the success of the children will ensure the success of teachers and the university teacher candidates. Conscientious observations and discussions by school and university personnel led to the decision to immerse university teacher candidates in all K-5 classrooms. The teacher/student ratio in K-5 classrooms averages 1:9 at least three days of the week. Teacher candidates are viewed as integral members of grade level teams and take on many responsibilities for planning and implementation. Co-teaching is encouraged and supported. Results of this total immersion of people—not packaged programs or products—indicate substantial academic growth and a significant closing of the achievement gap. Because of this significant academic growth the school has recently been recognized as a Reward School by the Georgia Department of Education. Our presentation will document a typical day in the school and highlight the number of people involved with the children on a daily basis and the depth of their involvement.

Room 203**Strand #2, Audience: All****Two Professors' Perceptions of U. S. Preservice Teachers' International Experience in Zambia**

Sherri Weber, SUNY Buffalo State

During the summer of 2012, 2013 and 2014 a total of thirty-two education SUNY, Buffalo State graduate and undergraduate students traveled to Zambia with their professors. The groups spent an immersive three weeks living and working with Zambian educators, and students. During this time they gained a rich exposure to Zambian culture as well as its educational system and practices. For many, this was evident in their research journals that captured their pedagogical insights and observations as well as their personal reflections. The students completed personal learning journals where they documented their individual experiences, insights, and experiential reflections. From these reflections, certain factors stand out as having contributed to each group's success or lack of it: A thorough Preparation prior to the trip, preservice teachers' dispositions including flexibility to adapt in the host country, appreciation of cultural opportunities, strong positive mentor teachers in the International Professional Development School in Zambia, a strong positive connection with the University of Zambia educators, positive feedback from their professors and an acceptable place of residence with suitable amenities – in the students' view.

Room 204**Strand #3, Audience: All****Reaching The Diverse Classroom**

*Rebecca Gliniecki, Junction City Middle School**Jean Johnson, Fort Riley Middle School*

Are you looking to find a way to ensure your pre-service teachers recognize and address equity in the classroom? If you are, by attending this session, you will discover research-based methods focusing on student characteristics and environmental factors with implications for planning, instruction, and student learning.

During our session, we will share how Kansas State University's College of Education pre-service teachers begin their journey looking at contextual information and its implications for student learning to address equity in the public school classroom. Over the course of four semesters, in our public school setting, pre-service teachers identify the cognitive, emotional, physical, and social needs of diverse populations and subgroups through documentation and action research. By identifying the needs of the diverse learner, our pre-service teachers are able to be flexible and responsive to the learner's needs by honoring the diversity of the population served.

Room 205**Strand #4, Audience: Advanced/Expert PDS****Working Together: Mentoring Teacher Candidates Through Shared Study and Reflections About Classroom Management Strategies**

Stephanie More and Claudia Shultz, East Elementary PDS Partnership

Tracy Miles, Tiffany Davis, Caroline Kennedy, Tyler Roth, Nicole Wilkes, Ginger Weade and Marcy Keifer Kennedy, Ohio University

In the Center for Professional Development School Partnerships in The Patton College, partners schools and higher education faculty look for ways to engage in professional development activities that impact ALL including teacher candidates, mentor teachers, Patton College faculty and most importantly, P-12 students. Through competitive mini-grant funding offered through the office of the Academic Engagement and Outreach, school partners are able to apply for financial support to engage in innovative work that helps to better prepare our classrooms to meet with the needs of all learners.

During the 2013-2014 Academic year, the East Elementary PDS Partnership received funding to engage in a project that would not only support teacher candidates in their quest to engage in more effective classroom management but it also provided mentor teachers with an opportunity to further study strategies to support some of the most challenging classroom behaviors. The structure provided a parallel study group framework with opportunities for teacher candidates to engage in meaningful discussions as a cohort, as well as with their mentor teachers. Data and findings from review of candidates' journals and the culminating panel event will be presented to show similarities and differences within and across the 2 levels of Professional Development, as well as the synergies that evolved through the culminating Panel Discussion.

This conference session will not only provide information about the actual PD conducted with candidates and teachers but will also give information about how it impacted teacher candidates, mentor teachers, and most importantly, K-3 children in the school.

Room 206**Strand #4, Audience: All****From Sierra Leone To The USA: Learning, Unlearning and Relearning The Historical Journey Of African Americans**

Patricia Dean, Salisbury University

On the Eastern Shore of Maryland many white teachers work with a high population of African American students. There is an unpleasant history here where racial tensions have risen and fallen numerous times over the past 200 years. The homes of both Frederick Douglas and Harriet Tubman are nearby, reminding us of the turmoil a long time ago.

Many of the local teachers grew up learning about diversity from the views and experiences of older family members. Unfortunately some of these were more negative than positive. Professional Development is needed to encourage the teachers to view their African American students through a new lens, one that unlearns untruths and relearns compassion, empathy and understanding of a culture other than their own.

This project engaged a group of teachers in a PDS setting in an in-depth study of the evolution of African Americans in the USA. Through viewing movies and reading fiction and non-fiction literature about African American history the teachers became immersed in the long journey from the 1600s through present-day. The teachers examined what they first believed and then journaled about their growth and changes that occurred through viewing, reading, writing and the ensuing deep discussions. Research into historical activities in their communities was eye-opening and self-reflections revealed how they unlearned their previous misconceptions and relearned a more factual, humanistic story. This presentation will tell their story, share the resources used and reveal some of the teachers' powerful reflections.

Room 207**Strand #5, Audience: All****Equity In Diversity: Comparing Field Work In Texas And Australia**

Sheila Gloer, Betty Ruth Baker, Sydney Key, Kelsey Lowe, Rebecca McHenney and Carley Redfield, Baylor University

In this presentation, Baylor faculty and interns, describe experiences reflecting on cultural diversity in two partnerships, one in Texas--one in Australia. In order to better understand equity, candidates analyzed thinking during these two experiences through written reflections. Using the Cultural Iceberg model proposed by Hall, interns looked below the surface at "cultures" first within their Texas classroom then by in their Australian classroom. Hall suggests "we cannot judge a new culture based on what we see when we first enter. We must take time to get to know individuals...

interacting with them. Only by doing so can we uncover values and beliefs that underlie behaviors of that society.” For these Interns, teaching in Australia and Texas, required decision-making based on understandings of what is best for students from diverse cultural backgrounds. Mara Sellars, an Australian educator suggests,

“It is ethically imperative that, as professionals, we understand students, parents and the wider community as well as you can so that plans for teaching are successful and result in student learning and academic progress. Additionally it may well be part of your compulsory standards that you are aware of and can cater educationally for students from diverse cultural backgrounds, from different social groups and those whose physical or intellectual capacities require differentiated tasks and assessment.”

Candidates were encouraged to look at culture in a broad sense not limited to culture of gender, ethnicity, socioeconomic, religion, or special need. Candidates then reflected on how these experiences influenced their thinking about diversity and decisions for equity.

Room 208

Strand #5, Audience: Beginning PDS

Flipping In Favor Of Student Learning: Supporting Teacher Researchers

Timothy Shipley and Aaron Buller, Lower Richland High School

Julia Dawson, University of South Carolina

Students having access to a rigorous curriculum has long-term consequences on their academic achievement (Moses & Cob, 2002; Darity, Castellino, Tyson, Cobb & McMillen, 2001). Yet, a key challenge for many pre-service and in-service teachers is meaningfully supporting higher levels of skills and deeper content especially for student traditionally marginalized from upper level, and consequently, more rigorous courses. Arguable, this reality reinforces inequitable distribution of one of the most important aspects of a high quality education, the curriculum. As high school teachers committed to thinking about raising the curriculum floor of our social studies classrooms, we decided to experiment with flipped classrooms. Our Story: Creating the Flipped Classroom, Bergmann and Sams (2012) “The time when students really need me physically present is when they get stuck and need my individual help.” In this session, we present preliminary data on our yearlong investigation of using this practice in three different social studies classrooms: US History (Advance Placement & Honors) and AP Human Geography. The research questions for this presentation include: How does innovation (e.g. use of flipped classroom) by mentor teachers affect learning (pre-service and in-service teachers as well as students)? Three of the essentials of being a PDS school address the need for teachers to be innovative, reflective and deliberate. Furthermore, this years’ conference focuses on equity in collaborative research especially those practices that advance access to educational opportunity for students. With the experienced teacher serving as a coaching teacher during the 2014-2015 academic year, this work investigates the impact of innovative teaching practices on clinical practices. The involvement of an early career teacher, this work explores novice teachers’ incorporation of innovation practices. If teaching occurs along “...a professional learning continuum from initial preparation through the early years of teaching” (Feimen-Nemser, 2001, p. 1014), then a significant contribution of this paper is the exploration of this continuum during the implementation of flipped classroom with special attention to (1) impact on student achievement beyond test scores, and (2) impact of pre service teachers’ learning in field experiences enacting pioneering practices.

Room 211

Strand #2, Audience: All

Connected Professional Learning Communities In Early Field Experiences

Curtis P. Nielsen, University of Northern Iowa

Professional Learning Communities (PLC) are prevalent in many schools across the U.S. At the core, PLC’s generate a collaborative environment for equitable problem solving.

This presentation will describe a weekly PLC simulation embedded in a field experience to create collaboration and equity for early field experience students. Unlike typical public school grade level PLCs, each teacher candidate (TC) in this PLC is assigned to a specific grade level experience. These PLCs are guided by the TC’s inquiry into the three topics of classroom management, instructional strategies and motivation through assigned journals. The journal is a blog in which TCs post a response to a question and then respond to other TC’s responses. Each question asks TCs to look back at their experience as a K-6 student to compare with what they are experiencing in their Mentor Teacher’s classroom. The 30-minute PLC meeting is then centered on one of the three blog topics. Regardless of the grade level, each TC’s voice in the PLC is heard.

Collaboration is rarely taught or modeled in university teacher education courses. The focus of the Early Field

Experience PLC is to give teacher candidates the opportunity to systematically reflect and debrief their individual classroom experiences through elements of conversation, presentation and collectively developed inquiry-based questions. These elements will be foundational to the creation of an environment of reciprocal accountability and equity.

Room 212

Strand #3, Audience: Beginning PDS

Co-Teaching and Special Education In Secondary Science And Mathematics Classrooms

Mary K. Gfeller and Angela M. Pagano, SUNY Cortland

In 2013, we began a partnership with Binghamton High School and the State of New York Cortland's adolescence education programs in science and math using a co-teaching model during a year-long clinical experience. The ten secondary science and math interns, each placed with one of eight mentor teachers in the areas of earth science, physics, biology, algebra, and geometry, experienced varying levels of interaction with a special education. In formal coursework prior to the semester of their clinical experience, interns took a newly created state-mandated course in special education, in conjunction with a course on equity in urban schools, while working with students at the partnership site once a week. During the internship, interns co-planned with their mentor and special education teacher at least once a week utilizing a variety of co-teaching strategies.

Through journals and interviews with the interns, we will share our interns' views about co-teaching with their mentors and special education teacher, what they learned about students with special needs in their classrooms, and how these views have informed the courses we offer at the institution as well as the ongoing partnership. We also invite participants to share their thoughts and experiences regarding the preparation of secondary teacher candidates working and co-teaching with special education teachers and mentors.

Room 214

Strand #4, Audience: All

Developing Teacher Leaders Together: Revitalizing PLCs As A Mechanism Of Educational Change For Schools And Universities

Woodland Johnson, Amanda Bellas, Amber MacDonald, Kristen Kontra, Francesca Perrone, Melissa Izzo and Amber Mueller, Mort Elementary School

Rebecca West Burns and Wendy Baker, University of South Florida

The comprehensive mission of PDS includes not only a focus on preparing teachers, but also continuing their professional learning throughout their careers. This includes a focus on developing teacher leaders. Teacher leaders are instrumental for facilitating educational change, especially in their schools (Danielson, 2010). Our urban PDS is a collaborative effort between a large, research-intensive university and a high poverty urban school, and we are united in findings ways to accomplish the goal of developing teacher leaders.

At the conclusion of this two-year initiative, a total of 20 teachers consisting of the school's collaborating teachers, resource teachers, and instructional coaches will earn their Teacher Leadership Certificate by working collaboratively with a professor-in-residence and two partnership resource teachers. Using historical analysis, this presentation will offer insight not only into how we developed and funded a differentiated professional development plan for teachers and residents in an urban teacher residency program, but also how professional learning communities became a core feature of graduate course work and a uniting mechanism for educational change in a failing school.

Salon A

Strand #5, Audience: All

Servant Leaders: Change Agents Promoting Equity In Professional Development Schools

Ron Siers, Kim McCormick, Maida Finch, Erin Casey and Keith Connors, Salisbury University

Jim Fox, Southern Mississippi University

Cathy Ramey and Rick Briggs, Mandela Middle and High School

The internship practicum is a complex and idiosyncratic experience for student interns and mentor teachers. Research has documented the importance of the internship practicum for student interns (Calderhead, 2006). Accordingly, Professional Development Schools (PDSs) were offered as a way to enhance the capability of Institutions of Higher Education and public schools to enhance pre-service teacher preparation and student outcomes. Yet, the role of the mentor teacher is still relatively ambiguous. Mentor teachers who practice servant leadership can be change agents within PDSs. Servant leadership is unique in that it makes equity and altruism the foundational component of the leadership process (Northouse, 2013). Yet, more leadership studies are needed for mentor teachers within PDSs

to augment the current body of research. The purpose of this research study was to investigate the effects of mentor teachers' servant leadership on student intern efficacy in PDSs during the internship practicum. The study involved 190 mentor teachers and 190 student interns in 34 PDSs. Servant leaders put followers first, empower them, advance equity, and help them foster their unique capacities (Greenleaf, 1977). This research study will provide PDS stakeholders with valuable insight into the impact of servant leadership on student intern efficacy coupled with foresight for future student intern preparation.

Salon B**Strand #3, Audience: All**

Campus Mentors: A Clinical Practice Model Serving Youth At Risk

*Leah Wasburn-Moses, Miami University**Kristin Schmitz, Butler Technology and Career Center*

This presentation addresses Strand 3, Clinical Practice in P-12 Settings. It will introduce participants to Campus Mentors, a new clinical practice model that can be incorporated into any PDS at the secondary level, inexpensively and efficiently. The Campus Mentors partnership has been shown to increase equity, through increased achievement of youth at risk and the provision of quality placements for teacher candidates.

Summary: Campus Mentors is an innovative partnership between a secondary school and higher education, whose only outstanding cost is student transportation. The model provides a positive alternative setting for youth at risk, and an accessible clinical placement for any college or university. It constitutes a good addition to any secondary-level PDS. Campus Mentors has four components:

1. it is located in a college or university classroom;
2. it services an at-risk student population;
3. it provides daily academic intervention by teacher candidates; and
4. it provides one-on-one mentoring, supported by a college course.

Data demonstrate that Campus Mentors promotes equity in education for both partners. It shows statistically significant gains in grades and credit attainment among participating youth, and awareness of diversity and issues of youth at risk among participating teacher candidates. New roles for teachers include presentations to college courses and supervision of multiple teacher candidates. New roles for faculty including close contact with a classroom teacher and assisting teacher candidates in daily planning. Campus Mentors has been expanding to additional sites. Pre-conditions for implementation and support structures will be presented.

Salon C**Strand #3, Audience: All**

Bring Down The House: Using Creative Engagement To Enculturate Pre-Service Teachers Into Their Professional Development Schools

*William Williams and Beatrice Harris, Concord University**Angela Williams, Christiansburg Elementary School*

Sometimes pre-service teachers enter their field placements in Professional Development Schools with little or no understanding of what is expected. Other times pre-service teachers are given mundane, busy work in order to demonstrate they completed their field placement. Utilizing limited resources and wishing to provide more opportunities and experiences for the students in rural areas, teacher educators from a university and from two schools share how they revamped the enculturation process in order to better serve the pre-service students, the schools' students, and the teachers at the school. With creative writing, role playing, and free after-school tutoring, these educators go outside the box to create meaningful, engaging opportunities for all parties involved in training teachers.

The first presenter will share a strategy for promoting literacy instruction in all content areas while also providing an engagement tool for pre-service teachers to explore various aspects of their field placement. The project is utilized in a Foundations of Education course, and the strategy and resulting data will be shared. The strategy requires students to really get to know their school, the teacher, the community and themselves.

The second presenter will discuss mock-interviews as part of a student teaching placement. Teachers at one school pull together to help their student teachers navigate the interview process with coaching and support.

The next presenters, an elementary school principal and a teacher educator, will share their struggles and successes with an afterschool tutoring program that involves increasing student achievement while also assisting in preparing teachers.

Salon D**Strand #3, Audience: All****Gathering The Voices: A National Conversation On Co-Teaching As Clinical Practice**

Teresa Washut Heck and Nancy Bacharach, St. Cloud State University

Teacher Preparation institutions and their school partners are invited to participate in a national conversation centered on co-teaching as a model to improve clinical practices and strengthen partnerships. The co-teaching model developed at St. Cloud State University (SCSU) has been highlighted in AACTE's Innovations Inventory (2014) which highlights members pioneering practices in educator preparation that have shown a positive impact. Additionally, a Blue Ribbon Panel commissioned by NCATE (2010) cited the co-teaching approach developed at SCSU as one of six promising programs (p. 13). This practice provides an innovative approach to clinical experiences, which capitalizes on having two professionally prepared adults in the classroom actively engaged with students and has demonstrated positive effects for all stakeholders (Bacharach, Heck & Dahlberg, 2010).

