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Educational Considerations, vol. 42(1) Full Issue

Authors

M. Gail Shroyer, Sally J. Yahnke, Debbie K. Mercer, and David S. Allen

25 Years



professional roles lessons school team practice teacher learning supervision model education action co-teaching research preparation future instructor cooperating military-connected university supervisor inquiry faculty clinical development theory observe partnership outcomes

Special Edition:
**The Kansas State University
Professional Development School Partnership**

educational considerations



KANSAS STATE UNIVERSITY | College of Education

Fall 2014

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KSU PDS National Awards



Teacher Licensure Areas

Early Childhood Unified Education

Birth – Kindergarten

Elementary Education

Kindergarten – 6th Grade

Secondary Education

6th- 12th Grade

- Agriculture
- Art
- Biology
- Business
- Chemistry
- Earth and Space Science
- English Language Arts
- English/Journalism
- Family and Consumer Sciences
- Journalism
- Math
- Modern Languages (P-12)
(Chinese, French, German, Japanese and Spanish)
- Music (P-12)
- Physics
- Social Studies
- Speech/Theatre

Additional Licensure Area

English for Speakers of Other Languages (K-6 or 6-12)

Graduate Licensure Areas

Graduate Licensure Areas

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- Functional Special Education
- Building Leadership, Principal
- District Leadership, Superintendent
- Reading Specialist
- School Counselor

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- Adult and Continuing Education
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Special Edition:

The Kansas State University Professional Development School Partnership

Guest Editors:

M. Gail Shroyer, Sally J. Yahnke, Debbie K. Mercer, David S. Allen

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Foreword

M. Gail Shroyer, Sally J. Yahnke, Debbie K. Mercer, and David S. Allen



In her examination of *Powerful Teacher Education* (2006), Linda Darling-Hammond concludes that, “Clearly, a key to dramatically successful preparation of teachers is finding ever more effective ways of connecting the knowledge of the university with the knowledge of the school.” (p.185). The seven case studies of excellence in teacher preparation originally published by the American Association of Colleges of Teacher Educators (AACTE) and the National Commission on Teaching and America’s Future in 2000 and examined by Darling-Hammond (2006) created “partnerships with schools that did much more than offer placements for student teachers: engaging in mutual reforms that created common purpose and improved the quality of education in both settings” (p. 288). According to Darling-Hammond, “The more tightly integrated the learning experiences of novices, veteran teachers, and university faculty can become, the more powerful the influence on each other’s practices and capacity for constant improvement.” (p. 185).

Since 1989, the College of Education at Kansas State University has been engaged in similar efforts to integrate knowledge from the university with knowledge from K-12 schools for the mutual reform and benefit of both entities through the creation of the Kansas State University Professional Development School (KSU PDS) Partnership. This special issue of *Educational Considerations* is devoted to documenting the vision, practices, and outcomes of the KSU PDS Partnership during the 25th year anniversary of this collaborative work.

This issue of *Educational Considerations* includes eight examples of efforts within the College of Education at Kansas State University to reform teaching and learning in Teacher Education as well as K-12 public schools through the KSU PDS Partnership. The first two articles set the stage for understanding the theoretical perspectives and practices that enabled the KSU PDS Partnership to develop and flourish. In the first article, *The Development of the KSU PDS Model: 25 years in the Making*, Gail Shroyer, Sally Yahnke, Teresa Miller, Cindi Dunn, and Nancy Bridges, some of the original PDS participants, document the historical context and defining moments of the KSU PDS Partnership from 1989 until 2014. PDS Directors Sally Yahnke and Gail Shroyer set the stage in

the second article, *Theory into Practice: The KSU PDS Model*, for a deeper understanding of the vision, beliefs, premises, and goals that were put into practice as the KSU PDS model developed across time.

The focus of the next two articles is the unique characteristics of the KSU PDS Partnership and the lessons learned from this partnership that may be shared with others interested in teacher education. In the third article, *Changing Traditions: Supervision, Co-Teaching, and Lessons Learned in a Professional Development School Partnership*, David Allen, Mike Perl, Lori Goodson, and Twyla Sprouse, all experienced supervisors, provide details of the unique and very intentional system of joint supervision and co-teaching and share the lessons learned from these practices. In the fourth article, *Blurring the Boundaries: Reflecting on PDS Roles and Responsibilities through Multiple Lenses*, authors Lotta Larson, Amanda Lickteig, Vicki Sherbert, and Deborah Nauerth share a very personal and reflective dialogue regarding the overlapping roles, responsibilities, benefits, impacts, and challenges of PDS work from the perspective of undergraduate students, graduate students, Cooperating Teachers, Clinical Instructors, University Supervisors, and University Faculty.

Examples of the PDS Partnership in action, are illustrated in the next two articles. The fifth article, *Professional Development School Partnerships as a Vehicle for Simultaneous Renewal in Mathematics Education*, authored by mathematics educators Sherri Martinie, Chepina Rumsey, and David Allen, demonstrates how the KSU PDS supervision framework, mutually beneficial roles and relationships, and ongoing professional development projects have been used to promote mathematics reform in teacher education as well as K-12 PDS schools. In the sixth article, *A Professional Development School Partnership in Action: Meeting the Needs of Military-Connected Students and Families*, authors Sandy Risberg, Laurie Curtis, and Lucas Shivers highlight a project that exemplifies the PDS vision in practice by involving teacher educators, PDS schools, community groups, and the military community in finding ways to address an educational population of great importance to all educators.

The final two articles step back and provide a larger perspective on PDS in terms of the benefit and obligations of PDS partnerships for teacher educators and K-12 schools both now and in the future. In the seventh article, *Benefits of 25 years of School District-University Partnerships to Improve Teacher Preparation and Advance School Renewal*, Michael Holen and Dan Yunk, both instrumental in the original creation of the KSU PDS Partnership, provide a synthesis of the benefits of a PDS approach to teacher education for all those involved from district teachers, administrators, board members, and teacher associations to teacher education faculty and administrators, teacher education programs and ultimately teacher education students and K-12 students. In *The History and Future of Professional Development Schools in Kansas*, the eighth article, authors Debbie Mercer, Dean of the College of Education, and Scott Meyers, the Director of Teacher Leadership and Accreditation at the Kansas State Department of Education, explore the state perspective on PDS Partnerships from the unique state system of support to the state vision for PDS partnerships as part of the future of teacher education in Kansas.

We are very pleased to share with you our experiences from 25 years of work with our Professional Development School partners. We hope you will enjoy the stories and lessons learned and that our experiences may provide insights to others engaged in similar partnership initiatives focused on the simultaneous renewal of PK-12 schools and teacher education.



Reference

Darling-Hammond, L. (2006). *Powerful teacher education*. San Francisco, CA: Jossey-Bass.

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The Development of the KSU PDS Model: 25 Years in the Making

M. Gail Shroyer, Sally J. Yahnke, Teresa Miller, Cindi Dunn, and Nancy Y. Bridges

Dr. M. Gail Shroyer, a former public school educator, is Professor of Curriculum and Instruction at Kansas State University. Dr. Shroyer led the first Professional Development School planning teams in 1989 and served as the Director of the KSU PDS Partnership for 22 years.

Dr. Sally J. Yahnke, a former public school educator, is Associate Professor of Curriculum and Instruction at Kansas State University. Dr. Yahnke has been involved with the KSU PDS for 20 years and currently serves as the Director of the KSU PDS Partnership.

Dr. Teresa Miller, Associate Professor Emerita in the College of Education at Kansas State University, was a former elementary and secondary public school teacher and principal. Dr. Miller was an active PDS participant since 1989, serving on multiple planning teams (primary and secondary) and participating first from the school district as one of the first PDS principals and then later as university faculty working with the university/school Leadership Cadre program.

Dr. Cindi Dunn is the Assistant Director for Project Management for the Office of Educational Innovation and Evaluation, a unit of the College of Education at Kansas State University. In 1995, Cindi became the first clinical instructor at the secondary level serving as a planning team member, supervisor, and instructor for eight years.

Ms. Nancy Y. Bridges, a recent retiree, continues to serve as university supervisor for student teachers for the College of Education at Kansas State University. Ms. Bridges has been an active Professional Development Schools participant since 1989, serving as an original planning team member, cooperating teacher, clinical instructor, and most recently as an instructor in the COE.

Introduction

Educational improvement demands continuous change, but change is not always productive. Reflecting on the past and vision setting for the future helps chart a course for a more productive change process. Historians urge learning from history to guide future actions. Future goals can be fruitfully shaped by understanding the history of an organization, as well as understanding all the components related to that history—the environment, the people, and the structures. The purpose of this article is to share the history of one Professional Development School (PDS) partnership in an effort to help others reflect, set visions, and move forward into a new educational future. The emergence, development, and continuation of this partnership was dependent upon finding ways to create a growth-oriented environment, nurturing all those within that environment, and then sustaining that culture as it continuously changed into something newer and even more exciting. The 25-year history of this unique collaborative effort will be shared through this perspective of organizational change.

The Context for Change (the 1980s)

While the Kansas State University PDS partnership formally began in 1989 with a district/university agreement, the conditions for this partnership were set earlier in the 1980s. These conditions contributed to the need for change and set the context for the creation of new relationships that resulted in large-scale change in the preparation of future as well as practicing educators within the schools and the university that made up the partnership. The NCATE Standards for Professional Development School Standards (2001) refer to such conditions as the “time before the beginning.” The conditions delineating the context for change are related below.

The 1980s have been called the Era of Reform. This reform movement was launched by reports such as *A Nation at Risk: The Imperative for Educational Reform* (National Commission on Excellence in Education, 1983). This initial report was followed by publications from numerous commissions, committees and foundations declaring the need for change

in K-12 education in the United States (Boyer, 1984; Goodlad, 1984; Task Force on Education for Economic Growth, 1983). The Carnegie Forum on Education and the Economy (1986) called the 1980s, a "Time of Ferment" and declared, "The nationwide effort to improve our schools and student achievement rivals those of any period in American history" (p. 11). In particular, there was growing alarm over the lack of scientific literacy among American youth needed to prepare them and the country for success in the 21st century (American Association for the Advancement of Science, 1989; McKinney, 1993; National Science Board, 1983).

The first wave of this reform focused on K-12 schools, while the second wave of reform, spilling over into the early 1990s, focused on teacher education and its strong link to K-12 schooling (AACTE, 1990; Goodlad, 1990; Holmes, 1986). The Holmes Group concluded, "Much is at stake, for American students' performance will not improve much if the quality of teaching is not much improved. And teaching will not improve much without dramatic improvements in teacher education" (1986, p 3). The need for changes in K-12 schooling, combined with the need for changes in teacher preparation programs, set the stage for university-school partnerships. Although school-university partnerships were not a new idea (Dewey advocated the use of "practice schools" as part of teacher preparation in 1904), the conditions of the 1980/90s created new incentives for change. In 1986, John Goodlad and colleagues at the University of Washington established the National Network for Education Renewal (NNER), and The Holmes Group proposed the creation of Professional Development Schools (1990) to address improvements needed in K-12 schools and the preparation of the teachers who teach in these schools.

Many institutions initiated partnerships based on premises set forth by Goodlad (1994) and the Holmes Group (1990, 1995), and Kansas State University was no exception. Bailey (1988) proposed 6 additional forces at the local, state, and national levels impacting school-university partnerships: (a) access to information, (b) leadership, (c) research, (d) societal pressure, (e) fewer resources, and (f) administrator and teacher training (p. 22). These forces were part of the context for change in Kansas that created conditions for change at Kansas State University.

At a 1985 meeting between Kansas superintendents and the Dean of the College of Education at Kansas State University, the Council for Public School Improvement (CPSI) was envisioned to "coordinate, cooperate, and collaborate in achieving mutual goals" related to professional development efforts (Pankake, Bailey, & Rowe, 1988, p. 25). By 1988, university-school partnerships at Kansas State University were recognized in a special edition of *Educational Considerations* devoted to educational partnerships. In this publication, two university-district partnerships focused on preparing district leaders were described: the Topeka-KSU collaborative Leadership Academy (Thompson, 1988), and the Manhattan-Ogden-KSU Instructional Leadership Cadre Program (Bailey, 1988). A 1988 Partnership Seminar conducted at Kansas State University in collaboration with the Manhattan-Ogden

Public Schools resulted in six proposals for university-school collaborations:

- 1) the Manhattan Writing Project suggested the establishment of a literary community devoted to the study of communication based on the National Writing Project;
- 2) the Collaborative Partnership Plan focused on improving the teaching and learning of mathematics;
- 3) the Partnership Institute proposed a meeting place for partners to develop, document, and analyze new partnerships;
- 4) the Public School University Partnership Governance Structure provided a framework for institutional change through collaboration and partnership;
- 5) the Proposal for Improving Public School Climate through Collaborative Effort envisioned a collaborative center for educational equity and excellence; and
- 6) the Professional Efficacy Plan suggested a community-based apprenticeship model designed to develop professional efficacy in future educators at Kansas State University (Conkwright & DeNoon, 1988).

Although not all of these proposals were fully realized, all represented new relationships being formed and a synergistic and energized thinking occurred at that point in time to collaboratively "enrich and enhance learning" across educational institutions (Conkwright & DeNoon, 1988). It is important to acknowledge that the authors of these six proposals forged new friendships and alliances between university and school partners and became the early founders of the Professional Development School Partnership.

It could be said that the national call for reform in K-12 education and teacher education provided a strong incentive for change at Kansas State University, as well as within school districts and the faculty within both organizations. However, the conditions for change were established through friendships, alliances, and the synergistic power of university and school practitioners determined to merge the resources and strengths of each organization to tackle common problems and issues. These early partnerships created a sense of optimism and renewed energy that together they could achieve what they could never achieve alone. University and school partners acknowledged their "interdependence" and "shared responsibility" (Howey, 2006) for the simultaneous reform of K-16 teaching and learning. These early partners became the first "boundary spanners" blurring traditional lines of responsibility (Howey & Zimpher, 2006). The conditions for change were established and it was time for the PDS partnership to emerge.

The Emergence of the PDS Partnership (1990-1995)

Prompted by the reform literature and burgeoning partnerships, a group of science and mathematics educators, scientists, mathematicians, and elementary teachers and administrators began meeting in the fall of 1989 to discuss how to collaboratively enhance K-6 science and mathematics teaching in the Manhattan-Ogden School District while simultaneously enhancing the way elementary science and mathematics teachers were prepared at Kansas State

University. This group had a special interest in promoting science and mathematics for all children, particularly those historically underrepresented and underserved in these fields. The group's desire to simultaneously reform teaching in K-6 schools and teacher education along with their commitment to equitable teaching mirrored early recommendations regarding school-university partnerships and Professional Development Schools (Goodlad, 1994; Holmes, 1986) and led the group to propose the KSU/Manhattan-Ogden PDS Partnership. Three elementary schools in the district, Amanda Arnold, Lee, and Woodrow Wilson, were selected to represent Manhattan-Ogden USD 383 as the first Professional Development Schools. Twenty-five elementary teachers from these schools, along with six content faculty and six education faculty from Kansas State University, were identified to participate in the initial planning and implementation efforts.

Two grant projects and a unique partnership with the National Educational Association (NEA) provided critical support to this first PDS initiative. In the summer of 1990, with the support of the Educational Enhancement Grant and KSU's College of Education (COE), Manhattan-Ogden School District offered the first Math/Science/Technology (MST) Summer Magnet School for elementary children. A school district principal and university faculty member shared administrative responsibilities and provided professional development, guidance, and support for participating teachers. The MST Summer Magnet School served two purposes:

- to provide an innovative summer school experience for K-6 students to enable them to develop higher-level thinking and problem-solving skills in science, mathematics, and technology; and
- to create a Professional Development Center which would be conducted simultaneously with the magnet school, to provide exemplary training and field experiences for teachers to give them the opportunity to learn, practice, and experiment with the philosophy and strategies for hands-on, activity-based teaching in science, mathematics, and technology" (Shroyer, Ramey-Gassert, Hancock, Moore, & Walker, 1995, p. 115).

"I will be forever grateful for the relationships that I built and fostered through being a part of the change process with the PDS program. I learned how to have in-depth discussion about curriculum and research...working closely with college professors and classroom teachers to improve education was an amazing opportunity."

– Angie Messer

Assistant Principal, Manhattan High School,
Original Secondary PDS planning team member

The vision statement developed by participants focused on creating a community of learners who were involved in exploring, questioning, processing, experiencing, and thinking divergently about the world around them and their relationship and responsibility to that world. The MST Summer Magnet School was designed to integrate students into this vision and the Professional Development Center was designed to prepare teachers as peer coaches to model, evaluate, and improve teaching strategies being implemented in the MST Summer Magnet School to realize the vision. In addition, a special focus was placed on recruiting underrepresented students into the MST Summer Magnet School to emphasize that science and mathematics are for ALL children. Although the first magnet school served predominantly white males, the demographics had shifted by 1994 to include approximately 50% female and over 50% minority students (Shroyer et al., 1995).