SCSU has created a Co-Teaching Train-the-Trainer workshop which prepares institutions and school partners to adopt and implement the co-teaching model of student teaching. This workshop has been attended by faculty in 41 states representing over 250 teacher preparation institutions. With this large scale adoption of co-teaching as best practice, opportunities to communicate about successes and barriers is needed. Whether you are just beginning or have been involved in co-teaching for years, please join this facilitated discussion led by the developers of the co-teaching model of student teaching from SCSU. The conversation will focus on two broad areas including implementation strategies and research agendas in co-teaching.

Salon E**Strand #3, Audience: All****If Two Heads Are Better Than One, What About Three?: Implementing A Collaborative Teaching Experience In A PDS**

Stacey Leftwich, Amanda Cundiff, Dana Daly and Jenna Jernegan, Rowan University

The Collaborative Teaching Model (CTM) is a multi-teacher approach to student achievement. Often this approach is implemented using two master teachers who take on the responsibility of creating a climate of continuous, effective and actionable feedback to inform instruction. However, one Professional Development School's (PDS) liaison decided to implement a quad-teaching approach. This approach was designed using one master teacher and three university clinical interns in one classroom. This presentation will share the structure used to implement a quad approach to the CTM. Evaluations that were used to observe the 3 interns will be presented as well as anecdotes from the master teacher and interns on the effectiveness of the model. The presentation will end with analyzed data to support why the model should be used to help prepare future teachers.

10:45 A.M. - 11:00 A.M.**TRANSITION TIME**

11:00 A.M. - 11:45 A.M.**CONCURRENT SESSION XIV**

Room 201**Strand #5, Audience: All****Youths As Co-Researchers Of Effective Writing Instruction: Writing Success Across The High School To College Continuum**

*Kristien Zenkov and Christine DeGregory, George Mason University
Laurel Taylor, Williams High School*

Research has consistently documented that writing skills are reliable predictors of student success in both high school and college. While numerous studies have examined young adults' writing practices, too little of this scholarship appeals to the subjects of our writing instruction—our high school and college students. As well, youth and teachers are often frustrated by the fact that educational research is often done to rather than with them. With these realities in mind, the adolescents, teachers, and teacher educators involved with George Mason University/TC Williams High School PDS partnership implemented a writing instruction-focused Youth Participatory Action Research (YPAR) project across the 2013-2014 and 2014-2015 school years.

With assistance from the TC Williams Writing Center directors and university PDS faculty, the study was designed by Writing Center peer tutors (high school students). Students developed interview questions to supplement

a validated survey, then administered the survey and conducted interviews with approximately 300 TC students and 20 TC teachers. With hopes of learning how to scaffold their high school peers into future writing success, the tutors administered the same survey with approximately 300 George Mason students and 20 George Mason composition instructors.

This presentation addresses this year's conference theme of "The PDS Role in Advancing Equity" and Strand #5 as it demonstrates how a school/university collaborative inquiry—guided by some of our most disenfranchised citizens, our youth—might create new knowledge about how our schools' and colleges' most diverse students find success in and across their high school and college homes.

Room 202**Strand #3, Audience: All****Leveraging PDS For Math Education Reform**

David R. Snow, Montana State University Billings

In this session a partnership between Highland Elementary School in Billings, Montana and Montana State University Billings will be described. The role of this partnership is to replace a traditional methods course design with one that is generating needed reform in the way mathematics is taught in the schools with particular emphasis on academic engagement of all students. Effects on current teachers and teaching candidates will be discussed.

Room 203**Strand #3, Audience: All****The Early Childhood Project: Advancing The Practice Of Equity With Pre-Service Teachers**

Lisa Colvin and Melissa Becker, Tarleton State University

Early childhood education pre-service teachers at Tarleton State University's Waco outreach campus take EDUC 4304: Early Childhood Environments the semester prior to student teaching. The class, which is conducted at the PDS campus, focuses on early childhood education history, theories of development and approaches to discipline, roles of the teacher, developmentally appropriate practice, working with the youngest learners who may have special needs and represent diverse cultures and backgrounds, and planning instruction based on the Texas Pre-kindergarten Guidelines and the needs of learners. Pre-service teachers work with partners to design and implement centers for the pre-kindergarten students at this urban professional development school based on the Frog Street Press curriculum and Pre-K standards and using contextual factors information provided by the pre-kindergarten teachers. These pre-kindergarteners are all considered at-risk based on low socio-economic status, and approximately one-half are English Language Learners.

After the Tarleton pre-service teachers plan and design their centers, they implement them with rotating groups of pre-kindergarten students. Following a morning of center implementation, pre-service teachers de-brief to share reactions to the experience and then complete a written three-part assignment that includes the contextual factors of the PDS pre-kindergarten classes, the plan and design of their centers, and a critical reflection of the Early Childhood Project experience. Key outcomes of this class are to value all learners and their contributions to the learning environment and to understand that committed early childhood educators provide solid foundations for these young learners so they succeed now and along the paths they take after pre-kindergarten.

Room 204**Strand #2, Audience: All****Addressing Equity With The Focus Learner: Completing edTPA Tasks With The Help Of Extended Field Placements In PDS Sites**

Kymerly Drawdy and Catherine Howerter, Georgia State University

In an ongoing pilot program, the faculty addressed the two-fold problem of preparing undergraduate special education preservice teachers: teaching them how to teach a diverse population while supporting them in the required completion of the portfolio assessment of edTPA. Several supports were put into place from prior semesters, but the largest benefit was garnered from scheduling the students in their placements for both practica and student teaching. This single change of maintaining the students in the same placement for both experiences led to more complete collection of base line data and better analysis of that data by the undergraduates for selected focus learners. The improvement in the initial data collection and analysis provided more opportunities for the undergraduate preservice teachers to use data to design instructional and behavioral interventions. Other benefits included exposure to the

school as a community and becoming a more recognized member of that community. As a result, the students had a better understanding of the selected focus learner and other students in the classroom as well as the school structure and classroom climate as well as a closer relationship with the clinical supervisor and other school-site staff. Because the three tasks of edTPA are closely related to how well the candidate understands the nuances of the teaching and instructional environment of their placement, the decision to keep the undergraduates in the same placement for the experiences seeks to strengthen their ability to recognize these nuances.

Room 205**Strand #1, Audience: All****We Are Here. How Do We Work Together?: Communication And Collaboration In PDS Classrooms**

David Forker, Clarke County School District

Nick Hussain, Hilsman Middle School

Katherine Thompson, Janna Dresden, Sonia Janis, Denise Oen and Jasmine Lewis, University of Georgia

The purpose of this presentation is to create space for institutions and affiliated individuals to look at the dynamics involved with communication and collaboration among the people that will be in the classrooms where PDS relationships have been established.

As PDS relationships are established, teachers, teacher candidates, professors, administrators, and various others begin working together in a variety of different and often unfamiliar capacities. While embarking upon these possibly uncharted territories, intentionally establishing communication to ensure effective collaboration becomes extremely important, yet often not given adequate attention.

Through use of interactive dialogue, the facilitators and participants in this session will share positive and negative experiences that resulted from communication and collaboration in PDS schools and classrooms; discuss reasons why intentionally establishing space for communication is necessary; and brainstorm possible ways of approaching conversations to promote open and productive communication. Personal experiences (including courses/classes taught, workshops facilitated, and existing approaches and relationships between the University of Georgia and Clarke County School District), online and text resources, and facilitator-created documents may be used to facilitate this session.

All participants, regardless of roles and levels of experience in PDS Relationships, will be able to develop some ideas and approaches for use in establishing effective communication and collaboration among their PDS institutions and affiliated individuals.

Room 207**Strand #4, Audience: All****Co-Teaching For Everyday Impact**

Peggy Lewis and Barb Pavey, Ball State University

Co-teaching is a common term in the realm of special education. It is becoming more common in clinical practice with preservice teachers. Yet, how familiar and comfortable are general education teachers with the process as a strategy to be used daily in their classrooms alongside a special education teacher? Perhaps more importantly, how are two licensed professionals, special education and general education teacher, prepared to implement the collaborative strategies of co-teaching? How are they supported in planning for co-teaching in order to make effective decisions for the learning of all students in their classroom?

Partners in the BSU network readily accept the importance and value of co-teaching as a preservice mentoring strategy. Continued support in the form of workshops is offered to clinical faculty mentoring a preservice candidate. Through this preservice initiative, the awareness of co-teaching has been raised within the cadre of clinical faculty and administrators across the network. This prompted us to wonder how we might use the model to impact the general classroom, whether or not a preservice teacher is involved. Special education teachers are excited to be recognized as a partner teacher in the classroom. General education teachers are eager to welcome a partner in the classroom.

The session will focus on how the need was identified, how the solution was designed, and the preliminary results from implementing the process of collaboratively training and supporting the teachers in the co-teaching model.

Room 208**Strand #3, Audience: All****Supporting One To One Digital Learning In Middle School Math Classrooms**

*Amanda Baum, Clinton Rosette Middle School**Kari Colvin, Huntley Middle School**Jenny Parker, Northern Illinois University*

The proposed workshop highlights two middle school math teachers implementing 1:1 digital learning in their classrooms with assistance and support from the local university. Middle school students, cooperating teachers, and teacher candidates are all benefiting from the utilization of 1:1 devices in their math classes, a subject matter typically overlooked in discussions of 1:1 digital learning. The National Council of Teachers of Mathematics (NCTM) discusses the Equity Principle which calls for “creating and sustaining a culture of equity in the teaching and learning of mathematics” (NCTM, 2008). This also aligns with strand three. The use of 1:1 technology has enabled middle school students to access a more challenging math curriculum via real-world technological application. The middle school teachers presenting will discuss how they have used 1:1 devices to differentiate instruction and create more engaging lessons. Support for the professional development of the teachers as well as some of the 1:1 devices were provided through the university Professional Development School initiative. In addition, the two middle school classrooms now serve as a laboratory of practice in 1:1 digital learning for teacher candidates. A discussion of how to start the process, suggested professional development for both cooperating teachers and teacher candidates, tangible resources, benefits to host schools, universities, and teacher candidates will be discussed. Example lesson plans will be shared.

Room 210**Strand #1, Audience: All****Reshaping The Memorandum Of Understanding (MOU) For Professional Development Schools (PDS): The Importance Of Having MOUs, Forging Equity Among All Stakeholders**

C. Matt Seimears, Jill Jones and Sara Schwerdtfeger, Emporia State University

“Our Professional Development School Programs need Memorandums of Understanding (MOU)? MOUs come, they go, they disappear, they get shredded, they change, and they can often mean nothing to the partners that once agreed on a Professional Development School (PDS) design. Is the MOU a legal document, and can one partner make changes to the document without the other partner knowing? Could the MOU be an answer to many PDS problems that experience the absence of equity?

Participants that attend this session will experience how Emporia State University (ESU) uses MOUs to identify ways that ESU partnerships aim to showcase the importance of equity in all of its 43 elementary school PDS sites. Presenters will share examples of a variety of MOUs that are used in ESU partnerships (USD partnerships and 2+2 partnerships with Community Colleges) as well as how the ESU PDS program made name changes from Memorandums of Agreement (MOA) to MOUs. Participants will get time to interact with the presenters by sharing questions and concerns and there will be question/answer breaks-outs throughout the session.

Room 211**Strand #5, Audience: All****Relationship Between Self-Efficacy Measured By The TSES Scale And Teacher Participation In PDS Activity**

Juliann Dupuis and Stephanie L. Savick, Notre Dame of Maryland University

The proposed presentation will discuss the efforts of one university to improve upon the collaboration of a PDS network consisting of 19 schools across four school systems. Focusing on Strand #5, Collaborative Research: Share examples of collaborative inquiry, research, or investigations of best practices in your partnership that have helped advance equity in the education profession, presenters share results of research conducted across the PDS partnership. Presenters will discuss the development of a study which involved the surveying of in-service teachers in the 19 schools to determine if the collaboration was systemic and to investigate as to whether teacher self-efficacy was related to the likelihood that teachers would participate in PDS sponsored activities. The results of this survey will be presented and discussed in detail. Results of this survey provided key evidence in support of the participation in PDS opportunities and the continuation of collaboration. Presenters will conclude with a summary of how PDS partners can promote greater collaboration and participation in PDS sponsored opportunities.

Room 213**Strand #3, Audience: Beginning PDS****Teachers Matter: Promoting Partnership And Measuring Efficacy In Teacher Preparation**

*Basiyr Rodney, Stephanie Mahfood, Paula Witkowski and Abigail Allred, Webster University
Sarah Christman and Ann Luciani, The Souland School*

Webster University (WU) and The Souland School (TSS) recently received funding to design and implement a formalized Impact Analysis that measures the impact of a systematic early field experience with TSS's pedagogical approach on educators' preparation and education innovation in St. Louis, MO. The Impact Analysis will generate much-needed data on high-quality field experience and educator program preparation effectiveness (including data on the relationship between both) by identifying the indicators that make TSS a high-quality field experience (indicators of best instructional practice for classroom management, family engagement, responding to student diversity, and teachers' role as creative problem-solvers) and analyzing the impact on teacher preparation utilizing a professional development schools model.

The purpose of this project is to narrow the separation between coursework and field experience by utilizing a 30-hour early field experience as the context for teacher candidates enrolled in educator preparation programs at WU while concurrently taking a graduate course, Teaching in a Diverse Society. This course is designed to introduce teacher candidates to the profession of teaching, including professional dispositions associated with teacher effectiveness, responding to student diversity, engaging families, major curricular and instructional theories, and methods of assessment. Teacher candidates will be given a concrete context to apply the course material. Faculty from TSS will collaborate with WU faculty on collecting, analyzing and disseminating data related to the project's objectives. This session explores the collaborative professional development between the stakeholders and identifies ways in which experienced teachers impact the preparation of teacher candidates in an urban setting.

Room 214**Strand #2, Audience: Established PDS****The Questions They Ask: How Pre-Service Teachers Problematize Practices And Classrooms To Create Spaces That Promote/Support The Learning Of All Students**

Harrison Oonge and Sharon B. Hayes, West Virginia University

One of the ways in which our teacher education program has chosen to advance equity in the profession is through engaging our pre-service teachers in a number of inquiries throughout their 5 years in our program (Strand#2). The inquiry strand in our program is informed by Cochran-Smith's and Lytle's (2009) understanding of inquiry as stance: "the idea that educational practice is not simply instrumental in the sense of figuring out how to get things done, but also and more importantly, it is social and political in the sense of deliberating about what to get done, why to get it done, who decides and whose interests are served".

We have worked to support our pre-service teachers as they develop these habits of mind and question, deconstruct, reconstruct, and transform their own practices/identities, as well as the sacred stories and policies of the educational status quo in order to ensure all students receive an equitable education. Therefore, this study investigates how our pre-service teachers have explored questions of equity in their inquiries/action research projects, have worked to create equitable classrooms with their mentor teachers in our PDS network (Strand#3), and how they envision becoming advocates for equity in their future schools, communities, districts, and beyond. Our findings reveal how our pre-service teachers understand equity and have promoted/advocated for equity in their practices and classrooms. We also discuss the implications of our work for our teacher education program and the professional development of teacher educators and colleagues in our PDS network.

Salon B**Strand #4, Audience: All****A PDS Partnership Pioneers A New Career Ladder For Educators: CLIPS- A Grant Funded Project**

*Linda A. Catelli, Brittany Mancada and Morgan Rebolal, Dowling College
Judy Marino, Valerie Jackson, Joan Carlino and Gina Marie Petraglia, North Babylon School District*

In August of 2010, it was announced that New York State had won the second round of the Race to the Top competition. Subsequent to winning the competition, the NYS Education Department released a request for proposals that challenged school districts to develop newer career ladders for educators. Having accepted the challenge, the North Babylon School District, who was in a successful 14-year Professional Development School (PDS) Partnership with

Dowling College, won a financial award to initiate the development of two new career ladders, one for principals and one for teachers. The two-year grant project entitled Career Ladder Innovator Programs and System (CLIPS) (Marino, Catelli, Ristea & Godek, 2013) involved the initial preparation of educators for such newer positions on the career ladders as “teacher-leader innovators.” Professional Development (PD) Workshops on data-informed instruction and Literacy and a graduate course on models of teaching and action research were employed to prepare participants for new positions. Conducted by professors in their new role as “resident professor-researchers,” the PD experiences engaged pre-and inservice teachers along with school-college administrators. Set in the PDS Partnership, this NYS career-ladder initiative aims to strengthen teacher and principal effectiveness. The rationale for the development of newer professional leadership positions is based on the need to make meaningful changes to the education workforce and to contribute to a new collaborative P-20 system of education directed at improving learning for all students. In this session, members of the PDS partnership present the unique features, goals, roles, impacts and empirical findings of the career ladder and grant-funded project.

Salon C**Strand #4, Audience: All****Empowering Teachers Empowers Learners: Action Research As Professional Development**

*Christine Walsh, SUNY Oswego**Linda Meredith and Lorraine Malecki, Millard Hawk Elementary School*

How can we provide differentiated professional development for pre-K-12 teachers that is meaningful and relevant for teachers and productive for our students? How can we provide authentic, student-centered classroom settings where our teacher candidates can flourish?