In 1990, Amanda Arnold Elementary School, one of the first three PDS schools, was one of five national sites selected as a Mastery in Learning School by the NEA National Center for Innovation. This recognition included a five-year commitment to investigate the impact of site-based decision making. Through this partnership, teachers, administrators, and faculty associated with Amanda Arnold were connected to national researchers and a support system coordinated by the National Center for Innovation. Amanda Arnold's involvement in the Mastery in Learning project stimulated many "innovations in action" and teacher empowerment initiatives throughout the PDS Partnership that served to strengthen the partnership.

During this same five year period (1990-1995), the Kansas State University College of Education received funding from the National Science Foundation (NSF) to develop and implement an Innovative Model for the Science, Mathematics, and Technology Preparation of Elementary Teachers. Planning teams of scientists, mathematicians, science and mathematics educators, and elementary teachers met weekly to revise science and mathematics content courses required for elementary teachers and design new science and mathematics methods courses and field experiences to align with the revised content courses. Participating teachers attended content and methods courses and helped university faculty supervise new field experiences. University faculty visited the elementary PDS schools to enhance their understanding of and provide support for elementary level science and mathematics teaching and learning. University and school partners shared their common concerns and struggles and celebrated each others' successes. In addition, yearly summer institutes and monthly professional development days at the university provided ongoing professional development for the elementary teachers and university faculty involved in the partnership. These interactions fostered a sense of confidence in the idea of simultaneous reform.

The NSF project planning teams and professional development sessions focused on the theme: "What are the knowledge and skills needed for the next generation of elementary teachers to more effectively prepare elementary children to be scientifically and mathematically literate?"

Discussions were aided by the vast number of national standards, recommendations, and reform documents being released during this time period (AAAS, 1989; Carnegie Forum on Education and the Economy, 1986; INTASC, 1995; Loucks-Horsley, et al, 1989; MAA, 1991; McKinney, 1993; NCISE, 1989; NCTAF, 1996; NCTM, 1989; NRC, 1988, 1996; NSTA, 1988). As participants read, reflected upon, and discussed the many recommendations being proposed, they realized the recommendations spoke to all of them at a personal classroom level as well as at department, college, school, district, and university levels.

The success of these early PDS partnership initiatives created a contagious enthusiasm within the university and elementary schools. The PDS partnership soon expanded to include all subject areas, additional schools, and new district partners. This success was highly dependent upon frequent communication, ongoing shared professional development, mutual respect and appreciation, and a shared vision of improvement. Weekly planning sessions, monthly professional development days, and annual summer institutes provided opportunities for ongoing two-way communication, as well as shared professional development. Teachers, administrators, and university faculty members did not learn in isolation; rather they learned with and from one another. Although discussions focused on future teachers, the implications for self-improvement were obvious, and participants soon adopted the philosophy of "learning and growing together as a community of learners" (Shroyer, Wright, & Ramey-Gassert, 1996). This philosophy led to mutual respect and appreciation among partners. Beliefs moved from an initial apprehension regarding each group attempting to "fix" the other group, to a shared belief that all participants were collaboratively creating a new system of education. This became the shared vision that held the partnership together. As time passed, it was clear that the growth and expansion of the PDS partnership would need nurturing.

Nurturing the Growth of the PDS Partnership (1995-2010)

By the end of the NSF funding in 1995, the PDS partnership had moved from a focus on science, mathematics, and technology to a focus on all subjects taught within elementary education as additional university faculty joined the partnership. Moreover, three additional Manhattan-Ogden elementary schools, Ogden, Northview, and Bergman, became PDS sites in an effort to involve all elementary teacher education candidates in PDS experiences. Many other changes were required after 1995 to nurture the growth and development of the PDS partnership. In particular, partners worked during these years on establishing financial support mechanisms, changing roles and responsibilities, and fostering initiatives to promote continued communication, collaboration, professional development, and improvement. The most critical change needed to support the continued growth of the partnership was to move funding from external grant sources to internal university and district resources. Although grant projects continued to be an ideal way to initiate and support collaboration, professional development, and improvement initiatives, PDS leaders realized that

the essential roles of key PDS participants, such as clinical instructors and PDS directors, needed institutionalized support for legitimacy and sustainability.

The PDS model was created using PDS-based teachers as clinical instructors to help plan, implement, and monitor all field experiences and professional development activities within each school. The first three clinical instructors worked full time on the grant and their full salaries were covered using NSF grant. As NSF funding came to a close, the university negotiated with the school district to pay half of the salaries for six clinical instructors to serve as half time clinical instructors within six PDS schools. Although the clinical instructors were almost always highly experienced teachers, the district charged the university the "replacement cost" of hiring a half time new teacher to cover half of the clinical instructors' classroom teaching responsibilities. Later, this agreement was changed to paying half of an average teacher salary for the half time clinical instructor positions. This financial agreement demonstrated a commitment to the partnership by both the university and the school district. The clinical instructors became true boundary spanners, spending half their time as teacher educators and half of their time as district and school leaders. As part of their district responsibilities, these individuals served as classroom teachers, specialists, or assistant principals. They were responsible for all teacher candidates placed in their buildings for four full semesters of field experiences. In addition, they coordinated professional development opportunities, mentored new teachers, and assisted with curriculum development, instructional improvement, and school improvement initiatives within their PDS. These roles made them indispensable to both organizations.

Clinical instructors met weekly after the partnership was initiated, and collaboratively engaged with PDS directors in program development and evaluation, as well as continuous professional development activities. Originally, the university faculty position of PDS Director was supported through NSF funds. At the conclusion of the NSF project, this funding was shifted to the College of Education (COE), and the director served as a COE elementary science educator and PDS Director. As the partnership expanded to secondary education, an additional director was supported part-time to coordinate the secondary PDS model. These two PDS directors were able to coordinate ongoing communication, collaboration, professional development, and K-16 improvement efforts along with providing traditional teacher education in their own content fields. Thus existing organizational funds were used to serve multiple purposes.

When the elementary PDS model was expanded to secondary education in 1995, Manhattan High School was included as a PDS site. The first secondary clinical instructor was hired by taking advantage of another window of opportunity. A secondary math educator in the COE and key PDS supporter took a two year sabbatical leave and encouraged the College of Education to hire a high school mathematics teacher as the mathematics educator and clinical instructor. This clinical instructor worked with the PDS directors to facilitate a full year of meetings between high

school teachers, high school and district administrators, and secondary faculty members to develop the specifics of the high school PDS model. Methods courses were revised and new field experiences were initiated through this planning process—demonstrating again the power of communication and shared collaborative projects. As the secondary PDS model grew and developed, the College of Education engaged in negotiations with the Manhattan-Ogden School District to jointly support clinical instructors (two middle and one high school) in the secondary schools.

Although internal financial support for key players was critical for nurturing and sustaining growth in the partnership, external influences continued to play an essential role. The importance of outside sources of support and influence was demonstrated when Manhattan-Ogden School District and the KSU College of Education became the first district-college partnership in the nation to be recognized as an NEA Learning Lab in 1992. This was a five-year recognition that provided NEA support through the National Center for Innovation for district and college partners to study and improve K-12 education while simultaneously improving teacher education. As members of the NEA Learning Lab, district teachers and administrators attended the annual NEA National Symposium with administrators and faculty members from the college. These symposia provided school and university partners with additional opportunities to communicate, plan, reflect, and engage in shared professional development. The first formal PDS Partnership agreement between Manhattan-Ogden School District, the College of Education, and the local NEA was written at an NEA Learning Lab Symposium.

In 1997, as a result of the formal NEA Learning Lab/PDS partnership agreement, all Manhattan-Ogden schools were identified as PDS sites. This included four additional elementary schools (Bluemont, Eugene Field, Marlatt, and Theodore Roosevelt) and the two middle schools (Anthony and Eisenhower), thereby bringing the total to 10 elementary, two middle, and one high school PDS. Additional forms of external support were needed to nurture this growth.

A major part of the PDS directors' responsibilities became securing external support for initiatives that could not be implemented through college and district funding alone. One state grant, two national grants, and two national projects, offered through the National Council for Accreditation of Teacher Education (NCATE) and the National Educational Association (NEA), were leveraged between 1996 and 2010 to provide additional resources for collaboration time, research support, and ongoing professional development for all PDS participants.

From 1996-1997, a state Eisenhower grant provided much needed assistance to encourage teachers to enhance K-12 teaching across the district. The Project to Promote Reform through Innovation, Development, and Evaluation (Project PRIDE) provided teachers with professional development through two month-long summer institutes, six monthly professional development days each year, and additional release time as needed to conduct team action research projects. Thirty participating teachers collaboratively studied school and district data to identify curricular and instructional

“Being part of a community of learners was stimulating, raised my standards, increased my intellectual level, and provided satisfaction. I felt that I was part of the process of improving teacher education for all involved parties and cohorts. All my experiences were meaningful and formative for me and they continued to be so throughout my participation. While I miss the K-State community of learners, the PDS experience reinforced my commitment to continued professional development and lifelong learning.”

– Dr. John Dalida

Professor Emeritus, College of Education,
Kansas State University

opportunities for improvement with two science educators, a scientist, and two mathematicians. These studies led to team improvement projects that were evaluated and sustained using action research. One of these team action research projects, conducted at Woodrow Wilson Elementary School, won national recognition through the U.S. Department of Education's National Awards Program for Model Professional Development and by being highlighted as a Successful Program in *Ideas that Work: Mathematics, Professional Development* (ENC, n.d.). Project PRIDE also resulted in the first expansion of the PDS model into a new district. A team of teachers from Morris Hill Elementary School on the Ft. Riley military base participated in Project PRIDE and then encouraged the district, Geary County USD 475, and the College of Education to include Morris Hill as the 11th elementary PDS site in 1997. Morris Hill also expanded the focus of the PDS partnership to include issues related to military-connected children and their families. This military connection was a powerful addition to the existing teacher preparation program.

Between 1998 and 2000, additional external support was provided, as the KSU PDS partnership was selected as one of 20 institutions to participate in the NCATE PDS Standards Project (NCATE, 2001). The newly established Manhattan High School PDS site was selected as the primary site to study the appropriateness, usefulness, and manageability of the NCATE PDS standards. This high school's involvement in this project created new opportunities for communication and collaboration between partners that helped the newly established PDS grow and develop.

Perhaps the largest source of support for nurturing the growth and development of the PDS partnership came via another externally funded project, Enhancing Teacher Quality Through PDS Partnerships. This project was funded under a Teacher Quality Enhancement grant from the U.S. Department of Education from 1999-2004. These external funds were

used to involve additional teachers and administrators, content faculty, and education faculty to expand and further study and develop the PDS partnership. Summer institutes were again conducted each year to provide ongoing professional development and opportunities for partners to communicate across traditionally separated roles to jointly plan K-16 improvement strategies. Participants were placed in planning teams to study national reform documents and newly released standards in all content areas. Self-assessments were conducted and self-improvement plans were identified at all levels K-16. A highlight for participants was their participation in Peer Consultation teams involving K-12 teachers, content faculty members and education faculty members. These teams reviewed one another's curricula, instructional practices, and assessment strategies. In addition, the teams observed in one another's classrooms. Participants acknowledged the power of these collaborative improvement efforts on their beliefs and practices related to teaching and learning.

This grant project also resulted in the expansion of the PDS partnership within the Geary County School District: Junction City High School, Ft. Riley Middle School, and Junction City Middle School became PDS sites in 2000; and Lincoln, Sheridan, and Ware elementary schools became PDS sites in 2002. These schools increased the important element of diversity in the PDS partnership, as Geary County was among the most ethnically diverse districts in the state and served the military families of Ft. Riley.

Another opportunity to partner with the NEA occurred from 2001-2003 through the NEA PDS Research Project (NEA, 2001). This project helped nurture growth and development of the PDS partnership by encouraging college and district partners to examine the effectiveness of the PDS partnership. In particular, the project within the KSU PDS partnership examined the impact of the partnership on new teachers and student achievement within the PDS. University-district partners offered mentoring for new teachers and tracked achievement gains and decreases in achievement gaps based on race, gender, and socio-economic indicators. The success of K-12 students and teacher education candidates was viewed as the joint responsibility of university faculty and their K-12 partners.

From 2004-2010 a second Teacher Quality Enhancement Project was funded by the U.S. Department of Education, and the Equity and Access Project was launched. This project again used summer institutes and cross-organizational planning teams to provide professional development and ongoing opportunities for communication, self-reflection, and collaborative improvement. In addition, the Equity and Access Project involved three community colleges and three highly diverse districts in southwest Kansas to implement a distance-based teacher education program for place-bound, non-traditional, Hispanic, and English Language Learners working as paraprofessionals. During the six years of the project, partners were collaboratively able to graduate 30 culturally and linguistically diverse teachers prepared to meet the needs of culturally and linguistically diverse learners in this underserved region of the state. In addition,

over 100 teachers, 60 faculty from the College of Education, 30 faculty from content fields in the College of Arts and Sciences, and 30 community college faculty worked together on K-16 improvement efforts specifically aimed at meeting the needs of culturally, linguistically, and socioeconomically diverse students at all levels of schooling. This addition was a tremendous source of pride across the partnership.

It is evident to PDS partners that internal as well as external sources of funding and support were essential to supporting the growth and development of PDS partnerships. These experiences demonstrated that internal sources of support for key roles and jointly established responsibilities were needed for legitimacy and sustainability. However, the power of external sources of influence and support cannot be overlooked. A hallmark of the partnership was the creation of a culture of grant writing that still exists in the College of Education. Neither districts nor universities have the resources to provide enough time and opportunities to sustain continuous professional development, communication, and collaborative improvement—particularly in fiscally tight eras. Yet continuous professional development, communication, and collaborative improvement projects help nurture growth and development. It appears that educators interested in nurturing large-scale change must think and plan carefully to secure internal support and find ways to leverage external support as well. Windows of opportunity should be sought and taken advantage of whenever possible.

Sustaining the PDS Partnership (2010 and beyond)

As the 25th anniversary of this unique collaborative PDS partnership approaches, the question becomes, "How do we sustain large scale change efforts like a PDS Partnership?" The last large Teacher Quality Enhancement project ended in 2010. Since then, the focus has shifted from expanding the partnership to sustaining it at current levels. Numerous smaller grants have sustained PDS participants' interest, enthusiasm, and growth in selected content areas. State partnership grants and even university small research grants have been used to sustain growth and development of PDS partners, particularly in mathematics where funds have been received annually for more than 15 years. The Manhattan-Ogden district received federal funding to offer a Science, Technology, Engineering, & Math (STEM) academy each summer from 2011 to 2014 in order to team PDS teachers and administrators with Kansas State University faculty and teacher candidates to offer enriched STEM summer opportunities for middle school students. These smaller projects have continued to provide ongoing professional development and opportunities to communicate and collaborate across institutions and jointly enact improvement efforts. Perhaps external support and funding is as important for sustaining partnerships as it is for developing them.

In addition, internal influences continue to need attention if PDS partnerships are to be sustained. The 25 years of the PDS partnership have seen changes in leadership and participants in every school and district in the partnership. In addition, the College of Education has seen recent turnover of faculty and leadership at the department as well as the college level.

Many, if not most, of the original PDS partners have retired or will do so within the next few years. Times have changed, and it cannot be assumed that new teachers, administrators, and faculty members will understand or appreciate the importance of PDS partnerships without on-going communication. They did not experience the limitations and disillusionments of teacher education of the past. They did not live through times when teachers and faculty members barely spoke and neither trusted the other. Current financial climates are especially difficult for districts and universities. Accountability measures and a focus on standardization have impacted educators' focus. PDS partnerships demand resources that are hard to understand or defend when other educational needs are going unmet. Earlier generations of educators must embrace the responsibility to help the newer generation appreciate the past and understand how it led to the present. Communication continues to be as important to sustaining partnerships as it was to developing them as new partners enter the picture.

The first generation of PDS partners also needs to understand the importance of personal relevance and ownership for second-generation PDS partners. Institutionalized practices do not need to live on forever. First generation PDS partners need to be open to change as second generation partners assume their roles. New ideas and strategies can be just as beneficial as existing practices have been, as long as they are designed to address the same perennial issues educators continue to face.

Perhaps the key to sustaining any change effort is to understand the process of change itself. The KSU PDS partners studied the change process as the partnership was being developed (Fullan, 1991). However, institutionalization of practices can make educators take those practices for granted. The lessons learned regarding educational change involving the development of the KSU PDS partnership include the importance of frequent communication, on-going professional development for all members of the partnership, mutual respect and appreciation, and a shared vision of improvement. Growing and developing these partnerships was dependent upon internal support and mutually determined roles and responsibilities along with external influences and support. However, this PDS partnership also was nurtured through continuing professional development, communication, and simultaneous improvement initiatives.

Perhaps first- and second-generation PDS partners would benefit from studying educational change together and collaborating on a vision for PDS partnerships of the future. Identifying new possibilities for simultaneous improvement related to changing national standards and assessment practices; providing new equitable opportunities for all students; expanding and diversifying the teaching force; and responding to the changing needs of future students could galvanize the passion and energy of PDS partners as they jointly create a path toward a better tomorrow. Finding new opportunities for communication and collaboration, while helping all those involved develop a personal sense of meaning and ownership, should enhance future PDS partnership initiatives while also tending to

critical components of the change process. Sustaining the partnership will now be dependent upon coming full circle and initiating new rounds of communication focused on a mutually agreed upon vision of the partnership and new opportunities to collaborate on the continuous improvement of the model and enhancement of the educational system.



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Theory into Practice: KSU PDS Model

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The 1983 publication of *A Nation at Risk: The Imperative for Educational Reform* (National Commission of Excellence in Education) “initiated the longest sustained period of attention to public education in the nation’s history and ignited a new wave of interest in teacher preparation” (NRC, Committee on the Study of Teacher Preparation Programs in the United States, 2010). Numerous reports on teacher education were initiated in response (Carnegie Forum on Education and the Economy, 1986; Holmes, 1990; Goodlad, 1990). According to the National Commission for Excellence in Teacher Education (1985), “...every part of a teacher’s education—from the liberal arts programs of the prospective teacher to the continuing education of the veteran—can be improved; even the best existing programs are not good enough.” (p 1). These reports set the context for the Kansas State University (KSU) Professional Development School (PDS) Partnership. This paper will explore the foundations of the KSU PDS model designed in response to this urgent cry for reform in teacher education.

Beliefs, Purpose, and Vision

In response to the calls for reform in K-12 education as well as teacher education, a small group of education faculty, science and mathematics content faculty at KSU, and K-6 teachers and administrators in local schools began to meet to discuss educational improvement strategies. One of the first steps in this process was to jointly compose statements of beliefs regarding the purpose of the partnership. To this end, all partners agreed that: (a) educators face significant challenges related to a wide array of social, economic, political, and educational factors; (b) complex problems require complex solutions; (c) schools cannot be expected to face these alone; (d) colleges of education cannot prepare teachers to face these challenges alone; and (g) genuine partnerships must be created where all can learn, improve, and grow together as a community of learners (Shroyer, Wright, & Ramey-Gassert, 1996; *Kansas State University Professional Development School Handbook*, 2014). These belief statements led to the creation of a community of learners for the continual development of the educational system and the PDS Partnership was begun. The initial PDS partners set out to involve students, parents, preservice and in-service teachers, administrators, school board members, university faculty,

human services personnel, and community representatives as educational stakeholders and members of the PDS community of learners. The expanded partnership members established the fundamental purpose of this partnership: to capitalize on the collaborative inclinations, experiences, and needs of the many educational partners in the community to demonstrate how to help students achieve high academic standards and enhance the quality of teaching as a profession at all levels of schooling (Shroyer, Wright, & Ramey-Gassert, 1996). The original vision of the KSU PDS Partnership was: to collaboratively restructure the College of Education's teacher preparation program while simultaneously reforming K-12 education for all students and educators (Shroyer, Wright, & Ramey-Gassert, 1996).

Premises

The next step for the PDS partners was to create a set of premises to guide the further development of the PDS partnership. The original partners felt strongly that PDSs must be based on collaborative relationships between content specialists, education specialists, practitioners, community members, and local and state agencies. All participants agreed that new partnerships were needed to improve teaching from kindergarten through college (Shroyer, 1991). The following premises were thus identified:

1. PDSs strengthen and integrate practical field experiences. They serve as sites to integrate theory from professional studies with practice in clinical settings where fieldwork is interspersed and aligned with course work. This allows novice teachers to construct a more holistic understanding of teaching within the naturally complex environment of the school.
2. PDSs are vehicles to extend the knowledge base in teacher education for collaborative inquiry into teaching and learning. Innovative practices and site-based action research should be incorporated as regular features of these schools.
3. PDSs are centers of learning communities. Professional development is a long-term, continuous process and should, therefore reflect the lifelong learning of educators. Rather than short-term skill building and one-day workshops, these schools help build a growth-oriented ecology.
4. PDSs play a critical role in the professionalization of teaching. For education to improve, a more professional vision of teaching must be created. Teachers, faculty, and students need to be involved in new roles and differentiated responsibilities. They need to be empowered to be an integral part of goal setting, problem solving, curriculum development, instructional improvement, student assessment, organizational decision-making, teacher preparation, and staff development programs (Shroyer, Wright, & Ramey-Gasset, 1996).

These foundational beliefs, purposes, vision, and premises represent the prevailing conversations in teacher education reform during the early 1990s and the literature that formed

conversations as the KSU PDS Partnership was formed and expanded to what is in place today.

Partners

The KSU PDS Partnership has evolved from a partnership with three elementary schools in 1989 to one with 14 elementary schools, five middle schools, two high schools, and two distant partner districts. Since the beginning of the partnership, the belief has been that the preparation of quality teachers and the reform of public schools are the joint responsibility of institutions of higher education and K-12 schools. KSU College of Education and College of Arts and Sciences worked collaboratively with Geary County School District, Manhattan-Ogden School District, and Riley County School District to design and structure the partnership, with each entity contributing its own perspective, expertise, and resources to make the partnership successful. This collaboration promotes the opportunity for quality preservice education, in-service professional development for K-16 educators, and the systemic reform of education within the College of Education and in each PDS. Collaboratively, these partners serve as co-planners, teachers, and evaluators of courses and field experiences, clinical instructors, and mentors of new teachers. Faculty from Kansas State University work with faculty from the Professional Development Schools on school improvement efforts, curriculum development, program evaluation, professional development activities, and action research studies within each PDS.

The PDS partner communities (Manhattan-Ogden, Junction City, Fort Riley, and Riley) also actively embrace this long-standing partnership. Organizations and businesses continue to support the efforts of the partnership by developing programs that connect to and build upon PDS work. Most recently, the College of Education established a working relationship with Fort Riley, a U.S. army base, to focus on meeting the educational needs of military families and students.

Partner Roles and Responsibilities

While the partners in the KSU PDS work collaboratively to maintain the partnership, there are individual roles for each partner. The day-to-day work of the partnership is

“*My collegial relationships allowed me to refine my teaching strategies, share new information, and celebrate successes...the training received in cooperative learning, learning styles, and action research provided me with a better understanding of students and how to motivate their learning.*”

– Fran Ireelan

Retired Classroom Teacher and Original PDS
Planning Team Member, Manhattan-Ogden
School District

collaboratively completed by the PDS director, the Director of Field Experiences, College of Education faculty liaisons or supervisors assigned to each PDS, and teachers and administrators working within the PDSs. Each PDS identifies a teacher leader within the school to serve as a Clinical Instructor (CI). The role of CIs is critical to the success of the PDS Partnership; they are the faces of the partnership in each PDS school. In their roles they coordinate: (a) PDS activities and field experiences within their schools; (b) communication within and across the PDS schools; (c) simultaneous improvement efforts in their schools and across the partnership; and (d) PDS program evaluations. The CIs meet regularly with teachers and administrators in their building and with the PDS Director, the COE Director of Field Experiences, and representative COE faculty to oversee all PDS activities.

In addition, each PDS has one or more university faculty members (liaisons or supervisors) that work with the CIs, teacher candidates assigned to each PDS, and PDS teachers and administrators to assist with on-site seminars, supervision, and professional development. Ongoing communication is maintained between the PDS Director, the Director of Field Experiences, PDS teachers and administrators, as well as COE faculty and administrators.

COE faculty develop and teach the professional coursework and work with PDS clinical instructors and cooperating teachers to supervise field experiences associated with these courses. In addition, to collaboratively supervise and assess field experiences, PDS teachers have served as adjunct faculty over the years for key courses where their expertise was needed in areas such as technology, art, music, and physical education. The COE also has hired several retired cooperating teachers and clinical instructors as instructors and supervisors for key undergraduate methods courses.

The College of Arts and Sciences (CAS) also serves as a vital partner, collaborating with the COE and district faculty to offer on-going teacher professional development across the partnership. CAS also participates in action research and offers courses specifically developed for education majors. Among these courses are Literature for Children, Concepts of Physics, Math for Elementary Teachers, and Social Studies Colloquium.

Mission and Goals

Once the PDS Partnership was more firmly established, a mission statement and goals were identified. These mission and goal statements still guide PDS practices today. The mission of the KSU PDS Partnership, as adopted from NCATE PDS standards (2001), is to promote the intellectual engagement and development of all PDS participants. In doing so all partnering institutions share the responsibilities for the preparation of new teachers, the continuing professional development of all PDS participants, support for children's learning, and the use of practice-based inquiry to examine and improve practice. PDS goals and activities align with and support this mission statement, as demonstrated in the following sections.

The Preparation of New Teachers

Goals:

- to provide educators with the content and pedagogical knowledge, beliefs, skills, and behaviors necessary to provide all K-12 students with the knowledge and skills necessary to be contributing citizens in a changing society
- to prepare educators to implement what is known about developing and managing effective schools that support educational excellence and equity.

Teacher preparation is an extremely complex process that must be viewed as a continuum of career-long experiences that mold and shape the ever-changing behaviors of the classroom teacher. The PDS model facilitates systematic field experiences within such realistically complex environments, permitting partners to restructure teacher preparation based on this complex, holistic perspective as opposed to disjointed, incremental reform efforts (Shroyer, Wright, & Ramey-Gassert, 1996). To guide field experience expectations, performance-based, teacher-education standards were created and aligned with three sets of standards for teachers: *Program Standards for Teacher Preparation* (NCATE, 1998); *National Model Standards for Beginning Teachers* (Interstate New Teachers Assessment and Support Consortium, 1992), and *Standards for Professional Teachers* (National Board for Professional Teaching Standards, 1999). With the creation of these standards, courses in core academic areas and methods courses were examined and modified to align with the newly developed performance-based standards. In an effort to clarify and communicate expectations, Danielson's *Framework for Teaching* (Danielson, 2007) was adopted across the partnership to provide a common definition of the principles of quality teaching.

It was obvious to me that new students to the teaching profession could understand and accept effective teaching practices built upon the best research practices. It was Charlotte Danielson's Framework for Teaching model (that provided) the best understanding of how to ["grow as a teacher"].

– Diane DeNoon Hawk, Clinical Instructor, university faculty

In addition, a performance-based portfolio process was developed with assistance from clinical instructors, to assess students' attainment of the performance-based standards.

Continuing Professional Development

Goals:

- to provide professional development opportunities aligned with national and state standards
- to prepare educators to implement what is known about developing and managing effective schools that support educational excellence and equity.

In the PDS, preservice and in-service education are viewed as an inseparable continuum. Professional development opportunities offered within the PDS provide novice and experienced educators with the knowledge, skills, attitudes, and resources to empower them to create teaching and learning environments to meet the needs of an increasingly

diverse student population. Professional development opportunities are provided throughout the academic year as well as during summers. CIs from each PDS meet twice monthly with the university PDS Director and the Director of Field Experiences as part of the professional development provided during the academic year. CIs then assist with professional development in the PDS by conducting school-based student teaching seminars, cooperating teacher meetings, faculty meetings, and new teacher mentoring programs.

Summer Institutes also have been offered for more than 20 years to provide professional development through a variety of special projects that allow novice and experienced teachers to reflect on their teaching and learning with peers, administrators, and university faculty. These institutes have provided a wide range of professional development opportunities and content updates in mathematics, science, social studies, reading, and English. Additionally, C3 Academies (Children, Content, and Curriculum) that focus on specific content areas have been offered in conjunction with the summer institutes to allow PDS partners the opportunity to identify and target specific areas of need based on district and/or school data.

Summer institutes also were designed to address pedagogical knowledge, including topics such as standards-based teaching and conceptual understanding. This began with the examination of educational reform documents (e.g., American Council on Education, 1999; Darling Hammond, 1999; NCTAF, 1996, 1998; NRC, 2000; U.S. Department of Education, 1998, 1999, 2000) and the examination of content specific standards for teachers and students (e.g., IRA/NCTE, 1996; NCTM, 1999; NRC, 1996; NCSS, 1998). Other topics that were addressed during summer institutes included: literacy comprehension (Marzano, Seger, LaRock, & Barton, 2000; Tovani, 2001; Miller, 2002), Danielson's *Framework for Teaching* (Danielson, 2007), and *Instruction That Works* (Marzano, Pickering, & Pollock, 2001; Dean, Hubbell, Pitler, & Stone, 2012). To promote equity across the PDS, professional development focused on *differentiated instruction* (Tomlinson, 1999; Sprenger, 2003; Tomlinson, & McTighe, 2006; Wormeli, 2006, 2007), *Sheltered Instruction Observation Protocol* (Echevarria, Vogt, & Short), *Teacher Expectations and Student Achievement* (Kerman, 1979), and *Gender/Ethnic Expectations and Student Achievement* (Grayson & Martin, 1990). Faculty in the College of Education also had the opportunity to participate in a book study, focusing on *Becoming Multicultural Educators* (Gay, 2003). Professional development supporting teachers as leaders also was addressed in the institutes, and participants focused on *Data-Based Decision Making* (Wellman & Lipton, 2004) (Bernhardt, 2004) and creating *Professional Learning Communities* (Eaker, DuFour, R., & DuFour, R. B., 2004). To improve professional practice and to work with their peers in improving professional practice, summer institute participants also explored *action research* (Altrichter, Posch, & Somekh, 1993; Hubbard & Power, 1993; Patterson, Santa, Short, & Smith, 1993; Holley, 2003).

The professional development I was provided through our Clinical Instructor meetings, Framework for Teaching Training and the Summer Institute, gave me the tools and peer support I needed to make a difference. I was able to go far beyond, "Well...try this; it worked for me," to a research-based living model of teacher development. We were able to share these practices in staff development at all levels.

– Catherine Hedge, Clinical Instructor, University Supervisor

Support of Children's Learning

Goals:

- To encourage educators to have high academic expectations for all students and to create and evaluate teaching and learning environments to meet the needs of an increasingly diverse student population.
- To enable teachers to develop challenging age appropriate and relevant K-12 curriculum; to appropriately use a variety of effective teaching strategies; and to use various forms of performance assessment to monitor and enhance student learning.

Professional Development Schools symbolize a commitment to improving career-long teacher preparation while improving K-12 instruction. The large numbers of KSU students and faculty working with each PDS provide extra resources, people, and support to help all children reach high levels of academic excellence. In addition, many enrichment activities have been provided to children and their parents through: family math and science programs; math, science, and technology afterschool clubs; summer magnet schools; and summer science, technology, engineering, and mathematics (STEM) camps and tutoring programs. Student teaching seminars, cooperating teacher meetings, and ongoing professional development activities provide opportunities for PDS participants to enhance their understanding of teaching and learning. Classroom innovations, collaborative action research and enrichment activities provide opportunities for student interns, teachers, and university faculty to implement, assess, and revise instructional practices to enhance children's learning. Additionally, book studies are used to provide information to improve K-12 instruction and address current educational issues identified by CIs in PDS schools. CIs are first introduced to the books and they work with student interns and cooperating and practicing teachers in their PDS to read and review the books and implement knowledge gained in their classroom to enhance children's learning. Recent books used in book studies include: *How People Learn* (Bransford, Brown, & Cocking, 1999), *How Students Learn* (Donovan & Bransford, 2005), *Creating Welcoming Schools* (Allen, 2007), *Motivating Students Who Don't Care* (Mendler, 2000), *Understanding Common Core State Standards* (Kendall, 2011), *Supporting Students from Military Families* (Astor, Jacobson, & Benbenishty, 2012), and *How the Brain Learns* (Sousa, 2011).

As an elementary teacher, I felt isolated and under-supported. I searched to find ways to be more effective and efficient while addressing key issues in my daily practice with limited resources and direction. The KSU Summer Magnet school project offered me a roadmap and compass to advance teaching and learning, not only in my classroom, but also to impact school and district performance results as well.

– Lisa Bietau, Clinical Instructor, university faculty

Practice Based Inquiry

Goal:

- to empower educators to analyze school data, create school-wide improvement plans based on identified areas of needs, conduct classroom-based research to determine the effectiveness of improvement plans, participate in decision making throughout the system, and become reflective practitioners.

Ultimately, the PDS should exemplify the most current and best practices education has to offer. Practice-based inquiry has included action research projects and classroom innovations. Collaborative inquiry has involved pilot testing and field testing new curricula, technology, innovative teaching methods, and assessment techniques. Early in the PDS Partnership, teachers worked on classroom innovations to improve teaching and learning in their schools and classrooms. As the PDS Partnership evolved, more teachers became interested in examining their teaching, and an action research course was developed and continues to be offered. As a result of this course, action research projects have been conducted every year for the past 15 years. Many of these research projects have been presented at state, regional, and national conferences.