This presentation traces the development of an on-going school/university collaboration that answers both of these questions- a partnership that meets the complex needs of both in-service teachers and pre-service teachers. We will share and discuss how we teach teachers how to conduct classroom action research and show how we use this process to model, encourage and support teacher choice, voice, and professional growth.

When teachers experience meaningful professional development, they are then more able to create classroom conditions that foster student choice, voice, and authentic learning opportunities. Come and hear about our research projects that represent a range of methodologies, content areas and grade levels.

Salon D**Strand #1, Audience: All****Gatekeeper Or Lynchpin?: The Role Of The Principal In The Partnership**

Kimberly Fletcher Nettleton, Mike Kessinger and Lesia Lennex, Morehead State University

The Professional Development School (PDS) model provides pre-service teachers with enriched field experience and practice-based pedagogy. The roles of mentor teachers, university faculty, and pre-service teachers involved in PDS partnerships have been researched, but the role of the principal in the partnership has not been closely examined. School administrators serve as a gatekeeper to the experience. Research into the ways in which the principal assures experiences that provide an equitable environment for all stakeholders will be shared.

Salon E**Strand #1, Audience: Established PDS****The Work Behind The Scenes: Identifying District And University Leadership Responsibilities In Facilitating Clinically Rich PDSs**

Diane Yendol-Hoppey, University of South Florida

Important to creating the capacity of PDSs as a teacher education change agent capable of advancing equity in education, organizational leaders representing both sides of the partnership need to support stable, longlasting relationships that typically require increased or reconfigured human and financial resources. There are a variety of other roles that these organizational leaders can plan in establishing healthy partnerships. These are necessary prerequisite needs that establish strong relationships across organizations that can embrace equity orientated conversation and activities.

This session will explore three different frameworks that in combination provide insight into specific types of administrative support required for high quality clinical experiences within school-university partnerships. In reviewing these frameworks, none of them provide comprehensive insight into the role that leaders will need to play in order establish the expectations recently put forward by the Council for the Accreditation of Educator Preparation (2014). In

combination, these frameworks - NAPDS Nine Essentials (2008), the NCATEPDS (2002) Standards and Marzano's (2005) Leadership can offer a set of lessons to administrators necessary for actualizing PDS equity focused actions.

Session Guiding Questions:

1. What current administrative efforts form each organization within the partnership support PDS objectives?
2. How can partnership administrators support change that needs to be made to ensure more effective and efficient implementation of your PDS?
3. To what extent to administrative arrangements need to be modified or strengthened by a Memoranda of Understanding between various parts of our PDS network?
4. Is the requirement for an objective independent review of your PDS structure supported and do the administrators facilitate making adjustments accordingly?
5. Does the administration support the functions that are required for an effective PDS?

11:45 A.M. - 1:00 P.M.**LUNCHEON**

Galleria Exhibit Hall

1:00 P.M. - 1:45 P.M.**CONCURRENT SESSION XV**

Room 201**Strand #1, Audience: All**

Rethinking Family Engagement: An Alternative To Traditional Open House

Selena Blankenship and Meagan Nix, Hilsman Middle School

P. Gayle Andrews, Katherine F. Thompson, Erin Wedereit and Brittany Byrd, University of Georgia

Middle schools often experience a decline in family engagement from elementary to middle school. To enhance family engagement, middle schools must first create a welcoming environment that engages families in their children's education. As part of the University of Georgia-Clarke County School District PDS partnership, Hilsman Middle School (HMS) faculty, UGA Middle School Education faculty, and UGA teacher candidates sought to create an alternative to traditional open house as a means of encouraging a positive school climate, engaging families, and promoting equity among stakeholders. Hilfest, a school/community festival modeled on Athens, Georgia's AthFest Music & Arts Festival, was the result.

During Hilfest, we welcome students and families to HMS; distribute students' class schedules, introduce teachers, play games, and showcase community partners and the arts, all to the sounds of a backbeat. For many HMS families, schools can seem uninviting, but when given the opportunity to interact with teachers and administrators in a festival-like atmosphere, barriers are removed and tensions eased. In the first year, HilFest drew more than 1,000 participants. In year two, nearly 2000 people attended!

Are you interested in learning about an innovative, crowd-pleasing way to engage families that goes beyond traditional open house? Join us for an interactive session as practitioners, teacher candidates, and university faculty describe their experiences implementing an alternative open house. Using stations (aka festival booths), presenters will describe and reflect upon their experiences. At each "booth," participants will generate questions and ideas related to implementing an alternative open house at their own schools.

Room 202**Strand #5, Audience: Established PDS**

School-University Partnerships: Conceptualizing A New Hampshire State-Wide Initiative

Laura Wasielewski, Saint Anselm College

The proposed presentation will outline a conceptual framework created by a voluntary state-wide initiative of New Hampshire's educator preparation programs housed within thirteen Institutions of Higher Education (hereafter: NHIHE Network). Knowing that strong P-20 partnerships hold student learning as a collective focus, the NHIHE Network convened during the summer months of 2014 with the primary goal to create a community of practice, to share experiences and knowledge related to developing and expanding school-university partnerships statewide.

A shared conceptual model emerged from this retreat, building common language and frame of reference for NHIHEs to define and discuss their existing relationships with area P-12 schools. This conceptual framework encom-

passes the “Nine Essentials of Professional Development Schools” as outlined by NAPDS (2008), and will serve as the basis for continuing the conversation about the quality and quantity of professional development schools in the region. For example, the model will allow for more robust and granular conversations within and across IHEs about what practices enhance bi-directionality and mutual accountability in partnership work.

The conceptual model also will help to identify regional inequities in PDS work statewide. That is to say, the model will help us to identify and target districts in the region, which have no existing ties to institutions of higher education, but desire those relationships. This highlights an issue of equity which is often overlooked, districts’ uneven access to resources typically found at institutions of higher education.

Room 203**Strand #4, Audience: All****Staying Connected Even When The Internship Is Over: How Do Mentors Continue Guiding Interns Beyond The PDS Experience?**

*Stacey Leftwich, Rowan University**Angelina Fortini, Centre Elementary School**Diana Voci and Kyleigh Wristbridge, Holly Glen Elementary School*

Over years past, Rowan University and Holly Glen Elementary School have created an invaluable partnership whilst maintaining a mindset of continuous growth and professional development for all. The PDS team has successfully developed and continues to implement a Clinical Internship Model where interns have the opportunity to be immersed in classroom culture for a yearlong internship experience. Rowan University candidates begin their journey at Holly Glen conducting their Junior Practicum experience in literacy and mathematics. After a successful first semester, these candidates are then given the opportunity to return to the same classroom community with the same mentor teacher to complete their final clinical practicum experience. The classroom teachers who mentor these interns not only provide mentoring during the clinical experience, but also continue professional guidance even after the experience is over. In this presentation, Holly Glen teachers and former interns will share how they continue to stay connected and develop a professional relationship beyond the yearlong PDS experience. Presenters will discuss the shift in their relationship from mentor and intern to professional classroom colleagues, and will remind participants of how learning will forever extend far beyond the initial classroom community.

Room 204**Strand #3, Audience: All****Student Teachers, Interns Or Residents: Can Common Vocabulary Increase Equity For Clinical Practice?**

*Carol Wood, Salisbury University**Lynne Mills, Auburn University Montgomery**Maggie Madden, Maryland State Department of Education**Judy Beiter, Anne Arundel County Public Schools*

Academic vocabulary provides professions with a common set of understandings. This common set of ideas is not new; Danielson (2007) stated that “every profession establishes a language of practice, one that captures the important concepts and understandings shared by members of the profession”. Do education preparation providers share this idea of common understandings? Do professional development schools take on a variety of shapes and forms? And is there a common understanding for terms related to clinical experiences including terminology like mentor teacher, cooperating teacher, student teacher, student intern, resident teacher and so on. The purpose of this presentation is to examine the variability of those common understandings. Through the work of the CAEP Alliance for Clinical Practice 13 partner states have joined together to study how partnerships, mentor teacher credentials and internship experiences can be optimized in order to improve the quality of education preparation programs. What has emerged from a two year conversation across states is there is no one set of language, one set of practices or a common set of vocabulary. This session will provide participant’s opportunities to share their experiences/vocabularies and begin to probe where similarities exist and what solutions are available for creating a stronger set for common language.

Room 205**Strand #2, Audience: Beginning PDS****Perceptions Of Preservice Teachers: Examining Preservice Preparedness To Teach ELLs**

Monica M. Gonzalez, University of South Florida

This presentation connects to Strand #2 focused on advancing equity within teacher preparation programs for the instruction of ELLs as well as Strand #3 clinical experiences designed to promote the understanding of equity. In today's schools the percentage of ELLs is on the rise, calling for teacher preparation programs to prepare teacher candidates with the unique pedagogical skills needed for students who are learning English for the first time. Teacher preparation programs have responded to the changing demographics in diverse student make-up by including ESOL courses within program course requirements. More often than not, these ESOL courses are embedded within the main-stream internship experience giving preservice teachers limited experiences working one-one-one with ELL student groups or ESL specialists. Research indicates the learning needs of ELL learners are not being met.

An important part of the mission of our undergraduate school-university partnership revolves around facilitating preservice teacher learning in meeting the needs of culturally and linguistically diverse students. Part of supporting this mission is developing an experience-related, connected program where preservice teachers have the opportunity to grow as culturally responsive teachers over time. Specifically, this presentation will outline my work and research as a Graduate Assistant instructing preservice teachers as I worked to strengthen our ELL program requirements. I will present how the ELL strategies used impacted the understanding of preservice teachers when instructing to ELLs. In addition, I will share findings from my research focused on preservice perceptions of ELLs and use of the Sheltered Instruction Observation Protocol (SIOP) tool, (Short & Echeverria, 1999). I will share how the use of coaching with the SIOP impacted preservice perceptions of ELLs to improve ELL student instruction at our partnership schools. The data collected for this research includes: preservice teacher perceptions (pre and post) surveys, SIOP observations and reflections. Findings include: 1). the urgency of preservice teacher perceptions to design more extensive internships related to the instruction of ELLs, 2). The use of specified ELL observation tools for instructional improvement and culturally responsive pedagogy 3). the need of preservice programs to create more instructional opportunities aligned with preservice perceptions.

Room 206**Strand #1, Audience: All****PDS AVID Alliance And Teacher Preparation Initiative: Maximizing The Professional Development School Model**

Laura Bemel and Robbie Burnett, Minnesota State University, Mankato
Sue Topp, Waseca Public Schools

This session will address Minnesota State University, Mankato's use of its Professional Development School partners in a two-pronged approach to impacting college readiness for middle and high school students. First, Advancement via individual Determination (AVID) is a national college readiness system used across all grade levels. A secondary program was implemented in Minnesota State Mankato PDS middle-level and high schools through the PDS AVID Alliance, which is a first-of-its-kind partnership in the nation among the districts, the University, and AVID. The program provides skill development and support to K-12 students, encouraging more rigorous coursework and inquiry-based learning, to increase the students' enrollment and attendance in four-year universities. To parallel this work, we implemented the Teacher Preparation Initiative (TPI) for students in teacher preparation at Minnesota State University, Mankato. TPI is designed to impact teacher candidates as they enter their own classrooms and begin supporting a college-going culture. It is the goal of the AVID TPI to provide teacher candidates with a deep understanding of, and practical experience with, AVID frameworks, methodologies and strategies so that they enter the teaching field having analyzed and practiced instructional strategies that make them successful in meeting a broad spectrum of students' needs.

Room 207**Strand #5, Audience: Beginning PDS****Project High Five: Culture, Collaboration, Commitment, Communication, Community**

Maria Dantas-Whitney, Chloë Hughes and Sue Thompson, Western Oregon University

Our presentation focuses on a collaborative partnership involving a school district, a university teacher preparation program, and two community organizations (a food bank and a child development center). The project aims to provide reciprocal professional development for all participants based on principles of culturally responsive pedagogy

that build strong links between schools, families and communities, and that foster student success. The purpose of the project is threefold: (1) to develop a Professional Development School (PDS) partnership program between the school district and the university focused on the co-teaching approach (St. Cloud, 2009); (2) to strengthen and expand a contextualized English Language Development (ELD) model of instruction for English Learners by utilizing their “funds of knowledge” (Gonzalez, Moll & Amanti, 2005, p. 72) and intentional instructional practices; and (3) to actively involve teacher candidates and clinical teachers, as well as university faculty and K-12 students, in self-reflection and community service activities framed toward advocacy for equity and social justice.

Project activities include professional development for teacher candidates and clinical teachers, mentoring and coaching within classrooms, service learning projects involving K-12 students, and the organization of community events to increase interaction between schools and families.

In addition to describing project activities and sharing training materials and data collection tools, we present a critical evaluation of the project. We examine challenges and opportunities related to its implementation through case studies highlighting the experiences and perspectives of various participants. Finally, we discuss ideas for others planning to implement such a model within their contexts.

Room 208

Strand #4, Audience: All

Partnerships In 1:1 Technology Initiative Districts: Preparing Pre-Service Teachers To Use Instructional Technology

Leanne Howell and Barbara Purdum-Cassidy, Baylor University

Brent Merritt, Jay Fischer, Paula Gardner and Kathleen Minshew, Midway Independent School District

The integration of technology into PK-12 classrooms is gaining momentum at an astonishing rate. In an effort to provide equitable resources to students, the number of school districts in our nation who have embraced 1:1 technology learning initiatives is growing, placing technology resources at the fingertips of pre-service teachers, in-service teachers, and all students in such classrooms. With these ever-increasing technology initiatives in educational settings, educators are faced with the challenge of successfully incorporating technology in creative, engaging, and effective ways for the ultimate academic success of their PK-12 students.

The success of such initiatives in educational programs appears to be linked, in large part, to the attitudes that teachers have towards technology use in the classroom (Teo, 2008; Abbitt, 2011), as well as the professional development needed in order to gain confidence in using devices and applications. Seemingly, it is essential that pre-service teaching candidates experience opportunities to increase their self-efficacy to use best practices instructional technology.

This interactive presentation details a professional development school (PDS) research study that provides pre-service teaching candidates the opportunity to experience weekly professional development with the ultimate goal to seamlessly integrate the use of instructional technology in the K-4 classrooms in which they teach. The presentation will include a detailed model of the professional development series offered, preliminary data on the effectiveness of such on pre-service teaching candidates' self-efficacy towards teaching with technology, as well as hands-on opportunities for participants to experience certain technology applications offered within the professional development series.

Room 209

Strand #3, Audience: All

Promoting Equity In Science Learning Through A PDS Collaboration Emphasizing Science And Engineering Practices During The Clinical Practicum

Kimberly A. Staples, Laurel Martin and Clancey Livingston, Kansas State University

Anna Haffner, Morris Hill Elementary School

This study reports the effects of a clinical practicum designed to identify learning progressions in diverse classrooms using Science and Engineering Practices (SEP) of the Next Generation Science Standards. The stimulus for creating the Learning Progressions Model (LPM) is based on elementary/middle level teachers and the secondary science university supervisor collaborating to address the critical need for a connected experience. The preparation of candidates to promote student ability to model, engage in higher-level reasoning, and explain natural phenomena, depends on deeper level understanding of students' science conceptions as early as Kindergarten. The mentoring team consisted of cooperating teachers, clinical instructors, university supervisor, and a graduate teaching assistant. Student populations were diverse in race/ethnicity, socio economic status, exceptionalities, ELL, and military connections. A total of 6 secondary candidates delivered instruction to approximately 240 students.

Candidates performed lesson observations, identifying variables impacting equity in the learning environment, such as teacher--student interactions, student--student interactions, expectations for learning and achievement, feedback, responsiveness to students, and communication of content. Next, candidates designed and taught lessons based on aligning student cognitive, social, and affective needs with Science and Engineering Practices. Assessments were evaluated for conceptual understanding and reasoning abilities. Finally, teacher candidates transitioned to middle schools, repeating the process of identifying learning progressions. Qualitative data from reflections, observation forms, and post--instruction debriefings reveal areas for growth in perceptions of student ability to master rigorous science content, and questioning and discussion patterns. The learning progression model increased secondary candidates' ability to implement SEP in diverse classroom environments.

Room 210**Strand #2, Audience: All****Making The Most Of Field Trips: Pre-Service Teachers Write Meaningful Lessons To Enhance Elementary Students' Learning Experiences**

Shawn Watkins and Rhonda M. Sutton, East Stroudsburg University

Pre-service teachers enrolled in an Elementary Science Methods Course learned about the moon's phases and common moon misconception in the university's planetarium. Additionally, they visited the on-site wildlife and natural history museum. Following these authentic experiences, we took some time to discuss how teachers plan field trips to ensure they are more than just a day away from school. Specifically, pre-service teachers generated question about how to enrich students' learning, provide strong academic benefits, and create lasting memories. Pre-service teachers turned their field notes and reflections from the field trip into lessons that could be shared at their Professional Development School. Integrating the 5_E Instructional model (engage, explore, explain, elaborate and evaluate), pre-service teachers designed science lessons that align with the museum and planetarium on campus, which is free admission to the local school districts.

As pre-service teachers wrote lesson plans for the museum and planetarium, we discussed how to expand this idea to meet all students' needs. Because funding and support is often an obstacle; field trips and science should be considered on school grounds. Nature walks; exploring playground equipment, and looking at the sky are just a few experiences that lend themselves to engaging lessons!