As teachers began to examine their teaching through action research, student interns also started to think about how they could analyze their impact on student learning. Over the course of several semesters, students identified and examined one aspect of their teaching. The results of these preservice teacher action research studies were shared with their peers, and they were posted on the Kansas Coalition of Professional Development Schools (<http://kansaspds.soe.ku.edu>).

With the advent of student work samples, student interns moved from conducting action research projects to completing a performance-based teaching portfolio or “student work sample.” Kansas became one of the first states to require student interns to submit a developed, implemented, and assessed curriculum unit as a sample of their work before they could be licensed. This teaching portfolio or “student work sample” now requires each student intern to identify two K-12 students to focus on as they plan, teach, and assess a multi-week unit. The student interns are expected to identify the critical contextual factors impacting learning in the classroom and to determine the individual learning needs for each of their focus students. Interns are then expected to design and implement instructional accommodations based on these individualized learning needs. The interns conduct pre- and post-test assessments

“ *The PDS community with which I worked motivated me to want to be an outstanding professor so I could influence future teachers who would in turn influence their own students.* ”

– Dr. Marjorie Hancock

Professor Emeritus, College of Education,
Kansas State University

and analyze the K-12 students' work to determine if they have met the objectives of the unit. The interns then reflect on the impact of their planning and teaching and how their practice impacted the K-12 focus students' learning.

Practice-based inquiry is now evolving to include both clinical instructors and student interns working together to design action research projects. By using *How the Brain Learns* (Sousa, 2011) as a book study, PDS partner schools are being asked to identify a brain-based teaching strategy to use in their classrooms or schools and analyze the impact on student learning. This information will be shared across the partner schools.

In an effort to determine best practices and utilize up-to-date teaching, practice-based inquiry is an ongoing element in the KSU PDS partnership. The intention continues to be to explore how children learn, how teachers learn, and how schools improve.

Through the partnership I learned the value of action research and how to document the success or better meet the needs of my classes then, and now how to reflect on the success or weaknesses of my instructional decisions. I am grateful to (have) landed in the right place at the right time to have the opportunity to be part of such a powerful teaching and learning experience.

– Leslie Rader, Clinical Instructor, university faculty

Outcomes

The success of the Kansas State University PDS Partnership is first and foremost exemplified by the fact that it has thrived for 25 years. Over the course of those years it has taken all of the partners working together to examine and re-examine what is being done and what needs to be done to be sure that best practices in education are utilized to meet the needs of all learners and prepare quality teachers to work with the children in PDS partnership schools. Securing external funding has contributed greatly to the growth and continuation of the partnership (NCATE Project, NEA Research Project, DOE grants, math grants). These grants and projects have allowed the time and funding to include university faculty, community college faculty, teachers, and administrators in meaningful conversations about what needs to be done to prepare all educators to meet the educational needs of all children.

Examples of specific outcomes are provided below to align with each of the areas identified in the KSU PDS mission. Data were collected in a variety of ways including surveys, observational studies, district student test scores, College of Education PRAXIS program data, interviews, and PDS participant documentation logs.

Preparation of New Teachers

All preservice teachers in Kansas must successfully pass the Principles of Teaching and Learning (PLT) exam and academic content Praxis exam particular to their specific content areas to obtain a teaching license. In both the PLT and content Praxis exams, the pass rates indicate high standards and continuous improvement in the KSU teacher education program. The pass rate for all students on the PLT for 2012-2013 was 92% and the pass rate for all students on specific content Praxis exams was 97%.

On a PDS survey involving 170 PDS participants, respondents (administrators, student teachers, cooperating teachers and university faculty) indicated confidence (mean scores of 4.3-4.5 on a 5 point scale depending on participant category) that candidates have developed the skills and knowledge needed for success as beginning teachers as a result of their involvement in the PDS Partnership. In the same survey, administrators, cooperating teachers, and university faculty indicated (mean scores of 4-4.7 on a 5 point scale depending on participant category) they had noticed a positive change in the teacher preparation program as a result of the PDS Partnership.

In addition, the PDS Partnership developed a mentoring program that has been utilized across the partnership. Over the years, more than 500 teachers have been trained to mentor more than 1,200 new and beginning teachers. When surveyed, 88% of the new teachers agreed or strongly agreed they were confident in their teaching skills, and 89% agreed or strongly agreed they were prepared to remain in teaching.

Continuing Professional Development

Summer Institutes and professional development opportunities provided to teachers, university faculty, and district administrators had significant impacts on both competence and performance in improving best practices to meet the needs of all students. Based on pre-test/post-test data, C3 Academy participants had significant increases in content knowledge. Action plans, documentation logs, and observational data indicated that participants at all levels of the educational system implemented "effective and equitable teaching strategies" each year. Finally, survey data indicated participants felt competent to apply effective teaching, curriculum renewal, standards-based teaching, and diversity strategies in their own teaching at every level of education. In the PDS Survey, administrators, cooperating teachers, and university faculty agreed (mean scores of 4-4.7 on a 5 point scale depending on participant category) that the partnership helped them grow as a professional, and they noticed positive changes at their schools as a result of the PDS Partnership.

Support of Children's Learning

Evidence of student learning has been collected and analyzed each year since the partnership was created. Over the years, the data have indicated an increase in mean district scores in mathematics, science, and reading at all grade levels. Survey data also measured other indicators that contribute to the support of children's learning. These indicators were the opportunity to work with diverse students and the ability to be successful beginning teachers. In an analysis of 170 surveys, student teachers and university supervisors both "agreed" to "strongly agreed" that "candidates frequently work with diverse students as part of their teacher education program."

Practice-Based Inquiry

Examples of teacher innovations through the years include: developing non-routine mathematical problem solving curricula, thematic teaching, peer coaching, team teaching, multi-age classrooms, and alternative assessment strategies including authentic assessment, portfolios, non-graded report cards, and student-lead parent conferences. Teacher action research projects have examined student learning, effective instruction, teacher preparation, educational equity, parental attitudes, and school change. Specific topics have included:

- portfolio assessment in high school physics;
- teaching strategies to enhance achievement and to incorporate problem based learning into mathematics;
- improving school-wide programs for English language learners;
- paired reading as a strategy to enhance K-16 simultaneous improvement;
- paired reading, poetry recitation, and readers' theatre to improve reading fluency;
- early field experience students as mathematics tutors for special needs students; and
- the impact of professional development on equitable teaching behaviors of elementary teachers.

One action research project was incorporated into a year-long professional development program to enhance the mathematical achievement of elementary students. This project resulted in a National Award for Model Professional Development to Woodrow Wilson Elementary School (WestEd, 2000) for their "comprehensive efforts to increase teacher and student learning" (p. 4), and recognition in *Ideas that Work: Mathematics Professional Development* (ENC, ND). Student interns also have been involved in action research projects. One of these projects explored the use of paired teaching to promote cooperation and enhanced student learning.

Conclusion

As we celebrate the 25th anniversary of the KSU PDS, we can see the tremendous impact it has had on reforming education both in K-12 schools and in the university. Since its inception, the KSU PDS Partnership has focused on the preparation of all educators to meet the needs of all K-12 students. In doing so, PDS partners acknowledged that neither colleges of education nor K-12 schools could handle such a daunting challenge alone. The beliefs, purposes, and

premises that formed the theoretical foundation for the initial PDS Partnership and have been practiced for 25 years led to cooperative engagement in educational reform. The very practices that characterize the cooperation and engagement of the PDS professionals from all institutions set the stage for collaborative research, activities, and instruction where everyone participates, learns, and grows. This is especially fruitful and meaningful for the beneficiaries of educational reform, the K-12 students in these schools who mature into lifelong learners. The KSU PDS model is one that not only promotes educational change; it is a model that sustains ongoing educational reform in a changing world.

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Changing Traditions: Supervision, Co-teaching, and Lessons Learned in a Professional Development School Partnership

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Considering how long societies have been educating their youth, the history of teacher education is relatively brief. The first efforts to provide systematic education for teachers with some kind of practical experience occurred in Rheims, France, in the late 17th century when Jean Baptiste De La Salle opened the first normal school (Guyton & McIntyre, 1990).

In the middle of the 19th century when normal schools were first established in the United States, student teaching as well as early field experiences became available for those preparing to be elementary teachers. Secondary teachers generally were not provided the opportunity for practical experience but were given only academic preparation for teaching. For nearly 100 years as normal schools expanded throughout the country, the use of practical experience to prepare teachers expanded.

But when the need for teachers exploded after World War II, it became common practice to assign large numbers of student teachers to public schools. By the late 1960s teacher preparation institutions realized assigning a student teacher to a cooperating teacher in a public school, and having a faculty member observe the student teacher two or three times in a brief student teaching experience, was insufficient preparation.

In the 1970s and 1980s an approach to supervision called the student teaching triad was touted as the way to make the student teaching experience more beneficial. The idea was that the university supervisor, the cooperating teacher, and the student teacher would become a team working for the same goal of providing a successful experience for the student teacher. This approach had little effect on the way student teachers were prepared since there was nothing substantially different from the model of the previous 20 years. In the late 1980s and early 1990s, scholars, professional organizations, and regulatory agencies began to emphasize the need for prospective teachers to spend more time in schools with students and teachers. This not only meant extending the length of student teaching; it also meant that prospective teachers should be assigned more field experiences for

significant lengths of time. This had a profound effect on teacher education programs around the country.

At Kansas State University (KSU) this change caused significant problems. At that time the institution placed over 400 student teachers a year, most of them in the surrounding area which had a relatively limited population. In addition to student teaching now three early field experiences were required for each student. This meant nearly 2,000 field placements each year.

As the pressure increased to assign more and more students to local schools, students, teachers, administrators, and parents began to complain about the amount of time K-12 students were being taught and managed by inexperienced individuals. For the good of their students, district administrators began notifying the director of field experiences that they were limiting the number of student teacher and early field placements in their schools. This posed a serious problem for KSU's College of Education.

From the first teacher education innovation in the 17th century through those of the late 20th century—de la Salle, the American normal school, the flood of student teachers into public schools after World War II, the student teacher triad, the expansion of field experiences—all focused on the student teacher. It became clear that this was no longer a viable way to approach teacher preparation. A new approach was needed.

In the late 1990s KSU faculty, public school administrators, and teachers designed a new approach to teacher preparation. The new KSU program would focus on K-12 students instead of student teachers. As the new program was planned the question that had to be answered to the satisfaction of everyone was, "How can we improve K-12 student learning while preparing future teachers?" Positive answers to this question came in several forms.

Educators knew an extra person in the classroom reduced the student-teacher ratio and thus improved student learning. The decision was made that in KSU student teaching and field experiences, university students would no longer take the place of teachers; rather both teacher and prospective teacher would remain in the classroom to co-teach.

An additional change was hiring a public school teacher (clinical instructor), paid by the university, to oversee the supervision of university students in the schools so that a university presence was always there.

Cooperating teachers were also expected to change and supervise the prospective teachers in more immediate ways,

“ I can think of few things as exciting and fun as sitting around a table with interns and thinking of multiple and different ways to teach or assess students over a new concept.

– Adrian Walker

Clinical Instructor, Manhattan-Ogden School District

such as providing instructional direction during co-teaching activities, immediately after a lesson, and ongoing throughout the day.

University supervisors were assigned to a specific school or in some cases two schools and were asked to not only observe and critique student teachers, but also to work with school administrators and teachers to provide action research and in-service that would meet the specific needs of the school to improve K-12 learning. From this emphasis on K-12 learning grew the professional development school (PDS) model focused on improving K-12 learning. This unique approach to supervision combined with co-teaching to support K-12 learning is the essence of the KSU PDS model.

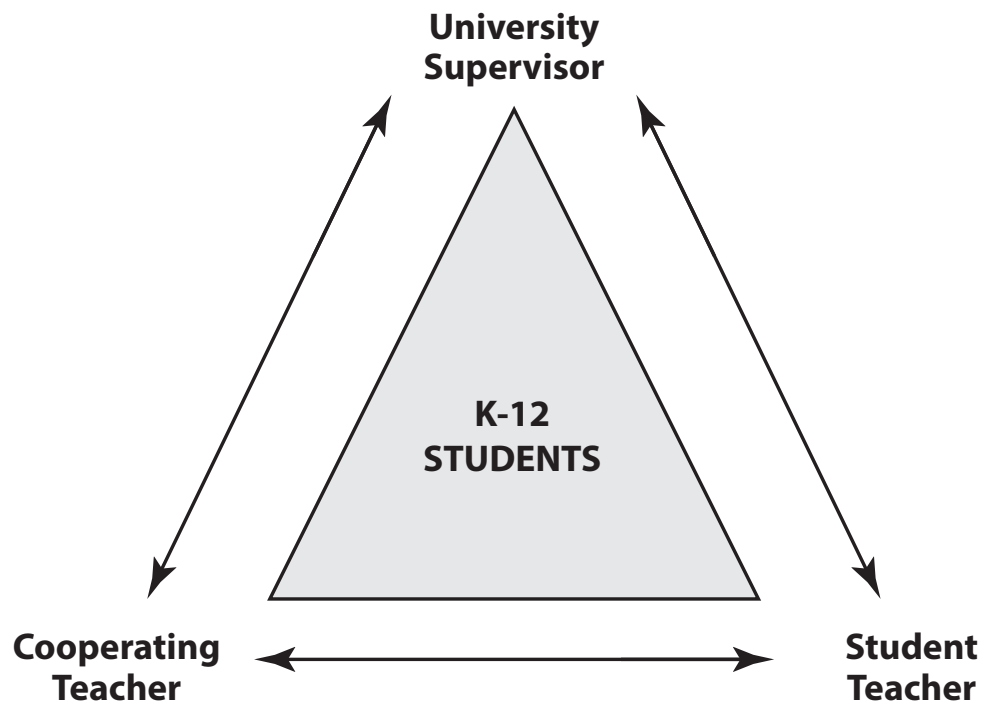
The following pages explain in some detail the elements of supervision and co-teaching embedded in the program. The Kansas State University Professional Development Schools (KSU PDS) model involves a network of stakeholders engaged in a simultaneous renewal process whereby teachers, preservice teachers, and supervisors are collaborating to deepen their understanding of teaching and learning. This highlights a progressive approach to supervision and support of the student teacher, including a unique implementation of co-teaching opportunities involving the cooperating teacher and the preservice teacher sharing classroom instructional duties. The KSU PDS model represents a move toward enhancing the experience by having professionals in a more visible and supportive role for the preservice teacher, with the ultimate goal of improving education for K-12 students.

The Traditional Triad Model of Supervision

A traditional triad model of supervision involves a cooperating teacher and a university supervisor, who engage in a semester-long series of formal observations and interactions with the student teacher to ensure he or she demonstrates the knowledge and skills necessary to qualify for the licensure of a teacher (See Figure 1).

These observations are both formative and summative, and decisions regarding the success or failure of the student teacher are made during the traditional midterm and final evaluation. Through this process, addressing observed deficiencies is often a product of communication efforts on the part of the cooperating teacher and the university supervisor. However, flaws in this communication as a part of the triad model can lead to less valuable interventions for and assessments of the student teacher. Given the volume of student teachers in large education programs and the number of student teachers assigned to each university supervisor, intervention attempts are not always timely or effective. This delay can have a detrimental effect on the student teacher/cooperating teacher relationship and, ultimately, negatively impact learning opportunities for K-12 students.

Research indicates a number of other issues associated with the traditional triad model as well. For example, Bullough and Draper (2004) investigated the problems associated with the inevitably hierarchical nature of the triad characterized by a shifting set of alliances, one with the university supervisor and another with the cooperating teacher.

Figure 1 | **Traditional Triad Supervision Model**

Nearly five decades ago Yee (1967) identified the problem associated with inadequately trained supervisors who were thrust into the supervision role. This is further accentuated by Rodgers and Keil (2007) who, 40 years after Yee, examined the historically low priority afforded to the supervision of student teachers. The researchers articulated the fact that supervision assignments are generally given to junior faculty, adjunct faculty, or retired teachers, with little regard to the preparation of those who are placed in supervisory roles.

Faculty members often seek promotion or buy-out opportunities, which affords the opportunity to focus significant time on research and writing, rather than supervision. Institutional requirements for publication and creative endeavors encourage faculty to move away from what is often perceived as a mundane and time-consuming "chore" involving supervision, and toward the ultimate reward of tenure and promotion. This institutional perspective leads to a revolving door of inadequately trained new supervisors year after year.

Valencia et al. (2009) examined the complex interactions associated with the student teaching experience. The researchers found that all members of the triad operated in multiple settings and faced competing demands. These demands shaped actions and stances, which led to numerous instances of lost opportunities including little feedback on teaching subject matter, few links to methods course content, and limited opportunities to develop identities as teachers. Historically, the literature identified numerous instances in which cooperating teachers, university supervisors, and student teachers held differing beliefs about the outcome of the student teaching semester (Darling-Hammond, Pacheco, Michelli, Lepage, & Hammerness, 2005; Zeichner & Gore,

1990). Wideen et al. (1998) identified "a gap between the change agenda of teacher educators and the survival goal of preservice teacher." The researchers called for a broader perspective on student teaching research that would focus on contextual factors that influence student teaching.

An extensive line of research was conducted (Bullough & Draper, 2004; Slick, 1997; Richardson-Koehler, 1988; Veal & Rikard, 1998), which examined the relationships within the triad model. Their findings suggest that two different hierarchical triads existed during the student teaching semester, which placed the student teacher in the position of spending more time mediating these triadic relationships rather than honing his or her teaching skills. Bullough and Draper (2004) specifically examined the tension between cooperating teachers and university supervisors with differing views about how algebra should be taught. Borko and Mayfield (1995) concluded that although all members of the triadic relationship were generally satisfied with the outcome of the student teaching experience, the university supervisor and cooperating teacher had little impact on the student teachers' content knowledge, pedagogical knowledge, or dispositions regarding teaching.

Even with the difficulties associated with it, the triad model of supervision still appears to be the prevailing model for supervision during the student teaching semester. Traditional triad models of supervision include the role of cooperating teacher and university supervisor. However, these roles have not been well defined across and within institutions, creating unstructured and non-supportive environments that generate numerous difficult situations, both educational and political, for the student teacher to navigate during the semester.

KSU PDS Model of Supervision

In the KSU PDS model each elementary and secondary student in the College of Education professional education program completes four field experiences. The Early Field Experience is four hours per week for 12 weeks in length and provides the opportunity for both elementary and secondary students to explore the career of teaching.

For elementary education students the next experiences are Blocks B and C. In Block B students spend nine half-days in the schools teaching K-2 literacy and science and begin to explore general skills needed to teach. Block C consists of 15 half-days in the schools teaching literacy, math, and social studies and focuses on more specific teaching skills.

In Block 1 field experiences, secondary education students spend four hours per week for 10 weeks in schools to explore general teaching skills. In the next field experience, Block 2, students spend 10-12 weeks in schools for four hours per week and explore and teach specific methods based on their individual content areas. The final field experience for both elementary and secondary students is 16 weeks of all-day student teaching.

In the traditional PDS model, the cooperating teacher, clinical instructor, and university supervisor are three key components equally vital in assisting the student teacher in his or her on-site classroom training and, ultimately, the future of K-12 education.

Cooperating Teacher: The cooperating teacher, as a mentor, opens the classroom and provides the clinical setting. The initial point person for day-to-day feedback on activities in which the student teacher is engaged, the cooperating teacher is knowledgeable about K-12 students, the classroom management plan, school politics, and general pedagogical practices implemented throughout each school day. The cooperating teacher also provides multiple formal and informal observations.

Clinical Instructor: A clinical instructor is the site-based university point person. He or she provides seminars for teacher work sample completion, professional development, supervision, and on-site trouble shooting, and develops a personal/professional relationship with the student teacher.

University Supervisor: The third component, the university supervisor, serves as the content-specific point person for the university, addressing a specific grade level—such as elementary—or a secondary content—such as math, social studies, English/language arts. This individual generally conducts two to three formal observations and provides content-specific feedback and support for student teachers.

However, as a variation upon the traditional PDS roles in an attempt to address the issues that have arisen from the traditional triad model, the KSU PDS developed and modified two roles that, based upon previous experiences, were designed to assist in the simultaneous renewal efforts of the partnership stakeholders. These provided support for

the student teacher, as well as others involved in the student teaching experience.

Faculty Liaison: The first of these roles was that of the faculty liaison, a faculty member who was assigned to a specific school or schools within the partnership model. The faculty liaison's role was to act as a consulting member of the faculty and staff at the school, assist with meeting the professional development needs associated with current research on teaching and learning, and provide supervision for students enrolled in methods courses and those enrolled in the student teaching semester. The faculty member met such needs as providing current research in content, professional development related to pedagogy, assistance in curricula selection, and at times serving on the School Improvement Team (SIT).

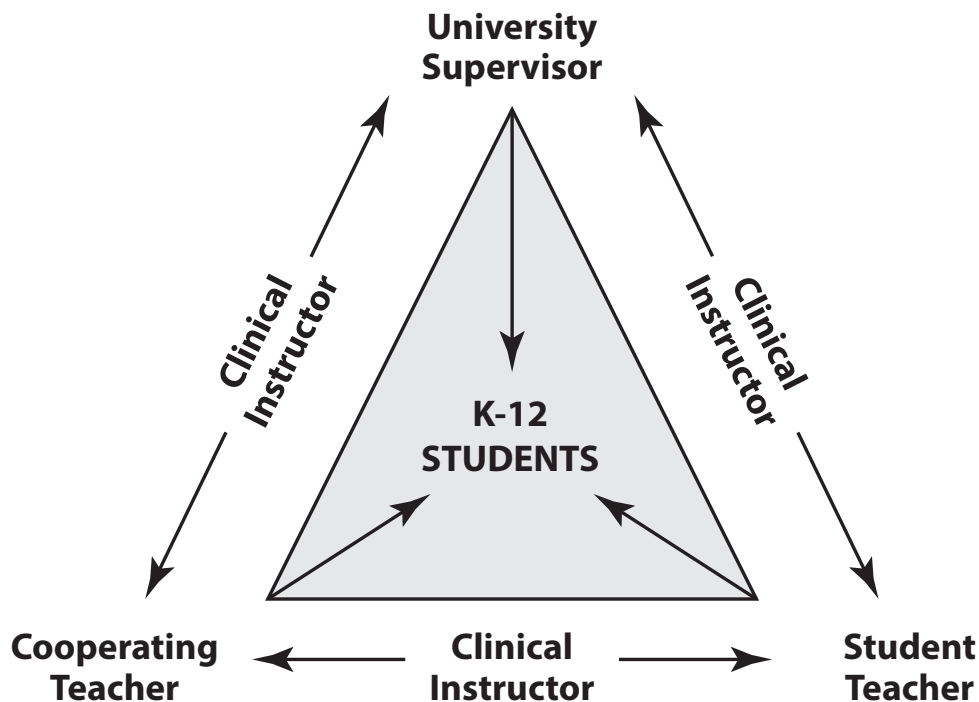
From 2000-2007 numerous KSU PDS faculty worked with teachers and students in the school setting to create a collegial relationship in which ongoing research further informed the process of teaching and learning (Allen, 2006; Larson, et al., 2009; Bay-Williams, et al., 2007). During this period the College of Education reinforced the commitment to the partnership by assigning faculty loads that accounted for the time within the school setting. Faculty members were encouraged to integrate service, teaching, and scholarship within a single context. Many faculty members thrived in this environment, while others did not.

Those faculty members who could not reconcile their career goals with this role left the university to pursue careers at universities with a more traditional academic structure. While this was not representative of a large population of the faculty, when coupled with the financial crisis experienced across the country, these two issues did impact the ability to continue this role as a part of the supervision system, and the process of phasing out the faculty liaison role began. A university-wide hiring freeze affected the replacement of retiring faculty, as well as the retention of junior faculty members who were not invested in the partnership. Unable to replace faculty members from the research community, the partnership supervision model began to rely heavily on the second and, perhaps most important role created through the KSU PDS, that of the clinical instructor.

“*The cooperating teachers often speak of how much they learned from their interns as they participated in using our evaluation system, co-teaching, and reflective conferences.*”

– Jeanne Christiansen

Clinical Instructor, Blue Valley School District

Figure 2 | **Kansas State University Supervision Model**

Clinical Instructor

In a critical role for the supervision process, the clinical instructor bridges the gap between the university and school settings. While many of the roles within this approach are similar to the traditional model, the addition of the clinical instructor enhances the opportunity for simultaneous renewal and growth on the part of the university supervisor, the cooperating teacher, the student teacher, and, most importantly, the K-12 students (See Figure 2).

The role of the clinical instructor, a classroom teacher identified by the school partner for his or her leadership, teaching, and interpersonal skills, is vital to the Professional Development School partnership and viewed as the face of the university within the schools while also a school district employee. As noted in Figure 2, the Clinical Instructor is in constant communication with all members of the team. A clinical instructor also collaborates with district administrators, building administrators, school faculty and staff, students in the teacher education program, and K-12 students. Providing support for a variety of populations is challenging and requires the ability to adapt to those varied audiences.

Clinical instructors are considered “in the trenches” university supervisors who provide on-site mentoring for the cooperating teacher and student teacher. School partners are reimbursed by the university for a portion of the clinical instructor’s salary. Clinical instructors working closely with content faculty at the university provide daily guidance for student teachers and work as a liaison between faculty, student teachers, and cooperating teachers. They serve in an evaluative capacity as well, completing half of the formal evaluations for each student teacher in the school.

Student teachers often enter the building anxious about adjusting to the new environment, meeting the cooperating teacher, managing the workload, and meeting university portfolio requirements for graduation and teacher licensure. In their role, clinical instructors provide support in numerous ways to help student teachers navigate the semester-long experience.

Clinical instructors lead weekly seminars for student teachers to provide guidance on the teacher work sample, build relationships with cooperating teachers, communicate with peers and building staff and support personnel, prepare for the transition from preservice teacher to in-service teacher, and provide a first line of support for the various issues encountered by students during this challenging semester. Topics may include—but are not limited to—a review of the domains of the Danielson Framework (1996, 2007), instructional practices, classroom management strategies, and interviewing. Brown (2012) states, “Novice teachers can only figure out so much on their own. Dedication to the job means forging relationships and creating opportunities to pick colleagues’ brains, figure out what works, and apply it to your class” (p. 27).

Clinical instructors recognize the importance of preparation prior to the first day on the job and provide interactions with district and building-level resources during seminars. Special education resource teachers, math enrichment teachers, school social workers, gifted education facilitators, speech-language pathologists, building principals, and curriculum directors all bring different perspectives to the table.

If student teachers are aware of the human resources available and the benefits of collaboration with them, as a

novice teacher, seeking out such sources will not be perceived as negative. The ultimate goal is to support teachers through collaboration and becoming a part of the professional community within the school (Scherer, 2012).

Clinical instructors also develop a strong working relationship with the cooperating teachers and provide in-service for them to ensure they understand and practice the expectations the university has for student teachers, and that they understand and use appropriate co-teaching procedures to increase the learning opportunities for K-12 students. They are also responsible for identifying and recommending those teachers who have demonstrated the mentoring skills and dispositions essential to successfully working with a student teacher. Likewise, they are responsible for identifying cooperating teachers who are not successful mentors. These decisions are evidenced-based and are communicated with the Office of Field Experiences at the end of each semester.

Additionally, the clinical instructor is responsible for the protection of the cooperating teacher from overuse. A cooperating teacher who repeatedly has to serve in a mentoring role for a student teacher across multiple semesters generally needs time to engage in a renewal process different from that associated with mentoring.

A cooperating teacher is provided the opportunity—some would say the honor—of sharing the joys, struggles, enthusiasm, and passion for teaching and learning firsthand when mentoring a student teacher. Cooperating teachers who are committed and model best practices are critical to the success of student teachers (Chelsey & Jordan, 2012). "Being in the classroom of an effective mentor teacher for a long enough period of time, with graduated responsibilities, has a huge impact. Carefully managed student-teaching placement matters, too" (Scherer, 2012, p. 20).

A clinical instructor provides support for the cooperating teachers through meetings where the models of co-teaching are reviewed and encouraged. Communication and feedback between the cooperating teacher and student teacher is also encouraged. Necessary resources for lesson planning and observations are provided and easily accessible so the paperwork does not overshadow the role of mentor and teacher. Availability of the clinical instructor is important to answer questions and provide suggestions throughout the semester.

Additionally, the clinical instructor's careful planning can help avoid many issues during the student teaching semester. The use of timelines for portfolio submissions and lesson plans; regular communication in person, via email and/or phone; and provision of meaningful feedback and flexibility—all allow the clinical instructor to set high expectations and meet individual student teacher needs. Often having open dialogue, setting boundaries, and reviewing roles and responsibilities provide the opportunity for reflection and professional growth. To assist the clinical instructors, KSU stays in contact with them through regular meetings as well as a variety of other professional development to provide support for their work in the partnership.

The perceived link between a lesson plan that did not go well and failure of the student teaching semester is common

among student teachers. However, clinical instructors, as well as cooperating teachers, can help student teachers understand the value of reflecting on less-than-successful lessons and becoming a better teacher.

In the article "Good Failure," Hoerr (2013) discusses the importance of classroom students learning to face adversity, to be supported whether they succeed or fail, and to develop "grit." Student teachers need to do the same. "What matters most is what we do after we fail" (p. 85). Many student teachers will plan a lesson that looks incredible on paper and then flops in the classroom. True reflection on the lesson—from planning and preparation, to implementing in the classroom environment, to reflecting instructional practices—will provide valuable data for future planning and demonstrate growth as a pre-professional.

University Supervisor

Clinical instructors have taken on many tasks previously held by the faculty liaison. However, the role of the university supervisor is still critical to the success of the student teacher. The university supervisors are typically content experts who provide critical feedback related to their individual fields of study. This is especially true at the secondary level. For example, a high school clinical instructor with a background in English may not be able to provide the necessary guidance, both in content and pedagogy, for an algebra or chemistry lesson. In this instance, the secondary content faculty works closely with the student teacher, cooperating teacher, and clinical instructor to provide the necessary content expertise. Because of the large number of students a clinical instructor oversees, it is critical that the university supervisor role remain in place, as even a teacher devoted full time to the task cannot effectively provide the necessary support for such a large number of student teachers.

As identified earlier in this paper, the relationships between and among university supervisor, clinical instructor, and cooperating teacher can become difficult for a student teacher to navigate, especially when a disagreement arises with one of them. In these instances, one of the other team members can act as a mediator and intervene on the part of the student teacher so the student teacher is able to focus on lesson preparation and delivery. These instances of tension are mediated at a level that does not involve the student teacher and, thereby, creates an environment in which the learning on the part of the student teacher and K-12 students is optimized.

Historically, numerous issues have arisen during the student teaching experience. One of the aspects of such an arrangement involves the fiscal commitment of all entities involved—the student teacher, the school, district, and university. All parties are providing significant financial support, as well as time and manpower to address the student teaching experience.

Another area of concern is a shift in roles for each person/component in the system. Often it can be fairly easy for a clinical instructor to take on more duties of the university supervisor, especially with the limited amount of time available for a large number of student teachers, as stated

previously in this paper. The university supervisor may find it advantageous to have a clinical instructor take on the supervisor's duty to save time and avoid possible issues that can arise during a student teacher's time in the school.

Another area of concern involves the cooperating teacher's role in relation to the student teacher. When a cooperating teacher allows a student teacher to assume all teaching duties, the collaborative efforts that can provide immense professional development and growth for the student teacher are diminished. While independence is necessary for the student teacher, it should not be provided at the cost of beneficial collaboration.

As an example of the value of this collaboration, a language arts student teacher who was not fully prepared to teach independently was assisted by the cooperating teacher during the majority of the student teacher's time in the classroom. Yet the cooperating teacher provided opportunities for independence, where the student teacher was solely managing the classroom for limited amounts of time. This situation provided valuable collaboration and mentoring opportunities, while also helping the student teacher achieve independence, especially in the area of classroom management.

The Co-teaching Model

Supervision is a key component of the KSU Professional Development School because it works hand in glove with the co-teaching portion of the model. This gives the cooperating teacher or other professional in the classroom such as the clinical instructor, school principal, or university supervisor, the opportunity to provide guidance to the student teacher while conjointly instructing K-12 students.

The co-teaching model involves a series of approaches that teams may choose to use as part of their repertoire. Perl, et al. (1999) and Friend and Cook (2000) describe six techniques used in co-teaching; others provide a discussion of four (Villa, Thousand, & Nevin, 2004), and yet others, seven (Bacharach & Heck, 2007). All offer fairly similar techniques, but their details about the approaches are based on a slightly different perspective, either combining those presented by Friend and Cook or expanding upon them.

Friend and Cook and Villa, et al., address co-teaching as used by a general education teacher and a special education teacher. These techniques are:

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Alternative Teaching
- Team Teaching

Each of these strategies manifests differently in classrooms. Brief suggestions for how the cooperating teacher and the student teacher might use each of these strategies can be seen in the sidebar table accompanying this article. The following provides more specific information on those same six approaches and how they might be implemented when a student teacher and a cooperating teacher co-teach.

Co-Teaching Model from Student Teaching Handbook

One Teach, One Assist

With this approach one person does all of the teaching while the other moves around the classroom helping individuals, monitoring students' behavior, or observing selected students to monitor for understanding. This approach can be a great asset for increasing student engagement.

One Teach, One Observe

Much like the first approach, one person does all of the teaching while the second is responsible for observing one or more students and recording her/his observations. You might collect data on what activities engage a student or a group of students, what distracts them, how often they are actively on task, which students interact with them and why. All of this information and much more can be collected using the one teach, one observe technique.