This presentation aligns with Strand #2: College/University Preparation Programs: At the university level, we designed learning experiences in our Elementary Science Course that promotes equity in the education profession and teaches pre-service candidates that meaningful learning should be an opportunity for all students – equity, a cornerstone to the profession.

Room 211**Strand #1, Audience: Beginning PDS****Making Your Partnership Shine**

Shelley Hueber, John Shields Elementary School

Sarah Mumm, Kaneland C.U.S.D. #302

This session will take a look at the multiple ways that districts can harness the power of their university partnership. Kaneland School District 302 has utilized a variety of partnership activities to blend learning K-20. Ideas will include observation and LEARN ideas, co-teaching models, and utilizing experts in the field. Come and join this interactive session as we share and discuss what has proven to be powerful partnership and share ideas of how to make it shine even more!

Room 212**Strand #5, Audience: All****Moving Towards A PDS To Improve Aboriginal Student Education Outcomes**

Theresa Papp, University of Saskatchewan

Countries such as Canada, United States, Australia and New Zealand historically share the European colonization experience and the remnants found in the marginalization of their Indigenous peoples. These countries also have been riddled with consistently lower education achievement levels for Indigenous and Aboriginal peoples. This presentation will provide the audience with the findings from a research inquiry on an effective professional development program for in-service teachers in New Zealand that has proven in five years to make an impact on improving education outcomes for Indigenous students. The findings could potentially be implemented with modification to

other countries such as Canada or the United States. Also reported are the teaching strategies that have effectively improved education outcomes for the New Zealand Indigenous students. This forms the basis of further research to identify commonalities and contrasts of successful teaching strategies in other countries to provide a foundation to establish professional development schools that specifically target Indigenous and Aboriginal students for the purpose of improving education attainment levels.

Room 213**Strand #5, Audience: All****Moving From The Hill To Across The Tracks: A PDS That Embraces The District And Community**

*Margaret M. Ferrara and Melissa M. Burnham, University of Nevada, Reno
Saliwa Zaki, Washoe County School District*

Nevada is not simply focused on Common Core State Standards (CCSS) but more inclusively, Nevada Academic Content Standards, a broader term that includes the CCSS in English/Language Arts and Mathematics, Next Generation Science Standards, and other content standards. The higher education faculty in the College of Education at the University of Nevada, Reno realized that our work could not remain solely at the University in order to both be informed by and make an impact in our local urban and largely diverse school district. Therefore, we have become more inclusive in our partnerships and now include the community, the University, and the school district in a partnership focused on student success to be career and college ready.

One of our first explorations this year is to move beyond our two partnerships with schools in the district to become more inclusive and integrated into the district and local community. We have designated this new initiative as CUSP – Community, University, and School Partnership. This partnership holds the principles of Professional Development Schools but brings in more leaders from the school district in curriculum, teaching, and assessment, as well as representatives from the community, into the collaboration.

This presentation will showcase some of these collaboration initiatives we have implemented in the context of CUSP that bring together faculty from across the district, university, and community to make meaningful connections for preservice and inservice learning experiences. These include: (1) District-university professional development initiatives that are captured through involvement with the district Saturday Cafés (5 dates during the academic year) with a focus on Teacher Leadership, Gifted and Talented, and Differentiation; (2) Continued exploration of service learning projects for University students across the institution, and related activities with the University's Office of Service Learning; and (3) Outreach activities with University campus projects (e.g., writing workshops). The team will share their learning experiences in this innovative and systemic relationship experience that helps address challenges in this urban school district where over 65% of the students are from underrepresented populations.

Room 214**Strand #4, Audience: All****Clinical CAMP - Working Together In Teacher Preparation**

*Kitty Crawford, Christine Draper and Pat Parsons, Georgia Southern University
Elizabeth Moxley, Stilson Elementary School
Sylvia Tremble, Sallie Zetterower Elementary School*

Georgia Southern has a long-standing reputation for effective and collaborative field and clinical experiences that is at the center of all teacher preparation programs. The collaborative relationships between College of Education faculty and clinical supervisors (mentor teachers) are strong, and our desire to improve upon this existing foundation initiated the implementation of Clinical CAMP (Coaching, Assessing, Mentoring, Preparing) summer workshop. After synthesizing research, program needs, candidate voices, and partner school input, a workshop was designed by faculty and clinical supervisors. The focus of the workshop is to provide training for clinical supervisors and build a common understanding of the stages and milestones of teacher candidate development, program standards and requirements, effective coaching strategies, formalized supports for struggling candidates, and a Q & A with teacher candidates. Sessions are collaboratively presented by university faculty and clinical supervisors. This common understanding builds equity in supervision and mentoring of teacher candidates. The workshop is structured to encourage day-long interactions between university faculty and the clinical supervisors.

This session will highlight the model currently utilized in providing one-day training for clinical supervisors so that they feel empowered working with teacher candidates. Participants will leave with an understanding of the process used to develop the workshop and resources to implement their own one-day training with mentor teachers.

Salon A**Strand #3, Audience: Established PDS****Math Mania Night: Changing The Community's View Of Mathematics Education**

*Susan Payne, Elizabeth Knapp, Kayla Kilbarger and Robert Schweikert, Ohio University
Elizabeth Hoisington, The Plains Elementary School*

Early childhood candidates at Ohio University involved in a yearlong partnership in a rural school developed a family math night. Located in a low socioeconomic area, the event was designed to establish a school-home connection. Teacher candidates planned, implemented, and evaluated the event.

Working in a high needs school, candidates collaborated in multidisciplinary teams to promote, cultivate and sustain knowledge, skills and dispositions toward the school goal of improving and changing the view of mathematical learning. Utilizing mathematics methods course content with the practical experience gained in the classroom, candidates conducted "Math Mania Night" in which families engaged in fifteen activity based math stations and were provided resource materials to replicate and extend the activities at home. The family engagement focus of the evening required candidates to differentiate and understand the variety of family and student needs throughout the school community. (Strand #3).

Candidates increased their management and organizational skills as they interacted with the social and community aspects of their education training. Candidates formed committees that included scheduling, facility arrangement, materials development and acquisition, publicity and motivational rewards. Data was collected before, during and after the project with candidates and family participants.

This collaborative project aligned with Ohio University's Patton College of Education in the utilization of intellectual resources in response to societal needs; reciprocity of university and community; shared decision making; enhancement of the candidate learning experience; engagement of diverse communities; and development of an environment of co-learning.

Salon C**Strand #5, Audience: Beginning PDS****Getting Everyone On The Same Page: How Collaboration Creates A Strong PDS Program**

Kimberly Fletcher Nettleton, Lesia Lennex and Mike Kessinger, Morehead State University

A strong Professional Development School (PDS) program does not just happen. It requires strong collaboration of all members. The challenge with collaboration is to create an environment where all collaborators have an equal voice. Creating equity among members is not easy and this session explores how one school-university partnership created a partnership in which every member has a voice. Information will be shared on how to avoid some of the problems that can arise in a collaborative model as well as how to create a positive, equitable partnership.

Salon D**Strand #3, Audience: Established PDS****Tuesday Tutors: Living The Reality of Equity**

Diane W. Gómez and JoAnne Ferrara, Manhattanville College

How do teacher candidates understand the concept of equity? How do they recognize inequity in a classroom? This presentation will describe how teacher candidates are offered the opportunity to study, observe, and teach elementary students in two PDS whose equity to access to education might be in jeopardy without the support of knowledgeable teaching faculty and staff attuned to the student's assets and needs. Through a collaborative community school foundation, teacher candidates delve into the reality of teaching students with special needs and who are culturally and linguistically diverse. A basic special education foundations course is taught on-site at two PDS's. In that course the concepts and regulations related to equity in education for all students are studied and incorporated through hands-on tutoring with students at risk. The classroom teachers facilitate and mentor the teacher candidates to look beyond the surface of a child's reading profile and provide that child with the instruction he/she needs and deserves. Evidence of the impact on the teacher candidates' dispositions and knowledge of equity education is provided through surveys, interviews and journal reflections.

1:45 P.M. - 2:00 P.M.**TRANSITION TIME**

2:00 P.M. - 2:45 P.M.**CONCURRENT SESSION XVI****Room 201****Strand #3, Audience: All**

Using Video Coding To Enhance Collaboration During Internship

Seth A. Parsons, Audra K. Parker, Lois A. Groth, Lynne Farinelli and Kaleigh O'Donnell, George Mason University

Teacher educators are increasingly turning to video coding as a mechanism for supporting pre-service teachers' professional development. Video use has a long history in teacher education as a tool for supporting pre-service teachers' professional development (Brophy, 2004). However, online video coding is a relatively new technology that allows multiple stakeholders (pre-service teachers, mentor teachers, supervisors, etc.) to mark and reflect on videos digitally in a secure online environment. Our program recently adopted one such tool, Edthena (edthena.com), for use in courses, field experiences, and internships in our PDS Network.

While we have integrated Edthena in all aspects of our program, our research focuses exclusively on our use of Edthena during yearlong internships situated in our PDS Network (Strand #3: Clinical Practice in P-12 Settings). Because interns, mentor teachers, and university facilitators can be configured into a variety of group structures in Edthena, it creates a robust opportunity for discussing interns' developing pedagogies. Preliminary data analyses of archival data (video codes and responses) indicate video coding is a powerful means of reflection for all members of the triad. Our analyses also indicate interns' motivations for using Edthena varied tremendously. Some interns innately recognized and utilized Edthena as a powerful professional development tool. Others required much more encouragement.

In this presentation, we will share our implementation story and our findings and implications for adopting video coding tools. We will present strategies for building interns' capacity for reflection and enhancing collaboration with mentor teachers, addressing issues of equity, and scaffolding their use so as to build towards an intrinsic interest in using the tool.

Room 202**Strand #5, Audience: All**

The Next Generation Talks About Equity And PDS

*Niya Browne, Lauren Morgan, Erin Casey and Meghan McNulty, Salisbury University**Daniel Klein, Emily Honsberger, Charmaine Amey and Elizabeth Kuttesch, SUNY Buffalo State**Greer Wright, Tiara Willingham, Cynthia Jersey and Tawanda Bennett, Georgia Southern University*

Some of the future leaders of the PDS movement have yet to cash a paycheck from a school district, but they are in Atlanta this weekend. In the spirit of Essential #2 -- preparing the next generation of teachers -- this session brings together a group of promising educators from both sides of the Mason-Dixon Line to talk about equity and PDS.

Interns from Buffalo State, Salisbury and Georgia Southern work in settings ranging from urban to rural, with a wide variety of diversity reflected in their school populations. A panel of students representing the three institutions will address the topic of equity and how it can be enhanced in a PDS setting. Among the questions that may be addressed are these:

- What aspects of your institution's PDS program specifically addressed equity, and is there the potential to do more?
- How did your personal PDS experience enhance your understanding of issues of equity, diversity and social justice?
- Since the theme of this conference is "Equity," what have you learned from the sessions you have attended that you can bring back to your campus and your PDS setting?

This session will be scheduled on Saturday afternoon, allowing students in attendance to expand their own perspectives and to reflect further on issues of equity in the context of PDS. It is hoped that other students attending the conference will join the session and contribute to the discourse. Veteran educators from p-12 and higher education are encouraged to listen, comment and challenge the panel.

Room 204**Strand #5, Audience: All****Where's The Proof? Action Research In The PDS**

Kimberly Fletcher Nettleton, Mike Kessinger, Lesia Lennex, Rachel Durbin, Brittany Hoersting, Jerrica Ashley and Samantha Howard, Morehead State University

The Professional Development School (PDS) model provides candidates with the ideal environment to conduct action research into educational practices. In one program, pre-service teachers, faculty, mentor teachers, and school administrators work together to create an action research agenda for candidates. Within the PDS, candidates learn to use action research to make instructional and management decisions. This session explores how action research may be conducted in a PDS environment. Practical information for establishing a research agenda between local schools and the university. Examples of student action research and its impact on classroom instruction will be provided.

Room 206**Strand #4, Audience: All****The Intern Initiative: Using PDS To Achieve School Goals And Meet Diverse Learning Needs**

*William Benson and Doris Grove, Penn State University
Zachary Wynkoop, Radio Park Elementary
Sarah Baker, Easterly Parkway Elementary*

One of the essentials of professional development school work is the principle the PDS is a whole school phenomenon intended to enhance the educational experiences of all students while simultaneously engaging preservice and veteran teachers in enriching professional learning. School principals are the key to PDS success but are incredibly busy with a wide variety of responsibilities. Thus, it is very important to find strategies that can be used to insure that PDS becomes a resource for achieving school goals instead of remaining apart from them. This presentation examines two forms of a strategy we call "the intern initiative" that involves PDS principles in working collaboratively with our university supervisors to design a process that provides a learning experience for preservice teachers that will also meet students' need help to achieve schools goals.

One form of this process involves interns in working individually with students from their classroom or other classrooms at the same grade level who are not currently receiving outside of class support but who might benefit from more intensive support and assistance. The preservice teachers work with the selected students over time while tracking student growth. The second form of the initiative features interns experimenting with implementing innovative instructional strategies introduced to them by the principal and reporting on the effectiveness of the strategy to the principals and veteran teachers. The presentation will examine the benefits of the intern initiative from the perspective of the principal, the preservice teacher, the mentor and the university supervisor.

Room 207**Strand #3, Audience: All****Advancing Equity In Literacy Education: Co-Teaching During The 90-Minute Reading Block**

Peggy Lewis, Peggy S. Rice and Matthew Stuve, Ball State University

This session highlights strand #3: Clinical Practice in P-12 Settings by presenting an immersive learning project, in which undergraduate teacher education candidates co-taught, with a classroom teacher, two times per week, for 10 weeks, during the 90-minute reading block, in a high-need (poverty and certified teachers), rural district. This project emerged from discussions with the district curriculum director on the need to incorporate science and social studies into the 90-minute reading block, as well as the need to increase achievement/interest among students in reading & writing. We were interested in examining the impact on student learning when co-teaching occurs during the 90-minute reading block. The candidates and the classroom teachers received training in the following four co-teaching strategies: station teaching, parallel teaching, supplemental teaching, and alternative teaching, along with technology (specifically iPad use for literacy instruction; video assessment.)

Our proposed session will focus on the ways in which our collaboration advances equity in literacy education. The presentation will include the following:

- An overview of the district/university/community partnership.
- Advancing equity in literacy instruction through co-teaching during the 90-minute reading block and video reflection.

- Using text sets of quality children's literature to connect to the six transdisciplinary themes of the IB Curriculum: Who we are; Where we are in time and place; How we express ourselves; How the world works; How we organize ourselves; and, Sharing the planet.

Room 208

Strand #4, Audience: All

Using Instructional Rounds To Create A Culture Of Shared Responsibility

Jude Barrineau, Robin Coletrain, Jane F. Zenger and Ashlynn Wittchow, Hand Middle School

Using a medical rounds model, teachers and administrators at Hand Middle School are refining strategies and creating a culture of shared responsibility for the academic advancement of students in all content areas. This yearlong model involves scheduling small teams of teachers and university interns to observe teaching and learning in everyday classrooms. Teachers are learning together through authentic observations that create a cooperative and collegial environment. The visits focus on specific best practices indicative of student engagement, or use of higher level and metacognitive thinking activities. Immediately after each observation, the teams compare notes and reflect on a set of guiding questions. Teachers will have at least six opportunities during the year to visit classrooms. A rotating rounds schedule ensures school wide participation in professional development that is both cooperative and non-evaluative.

Since Hand is a Professional Development School, practicum students, teacher interns and induction year teachers may participate in the visits and feedback process. To further enhance the program, sessions may be recorded and excerpts shared during team meetings and professional development training. These demonstration videos are powerful professional development tools, providing teacher feedback and a process to share best practices and teaching strategies across all content areas and grade levels. This presentation will include a documentary PowerPoint demonstrating the effectiveness of the rounds to inform and motivate both experienced teachers and student interns. Participants will receive an Instructional Rounds Handbook with sample forms, research articles and modules for developing and implementing a school or district wide program.

Room 209

Strand #5, Audience: All

Year 5 Of An Urban Education Option In A Teacher Quality Partnership Grant: Research Findings And Lessons Learned

Marie Holbein, Kennesaw State University

The Teacher Quality Partnership (TQP) grant supports the reform of Kennesaw State University's (KSU) pre-baccalaureate teacher education program through a collaboration between the university's Educator Preparation Provider (EPP) faculty and a cluster of seven Vertically Articulated Professional Development Schools (five elementary schools, one middle school, and one high school). The partnership's overarching goal is to develop a transformational model for teacher preparation through the development of an Urban Education option.

Products of the collaboration in Years 1-5 have resulted in the emergence of several major tenets including a yearlong internship experience, co-teaching, site-based course delivery system, induction, and co-instruction of classes by the partnering district teachers and university faculty.

Presenter will share overall findings from a number of qualitative and quantitative strands of research covering the 5 years of the grant and conducted by the grant's Research Academy, a group comprised of university researchers and representatives from the P-12 partner's administrative and teaching staff (Strand #5). The goal of the research was to examine the effectiveness of the new pre-baccalaureate programs on, the implementation of the Nine Essentials of the Professional Development School model in the PDS partner school district, pre-service teacher self efficacy, attitudes about teaching in urban schools, impact on student achievement, and impact on graduates in their first and second years of teaching.