Parallel Teaching

Here the classroom is split in half and both instructors teach the same information or related information at the same time. This might be done because smaller groups might allow for more student involvement or there might be a particular reason for grouping some students together. It is also possible to have the two instructors teach the same concept using different techniques. For example both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software. Or each half of the class could be involved in a literature study group but using two different short stories.

Alternative Teaching

With this approach one person manages the whole group while the other works with a small group inside of or outside of the classroom. The small group instruction does not have to relate to the lesson being covered with the large group. For example, one person could take an individual student out to catch her up on a missed assignment. One might work with an individual or a small group for assessment purposes or to teach social skills. One could work with a small group for remedial purposes or extended challenge work.

Station Teaching

Station teaching occurs when the classroom is divided into various teaching stations. The teacher and student teacher work at two stations and the other stations run independently, with a teacher aid or a volunteer. For example, three or more science stations each containing a different experiment could be organized with the teacher and student teacher working at the two stations that need the most supervision.

Team Teaching

Team teaching occurs when two teachers serve as one. Students are generally involved in individualized or small group instruction. Lessons are taught by both teachers who actively engage in conversation, not lecture, to encourage discussion by students. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher working together.

Some of the six techniques require that the two teachers be responsible for a separate group of students on their own. In these cases, either the cooperating teacher or the student teacher can be responsible for either group, essentially the two teachers, in some situations, work together to teach the same students. In these instances, one typically takes the leadership role and the other takes the assisting role. However, it is important that the cooperating teacher and the student teacher take on both roles throughout the semester so the students see each of them as the lead teacher from time to time. If the cooperating teacher is always the lead teacher, the students may regard the student teacher as simply the cooperating teacher's paraprofessional, which could affect how they perceive the student teacher when he or she does take over a major portion of the lead teaching. Following is a description of each of the six approaches.

One Teach, One Observe

The co-teaching technique One Teach, One Observe involves either the cooperating teacher or the student teacher instructing the whole class in a lesson, while the other specifically observes a student, group of students, or the whole class for a specific reason the co-teachers have agreed upon for social, academic, or behavioral reasons. To get the most accurate information, the cooperating teacher and student teacher should choose an approach for data collection and, if possible, an instrument or technique to collect the information. Many such data collection instruments are available in supervision textbooks, as well as other texts such as Good and Brophy's (2008) *Looking in Classrooms*. For example, the co-teaching team may have recognized that three students are having difficulty understanding what is necessary to create a research paper. The co-teachers have narrowed the problem so they have an idea about what might be causing a lack of understanding for the three students. While the cooperating teacher presents information on preparing notes from various sources, the student teacher observes the three students to specifically see when they are or are not engaged, if they seem to be following the instruction given by the cooperating teacher, or if they misunderstand the procedures for gathering information. After the student teacher collects data on these three students, the co-teachers analyze the situation and determine that two of the students are having trouble attending to the instruction given by the cooperating teacher, while the other needs more help understanding the overall process of constructing a research paper so s/he can better relate the parts to the whole. In another situation, the teaching team may know a specific student is having difficulty attending to the materials being covered in class, so the cooperating teacher keeps a running record of the student's behavior for several minutes of the class and compares it to what the student teacher is covering to see if there is a connection between the student's behavior and the lesson topics. In addition, the cooperating teacher pays special attention to the students sitting directly around the troubled student to see if there is any social activity that might be causing the student to be distracted during the instruction.

One Teach, One Observe can be used any time teachers need more information to make an informed decision about the academic or social progress of one or more students.

One Teach, One Assist

One Teach, One Assist is a technique much like One Teach, One Observe; however, either the cooperating teacher or student teacher teaches the class while the other moves around the class to assist students the two teachers have agreed are having problems and need extra assistance to learn the material being covered in class. For example, the student teacher may be presenting a lesson on the periodic table and explaining how the table and the columns and lines of the table are divided. The cooperating teacher and student teacher have identified five students they believe will have problems following the presentation because they have difficulty processing new information presented with little time to process. The student teacher will refer to a periodic table in the students' textbook and will ask them to use it to explain the various elements' positioning in the table. The cooperating teacher moves around the room observing students but gives specific attention to the five students they identified prior to the lesson. The CT would answer questions students might have and identify individual students' difficulties. As the student teacher asks the students to explain why lead is in the fifth column of the third row, the cooperating teacher will interact with one or more students to see if they understand the procedure and to provide prompting questions to help them discover the correct answers, thus providing guidance to understand the material the student teacher is presenting. In using this technique, it is important for the teacher assisting to know precisely each step the teacher is covering, including in the specific order and time frame. To some extent, they must attempt to anticipate the kinds of problems the identified students will have and have specific techniques and procedures to guide them to the expected outcome for the entire class. The purpose of this approach is to ensure all students are on the same step at the same time and are not falling behind or getting lost during the student teacher's presentation. As the cooperating teacher and student teacher use this approach, they must be aware that it does have problems. As the assisting teacher moves around the class to help the students, her movements and conversations with students may be a distraction to other students in the classroom. If either of the teachers notices this is a problem, they must discuss it and determine if it is distracting to the extent that its use should be limited or discontinued because more students are being disadvantaged by the technique. Another problem may be that some students will come to depend too heavily on the assisting teacher and not be an independent learner.

Station Teaching

A third technique described by Friend and Cook is Station Teaching, in which the cooperating teacher is responsible for teaching certain information, the student teacher is responsible for teaching other information, and perhaps one station is set up for independent learning. It is also possible

for one of the stations to be taught by a student who has previously been instructed on the material and taught to present it to others in the class. In one instance, the co-teachers—a student teacher, her cooperating teacher, and a paraprofessional—were teaching a fifth-grade lesson on colonization in the 1600s to 1760s. Their objectives involved identifying the Triangular Trade, its benefits to the regions involved, and its consequences to the enslaved Africans forced to participate in it. The class, divided into three groups, discussed the triangle, with each group focusing on conditions the enslaved Africans faced during a specific segment of the journey. Each adult was prepared to teach about his or her assigned leg of the journey and facilitate the discussion referencing primary sources provided to the students regarding the Triangular Trade.

With this approach, it is important that students are clear regarding learning objectives and expectations for each station. This co-teaching technique will not work if the teachers have to spend their time explaining what the students are to be doing at each center, especially the independent center. Each student in the class moves to all of the stations, so it is important that the co-teachers are well synchronized so when one finishes with his/her students, all students are ready to move to the next station. In addition, the co-teachers will have to be aware that noise might be a disrupting factor, as well as students moving around the classroom.

Parallel Teaching

Another co-teaching technique that Friend and Cook discuss is Parallel Teaching, which involves the cooperating teacher and student teacher dividing the class so each teaches the same information to half of the class. Parallel Teaching allows for smaller class size, which creates greater student participation and allows each teacher to identify and address the needs of each student. Parallel Teaching allows students to have more opportunity to participate and ask questions and the teacher to monitor what each student is learning. In addition, Parallel Teaching provides opportunities for minor adjustments in lessons. If a seventh grade is studying the exploration of the Spanish in the Southwestern part of the United States, the goal may be to understand the economic impact of the Santa Fe Trail. One of the groups may learn about the economic impact that the trail had on the inhabitants of the Southwest, while the other group might learn about the economic impact of the trail on the people of the Midwestern part of the country. When each group is finished learning their respective information, they may

“ ***It is exciting to work with the next generation of educators! I am invigorated by their enthusiasm!*** ”

– Jean Johnson

Clinical Instructor, Geary County School District

teach the other group what they learned; thus, both groups would learn the same information about the Santa Fe Trail. It is also possible to address the same objectives by reading comparable material, but have one group use a source with a lower reading level, while the other uses a text with a higher reading level. The students would be divided so the stronger readers would be in one group, while the weaker readers would be in the other. Of course, caution should be used with this kind of arrangement so the weaker group doesn't become stigmatized with this kind of arrangement. Or one group might be using printed references, while the other uses Internet references. What is important with Parallel Teaching is that the co-teachers are clear as to what they want the students to learn and then make sure those objectives are clearly addressed in the parallel-taught groups so all students learn essentially the same information.

Alternative Teaching

A fifth approach mentioned by Friend and Cook is Alternative Teaching, which occurs when one of the co-teachers takes responsibility for teaching the majority of the class, while the other takes a small group (approximately three to five students) and teaches a different set of content. This has to be done when the large group is involved with an activity that doesn't require the attention of the whole class or involves instruction that the small group would not benefit from. For example, they may not be ready to address a particular math skill because they don't have the prerequisite knowledge to understand the material being covered. This technique is valuable when there is a short period of time when the whole class might be involved in study time and a small group of students with a particular need can be pulled together to work with the cooperating teacher or the student teacher. An example of Alternative Teaching might be in a high school biology class that has two students who missed biology laboratory the previous day because of illness. The cooperating teacher might decide that it is more important that the two students complete the lab rather than participate in the material being covered by the whole class. The student teacher may work with the two students to complete the lab they missed and then catch them up on the material the cooperating teacher covered with the whole class that day.

Team Teaching

The final co-teaching approach that Friend and Cook present is Team Teaching, perhaps the most difficult approach to co-teaching for a student teacher and cooperating teacher to use because the two operate as if they were a single teacher. This requires a very good rapport and comfort level between the two teachers. Because of the relatively short time the cooperating teacher and student teacher have together during the student teaching experience, this kind of rapport is typically not built; however, team teaching can be a powerful influence in teaching students. Team Teaching occurs when the cooperating teacher and the student teacher serve as a single teacher; each is involved in the teaching process most of the time. In Team Teaching, the students truly have two teachers. When students are working individually, both teachers monitor students' work and assist

them in their learning. When the students are involved in group work, both teachers oversee the groups, answer questions, provide guidance, and assist in the activities. During whole-class instruction, both teachers are involved in presenting information, monitoring student understanding, and answering questions. One teacher might be explaining a mathematical operation, while the other demonstrates it to the class. One might be pointing out features on a map, while the other shows pictures of the actual terrain the map presents. The two teachers may ask questions of each other, simulate a debate, or give opposing points of view on a topic. To do this, the teachers must feel very comfortable with each other. They also will have to guard against falling into some traps when teachers work together. Their teaching should not become turn teaching, where they take turns presenting material; this technique serves more to reduce the involvement of each of the teachers, rather than to reduce the pupil-teacher ratio. Successful Team Teaching requires a significant amount of planning time because it is important that both parties clearly understand what the other is doing at all times and that each is clear about the objectives to be achieved by the students. This technique is one that will not be used extensively by most cooperating teachers and student teachers; it takes individuals who know each other well to Team Teach, so it will happen more often near the end of a student-teaching experience. However, cooperating teachers and student teachers who work well together from the beginning of the semester will find that they, indeed, may be able to truly team teach.

Complacency and Other Cautions

While the KSU PDS Model provides tremendous learning opportunities for everyone, it is important that those involved remain vigilant in keeping this approach from regressing to the more traditional Triad Model. As with any teacher preparation model, we need to guard against the natural human inclination of complacency. The KSU PDS Model is not easy. If any of the partners fail to perform their tasks as envisioned, the program reverts to a traditional one. Some of the tendencies to guard against are given below.

Student teachers can become too concerned about their own survival, put too much emphasis on their requirements, and forget their responsibility to the K-12 students. While student teachers often enter the experience with enthusiasm, they can become burdened with necessary tasks. Taking time away from student teaching for job-hunting and other duties provides a ripple in consistency that can disrupt the overall experience.

Cooperating Teachers can allow the student teacher to do too much teaching without their supervision and without co-teaching with the student teacher. They can spend too much time working on a curriculum innovation, drinking coffee in the lounge, preparing for national board certification, or studying for their master's or doctorate degrees.

University supervisors might turn over supervision responsibilities to the clinical instructor and spend time at the university writing or attending meetings. They can downgrade the importance of being in the schools with their student

teachers supervising and holding seminars for them, working with cooperating teachers, or demonstrating teaching techniques with K-12 students. They can involve themselves only with the supervision of university students and fail to help teachers and administrators with action research and in-service activities. It is important that the University Supervisor be an integral part of the student teacher's experience. However, it can be argued that the university supervisor should take even greater involvement, serving as a resource not only for the cooperating teacher, student teacher, and clinical instructor, but also for the building administrator and other faculty members. Allen (2006) notes the broader role that the university supervisor can have in the relationship, such as providing professional support and advice regarding curricular decisions for departments in the building. Another concern is the potential outsourcing of supervision at the university level. Many university supervisors are not faculty members and may not have the expertise to handle various problems that might arise. It's also important for faculty to be visible in the school setting and have name recognition as university supervisors and resources for the schools, and not let such a role become a lower priority for faculty members.

Clinical instructors can spend too much time in social interaction with teachers, student teachers, and those in early field experiences. They can get caught in the trap of doing too much of the formal observations and supervision when the university supervisor fails to perform his or her portion of the formal supervision. The clinical instructor must be actively engaged in the process, as the university relies on the clinical instructors to determine whether cooperating teachers are providing quality experiences for the student teachers. It is their job to oversee the cooperating teacher/student teacher relationship and to share concerns with the university supervisor. It is through that role that the university's College of Education can continue to make quality placements for its students.

Retaining high expectations and accountability levels are critical to ensure the success of this model. At each level, individuals must know what is expected of them. In avoiding such issues, it is essential that all members of the student teaching team be on the same page regarding their expectations. While exceptions can occur and require flexibility to those expectations, they must be allowed sparingly; otherwise, such a model can lose its effectiveness and value to the profession.

Conclusion

The KSU PDS Model, through the past 25 years, has transformed the roles of cooperating teacher, clinical instructor, and university supervisor into a solid web of support for the student teacher during his or her semester of student teaching. Through this network, the KSU PDS Model has moved beyond the traditional triad approach and now emphasizes the need for co-teaching, in an effort to strengthen the learning experience for the student teacher. But, more importantly, the end result is a vital collaboration that helps improve education for K-12 students.



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Blurring the Boundaries: Reflecting on PDS Roles and Responsibilities through Multiple Lenses

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It is well documented that successful Professional Development School (PDS) initiatives are contingent on trusting relationships between the university and school districts (Barth, 1990; Dana et al., 2001; Trubowitz, 1986). Unfortunately, despite the promise of well-intended agreements, the notion of building trusting relationships between university and school personnel remains a persistent and common problem in many PDS partnerships. In fact, it is not uncommon for incidents of frustration, skepticism, and even hostility to occur (Dana et al., 2001), or for partner participants to experience different “hierarchical roles” without validation of colleagues as equals (Marlow, Keyed, & Connors, 2005, p. 557).

Over the past 25 years, continual efforts have been made by the Kansas State University (KSU) PDS to minimize notions of status while maintaining mutually beneficial goals and creating genuine partnerships in which “we all need to learn, improve, and grow together” (*Kansas State University Professional Development School Handbook*, 2014, n.p.). In other words, participants have aimed to establish and maintain healthy relationships and involve all stakeholders in decision-making processes, ranging from early conceptualization of the partnership to subsequent collaborative reconstruction and simultaneous renewal initiatives (Shroyer, Yahnke, Bennett, & Dunn, 2007). While these efforts have consistently supported a culture of collaboration and collegiality, it is only natural that PDS participants, too, have experienced both trials and triumphs along the way.

At KSU, the partnership is expected to “maintain written descriptions of roles, responsibilities and expectations for KSU faculty and PDS faculty involved in the partnership (clinical instructors, coordinator of PDS, faculty liaisons, mentor teachers, administration)” (*Kansas State University Professional Development School Handbook*, 2014, n.p.). While such “written descriptions” do exist, in reality, lines are often blurred as individuals frequently represent more than one role or assume different responsibilities over time. Howey (2006) suggested

that educators who cross boundaries between institutions “are blurring the lines of responsibilities traditionally assumed by those in universities, schools, and school districts” (p. 5). This blurring of boundaries, so to speak, is experienced by several individuals at KSU and in the partnership schools.

To explore this topic further, the authors, who all have worn multiple “partnership hats” over the years, were asked to reflect upon these constantly evolving roles and responsibilities. As “boundary-spanning individuals” (Joint Task Force for Urban/Metropolitan Schools, 2004), the four participants have moved within and across partnership schools and university settings, affording multiple perspectives through various roles and responsibilities (see Table 1). While the initial conversation took place in a roundtable, it quickly became apparent that utilizing an asynchronous, online discussion format would promote greater flexibility in already busy schedules, along with additional time to reflect on and respond to others’ comments. The creation of a Google document with open-ended discussion prompts to get the conversation started, facilitated the discussion.

This article, grounded in social research that often addresses questions which are “fundamentally interpretive or historical in nature—who we are and how we came to be who we are” (Ragin & Amoroso, 2012, p. 8), captures highlights from our reflective face-to-face and online dialogue, centering on KSU PSD program’s efforts to consistently support a culture of collaboration and collegiality. In particular, we focus on roles and responsibilities within the PDS partnership and the impact that PDSs have on students and teachers as well as the challenges associated with this structure. Inspired by Breault’s (2010) call for a genre of PDS literature that emphasizes the human and interpersonal dimensions of PDS work, we use dialogue as a way “of sharing what we know and learn across professional and lay cultures” in order to “free our imaginations and spark creativity” (p. 179).

Reflecting on Roles and Responsibilities Within the PDS

Naturally, the discussion started with sharing some of the participants’ past and present involvements in the partnership and reflecting on what these multiple roles have meant for each person, both personally and professionally.

Lotta: As an undergraduate student in the College of Education, I had multiple field experiences in Professional Development Schools. Later, as a classroom teacher, I mentored field experience students and interns. Eventually, I assumed the role of clinical instructor. Now, as a university faculty member, I supervise field experiences and teach both undergraduate and graduate students. I often provide professional development to the teachers in our PDSs. Serving KSU PDS program in many different capacities has helped me look at potential issues and problems from multiple points of view.

Amanda: I too have had multiple roles within the Professional Development Schools network. As an undergraduate student not yet admitted to the College of Education, I had my first exposure to the PDS system as a teacher aide during my early field experience course. Once I was officially part of the College of Education, I progressed through my block coursework and completed all of my remaining field experience at schools in our network. After graduation, my first job as an English language arts teacher was at a PDS middle school where I had been placed as a teacher candidate several times. There I served as a cooperating teacher to university students at all levels of the program—from teacher aide to internship. I left teaching to pursue graduate school full time in 2011. In my current graduate teaching assistant role, I work with secondary education students in all content areas who are just beginning their education coursework and instructional field experiences in and around the PDS network.

Table 1 | Authors' PDS Roles and Responsibilities

Name	Current PDS Role(s)	Past PDS Experiences	Definition of Roles
Lotta	Faculty member	Undergraduate student, graduate student, cooperating teacher, clinical instructor, university supervisor	Cooperating Teacher: Serves as mentor to preservice teachers; his/her classroom provides clinical setting; conducts multiple formal and informal observations.
Amanda	Doctoral student, university supervisor	Undergraduate student, cooperating teacher	Clinical Instructor: Site-based university point person; trouble-shoots daily problems; develops and maintains relationships with student teachers, cooperating teachers, and university supervisors and faculty.
Vicki	Faculty member, university supervisor	Cooperating teacher	
Deb	PDS school principal, doctoral student	Undergraduate student, graduate student, cooperating teacher, clinical instructor	University Supervisor: Content-specific point person for the university; conducts multiple observations; provides content-specific support for preservice teachers and cooperating teachers.

Vicki: Since I stepped into the role of university supervisor this past semester, I have spent a great deal of time reflecting on my journey as an educator. During my 28-year tenure as an elementary and middle school teacher, I had the opportunity to serve as a cooperating teacher to many student interns from Kansas State University. The schools in which I taught were not part of the PDS network. As a cooperating teacher, I worked closely with the interns to ensure they had the experiences they needed to develop necessary skills to become effective teachers. Without the support of a clinical instructor, I relied upon the university supervisor to make sure that my interns met all the necessary requirements for graduation. Today, as a faculty member, I work with secondary education English/Language Arts students, teaching their English, Journalism, and Speech/Theatre methods course and Block 2 practicum. In the subsequent semester, I supervise those same candidates during their internship.

Deb: Amanda, much like your journey with the PDS partnership, mine also began as an undergraduate student at Kansas State University. I went through the PDS partnership as a teacher aide, block student, and intern. I also continued on with Master's placement in a PDS. As fate would have it, it turns out that I did my internship and Master's field placement both at the elementary school that I had attended 3rd-6th grade as a child. Interestingly enough, those doors kept calling me back and when I saw an opening posted for the principalship of this school, I knew I had to give it a shot. It is a full circle for me, as I am currently in my second year as the principal of this school. In my 17 years in education, I have served in many roles in the PDS partnership. I am fortunate that most of my years in education have been at a PDS school. This journey has taken me from being a student learner, to a teacher learner, a cooperating teacher, then a coach/mentor as a clinical instructor, and now a school principal. As a principal, I have the opportunity to reap the benefits of hiring from a pool of highly qualified teachers, the direct result of the PDS partnership.

Benefits of the PDS

Vicki: As a university supervisor, I am grateful for the immense support interns receive when they are placed in PDS schools with professionals who have traveled the journey you describe, Deb. These beginning educators have opportunities to benefit from the experiences of cooperating teachers, clinical instructors, and administrators who also have worked within the PDS partnership to hone classroom management skills, plan lessons and units, compile a professional portfolio, and establish positive relationships with students. The support interns receive as they assume increased responsibility throughout the semester is critical as they develop into more confident, competent, and experienced educators.

Amanda: As someone who has been in education less than ten years, I find the PDS partnership has helped me establish a network of educators that I can call upon for support, advice, or collaboration. While this network has been in place ever since I entered the education program as an undergraduate, I have been amazed at how quickly it has grown. Before graduation, my support system consisted of

just my professors, peers, and a few teachers with whom I was placed during my field experiences. Shortly after graduation, however, my network of contacts grew to include co-workers and administrators at the PDS where I worked. Even now as a graduate teaching assistant, I continue expanding my network to include colleagues across the nation who attend the same conferences, elementary university faculty, and teachers and administrators across the state. This professional learning community has been extremely beneficial to me in my journey of becoming a teacher educator.

Lotta: I agree. It has been 15 years since I graduated as a new teacher and I find it interesting and encouraging how my support system has not only continued to grow but also evolve over the years. For example, as a student teacher I had an amazing cooperating teacher who is now serving as a principal in one of the PDS schools, and my clinical instructor is now retired but continues to supervise field experiences part time. In my first teaching job, I had a very supportive principal who now hires many of my outstanding undergraduate students. All these individuals were instrumental in my success as a budding teacher, and I love the fact that they are still part of my professional journey. Yes, it is a "small world," but more than anything, I believe the PDS approach works because it encourages building and maintaining strong relationships that develop and grow over time.

Deb: Amanda, I too recognize the growth of the relationships from the PDS partnership. Recently, I joined a College of Education math educator and a teacher from my school as we shared our collaborative professional development efforts at the World Association of Lesson Study conference in Europe. This opportunity was made possible because of the university faculty's willingness to support the PDS by reaching out to our in-service teachers to provide quality continuing education opportunities. In the process, I met a new international colleague; it would be a dream to have this principal come to Kansas to see KSU PDS in action and learn how to implement a similar program in her school district. It is a joy to share our varied experiences as administrators from different countries.

Vicki: Throughout my years serving as a cooperating teacher in the public schools, I witnessed firsthand the level of support that novice teachers require as they begin their journey as educators. Since joining the College of Education faculty last semester, my role has been to ensure that the interns under my supervision participate in high-quality field experiences and internships that fulfill the vision of our college and "prepare them to be knowledgeable, ethical, caring decision makers for a diverse and changing world." The collaborative nature of the PDS network of clinical instructor, cooperating teacher, and university supervisor supports the field experience student and intern as s/he assumes more and more responsibility in the classroom. Knowing that the cooperating teacher and clinical instructors are providing daily support for students between my observations assures me that these future teachers are developing the skills and the confidence they need to become skilled educators.

Deb: Vicki, I was one of those novice teachers who benefited from continued university support at the beginning of my teaching career. Creating a science class entirely without curriculum or materials can be a daunting task for any teacher, but especially for a new teacher. By tapping into the content knowledge and pedagogical expertise of the university faculty, I was provided with the knowledge, resources, and equipment that allowed me to collaboratively design a chemistry class that was exciting and meaningful for my students. It was this network of support from the PDS partnership that gave me the launch I needed to navigate through the unique challenges that were presented to me in that first year of teaching solo. It is quite possible if I had not had the PDS to provide the encouragement and resources I needed, my journey in education could have been a very different path from the one I celebrate today. The shifts in the benefits of the PDS partnership have moved me from being the beneficiary of the support, to being able to give back to the PDS by providing coaching and professional development to my interns as a clinical instructor. The knowledge and skills I gained as a clinical instructor are essential to my role as an administrator who regularly observes and evaluates teachers, coaching for best practices and ensuring all students are getting a quality education.

Lotta: For me, one of the greatest advantages of being involved in our PDS partnership involves the many opportunities to reflect on my own practices as an educator, as well as those of my students. Our current conversation is just one of many examples.

Vicki: I agree. Participating in the PDS partnership has helped me reflect upon the experiences I offer the students in my English/Language Arts Methods course. Collaborating with cooperating teachers and clinical instructors has given me insight into the experiences that help ensure success when field experience students and interns are in classrooms. Knowing the structure and expectations of the schools in which students will be working, I can communicate that information to the students prior to their entering the classroom.

Deb: Being involved with the PDS partnership in many different roles helps me to reflect continuously on the inclusion of our KSU students in our school and the coaching I am providing our teachers. It is exciting when an intern, block student, or aide stops in to tell me about a lesson they taught, ask a question, or seek input on a strategy. It is important for our PDS students to see their roles as valuable, integral parts of our instructional team. This encourages them to observe, model, and implement the excellence in teaching they see around them daily in our school. I continually reflect on the coaching and support I am giving to teachers to ensure excellence is evident for our PDS partnership regularly. Learning is a social process and is deeply embedded in the social context in which the learning takes place. It is important that the environment our PDS school provides is one that is inviting, encourages risk taking, allows for mistakes, provides quality opportunities for learning and growth, and celebrates success. Having the unique experience of being involved at

each level of the PDS partnership gives me the “big picture” perspective and this helps me to strive to be innovative in approach, including building relationships that promote teaching excellence.

Amanda: Besides helping me reflect on my own teaching and learning, the partnership between PDSs and KSU has truly been a support that has connected me to teachers, curricula, and instructional strategies across grade levels. This type of structure, one where “teachers, teacher candidates, and students learn from each other” (p. 76), is what Castle, Fox, and Souder (2006) refer to as collegial environment and is common in PDS collaborations. For me as a teacher, these connections assisted my planning and instruction because I was able to work with other teachers to vertically align our curricula. We would also regularly share strategies that worked—and did not work—with each other through emails and at planning meetings. Now at the university, I am able to share innovative approaches and methods that I have observed one teacher candidate employ with other students in the program.

Vicki: As you mentioned, Amanda, having the opportunity to observe and then share innovative approaches that interns are utilizing in their lessons with interns in other classrooms and schools has been incredibly beneficial. Often interns will put into practice methods that they gleaned from seminars held by the clinical instructors. This collaboration and sharing of ideas lays the groundwork for interns to establish their own professional learning communities once they are practicing in their own classrooms.

Lotta: It is important to point out that the sharing goes both ways—our interns learn from experienced mentor teachers but the mentor teachers also learn from our interns. Similarly, while our Professional Development Schools provide faculty with opportunities to conduct classroom-based research, faculty also provide professional development to teachers. The partnership truly is mutually beneficial.

Deb: That is true...the PDS partnership promotes active engagement in a multitude of capacities and perspectives. The students coming from the university to work with our in-service teachers bring some of the newest ideas and innovations in education, including technology. This collaboration allows the school community to reap the benefits of current practices as they continue to evolve.



The collaboration gave me a whole new perspective on the need for full collaboration between and among parties invested in quality teacher education.



– Dr. Emmett Wright

Professor Emeritus and Director of the NSF project that initiated the PDS Model, College of Education, Kansas State University

The additional support is palpable to anyone who walks into a classroom to observe co-teaching in progress and differentiated instruction in small groups. The PDS provides an opportunity to enhance the teacher-student ratio. Professors teaching in the PDS partnership often collaborate on research and projects with in-service teachers, continuing to promote the importance of the teacher in the role of action researcher within his or her own classroom. In addition, the professional development learning opportunities that are provided through the PDS partnership are top-notch quality from which teachers benefit regularly. This has been especially evident with the implementation of the Common Core State Standards and the support the PDS partnership has brought to schools through grant-funded professional development.

Impact of PDS on Students and Teachers

Lotta: We have talked a lot about how the PDS program is mutually beneficial to the schools and university. I am curious: how do you believe the PDS positively impacts individual candidates in our program?

Vicki: At the end of last semester during our final evaluation conferences, all of my interns who worked in PDS network schools shared with me how valuable the support of the clinical instructor was to them. One intern said that she “never would have made it through the portfolio” without the guidance and support of her clinical instructor. They expressed gratitude toward their cooperating teachers for the modeling and mentoring they provided, and they each noted that it helped so much to have the clinical instructor available each day to answer questions about lesson and unit development, the portfolio, licensure, and graduation.

Deb: I agree, Vicki, the PDS partnership provides valuable support needed for students to successfully meet the requirements of the College of Education. In addition, from an administrator’s perspective, it is reassuring to know and understand the rigorous process our college students have completed; this sets them apart from other applicants who have not had a PDS experience. Our pre-service students have an in-depth knowledge of Danielson’s (2007) Framework for Teaching, which is also the model our district uses for teacher evaluations, allowing for a smooth transition. Incoming teachers enter our school knowing the teaching expectations and how they will be evaluated at a professional level. In addition, many are invited to take on significant leadership roles early in their careers because of the training and knowledge they bring to a school from their PDS experience.

Amanda: Not only do pre-service teachers benefit, but so do veteran teachers...I was talking recently with two 9th grade English teachers who have been part of the KSU PDS partnership for several years; they both mentioned that working with field experience students (from aides to interns) has rejuvenated them as educators. When they share their classrooms with a preservice teacher, they are exposed to learning new activities, implementing new content approaches, and using new technology. Both also stated that this interaction with the students who are part of the PDS network motivated them to try new things and stopped

them from “getting into a rut” as experienced teachers can sometimes do. This sentiment is consistent with the research of Castle, Fox, and Souder (2006) where they discovered at five PDS sites “committee members mentioned that being part of a PDS was professionally ‘rejuvenating’” (p. 76). I can also relate to this; sharing my middle school classroom with university students at various stages of their education program not only provided me with new instructional ideas, but gave me renewed energy and enthusiasm for the profession.

Lotta: All of us have been active PDS participants for many years and in many different capacities. According to Howie (2006), the act of assuming such blended positions creates boundary spanners who recognize that what happens in P-12 schools impacts universities and vice versa. Partnerships between our schools and the College of Education “must be inextricably linked if quality learning is to occur” (p. 6). As teacher educators, we must be cognizant of ways to support candidates as they progress through the teacher training program and ultimately impact learning in P-12 classrooms.

Vicki: In an effective collaboration of the PDS partnership, everyone wins. Field experience students and interns receive support from cooperating teachers, clinical instructors, and university supervisors. Cooperating teachers and clinical instructors experience an infusion of energy and inspiration as they work with future educators. University supervisors can send field experience students and interns out with confidence knowing that they will receive encouragement, modeling, and mentorship from their cooperating teachers and clinical instructors. Together, the members of the partnership are working to ensure that these new educators fulfill the vision of the College of Education.

Deb: I like how you phrased that as “everyone wins,” Vicki—so true! The work we do as educators is regenerative as we pull energy from the rewarding experiences we have, which in turn makes us want to contribute even more. Blurring the boundaries allows our students to see that their success is our focus and is a vested interest held by everyone in the PDS partnership, no matter their roles. The success they experience will help encourage them to consider one day giving back to the future of education by mentoring others. Cooperating teachers, clinical instructors, and university supervisors often hear about the influence they have had on their students, encouraging them to continue providing the feedback and praise needed to promote growth in these budding educators. Educators benefit from the opportunity to coach and learn in a symbiotic relationship that promotes the very essence of the PDS experience. Blurring the lines encourages us all to be open to new ideas, creativity, and discovery through the process of nurturing future educators.

Facing Challenges

Lotta: One benefit of experiencing the partnership from multiple perspectives and in multiple roles is the understanding of the challenges presented within each context. As a former teacher and clinical instructor, I have a greater understanding of the school side of the partnership. On the other hand, it is easy to feel thwarted when the

university and school partners do not collaborate and communicate efficiently. I agree with Murrell (2001) who acknowledged that partners often worry about the fear of alienating or offending each other when conducting a critique of existing practices. However, to be able to move forward in a cycle of continuous improvement, it is important to openly recognize and address such frustrations.

Vicki: That is true. One frustration is that sometimes there are differing perceptions regarding the level of support interns may require at the onset of their internship. It is critical that cooperating teachers, clinical instructors, and university supervisors assume the roles of encouragers, role models, and mentors as these novice teachers transfer their learning from the university classroom to the public school classroom. Encouragement and guidance while modeling best teaching practices create an environment in which interns can develop the competencies and confidence necessary for high quality educators.

Amanda: I agree—different perceptions or inconsistencies are definitely a key cause of frustration. We all know that life is not always fair or equal, but it can sometimes be difficult to reassure an intern when their student teaching expectations are wildly different from their peers in the same PDS partnership at a school only a few miles away. While we do have rubrics to help calibrate grading of the capstone portfolio, and there are general guidelines about attendance/interviews/professionalism, some interns still voice concerns over inconsistent expectations for portfolio entries, lesson plan requirements, and service to the school. On the other hand, it is difficult for the cooperating teachers to know what to expect as interns come with different skills and abilities.