Room 210

Strand #3, Audience: All

Using A PDS School To Meet The Needs Of All Learners Through R+I

Christine Walsh, SUNY Oswego

Our proposal addresses strand three dealing with clinical practices in the P-12 settings. We will address the use of progress monitoring as administered by student teachers in the PDS to track and monitor progress of K-6 students with academic interventions in Mathematics and English Language Arts. The coordination of student teachers and

classroom teachers to gather and use data to track progress and success of interventions is critical to ensure success of all students in the classroom. This process allows student teachers to be more directly involved in the use of data to improve results and promotes teaming and collaboration with classroom teachers and families to maximize the academic success of students. The 20 practicum teachers are trained in the process of administering various tools to collect baseline screening data and chart the students' progress over a period of time for an entire grade level of students (as opposed to the classroom of the students that they were traditionally assigned). The school Psychologist, Home School Liaison and Principal, along with grade level teams, then use the data to direct the school based intervention team with reliable progress monitoring data that is universal to the building and unifies the standards for which progress is measured in each of the areas.

Room 211

Strand #3, Audience: All

We Have APPS For That: Improving Equity Through Appalachian Partnerships For Pupil Success

Carole Wylie and Cathy Mower, Marietta College

Inspired by the 2012 PDS National Conference, Marietta College education faculty renewed and strengthened its commitment to improving teacher education and local P-K education through clinical practice at our PDSs. Once casual relationships are now more mature and flourishing and the benefits to Marietta College, our teacher candidates, and regional schools are multiplying. We cannot meet the demand from schools for clinical assistance.

Marietta, Ohio, is situated on the Ohio River. It is the first permanent settlement in the Northwest Territory and considered part of North Central Appalachia. There is little racial and ethnic diversity in our area, but we have pronounced economic diversity. Our PDS schools spend well under the state averages for per pupil expenditures and teacher salaries. Marietta College is able to help rectify several injustices caused by funding inequity through APPS that include resource sharing, faculty and students sitting on leadership teams, co-teaching, assessment and tutoring assignments, family literacy nights, summer camps for children, embedded faculty members, case studies, course projects, sharing in the development of innovative programming, and providing services not otherwise possible.

This presentation will focus on how Marietta College changed its program and the successes it has had in providing opportunities for our teacher candidates to understand the consequences of funding and social inequity in Southeast Ohio and Northern West Virginia. The old buildings, limited resources, and poor test results speak for themselves. Through strong P-12 interaction, Marietta College teacher education candidates are learning to take leadership roles to close the equity gap.

Room 212

Strand #5, Audience: All

Together We Stand: A PDS's Joint Response To ACLU Allegations Of Sex Discrimination

Kathy Piechura-Couture, Stetson University

For the past 11 years Woodward Avenue Elementary and Stetson University through their Professional School Partnership has offered single-gender classrooms. The original idea was brought to the team by a teacher who felt that classrooms were not boy-friendly and that if separated she could raise the test scores of the boys. After disaggregation of the data it was found that there was a gender gap with boys in reading and girls in math. For the past 10 years Woodward has continued to offer single-gender classroom. In 2011, a group of eight prominent psychologists and neuroscientists published an article in the journal *Science* titled "The Pseudoscience of Single-Sex Schooling" (Halpern, Eliot, Bigler, Fabes, Hanish, Hyde, Liben and Martin). As stated by Salomone (2012), "Unlike articles typically published in peer-reviewed journals, the primary intent in this case was not to inform the scholarly community but rather to accomplish larger political and legal ends." This "scientific" attack asserts that proponents of single gender education "cherry picked" articles regarding the brain-based sex differences and developmental sex differences to support separating classes by gender. Using studies done on preschoolers, Halpern et al. extrapolate their finding to suggest that single gender programs harm children by perpetuating stereotypes and suggest that the mere act of separation "may exaggerate sexism and gender stereotyping." (Halpern et al., p.1). These eight women have teamed up with the ACLU's Women's Rights Project to stop all school districts from offering single gender classes as a parent option. In an earlier attempt to stop these programs, the ACLU filed legal claims stating that districts were in violation of Title IX. Since the courts upheld the legality of these programs, the ACLU (2014) has taken the case to the Office of Civil Rights. In the latest round of complaints, the PDS partnership has been called into question. In this presentation we will showcase how the partnership's research which refutes the ACLU's claims. We believe that because of the unique

nature of the PDS support of the single gender classes the achievement gap has narrowed and in preliminary findings we have broken through some stereotypes.

Room 213**Strand #3, Audience: All****Interactions With Equity At Bell's Hill Elementary PDS**

Bevil Cohn and Victoria Ward, Bell's Hill Elementary School
Richard Strot, Baylor University

Bell's Hill Elementary is an effective school that has been in partnership with Baylor University's School of Education for over a decade as a Professional Development School. A Title One school serving a predominately Hispanic neighborhood, Bell's Hill provides an urban school experience for Baylor candidates, the majority of whom attended suburban schools. Interactions with equity are woven into the fabric of the clinical experience and form the basis for reflections and discussions related to culturally sensitive practice, bilingual education, and social issues. The presenters will share insights into the teamwork and practices that provide a model for understanding equity as a change agent in the Bell's Hill Elementary PDS school community.

Room 214**Strand #3, Audience: All****The Role Of The Teaching Superintendent In A PDS Teacher Performance Center**

Nancy Vitalone-Racarro and Gloria Hill, Rowan University

For decades, the mark of a successful intern was how they "handled" the class. Basically, teacher candidates were considered skillful if their pupils merely worked quietly at their desks. The teacher evaluation reform movement has left an iceberg-sized hole in this old model. Can a teacher candidate truly learn everything about the teaching profession including school climate, equity, diversity within the community, collegiality, as well as student outcomes from one person, typically the cooperating teacher?

Looking at the medical model, the chief surgeon is also a full professor, who instructs interns throughout the day including prep time, hallways, pre-op, as well as surgery and post-op. Patient care is ultimately the focal point, but medical interns also learn hospital culture, values, a climate of service and professional protocol from the top practitioners. As we compare this model to our system of clinical practice, often the top practitioners are far removed from the classroom and have few opportunities, if any, to impact the development of new teachers. Perhaps there is a better model.

Enter the role of the "Teaching Superintendent". Dr. Joe Campisi, Superintendent at Hainesport Township School District in Hainesport, NJ has reclaimed the role of 'top practitioner'. His style, as a teaching superintendent, is to lead teacher candidates to a more comprehensive understanding of school culture, diversity, student equity and P-12 student achievement. In association with the Rowan University—Hainesport PDS, this presentation will describe Hainesport PDS: The Teacher Performance Center.

Salon A**Strand #2, Audience: Beginning PDS****Looking Back: Effects Of Student Teachers At A First Year PDS**

Sybil Keesbury and Melina Hettiaratchi, Mercer University

Faculty and students will present a primarily qualitative evaluation and assessment of the first year of a partnership between a prominent university, a nearby neighborhood, and an underserved public elementary school as the Professional Development School pilot partnership. This presentation will outline the importance of faculty and students working closely to meet long- and short-term goals of both the partnership as a whole and the individual teacher candidates.

A faculty member who has been involved in the planning and implementation of this program will discuss how the program has developed from an administrative standpoint. The faculty will assess which, if any, goals have changed and how the Professional Development School model has shifted from the offset. Likewise, faculty will consider the significance of having the previous senior cohort played in partner school. The focus will be on adjustments that have been or will be made to further the success and growth of the partnership and the teacher candidates involved.

A student teacher in the current senior cohort will reflect on the progress in attitudes toward the partnership in terms of the students and the public school faculty. The student will also discuss the importance of the unique culture

of service and leadership at the university and how that has been incorporated and promoted within this outreach initiative and partnership. The presenter will emphasize how developing a sense of ownership over obligation in both the teacher candidates and the partner cooperating teachers is paramount to the success of the partnership.

Salon B

Strand #3, Audience: All

Should Professional Development School Interns Embrace Pig And Chicken Chores: The Overall Impact Of A “Unique” Professional Development School Partnership

C. Matt Seimears, Jill Jones and Sara Schwerdtfeger, Emporia State University

When you think of equity in a Professional Development School (PDS), do you think of a school that feeds leftover lunch food scraps to hogs, has rubber boot storage for both students and PDS interns, and has sheep, goats, chickens, piglets, and a flourishing garden on school grounds? Chase County, Kansas Elementary School Outdoor Learning Center provides all of these diverse experiences for students grades K-6 and their PDS interns. The smell of hay, the site of honey bees drifting by, old repurposed lumber, and students washing sheep is part of this PDS sites curriculum. Chase County, Kansas Elementary School Outdoor Learning Center and their PDs partnership with Emporia State University seeks equality of all of its learners through their unique curriculum design. Students and pre-service teacher candidate's work as collaborative groups to understand roles, provide one another with respect, as well as present regularly on equality.

Participants that attend this session will experience an overview of a hands-on PDS site that provides PDS interns the opportunity to dive right into a rural experience. Hear testimony from PDS interns that may have experienced life in an urban setting and transitioning into a rural climate as part of their PDS internship. Examples will be shared how teachers thematically weave rural farming experiences into their curriculum to enhance equity among all learners as a hands-on way of life and living in a rural educational environment. Participants will also be able to see how the agricultural theme can be altered to fit their PDS locations as well.

Salon C

Strand #1, Audience: Beginning PDS

Working Collaboratively To Insure Equity

Beth Pendergraft and Gordon Eisenman, Georgia Regents University

Cheri Ogdon, Sue Reynolds Elementary

By working collaboratively across university preservice courses, partnership sites, and partner faculty, one partnership is working to insure equity. University faculty are teaching through a faculty in residence arrangement with local elementary schools and working with preservice teachers, classroom teachers, building administration and university personnel to maximize the learning opportunities for all involved. This presentation will enumerate the lessons learned along the way, the multiple ways learning is impacted, and the ways all partners are working to ensure equity for all involved. Partners have endeavored to work collaboratively in the K-5 classroom, the university classroom, working with parents, conducting research, and engaging in professional development.

The session will describe the planning process and the various ways the partners have worked to create and teach equity. Partnering faculty have shared equitably in teaching preservice candidates, working with parents, attending professional development, and collaborative planning and teaching. Issues that have arisen will be discussed as well as solutions implemented.

Salon D

Strand #1, Audience: All

Preparing To Become Teacher-Leader Innovators Through The CLIPS Grant Project: Perspectives, Impacts And Research

Linda A. Catelli, Melissa Galvin and Marissa Quigley, Dowling College

Judy Marino, Joan Carlino and GinaMarie Petraglia, North Babylon School District

The purpose of this session is to present the empirical data, the professional development (PD) impacts and the perspectives of participants engaged in a two-year grant funded project sponsored by the New York State Education Department with Race to the Top monies. The grant project, entitled CLIPS (Career Ladder Innovator Programs and System), is focused on the initial preparation of educators for newer professional leadership positions in the North Babylon School District schools and classrooms. The innovative leadership positions are set in newer career ladders

for teachers and principals. The career ladders were designed by PDS partnership members for the grant project (Marino, Catelli, Ristea & Godek, 2013). A series of high-quality PD Workshops for the acquisition of newer knowledge and skills needed by individuals to become teacher-leader coaches and mentors were conducted by the partnership's resident professors. Model standards for teacher leaders were targeted and incorporated in PD experiences. One of the goals of the project is to improve the effectiveness of classroom teaching directed at quality learning for a diverse student population. One of the project's unique features is that it includes teachers and teacher candidates in the PD Workshops along with school and college administrators. In this session teachers, teacher candidates, project staff, and school administrators come together to share their perspectives, their concerns for sustainability, their vision of teacher leadership for PDSs and the project's empirical data on the impacts and effectiveness of the project's key training PD components.

Salon E**Strand #4, Audience: All**

Professional Learning From In-Between: A Professor-In-Residence As A High School Teacher

Sonia Janis, University of Georgia

Since becoming a university faculty member, I felt too distant from the school spaces where I claimed to prepare pre-service teachers to work. To address this lack of connection to the ever-changing context and landscape of schools, I worked with a principal in a partner high school to envision a Professional Development School (PDS) classroom. I serve in two roles in this PDS classroom – crossing in-between the role of teacher educator and teacher continuously. I live and practice from the precarious gap between the colleges of education, where teachers learn to teach, and the P-12 schools, where teachers teach. My experiences transpire in seemingly contested spaces, as an education professor who is deliberately choosing to return to a public school classroom for my own professional learning.

My work in the PDS classroom illuminates a form of “teaching courageously in-between,” which “thrives on passionate involvement, brave commitment and unfaltering advocacy for disenfranchised, underrepresented, and invisible groups and individuals,” while cultivating hope for better lives in diverse schools, families, and communities (He et al, 2013, p. 133). By sharing my experiences, I hope to challenge practicing teachers, teacher educators, and school leaders to re-imagine the possibilities associated with professional learning by shattering preconceived notions and typified beliefs about what it means to learn and develop as an professional educator. Atypical, in-between spaces for professional learning “help create equitable and just opportunities” and inspire curricular and learning environments that “bring out the best potential in diverse schools, communities and societies.”

2:45 P.M. - 3:00 P.M.**TRANSITION TIME**

3:00 P.M. - 3:45 P.M.**CONCURRENT SESSION XVII**

Room 201**Strand #2, Audience: All**

The PDS At Worcester State University, New Teachers, A “High Needs” District, And Retention

*Christina Bebas, Worcester State University**Karen Weilbrenner, Assumption College**Catherine Mulcahy, Worcester Public Schools*

Research indicates that the PDS model has the potential to alleviate a significant problem for school districts across the country, the attrition of beginning teachers (Darling-Hammond, 1994). Research shows that approximately 50% of beginning teachers leave the profession within their first five years of teaching (Ingersoll, 2003). In low-income, urban districts turnover is even more prominent (Ingersoll, 2003). Therefore, teacher attrition has a greater effect on teacher effectiveness in low-income, urban districts than other districts. This discrepancy between districts further exasperates an achievement gap that exists between underserved groups in urban districts and students in other districts by creating a gap in teacher quality.

The research to be presented will focus on the PDS model at Worcester State University (WSU) and the extent to which it may alleviate the attrition of beginning teachers. Many of the graduates of the WSU PDS program begin their careers at one of the six PDS schools in the Worcester Public Schools, a district where 81.4% of students

have been identified as “high need” students (MDESE, n.d.). The goal of this research is to evaluate the current PDS model at WSU to consider how it’s contributing to producing teachers who will remain committed to the teaching profession, particularly in a high-needs district. The intent is to consider how the WSU PDS model can help curb the turnover of new teachers in local urban schools in order to increase teacher effectiveness and assure that students in low-income, urban schools are receiving the education they deserve.

Room 202**Strand #5, Audience: Beginning PDS****Applying Cognitive Science Principles In Middle School Classrooms: Lessons Learned**

Rebecca A. Shore, University of North Carolina at Charlotte

The Professional Development School collaborative partnership between the University of North Carolina at Charlotte and Robert Kennedy Middle School in Charlotte, North Carolina has been supported by UNCC College of Education PDS Partnership Grants for the last 3 years. A major component of the relationship involved a research project seeking to apply learning principles from the cognitive sciences literature in middle school classrooms. The “Generation Effect” and the “Production Effect” were tested against a more traditional classroom practice in the attempt to improve learning for all students, particularly students from diverse backgrounds with low reading levels. Early results of these studies are found in the following publications:

Shore, R., Ray, J., & Goolkasian, P. (in press). Applying cognitive science principles to improve retention of science vocabulary. Learning Environments Research.

Shore, R. (in press). Stopping to quell the Rhosus: Bringing Science vocabulary to life. Kappa Delta Pi Record.

Shore, R., Ray, J., & Goolkasian, P. (2013). Too close for (brain) comfort. Middle School Journal, 44(5), 16-21.

Many lessons were learned along the way that can assist other researchers working in schools. This session will review the results of the studies while sharing some of the challenges that the partnership members worked to overcome. Fortunately since the study spanned multiple years there were opportunities for improving the researchers’ learning as well as the students’ learning.

Room 203**Strand #3, Audience: Established PDS****From An Urban Teacher Residency Program To K12 Teaching: Urban Teacher Talk About Learning and “Doing Equity”**

Desi Lee Mayol, Grant Elementary School #7

Sara Ratzker, Eastside High School

Kara Ann Thomas, Paterson Charter for Science and Technology

Sharon Leathers, William Paterson University

The Urban Teacher residents (UTRs) in this presentation completed a rigorous, 18-month, urban teacher residency program designed for teaching in urban school settings. As a part of this clinical practice, the UTRs interned for an entire school year as co-teachers in a K-12 classroom. These UTRs currently teach in their own classrooms.

Using the transition from clinical practice to K-12 teaching as a framework, we will talk about the practice of “equity” in which we strive to “do equity” every day. In this session, the practice of “doing equity” relies upon a contingent and conditional equity that might not look the same from school to school or classroom to classroom, but works with individual students.

During this presentation and with the following questions in mind, UTRs will explore connections and gaps between the theory of equity and the practice of “doing equity” through individual moments in their residency programs and in their K-12 teaching practice.

1. What is equity?
2. How was I taught equity in an urban teacher residency program?
3. How might I be “doing equity” in my classroom?
4. How do I know if I’m doing it right?

As a final question, we address accountability systems that seek what is measurable, we ask, “can you measure equity?” The program’s grant coordinator will discuss the program’s context within the university partner Professional Development Schools.

Room 204**Strand #2, Audience: All****A Classroom Of One: How The Education Laboratory Helps Teacher Candidates Design Equitable Instruction**

Brian Brinkley, University of North Carolina Wilmington

The Betty Holden Stike Education Laboratory is a critical component of the undergraduate pre-service teacher preparation programs in the Watson College of Education at the University of North Carolina Wilmington. For thirty years, the Ed Lab has served children in the local community by pairing them with future teachers for one-on-one instruction. By designing our teacher preparation programs to include individualized instruction at an early stage, future teachers are encouraged to understand equity in terms of individualized and differentiated instruction. Future teachers develop an 'individualizing' habit of mind and recognize that, even in classrooms of twenty or more students, each learner is engaging with the teacher, the instructional methods, and the content of what is being taught in distinctive ways. As teacher candidates take their first methods courses in reading, math and special education, they use those methods to teach their learners--learners who often represent ethnicity, socioeconomic status, gender and ability levels different from their own. In turn, the theoretical foundations of the co-requisite methods courses are enhanced by the rich, authentic instructional experiences. Ed Lab instructors use cognitive coaching techniques to help novice teachers develop reflective practice and hone pedagogical content knowledge. The Education Laboratory's on-campus facility serves as a model classroom, instructional resources center and one-on-one instructional venue for more than 250 children each year.

Room 206**Strand #4, Audience: Beginning PDS****The Evolution Of The EPIC Professional Development Project**

Matthew Stuve, Peggy Rice, and Diane Bottomley, Ball State University

This concurrent session will focus on Strand # 4 (Professional Development) by providing a description and the results of an eight-year professional development project with several "high needs" partner school districts. EPIC (Evidence-Based Professional and Instructional Change) is an ongoing professional development project designed to improve the quality of the curriculum, instruction, and assessment at the classroom, school and district levels in order to boost student achievement.

The Understanding by Design (UbD) derived Five Phase Model was developed early in the project. One of the signature contributions of the project is the attention to assessment informed instruction combined with professional development designed to affect instruction. The result is a five-phased "reflective cycle of professional and curricular change". This highly custom, outsourced service provider model was beneficial because it was responsive to the moment and the context and therefore served the needs of the teachers and schools. The major findings include:

1. The cycle, as a recursive sequence, is still a viable, formal, and informative model that governs best practice.
2. It is not definitively sequenced.
3. Professional depth can be explored via focused attention in any one phase, as long as the teacher is aware and responsive to the connections to the overall cycle.
4. Competence with the overall model can be built via competence with iterative, focused professional development at any phase, any time.

Room 207**Strand #3, Audience: Established PDS****It's A Win/Win: How Our Students Are Helping One Another**

*Melanie Bickley, Northern Illinois University**Brooke Condon and Kelli Hamilton, Clinton Rosette Middle School**Mike Rice, Kaneland High School*

A unique opportunity has developed between Northern Illinois University and surrounding PDS school districts. What began as a volunteer activity has evolved into so much more. Students enrolled in secondary teacher licensure programs from the College of Liberal Arts and Sciences at Northern Illinois University are tutoring during the school day as a part of their clinical experiences. Tutoring within this program takes place at several PDS sites, but this presentation will focus specifically on the DeKalb and Kaneland Professional Development School Sites.

Our activities match Strand #3, involving clinical practice in P-12 settings. We believe our practices of tutoring

within the clinical settings helps to promote the understanding of equity for our teacher licensure candidates. Through our candidates' experiences of tutoring in the PDS schools, we feel that they become more aware of the need to provide an equitable education for all students. In addition, they become well-versed in how to provide that equitable education through their hands-on practice.

Our team will present research that illustrates the impact our tutors have on the 6-12 students, as well as the impact tutoring has on the impressions and beliefs of our teacher candidates. We will also provide practical details on how universities and PDS sites could implement this type of program.

Room 208

Strand #2, Audience: All

Student Internship Enhances Equity: Exploring The TOTAL Program (Teachers Of Tomorrow Advancing Learning)

Holly Pies, Vigo County School Corporation

Pat Wheeler, Judy Sheese and Diana Quatroche, Indiana State University

The TOTAL program is a teacher preparation program that places college student interns in a PDS classroom with a trained coach where they are immersed in "bell to bell" realities of everyday classroom teaching before student teaching. Interns spend approximately 300 hours in an elementary classroom learning teaching methods and practicing lesson planning skills; however, they teach only one core content area at a time, are not responsible for a full day of teaching, and are not left alone by the classroom teacher/coach. Interns and coaches are also introduced to co-teaching strategies supported by university faculty and public school administrators. These strategies promote collaborative teaching between PDS teachers and interns that result in positive student learning.

The equity issue plays a role at several levels. First, the PDS schools that host TOTAL interns are all Title I schools; their poverty-based populations thrive with the addition of interns who increase the student/teacher ration per classroom, bring new ideas into the classroom, and add original perspectives to the school facility.

Also, coaching teachers are trained to embrace every college student who is assigned to them. University supervisors work very closely with coaches to sustain interns who need additional support. Moreover, interns complete observations in special classrooms and reflect upon development and diverse student needs as they plan lessons and teach. Presenters will explain the TOTAL Program and show data on its impact on interns' professional growth. We will also show new data on the effect of the program on K-5 student learning.

Room 209

Strand #5, Audience: All

A Study Of Equity Among Adolescents In Our "More Clinically Rich" Middle Schools

Christine Walsh, Nichole J. Brown, Antonio Gabriele and Benjamin Zalewski, SUNY Oswego

Robyn Proud and Alison Anderson, Oswego Middle School

This presentation describes the different components of our new "more clinically rich" partnership, then reveals preliminary findings of an on-going study of equity among young adolescents in our school. Our collaborative inquiry asks: In what ways does/could our clinically rich program impact at-risk students' access to academic, social and emotional success? How is Oswego Middle School responding to the needs of our most "at risk" students?

Areas of investigation include but are not limited to these more specific research questions: How do individual "at risk" or otherwise marginalized middle school students experience school? Does having multiple levels of support (pre-service and in-service) from the school and university advance equity for the diverse learners in our school? If so, in what ways are individual students benefitting from increased support and a stronger university presence in the classroom and school? Finally, how are all stakeholders involved benefitting from the differentiated, in-service professional development offered to host teachers?

Join us for a lively conversation about our partnership that was literally conceived during last year's conference in Las Vegas! Our dream of a clinically rich secondary education partnership has already become a reality.

Room 210**Strand #4, Audience: All****Catalysts For Change: Equity For All At Rice Creek Elementary**

Jessica Holley, Marian Crum-Mack, Deon Andre Richardson, Jennifer McClinton, Blair Flora and Antoinette Graham, Rice Creek Elementary School

Rachel Hess, Anna Kate Waters and Portia Rivers, University of South Carolina

Rice Creek Elementary School is very proud to have been a Professional Development School in collaboration with the University of South Carolina for over 15 years and to have been named a recent recipient of the NAPDS Award for Exemplary PDS Achievement! This strong relationship allows Rice Creek to host teacher interns in elementary and early childhood education each semester. During their time at Rice Creek, the interns are immersed in Professional Development (PD) that provides equitable learning experiences for them and the students who are being served.

During the frequent PD sessions, the interns and their coaching teachers work together to create units of study, implementing the stages of the Understanding by Design (UbD) model:

- Identify Desired Results. The interns and teachers get to know their “who” – the students they are teaching – and their standards. They also study the pertinent data related to their students’ current academic levels.
- Determine Acceptable Evidence. They plan formative and summative assessments and review the data frequently to make sure that each student is progressing appropriately.
- Plan Learning Experiences. Teachers and interns work to collaborate, calibrate and implement the individual lessons and units of study that are appropriate for the needs of the students. They consistently check to make sure they are meeting the needs of their “who.”

This presentation will showcase each step of the process, explaining numerous ways that the Rice Creek teachers and interns serve as Change Agents for students.

Room 211**Strand #3, Audience: Established PDS****Equity Matters: The edTPA In A PDS Setting**

Gary L. Willhite and Cindy Duly, University of Wisconsin - La Crosse

Professional Development Schools provide a unique opportunity for teacher candidates to develop teaching skills early in their fieldwork (Teitel, 2003). They begin as helpers but very quickly take on teaching responsibilities. They plan lessons with their mentors, lead whole class instruction as well as small group lessons, and work with individual students. Teacher candidates are typically in their classrooms 12 – 15 hours each week. This consistent participation affords equitable opportunity for both teacher candidates and mentors (Shroyer et al., 2007). With mentor teacher guidance, assessing and reviewing student work in an equitable manner is crucial to a quality field experience. Guiding teacher candidates through discussions of edTPA’s five instructional rubrics: learning environment, engaging student students in learning, deepening student understanding, subject specific pedagogy, and analyzing teaching effectiveness, opens doors of working with classroom students in an equitable manner. Focusing on equity of instruction for all classroom students, teacher candidates videotaped an instructional segment and then analyzed themselves and one another using the five-edTPA rubrics. This session is intended to share our format for introducing teacher candidates to the instructional rubrics, clips of teacher candidate videos, teacher candidate assessment of their instruction and peer evaluations, our assessment of their instruction, teacher candidate feedback regarding the process, our next steps to improve this process and why equity is foundational to a successful PDS field experience.

Room 213**Strand #2, Audience: All****Into The Classroom And Beyond: Does A Two Track System Limit Career Opportunities?**

Kimberly Fletcher Nettleton, Lesia Lennex and Mike Kessinger, Morehead State University

When a College of Education offers both a traditional and PDS track, what determines which track candidates will follow? Does equitable recruitment occur? When graduates apply for their first teaching position, what differences between PDS and non-PDS teachers show up? This session explores how the differences between graduates of a pre-service preparation program with two tracks. Research into the type of student who chooses a PDS model and job interviews are shared. Concerns that the PDS training is providing an elite program, which may limit professional opportunities, are explored.

Room 214**Strand #5, Audience: All****The Power Of Teacher Inquiry In Technology Integration**

*Allison Papke and Ashley Augustine, University of South Florida**Alexis Vlk and Margaret Robertson, Pizzo Elementary School**Susan Persbacher and Audra Kondash, Belle Witter Elementary School*

A signature pedagogy of our urban PDS and of PDSs in general is teacher inquiry for both preservice and in-service teachers (NCATE, 2001; Yendol-Hoppey & Franco, 2014). Our PDS is committed to technology integration through our Promethean Technology Initiative. Two graduates (now first year teachers) continued to pursue technology integration. Our presentation will be to share two teacher inquiries related to technology integration followed by a discussion of how PDSs can foster meaningful technology integration.

Teacher Inquiry 1: Problem Solving with Metacognition and Technology

(Alexis Vlk)

To build off of my inquiry from last year on the use of formative assessments in mathematics, I extended my inquiry to explore the question, "How can I further the use of Promethean technologies to facilitate (online) meta-cognitive learning during instruction?" The purpose of this presentation will be to share how students respond to the use of metacognition through technology to aid a teacher in making data driven decisions.

Teacher Inquiry 2: Promethean Goes Social: Using an ActivTable to engage students in literacy and pro-social skills

(Margaret Robertson & Ashley Augustine)

In our kindergarten classrooms, we know that our students learn best through student-lead discovery and cooperative learning groups and they are more engaged when technology is integrated. Drawing upon Choice Words, we aimed to put cooperative groups in place, where kindergarten students are required to work together during independent literacy time using an ActivTable. Our inquiry question was: How can we promote social skills using the Promethean ActivTable technology during literacy-focused small groups?

Salon A,**Strand #4, Audience: All****Expansion Of PDS Partnerships through Engagement With University Libraries**

*Kimberly Izumo and April Sutton, Fremont Professional Development Middle School**Amanda Melilli and Samantha Godbey, University of Nevada, Las Vegas*

The evolution of Fremont Middle School into a Professional Development Middle School in urban Las Vegas over the past six years has been extraordinary. Classrooms have changed their look and methods to develop co-teaching models; however, until recently, the library has not been afforded similar opportunities. In the summer of 2014, the Fremont Middle School librarian and a classroom teacher, who is herself a graduate of the PDS model, participated in the University of Nevada, Las Vegas (UNLV) Libraries' Teacher-Librarian Institute for Integration of Research into the K-12 Curriculum. During this three-day institute, school librarians partnered with a classroom teacher from their school to design research-based assignments, authentic assessments, and evaluative rubrics in order to build developmental information literacy learning into multiple classes across grade levels. The Fremont Middle School participants worked with university librarians to explore best practices and to increase collaboration opportunities between the school librarian and the classroom teacher. In this session, the presenters will share their perspectives on how this PDS partnership expanded outside of the UNLV College of Education to include the University Libraries, and the potential role of university librarians in facilitating the professional development of K-12 educators so that we can more effectively advance equity in education.

Salon B**Strand #3, Audience: Beginning PDS****Clinical Practice: Exploring Equity Issues In Rural Schools With Middle Class Urban Pre-Service Teachers**

*Gwen Frank, State University of New York at Oneonta**Melinda Murdock and Suzanne Johnson, Riverside Elementary School*

This team of a higher education professor, principal, professional educator and two teacher candidates will address the PDS Strand #3. While the College of Education previously has had some collaboration with schools in the college area, the present clinical interchange between higher education and a Title 1 school began in earnest

during the spring, 2012 semester. Our teacher candidates primarily come from homes in large city/urban areas and have had little interaction with rural, low socio-economic families and schools. In this session, the team will discuss their aspects of how the college of education prepares teacher candidates to embody and promote the values of equity, diversity and inclusion beginning in their foundation education courses, and continuing through the myriad of education courses in which clinically-rich experiences are embedded. This will be accomplished through the lens of a higher education professor, the partnership school as represented by their principal and professional educator, and two teacher candidates. As we develop our professional development school with a Title I rural school, our goal is to produce professional educators who will be agents of change and will advance equity by the interaction and collaboration with professional educators and students in diverse and rural communities. Through our collaborative exchange between higher education and school faculties, we have come to recognize that learning to be change agents as educators includes the exchange of ideas and learning opportunities both inside and outside the classroom.

Salon C**Strand #4, Audience: Beginning PDS****University-School Partnership: The Catalyst For Change In Creating Equity**

Harvey R. Allen, Monmouth University

This session focuses on the steps that the partnership has taken to begin addressing newly developed heterogeneous classroom settings and the role of all stakeholders in providing curricula that is Common Core aligned and appropriately differentiated for all students. The presenters will describe how university faculty and district personnel have started to train supervisors and lead teachers in the concepts of differentiated instruction in order for them to turnkey this training to the other faculty.

Salon D**Strand #2, Audience: Established PDS****Community Investigation Project As A Tool For Equity Education**

Diane W. Gómez and JoAnne Ferrara, Manhattanville College

What do you know about your students' lives? How do you get to know the circumstances that affect a child's learning? Oftentimes, teachers make assumptions of their students' lives and the community that they live in. A child's environment impacts their education. How does the child's environment support equity in education? This presentation will describe how teachers and teacher candidates get first-hand experience about the community and lives of their students by completing a Community Investigation Project. Teams explore the community, complete the investigation guidelines, take photos, collect artifacts, and present their findings in a Pecha Kucha* format. The process of completing the Project opens the door to discuss the issues of equity in education and services to students who are linguistically and culturally diverse. Data from student teaching seminars and on-site methodology courses of Teaching English to Speakers of Other Languages (TESOL) at two PDS's are presented.

3:35 P.M. - 4:00 P.M.**TRANSITION TIME**

4:00 P.M. - 4:45 P.M.**CONCURRENT SESSION XVIII**

Room 202**Strand #1, Audience: All**

Alabama A&M University PDS Project

Gwen Williams, Gadling-Cole, Valerie McDuffie and Tyler Pearson, Alabama A&M University

Alabama A&M University (AAMU) College of Education is collaborating with Pinnacle Schools of Huntsville, AL (Pinnacle) to provide an array of education and social services for successful transition into AAMU. Pinnacle currently has a mission of developing adolescents who are self-directed, educated and contributing members of society. Pinnacle provides many different services to 600 students suffering from Mental Health and Addiction obstacles. They include but are not limited to ADD/ADHD, Bipolar disorder, and Learning Differences. Although children have the opportunity to improve, what programs will they have to support them after they leave? There are more children in Alabama that are considered "at risk" now more than ever. According to the Surgeon General's report on "Children and Mental Health" one in five children has a diagnosable mental health issue that may need attention. Out of the 1.24 million children living in Alabama, roughly 280,000 of them are likely to have a disorder at some point in childhood. According to Kid's Count Databook 2008, of the 50 states in America, Alabama ranks 47th with the highest rates of

infant mortality, teen pregnancy, and teen deaths by accident, homicide and suicide. With an increasing amount of children in need of social and educational services, the AAMU-PDS projects will implement programs and strategies to Pinnacle to create a positive impact on students and the community.

Room 203

Strand #2, Audience: All

P-12 And Educator Preparation Programs Working Together With edTPA Implementation

Kitty Crawford, Christine Draper and Pat Parsons, Georgia Southern University

Currently there is a push in the United States that teacher evaluation needs a major overhaul (Darling-Hammond, 2012; Newton 2010). The Professional Standards Commission of Georgia has established a certification rule that all teacher candidates must successfully pass the edTPA performance assessment starting fall 2015. In preparation for this new mandate, our institution has built an equitable infrastructure to ensure that candidates are P-12 learner ready. Some of the strengths of our longstanding partnerships with P-12 schools include established structures such as Partnership Council, Clinical Associates, and Clinical CAMP. These established structures provide avenues for partners to have open and frank discussions to develop understandings and support structures for the implementation of required initiatives, specifically edTPA. Furthermore, the College of Education at Georgia Southern University uses a triad approach for supervision of its candidates. Through this approach, the clinical and university supervisors work collaboratively with candidates using observations, mentoring, a variety of assessments, and formal and informal conferencing that provides teacher candidates constructive feedback on their performance. This supportive environment encourages partners to effectively work together for candidate success.

This session will outline and describe lessons learned; equitable support systems for faculty, candidates, and clinical partners; and will provide examples of program and P-12 updates supporting edTPA including course and field assignments.

Room 204

Strand #3, Audience: All

Preparing Teacher Candidates To Teach With Equity

Kathleen M. Pittman and Mark Viner, Eastern New Mexico University

The senior methods classes in Language Arts, Social Studies, Math, and Science are taught in our PDS, Pecos Elementary, a bilingual school, located in Roswell, NM. Our teacher preparation program is a blended program which leads to both an Elementary license and a Special Education license. We use the co-teaching model for both methods and student teaching. While coursework and program are designed specifically to make sure our teacher candidates (TCs) have the knowledge and skills to teach all children with equity, the methods classes and practicum are designed to give our TCs experiences in teaching all children with equity.

In this presentation, we will show how our TCs plan, teach, and assess the diverse student population at Pecos Elementary. We begin our work together by guiding our TCs in planning a CCSS, NM Standards based unit on the Civil War which they co-teach in the three 5th grade classrooms. Accommodations for children with special needs, with and without IEPs, and English Language Learners are included. After participating in the “scaffolded” experience of planning, co-teaching, and assessing with faculty and teachers in the 5th grade classrooms, our TCs replicate the process in their 3rd or 4th grade practicum classroom with a science topic.

The classroom teachers and special education teachers at our PDS are partners in planning every classroom experience with faculty and our TCs. Our TCs can and do take varied roles in the classrooms, such as inclusion teacher or bilingual teacher, because of their training and prior experiences.

Room 205

Strand #4, Audience: Beginning PDS

PDS Teamwork Engenders A Climate Of Equity

Denise Fitzpatrick, William B. Cruise School #11

Jean Modig, William Paterson University

This workshop explores a model for K-16 partnerships that results in greater access for its PDS schools. The Professor in Residence (PIR) is a critical component, either targeting problems and seeking solutions, or borrowing ideas from other settings, then massaging them into initiatives that are localized and contextualized. Thus, the PIR becomes an onsite change agent, working in tandem with instructional staff and teacher interns to provide equity through expanded opportunities for professional development, mentoring, training and resources. The PIR lays the

groundwork for boundaries to become fluid and more accessible to all, with university students using the school as a learning laboratory and school staff presenting university courses onsite.

In this urban school setting, the philosophy of equity and equal access manifests itself through various policies and practices introduced by the PIR and adopted by the partnership. This workshop will highlight a few of the ways that a PDS relationship has impacted and supported one urban school district over the course of 16 years.

Room 206**Strand #5, Audience: All****Measuring Changes In Classroom Teaching Effectiveness: A CLIPS' PDS Action Research Study**

Linda A. Catelli, Melissa Galvin, Brittany Moncada, Marissa Quigley and Morgan Rebollal, Dowling College

This session focuses on a component part of a larger video-based action research study that takes place within a grant-funded project designed to develop newer career ladders for teachers and principals. The career-ladder grant project is a PDS partnership venture between the North Babylon School District and Dowling College. The project, funded with Race to the Top funds given to New York State, is entitled Career Ladder Innovator Programs and System (CLIPS) (Marino, Catelli, Ristea & Godek, 2013). In preparation for newer teacher-leader positions as coaches and mentors, and for achieving one of the four measurable outcomes of the project, pre-and inservice teachers engage in action research to initiate change and improvement in their PDS classrooms directed at achievement for all students. Aligned with observable performance indicators of the New York State Teaching Standards and with the use of selected observational instruments and rubric systems such as Danielson's Teaching Framework (The Danielson Group, 2011), the project's cohort of action researchers collaborate with the teachers and teacher candidates of the project to measure and analyze targeted changes in classroom teaching and student actions over time. Selected data and findings related to the teaching frameworks and measurable accounts of student actions and survey information are presented by members of the team of action researchers. The findings have implications for demonstrating classroom teaching effectiveness and for collaborative PDS action research.

Room 207**Strand #1, Audience: Beginning PDS****The True Story Of The Three C's: Commitment, Communication, And Collegiality**

Judi H. Wilson, Georgia Regents University
Kaye Walden, Lake Forest Hills Elementary School

The College of Education at Georgia Regents University is excited about a new partnership. Instead of teaching our Early Childhood courses on campus, we have become a part of the Lake Forest Elementary School team.

Our P-12 partners were involved in all aspects of planning and preparation. Our partnership is a mutually beneficial and equitable arrangement. COE faculty is completely immersed in the school setting teaching all classes at the school site, attending faculty meetings, and participating in planning meetings and professional development sessions. COE and school-based faculty have co-taught classes and directly supervise teacher candidates as they learn to implement effective pedagogical strategies. The university and the school coordinator of this initiative will share their unique journey into this partnership. This presentation will address Strand 1: PDS Structures. We will discuss the commitment, communication, and collegiality needed in the planning, budgeting, implementation, governance, and evaluation process to advance equity in our educational partnership.

We will share the evolutionary nature, the benefits, and the challenges of this new initiative. The work is hard, but it is so rewarding to faculty, teacher candidates, and P-12 partners! We don't plan to ever go back to "our old way of preparing teachers." A list of lessons learned will be shared with attendees who are interested in beginning work like this and time will be allotted to address specific participant questions.

Room 208**Strand #2, Audience: All****Preparing Teacher-Candidates For A Data-Driven World**

Cheryl North and Jonathan Singer, University of Maryland, Baltimore County

William J. Neugebauer, Mt. Hebron High School

In response to the call for accountability in teaching, Maryland implemented a process where teachers would identify an area of growth in their classroom, employ instructional changes to help students' learn, and then identify appropriate outcome measure to determine the level of student impact. These Student Learning Objectives (SLOs) were piloted in the state last year and will soon be used to assess teacher effectiveness. We recognized that these changes were important and would affect our teacher-candidates when they got out in the field. We also believe in the importance of teachers examining their practice and using data to improve their teaching. Therefore, we implemented the Student Learning Objectives Performance Experience. (SLOPE) project during our teacher-candidates internship year.

We found that although this process was challenging, that it benefitted our interns when they got into the field. Since Maryland was just starting to implement this program, our mentor teachers and Professional Development Schools (PDS) varied widely as to their knowledge and implementation of this. Sometimes our interns knew more about the process and were teaching their mentor teachers. Other times, the mentor teacher and school were able to provide support.

This interactive session will provide the timeline and an outline of how we introduced and supported interns and mentors during this process. It will also discuss how some PDS schools helped support their own interns, as well as others. We will also provide the assessments that were used and feedback from the mentor teachers and interns about the process.

Room 209**Strand #3, Audience: All****Rethinking And Reinvigorating PDS Partner Relationships**

Beth Whitaker and Kathryn Bauserman, Indiana State University

Amy Bosley, West Vigo Elementary School

Brandi Leinenbach, DeVaney Elementary School

The importance of maintaining relationships with PDS school partners is a core element to the success of any PDS program. This session will highlight the programs, methods, and events that create and sustain a PDS relationship. Indiana State University has had a 20 year relationship with our PDS partners (primarily Title I Schools), but changes in education have forced us to make sure we are relevant to and highly engaged in the needs of our local school partners. This session will highlight the process we have undergone to stay connected to the pulse of our partners, while also meeting our institutional standards related to student success and equity.

Participants in this session will learn about our highly successful Coaching Teacher Training Program. All teachers who work with our preservice teachers (interns) must go through this training and participate in ongoing collaborative meetings to maintain regular and meaningful contact with our PDS partners. The Coaching Teacher Training Program teaches our coaches the importance of co-teaching, instructional equity opportunities for interns, and the use of a cognitive coaching model in the assessment of intern instructional delivery. How to "coach" is a major focus and the developmental levels of preservice teachers are addressed. The supervision of preservice teachers in the field is a critical element of relationship success. Participants will learn how this is structured with focus on principal engagement and teacher input. Methods for data collection and use of data to drive program improvement will be shared.

Room 211**Strand #5, Audience: All****Science In My City: An Action Research Project In An Urban Elementary Science Room**

Charlease Kelly-Jackson, Taylor Bronson, Alyssa Merendo and Kassell Lebert, Kennesaw State University

With the student population in the United States becoming increasingly diverse (Lee & Fradd, 1998; Spinelli, 2008), teachers of science are asked to teach equitable science for all learners (National Research Council [NRC], 2012). With this obligation, it is important for teachers to recognize how funds of knowledge, such as culture, language, interests, and students' prior experiences, motivate students and serve as resources for learning (Gonzalez, Moll, & Amanti, 2005). Instructional congruence supports the notion that effective science education for all students is more likely to be attained if students' cultural and linguistic backgrounds are reflected in science instruction (Md Zain et al, 2010). This action research project, Science in My City, allowed three preservice teachers in Kennesaw State University's

Urban Education Program to utilize the photographic technique, photovoice to illustrate instructional congruence in a third grade science classroom at Fair Oaks Elementary, a professional development school.

Photovoice complements the instructional congruence framework as both focus on making an experience meaningful and relevant to the participants' lives. This methodology allows the participant to capture photographs of significant themes in and around their community (Aslam et al, 2013) and tie it to the science curriculum. Photovoice places photographs at the center of the discussion while the participant (student) serves as the expert or initiator of the conversation (Luttrell-Rowland, 2006). This proposal aligns to the conference theme and Strand 5: Collaborative Research. During this presentation, presenters will share the project's research questions, data, and preservice teachers' personal reflections.

Room 213**Strand #2, Audience: All****Professional Growth Plans: Supporting Teachers As Learners**

Elizabeth Heins, Douglas MacIsaac and Kathy Piechura, Stetson University

This presentation explores the role of professional growth plans to support teachers as learners. Specifically, this session describes how professional growth plans are used with inservice and preservice teachers as a tool to enhance their practice and strengthen their expertise. The process of analyzing data to select professional learning goals, planning doable action steps, collecting supporting evidence/artifacts, and reflecting on outcomes will be discussed. Resources used to develop professional growth plans and well as sample reports will also be shared.

This presentation addresses Strand #2: College/university preparation programs. As a component of our teacher preparation program and with guidance from school and university based faculty, teacher candidates develop professional growth plans. The process of developing, implementing, and reflecting on professional growth plans by preservice teachers aligns with the formal procedure used by school based faculty in our professional development schools. The PGP also aligns with the Danielson Framework for teaching.

Through this professional collaboration, teacher candidates enter the teaching profession well-grounded in the practice of continuous improvement, learning and equity. The professional growth plan cycle for teacher candidates begins during the junior year, continues during the internship, and concludes at the end of the preparation program. Our teacher candidates leave the program with a professional growth plan that is intended to guide their professional development during the first year teaching.

Salon B**Strand #5, Audience: All****The Impact Of A Collaboratively Created DVD On Pre-Service Teachers' Conceptions Of Teacher Professionalism**

Cathy J. Siebert, Ball State University

Vanessa L. Wyss, Ferris State University

A fundamental premise of successful Professional Development School (PDS) collaborations is that each entity brings important knowledge, skills, and resources to the work of the partnership. Researchers indicate that pre-service teachers benefit most when university professionals and school professionals collaborate to share expertise (Beck & Kosnik, 2002 a and b; Bullough & Kauchak, 1997). This presentation will report on the effectiveness of a curricular effort that involved the collaboration of university and school professionals resulting in the development of a professionalism video for pre-service teachers.

The description of the development of the video can be viewed in detail in Siebert and Wyss (2014). This presentation will focus on research measuring the impact of this video on various pre-service teacher groups. We will report on the impact the video has on pre-service teachers who are in their field-experience (practicum) course, and on a group of students who are not in a PDS. We will also report on impact across various points in the teacher preparation programs (i.e., students in an introductory education course versus teacher candidates in their fourth year).

Preliminary analysis of the research will be shared which includes evidence that while the video has a positive effect across contexts on pre-service teacher definitions and applications of teacher professionalism, the greatest gains are realized when used with students participating in a PDS field experience. Implications for future collaborative efforts will be explored.

Salon C**Strand #1, Audience: All****Common By Design: How Alignment Gives A Voice To All**

Susan Connolly, Judy Backlund, Trisha Dee, Virginia Erion, Melanie Kingham, Keith Salyer and Tina Georgeson, Central Washington University

Developing a common framework for the teaching, learning, and growth cycle provides P-8 student partners, teacher candidates, mentor teachers, principals, and university faculty with a structure and language that aligns the learning and growth for all to become the equity buy-in focal point for merging 5 sets of criteria.

1. Central Washington University's newly redesigned Teacher Education Program's nine enduring understandings.
2. Washington State's new Teacher Performance Criteria for evaluating classroom teachers (based on Marzano, Danielson and CEL-5D=).
3. The edTPA performance assessment tasks and standards by which Teacher Education Candidates are measured.
4. Classroom Content Standards (Common Core State Standards for Mathematics & English Language Arts, Next Generations Science Standards, etc.) that guide student learning and instruction that are guiding classroom teachers.
5. Student achievement as measured by the Smarter Balanced assessment.

While each of these are important elements independently, the transformative value is amplified if a PDS partnership can build equity, much like building equity in a home, between all the stakeholders. By focusing on a grand alignment framework each stakeholder benefits and has a reason to contribute support to all other stakeholders in a true equity building relationship. While our PDS communities are in the initial stages of defining the framework and making the investments in each other it has become clear that the more alignment along a common growth framework, the greater the dividends that can be expected.

Salon D**Strand #2, Audience: All****Implementing 1:1 Mobile Device Initiative: Equipping PDS Interns To Be Future Technology Leaders**

Nancy Smith and Lori Mann, Emporia State University

Technology is changing at a rapid pace. Its role in education is also evolving. The number of PK-12 schools implementing 1:1 mobile device initiatives is increasing every year. Currently, almost 50% of school districts in our state have a 1:1 initiative for using tablets and other mobile devices in the classroom. Nationwide, similar one-to-one initiatives are being launched at the K-12 level. By providing mobile devices, schools are providing equitable opportunities to learn with technology for all students, whether or not they have access to mobile devices and the internet at home. These PK-12 students, becoming accustomed to having instant access to technology in their learning, are now coming to institutions of higher education expecting the same learning opportunities.

In this presentation we will describe a higher education 1:1 mobile device initiative launched by a department of Elementary Education. Most of our PDS partner districts are implementing technology initiatives of their own. Our PDS candidates are learning how to learn and teach with their devices. Learning experiences at the university and in PDS partner buildings compliment each other, advancing equity for the PK-12 students and our teacher candidates.

Goals for candidates include:

- participate as a learner in a mobile technology initiative similar to many current K-12 one-to-one projects in Kansas and across the country.
- learn how to effectively integrate technology into instruction.
- become a leader in technology integration in education.

In this presentation we will share key elements of our initiative, successes and challenges as well as lessons learned.

4:45 P.M.

CONFERENCE ADJOURNS FOR THE DAY

SUNDAY, MARCH 8, 2015

7:00 A.M. - 10:00 A.M.

CONFERENCE REGISTRATION

7:00 A.M. - 8:00 A.M.

CONTINENTAL BREAKFAST

Grand Ballroom West

8:00 A.M. - 8:45 A.M.

CONCURRENT SESSION XIX

Room 203

Strand #3, Audience: All

“Times, They Are A Changing”: Integration And Preparation In Action For Teacher Candidates

Sherry Hillman, Kennesaw State University

Senior methods students address integrating and connecting literacy and science in the diverse elementary classroom through courses co-taught by university faculty from the PDS partner schools.

During the literacy methods class teacher candidates are introduced to teaching strategies for literacy, using a piece of literature with a topic planned by the science and literacy faculty. They then observe and participate in a reading class taught by the PDS co-teacher. Here they see the strategies in action and work with the class of diverse students. They meet for discussion and applications for other grade levels. Each of the literacy concepts is connected to a literature piece that can be connected to science. During the science methods class the topic from the literacy class is reintroduced. Students participate in inquiry-based model lessons focused around the topic of the literature selection and use this to explore teaching methods. They further explore ways to integrate literacy into the science teaching.

This presentation describes and demonstrates how the lessons were planned, topics and literature selected, and the collaboration between the PDS partners. It links to strand 3 in that it explores the ways that teacher candidates have opportunities to experience first-hand ways assure equity in the classroom as it relates to culture, multi-language learners, helping students accomplish a common background for connecting concepts of text to text, text to self, and text to world. Through this experience the teacher candidates have time to discuss and explore their own understandings.

Room 204

Strand #4, Audience: Established PDS

Navigating The Currents Of Change Through Professional Learning Communities In A Developing PDS Title 1 High School

Sandra M. Webb, Georgia College & State University

Professional learning communities and school partnerships are effective for promoting teacher quality (Breault, & Breault, 2010; Teale, 2008), improving student learning (Shroyer, Yahnke, Bennett, & Dunn, 2007), and positively impacting school communities (Bullough, R.V., Baugh, 2008). This session shares the five-year journey of a PDS partnership at Northeast High School, a rural high school in Macon, Georgia. Title 1 high schools are difficult contexts for sustaining partnerships due in part to low achieving test scores, turnover of teachers and administrators, and state mandated school improvement initiatives.

Integral to sustaining the partnership at Northeast was the collaboration of Northeast and Georgia College faculty in ongoing professional learning communities supported by school administrators and a university sponsored STEM grant. The professional development initiative focused on NAPDS criteria of ongoing and reciprocal professional development for all members of the NHS-GC PDS and a shared commitment to innovative practice and critical reflection, resulting in improvements in teaching and learning, conference presentations locally and nationally, and cultivation of teacher leaders.

Presenters will describe the beginnings of the partnership, examples of collaborative professional development, and the formation of professional learning communities. The new principal of Northeast will explain the impact of the PDS partnership for a continuing cycle of school improvement. Participants in this session will engage in small group discussion of significant principles for effective professional development in Title 1 high schools, the challenges, and the resources that PDS partnerships can contribute to school improvement efforts.

Room 205**Strand #3, Audience: Established PDS****Using Clinical Teaching And Cross Career Learning Communities To Enhance Equity In A Professional Development School Partnership**

*Robert C. Hendrick, William L. Curlette, Harley G. Granville and Gwendolyn T. Benson, Georgia State University
Teresa Magaro, Clayton County School System*

This presentation addresses strand # 3 Clinical Practice in P-12 Settings. The intention of the residency clinical teaching program is to prepare excellent teachers that will continue teaching and make a positive difference for those underrepresented populations in teaching and in the partnership school districts. To that end, equity is a central focus of the clinical teaching experience and the impact of the partnership between the university and school districts. The clinical teaching experience is based on the Teacher-Intern-Professor (TIP) model, in which there is an equitable relationship established among the Mentor Teacher, the Supervising Professor and the Intern or pre-service teacher. This relationship recognizes the expertise of each of the triad members and allows for an exchange of ideas that range from the theoretical design to the pragmatic implementation of innovative instruction. The Interns, Mentor Teachers and Professors meet regularly to exchange ideas and craft instruction that engages urban high-needs students and produces growth. The structure and organization of those meetings is an important element in the promotion of equity within the TIP group. To further develop the idea of equity, the Interns, Mentor Teachers, and Professors engage in a Cross Career Learning Community that meets monthly to apply Critical Friends Group protocols in a voluntary meeting. Examples of the protocols and exercises directly applying to educational equity are presented.

Room 207**Strand #3, Audience: All****Never An Opportunity Wasted - Growing Students & PDS Candidates Together**

Matt Webster and Brenda Kunde, Martin Elementary School

NIU Teacher Candidates had a unique opportunity to explore first hand, a program designed to “equalize”, and enhance, the level of success in 3rd-5th Grade classrooms. Martin Elementary School’s N.O.W. Academy uniquely supports students below the 50th percentile nationally with tremendous success. This level of success would not have been possible without the assistance of the NIU Teacher Candidates. This collaborative, extra level of supports pushed below average students to reach new levels of success.

N.O.W. Academy stands for Never an Opportunity Wasted and was designed by Martin’s Principal, Matt Webster, as an attempt to support a unique group of learners at their elementary school. Through creative design and the assistance of the NIU Teacher Candidates, they were able to move students from average percentiles in the 30s to percentiles, on average, near the 50th.

Martin was able to achieve student growth at this level, with the assistance of the NIU Teacher Candidates by offering extended time on Tuesdays, Thursdays, as well as 2 ½ additional hours on Saturdays. This extra time equates to nearly one additional month of learning for Martin’s students. As for the NIU Teacher Candidates, they too benefited from nearly one additional month of teaching. The PDS students from NIU were able to teach alongside additional teachers, collaboratively work with another principal, on top of positively impacting a group of students who needed it the most.

Matt Webster, a 2014 ISTE presenter, and Brenda Kunde, a Martin Elementary and N.O.W. Academy Teacher, will be discussing the N.O.W. Academy program and the use of the NIU Teacher Candidates, as it pertains to equalizing the learning growth in their elementary school.

Room 208**Strand #2, Audience: All****Literacy In The Multicultural Classroom: PDS As Window And Mirror**

Sonja Ezell, Emporia State University

The presentation focuses on the literacy development, research, and effective teaching practices that support emerging bilinguals (EBs) becoming literate in the elementary schools as well as how to effectively and equitably teach diverse populations. We will examine how learning to read, write, speak, and view in a new language are similar and/or dissimilar from these modalities in a first language. Cognitive, sociocultural, linguistic and educational perspectives are investigated as part of this examination. Specific examples of challenges that exist for students as they learn to communicate in English are shared and problem-solved. Ways to connect students’ home languages, background literacy knowledge, and development are also explored.

8:45 A.M. - 9:00 A.M.**TRANSITION TIME****9:00 A.M. - 9:45 A.M.****CONCURRENT SESSION XX****Room 201****Strand #5, Audience: Established PDS****Sign Me Up!***Gena Thornburg, Roland Thornburg, Gina Mabrey and Kori Hill, Jacksonville State University*

UFit is a collaborative project that aligns our Professional Development School/Kitty Stone Elementary with the Health, Physical Education, and Recreation Department at Jacksonville State University.

UFit is a service provided to P-6 classroom teachers while utilizing HPER practicum students and interns serving as personal trainers. This project provides structured exercise programs, fitness assessments, and nutritional information for classroom teachers during a 12-week session.

UFit requires a commitment from classroom teachers to participate in regular structured physical activity, a pre and post fitness assessment, and a nutritional education program. This unique project provides teachers from our partnership schools and students from the HPER Department an opportunity to collaborate on fitness goals while meeting University course objectives.

Room 202**Strand #5, Audience: All****Empower Students And Encourage Life Long Learning: Partnering To Create Successful Mentoring Programs that Close The Opportunity Gap***Rajni Shankar-Brown and Doug MacIsaac, Stetson University*

There are numerous compelling reasons for teacher education programs and schools to partner in developing school based mentoring programs, especially for those committed to closing the opportunity gap. Research documents both the need for and advantages of establishing school based mentoring programs, especially for socially marginalized students. Mentoring programs can especially yield a wide range of tangible benefits for students in poverty, including providing a safe space for development and increasing academic achievement. Additionally, mentoring programs can create valuable, applied learning opportunities for teacher candidates and educational leaders. PDS partnerships present the opportunity to build effective mentoring programs that can support, guide, and inspire diverse learners and advance educational equity. This interactive presentation will provide practical information for members of PDS partnerships that want to design/implement school-based mentoring programs or strengthen existing mentoring programs. Drawing on over twenty years of research and personal narratives, this presentation will share examples of successful mentoring programs that are closing the opportunity gap P-12. In addition to examine various examples of effective school-based mentoring programs, participants will be given additional resources for further exploration and invited to share promising practices in their communities.

Room 203**Strand #2, Audience: All****Preparing Urban Teachers Through Structural Racism Awareness Training***Mary Lai Rose and Nancy Broner, University of North Florida**Brenda Priestly Jackson, Dynamic Education Foundation, Inc.*

This proposal addresses conference strand #2 (college/university preparation programs) and will describe the development of Project Breakthrough (PBT), a structural racism awareness training for preservice interns in the Urban Professional Development Schools—a partnership between the University of North Florida (UNF) and Duval County Public Schools (DCPS). The PBT training is a collaborative effort of UNF's Office of Educational Field Experiences, the Center for Urban Education and Policy, the OneJax Institute (a local nonprofit organization), and the Aspen Institute's Roundtable for Community Change (a national nonprofit organization). PBT targets preservice teachers interested in working in urban schools to increase their awareness about structural racism, its ongoing impact on diverse student populations, and to provide insights and tools for creating more just and equitable classrooms, schools, and communities. A unique aspect of the training is the connection to the local historical context and community members and resources. Workshop participants will learn about the training curriculum, development, the role of the UPDS partnership, and discuss how the PBT training leads to improved student outcomes in urban schools.

Room 204**Strand #5, Audience: All****Fostering Educational Equity In PDSs Through Enculturating Belonging-Social Interest: A Grounded Conceptual Analysis OF CFG Work**

*Harley G. Granville, William L. Curlette, Gwendolyn T. Benson, Robert C. Hendrick and Susan L. Ogletree, Georgia State University
Colin Martin, Gwinnett County Public Schools*

This session proposal addresses Strand #5: Collaborative Research by presenting research findings from an examination of one large scale PDS Partnership's efforts to provide ongoing school-based professional development using a Critical Friends Group (CFG) based modality called Cross Career Learning Communities (CCLCs). CCLCs are professional learning communities which can include a mix of 6-12 preservice, novice, and experienced K-12 teachers, administrators, district personnel, and university faculty who work together as equals toward the common goal of increasing student achievement in NET-Q PDS partnership schools. CCLCs support the mission of the National School Reform Faculty (NSRF, 2014), the parent organization of CFGs, which is "to empower educators to create meaningful learning experiences for all by collaborating effectively in reflective democratic communities that foster educational equity and social justice."

This research shows how CFG/CCLC fosters a culture of collaboration and educational equity within the PDS setting by examining key ideas supporting CFG work: Facilitative Leadership, Critical Friendship, and Protocol Use. How CFGs empower educators to create such meaningful learning experiences for all is viewed within the sociological process of enculturating for belonging-social interest (BSI). BSI encompasses ideal psychological, psychosocial, and structural dimensions and conditions necessary for individual and collective empowerment. Inequities due to differentials in power, status, leadership style, and resource allocation will be discussed as inhibitors to individual and collective empowerment. This session is appropriate for teachers, school leaders, and school district personnel interested in using CFGs for professional development and school reculturing in PDSs.

Room 205**Strand #4, Audience: All****The Power Of Partnership: Developing A K-12/University Clinical Preparation Laboratory**

*Kaye Thomas, Wynnetta Scott-Simmons and Jeffrey Hall, Mercer University
Kelly Gunn, KIPP Metro Atlanta Schools*

Mercer University and Knowledge is Power Program (KIPP) Metro Atlanta charter schools are partnering to develop a joint K-12/University clinical preparation laboratory. KIPP schools are renowned for their high standards and high achievement in underserved communities, and Mercer University is proud to partner with KIPP to seek more equity for students in Atlanta. Our clinical laboratory will build on the Teacher Fellows Program that Mercer and KIPP developed as co-recipients of a multi-year Georgia Race to the Top Innovation Grant. In the Teacher Fellows Program, select pre-service teachers from Mercer University were recruited to complete their field experiences at KIPP schools, with the potential for employment following their attainment of a Master of Arts in Teaching (MAT) degree and teacher certification. The new clinical laboratory will retain these yearlong residency experiences for pre-service teachers while expanding to provide wide-ranging professional development and learning opportunities for Mercer University and KIPP faculty members and students alike. For example, this unique partnership will encourage Mercer faculty to co-teach in KIPP classrooms and KIPP faculty to co-teach in Mercer classrooms. This sharing of classrooms will enable a greater degree of knowledge and understanding among our two faculties and provide a deeper appreciation for the important contributions that each partner makes in preparing "safe to practice" teachers. Such reciprocal and mutually beneficial opportunities will strengthen both organizations, greatly enhance the teacher preparation process, and help produce the best new teachers possible in order to better serve and provide more equity for the students of Atlanta.

Room 206

Strand #1, Audience: Beginning PDS

Beyond Deficit Thinking To Engage And Connect: Utilizing Community Problem Solving (CmPS) To Develop Talent In Students From Under-Represented Minority Groups

*Meg Easom Hines, Tarek Grantham, Brittany Anderson, Octavia Fugerson and Jeremy Pina, University of Georgia
Stephanie Franks and Jennifer Moon, Clarke County School District*

Teachers advocate for increased engagement by advanced students from under-represented minority groups. In the partnership between the University of Georgia's Gifted and Creative Education Program and Howard B. Stroud Elementary School in Clarke County, teachers, graduate students and faculty established a Community Problem Solving (CMPS) team of twelve fourth grade students. Community Problem Solving (CmPS) is a component of E. Paul Torrance's Future Problem Solving Program. In Community Problem Solving, students are challenged with using the six-step creative problem-solving model to identify, solve and carry out a plan of action to address a problem in the community. Within this partnership, school personnel and university team members worked to establish professional development experiences, collect data for team decision making, develop team upstart protocols and process in-progress issues as they arose through the use of the action research model. This partnership highlights the importance of accounting for the unique characteristics of underrepresented groups and meeting the students where they are.

This presentation will focus on professional development experiences designed to aid teachers in identifying student potential in underrepresented groups using Mary Frasier's Traits, Aptitudes, and Behaviors (TABs) instrument. In addition, presenters will explain how to develop creative potential of underrepresented high ability students using Torrance's Community Problem Solving Program (CmPS), and how CmPS empowers students from underrepresented populations to develop cultural competence, positive future images, and critical and creative thinking skills.

Room 207

Strand #1, Audience: Beginning PDS

Success Around The Block

Debi Mink and Terri Beard, Indiana University Southeast

Partnerships in the Kentuckiana region are structured around students being placed in cohorts called Blocks. Once students have been accepted into the School of Education, they remain in with the same Block until graduation. Each of the four blocks is structured so that students have field experiences in diverse settings- each with a different focus. The focus of each Block is as follows:

Block 1 – “Exposure to Diverse School Settings” - Field experiences are provided by partners in the inner city schools of Louisville, KY

Block 2 – “Literacy Strategies for All Students” - Field experiences are provided by partners in both rural schools in Southern Indiana and the inner city of Louisville, KY

Block 3 – “Infusing UDL in the Content Areas” – Field experiences are provided by partners in schools with highly diverse populations in Southern Indiana

Block 4 – “Classroom Management and Assessment Strategies in Student Teaching” – Student teaching placements are provided by partners in Louisville and Southern Indiana

Our goal is to offer each student an opportunity to work in a variety of school settings while building a learning community within each Block. We have found that this variety of experiences helps the teacher candidate be prepared and feel comfortable working with children of all socio-economic backgrounds, races and intellectual abilities.

We are taking steps to move toward securing more partnerships in hopes of moving to a true Professional Development School model.

Room 208**Strand #4, Audience: Established PDS****Expanding Mindsets Across All Stakeholders**

*Tracey Aitken, Hollifield Station Elementary School**Lindsey Eder, Saint Johns Lane Elementary School**Amanda Entrot, Waverly Elementary School**Jennifer Olson, Howard County Public Schools*

Our proposed session will highlight a year long professional learning series designed by the PDS partnership around Carol Dweck's book *Mindset*. With the increased curricular rigor required by the adoption of the Common Core and PARCC assessments, students, parents, and teachers are being asked to significantly shift their perspectives on what success means in the classroom. Based on the recent reforms in education, our partnership saw the need to build resilience within all stakeholders and re-examine the way we communicate and reiterate messages of success and failure.

In our session, we will highlight how we developed a professional learning series that included teachers, para-professionals, parents, interns and students. We will share our strategies for ensuring our practices were equitable and inclusive to all. For instance, we are hosting 'book discovery' events for the parents in our partnership. In an effort to be equitable and inclusive, we are hosting both morning and evening events with childcare provided. Rather than risk excluding a large contingency of our parents with limited time and ELL needs, we are hosting a discussion forum highlighting the key ideas rather than a formal book study.

Conference attendees will leave with an understanding of how cultivating a growth mindset impacts learning and motivation from the perspective of all stakeholders. We will address how all stakeholders in a PDS partnership can participate meaningfully in professional learning and offer various strategies to achieve this goal (face to face, online facilitation, embedded in P-12 instruction, mentor and intern reflections, etc.).

Room 209**Strand #2, Audience: All****PDS Teacher Candidates Develop An Equity Pedagogy Through & With Digital Technology**

Jevon D. Hunter, Micaila Herd and Verna Maximin, SUNY Buffalo State

Educational scholars assert that transforming teacher candidates into agents of change means shifting their thinking about student learning and its relationship to teaching (Gay, 2010; Sleeter, 2005). These scholars advocate using an equity pedagogy, that is, modifying teaching practices to meet the academic needs of all P-12 students by privileging multiple forms of participation and engagement (Banks & Banks, 2013; Nieto & Bode 2012). As teacher educators, we are then charged with crafting course activities that introduce equity pedagogy in creative ways. Our panel responds to this call by presenting efforts to cultivate an equity pedagogy through and with digital technology.

Our multi-perspective, multi-discipline panel presents the insights gained from developing and implementing instructional practices that blend equity pedagogy and digital technology. We will accomplish three goals: 1) a college professor offers lessons learned from designing course activities that attend to the development of an equity pedagogy in teacher candidates through and with digital technology; 2) a Master's degree teacher candidate in literacy discusses her use of iPads with elementary-age, English learners in an online environment to support language and literacy development; and 3) an undergraduate teacher candidate in mathematics shares her experiences creating and implementing a high school curriculum that leveraged digital literacy and lead to the formation of mathematics digital stories. Audience members will learn how digital technologies were used to move teacher candidates towards developing an equity pedagogy to meet the demands of the 21st century classroom and the needs of an increasingly multicultural, multilingual student population.

10:00 A.M.**CONFERENCE ADJOURNS**

Have a Safe Trip Home!