Lotta: The perceived responsibilities of PDS colleagues appear to vary greatly between districts and buildings. While our PDS handbook describes the responsibilities and expectations for each participant, little is mentioned about accountability and evaluation. For example, according to the *Kansas State University Professional Development School Handbook* (2014), clinical instructors are expected to “supervise, coordinate, and troubleshoot all PDS efforts” (n.p.)—a seemingly monumental task—and work closely with preservice teachers. However, the university has no mechanism in place for keeping clinical instructors accountable, nor to evaluate their effectiveness.

Deb: Although the PDS partnership between the university and schools can be frustrating at times, the impact and benefits far outweigh time spent overcoming any challenges presented. One challenge that I noticed as we embark upon new professional development opportunities, such as lesson study is that as the faculty of my school grow in their understanding and usage of lesson study, our interns do not have this knowledge and are new to the experience. In an effort to remedy this issue, one university faculty member has not only worked with our teachers but also has imbedded lesson study into her own methods classes on campus to help prepare them for student teaching. This includes bringing students to school to participate in their own lesson study that is designed and created in their class on campus and carried

out at our school. This is ideal because it sets the foundational support for interns prior to engaging in lesson study with their cooperating teachers. This integrated approach allows us to fill any gaps in professional knowledge, fully preparing interns for the opportunities that are offered to them. Our classroom teachers are excited to open their classroom doors to this professor and her preservice teachers because it introduces another approach to lesson study in action while building in-service teachers’ confidence. In addition, it provides an opportunity for growth in the interns to see a collaborative method for enhancing instruction. This positive impact on both preservice and in-service teachers represents and honors the essential shifts and strides we are making to provide the best quality instruction to both university and elementary students.

Final Thoughts

Lotta: While it did not surprise me that in-depth conversations often emphasize and spark deep exploration of ideas and growing relationships (Ragin & Amoroso, 2011), I left our discussion with a tremendous sense of gratitude and satisfaction. It occurred to me that having been part the KSU PDS model since the beginning of my education career, I have never really known anything else and—I must admit—take much for granted. As our discussion revealed, the authors of this article believe that blurring of boundaries and our various roles has enhanced our ability to serve the students in the PDS partnership. Specifically, Deb’s account of the partnership’s impact on her school, Amanda’s ability to build professional connections through the PDS, and Vicki’s sense of satisfaction from working closely with interns and cooperating teachers, reinforced the importance of remembering the progress made in the past 25 years. At the same time, we acknowledge the inevitable changes and challenges face K-12 school systems and teacher education programs face in the future.

After years of successful collaboration and program implementation, it is important that we remain vigilant so that minute frustrations do not fester into larger concerns. When tensions do arise, the movement toward resolution of basic differences is forwarded through discussion and understanding of perspectives. Such discursive practice, or “the deliberate and systematic articulation of foundational differences among participants” should be cultivated within the partnership (Murrell, 2001, p. 156). As new university faculty and K-12 teachers are brought on board, we need to actively share expectations for supervision, instruction, and collaboration. Furthermore, if we want new school and university faculty to become fully invested stakeholders in the PDS partnership, we need to share our personal and relational stories that have emerged over the past 25 years. According to Breault (2010), “research can tell us some of what we need to know about the effectiveness of the PDS, but stories might be able to do so more powerfully” (p. 179).

Talking to my colleagues further emphasized the benefits of experiencing the partnerships through different lenses and in different contexts. Although it is unrealistic (and unnecessary) to expect all partners to assume multiple roles within the PDS, it would be advantageous to offer university faculty diverse

opportunities to collaborate closely with cooperating teachers and clinical instructors, provide professional development for teachers, and supervise interns as we recognize that collaboration is an essential component in promoting teacher growth (Brownell, Adams, Sindelar, Waldron, & Vanhover, 2006). Similarly, teachers and administrators should have opportunities to share their expertise in new and innovative educational trends with university faculty members and preservice teachers. As emphasized in our conversation, when lines between traditional PDS roles are blurred and partners take responsibility for shared goals and actions, the partnership strengthens and mutual respect emerges.

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The PDS Model as a Vehicle for Simultaneous Renewal in Mathematics Education

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For a quarter century, Kansas State University's College of Education has supported a Professional Development School (PDS) model involving professional collaboration with selected public school systems across Kansas. In that time, this relationship has proved to be an instrumental vehicle for educational change. According to John Goodlad, educational change has created a dilemma: "What comes first, good schools or good teacher education programs?" (1994, p 1). Goodlad's solution to this dilemma is to improve both at the same time. "There must be a continuous process of educational renewal in which colleges and universities, the traditional producers of teachers, join schools, the recipients of the products, as equal partners in the simultaneous renewal of schooling and the education of educators" (Goodlad, 1994, p. 1-2). This process of simultaneous renewal has become a feature of the PDS model at Kansas State University (KSU) and education reform in mathematics is just one of several content areas impacted by the PDS model. One strength of the model is the ability to impact participants across the educational continuum—connecting university faculty and staff, clinical instructors, in-service teachers, preservice teachers, and K-12 students. Currently, efforts in mathematics education are focused on Kansas' implementation of the *Common Core State Standards for Mathematics* (CCSS-M) (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010).

The state of Kansas' adoption and school districts' subsequent implementation of the CCSS, specifically the mathematics standards (CCSS-M), have infused KSU's PDS model with added enthusiasm and vitality by engaging participants in a coherent conversation about teaching. The expectations for both what is taught and how mathematics is taught have shifted. A challenge for in-service teachers as they transition to the CCSS-M is that they can't simply wipe the slate clean and remove the previous standard expectations. Many teachers have perfected their lesson plans, units, and courses of study around the retired standards; throwing that familiarity out and starting over is a daunting task. This is where preservice teachers are a valuable resource for in-service teachers, and the PDS model provides an appropriate

framework for facilitating change. Preservice teachers have been trained by university faculty and staff using the newly adopted CCSS-M. University faculty and staff are working intently to make sense of the standards themselves and also to design new professional development experiences for both preservice and in-service teachers. Understanding where teachers are in the transition process and what they need along the way will heighten the impact of those experiences. This paper focuses on just one of many disciplines within the PDS model to discuss how the PDS model promotes simultaneous renewal in mathematics education.

The PDS Framework

A number of dynamic relationships exists within the framework of the PDS in the College of Education at KSU (see figure 1). The main roles in the Kansas State University Supervision Model include: student teacher, cooperating teacher, clinical instructor, university supervisor, and K-12 students. When specifically addressing the teaching and learning of mathematics, this framework extends beyond training preservice teachers. Mathematics educators work extensively with in-service teachers who often serve as cooperating teachers or mentors for preservice teachers. The team also extends beyond the College of Education to include faculty in the Mathematics Department, post-doctoral fellows, and graduate students. Deep and meaningful interactions occur among the various roles indicated in this framework, as explained and highlighted in the next section of this paper.

The roles in the KSU PDS include the following:

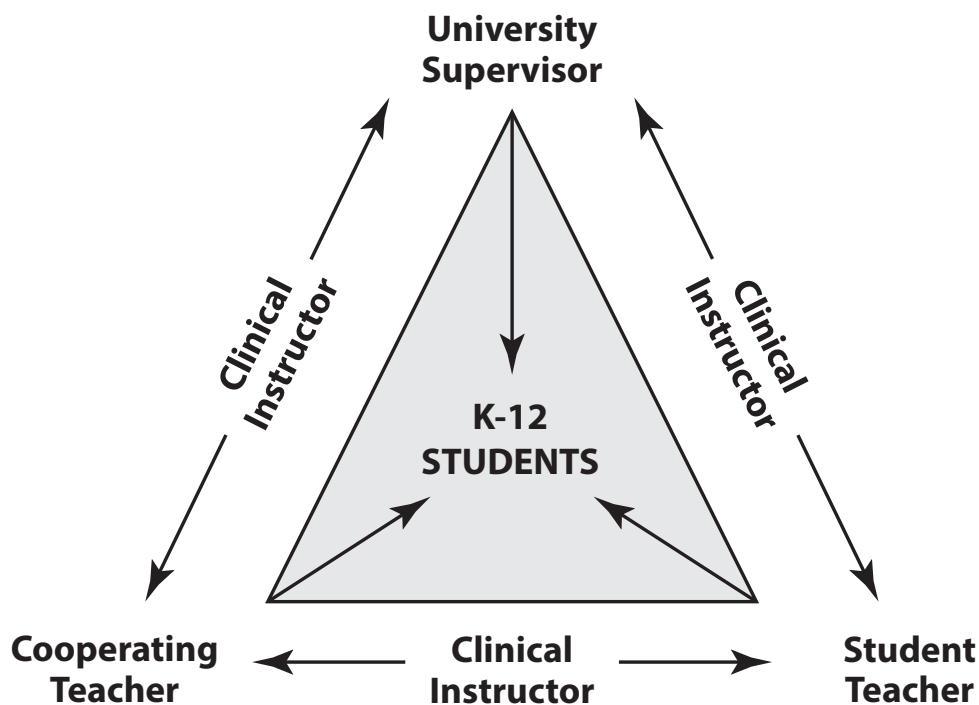
Clinical Instructor

As stated in the *Kansas State University Professional Development School Handbook* (2014), the clinical instructor (CI) coordinates several efforts within the schools. The CI coordinates all PDS activities and field experiences. In this capacity, s/he coordinates placements, provides orientation for field experience students and PDS faculty, conducts student intern seminars, and troubleshoots when necessary. The CIs maintain communication among interns, PDS teachers, administrators, parents, students, KSU faculty, and other clinical instructors. By facilitating and participating in various programs and projects, they promote professional development and school improvement activities at each PDS and align these activities with other district and building improvement efforts. Finally, they coordinate PDS program evaluation. This is done through annual assessments of the impact of the PDS.

University Supervisor

The *Kansas State University Professional Development School Handbook* states that the university supervisors and clinical instructors collaborate to complete a number of tasks. In general, supervisors and CIs work together to assist preservice teachers by ensuring they have an optimal learning experience during their time in the PDS schools. University supervisors are instructors of the content-specific methods courses; this enables them to build relationships and train

Figure 1 | **Kansas State University Supervision Model**



preservice teachers prior to their internship experience and continue this work during the internship. University supervisors guide preservice and in-service teachers to integrate theory from professional studies with practice in clinical settings through conferences with them and their cooperating teachers.

Cooperating Teachers

Cooperating teachers act as mentors and teacher educators to preservice teachers. They host preservice teachers in the classroom during various field experiences, including student teaching. Two approaches advocated by the COE are co-teaching and coaching.

Campus Content Faculty

As stated earlier, work in mathematics education extends beyond the roles within the College of Education supervision model to include faculty in the Department of Mathematics. University supervisors and campus content faculty collaborate to develop a strong foundation of content knowledge and pedagogical content knowledge. Many preservice teachers earn dual degrees; they often earn a degree in secondary education and a degree in mathematics. Doing this requires carefully preparing a well-designed program of study to fulfill requirements for both degrees. The ability to do this has been strengthened by bringing together the advisors from the COE and the Department of Mathematics. Relationship between mathematics faculty and COE faculty is strengthened by a long history of funding through state-level Mathematics Science Partnership (MSP) grants and successful implementation of projects with in-service teachers. The MSP grants also bring in graduate students and post-doctoral fellows from the mathematics department to assist in delivering mathematics content courses to in-service teachers.

The PDS Focus on the CCSS-M

The College of Education at KSU has both an opportunity and a responsibility to assist teachers in the change process required for the CCSS-M. Based on the vision of the KSU PDS model, the work of the partnership is embedded within a cycle of continuous improvement. The newest reforms—adopting and implementing new mathematics standards—exemplify this process in action. Using the CCSS-M implementation as an example, the following sections will address the responsibilities stated in the mission of the PDS model that the participants share:

- preparation of new teachers
- continuing professional development
- support of children's learning
- practice based inquiry

As one teacher stated, "I am grateful that other professionals (specifically those from KSU) are working out the details of how to implement the CCSS and then sharing that research with teachers through professional development and through graduate coursework." By emphasizing the CCSS-M in coursework for undergraduates, the COE at KSU is sending preservice teachers into the field with a strong sense of the shifts in instruction and a better understanding of the standards themselves. According to one cooperating

teacher, "It has been so easy to work with those students in my classroom because they are already prepared to help scaffold my high school math students who are experiencing this major upheaval." The PDS model makes the inclusion of preservice teachers routine; therefore, integrating them into the classroom is rarely a disruption. This is important at a time when many teachers believe that the teaching and learning of mathematics is not a smooth and clear path.

In light of the newly adopted CCSS for mathematics, the PDS model was rejuvenated to support preservice teachers, teachers, mathematics educators, and mathematicians to promote mathematics education through collaboration and ongoing professional development. We acknowledge and respect the notion that teaching takes a much higher level of understanding than is necessary for the normal mathematically functioning adult. As Ball, Hill, and Bass (2005) point out, "Teachers do not merely do problems while students watch. They must explain, listen, and examine student work. They must choose useful models or examples. Doing these things requires additional mathematical insight and understanding" (p 17). Teachers must have a specialized "pedagogical content knowledge" (Shulman, 1986). Research suggests that professional development projects must facilitate a shift in the way teachers view mathematics and how they approach the teaching and learning of mathematics, and the best place to do this is in the classroom.

The Dynamic Relationships within the Framework

Preparation of New Teachers

During their methods course and practicum experience prior to their internship, preservice teachers practice creating lessons and units aligned to the CCSS-M. For example, preservice teachers begin by looking at the standards as a "whole." To familiarize themselves with the mathematics they will teach, preservice teachers use learning progression documents that highlight "critical areas" for each grade level, and (specific to the high school) they use documents that articulate "pathways" such as those found in Appendix A of the CCSS-M. Preservice teachers use this foundation to focus on a unit of study. Their practice of preparing lessons begins with understanding "clusters" of standards. They use the CCSS flipbook (<http://community.ksde.org/Default.aspx?tabid=5646>) to "unpack" the standards and study the background knowledge. This background includes: examples of this standard from the perspective of what students in the classroom would do, recommended instructional strategies, Standards for Mathematical Practice that have the potential to align best, connections to other content standards, and student misconceptions. Preservice teachers also access the Illustrative Mathematics website (<https://www.illustrativemathematics.org/>) to see an exemplar task aligned to their standard. After familiarizing themselves with what this cluster of standards entails, they are ready to prepare lessons. Clearly, this process does not occur for every cluster of standards, but as it is done for several throughout the semester, preservice teachers develop a better understanding of the depth of knowledge expected by the standards, as well as a solid understanding of what it takes to really "know" a

cluster of standards. The preservice teachers then bring this experiential base with them to their internship experience.

While preservice teachers are in the field, they funnel valuable insight from the classroom perspective back to university faculty and staff. This is one example of how simultaneous renewal is fueled. This helps answer the question: "What do teachers, preservice and in-service, actually need to be able to do to effectively teach to the CCSS-M?" Depending on the school or district in which preservice teachers are placed, the focus on the CCSS-M can vary from an awareness level to a full-fledged implementation of content and practice standards. Some districts are taking advantage of this and making a "hard landing;" they are "fully implementing" the CCSS-M. At early stages of implementation, classroom teachers often feel they are scrambling for a better understanding of what the standards actually "mean." Some spend time exploring resources that can support them as they create units and write lessons. Preservice teachers are a valuable resource in this instance, as they have been trained in a process that will enable them to understand the standards and have resources they can share with their in-service teacher.

The preservice teacher is viewed as an additional knowledgeable adult in the classroom to help share the workload of researching, planning, and implementing new units and new lessons. While the preservice teacher offers insight on current knowledge, the in-service teacher offers an opportunity, a place, and an audience for moving the preservice teacher from theory to practice. Preservice teachers have studied the potential for classroom implementation and have worked to plan and prepare lessons; however, another layer of teaching involves enacting those plans with fidelity. The in-service teacher offers a venue for this to occur and support in the form of classroom management and discipline structures, as well as a deeper understanding of how students relate to the content in the classroom. This enables both preservice and in-service teachers to simultaneously improve their teaching practices related to mathematics.

This is where the role of the university faculty and staff in the PDS model becomes significant and the interactions between the classroom teacher and the university faculty and staff come into focus. The university faculty and staff have important interactions with preservice and in-service teachers; feeding this simultaneous renewal process is the transition to the CCSS-M. Both preservice and in-service teachers simultaneously participate in similar activities related to understanding and enacting the standards. The preservice teacher does this through the methods course and the accompanying practicum experience. The in-service teacher accomplishes this through professional development experiences, but ultimately this enables participants to share a common language and understanding so they can work together more efficiently. Through this model, both preservice and in-service teachers are often trained with the same resources in the preparation for the CCSS-M.

Central to all of these interactions that lead to improvements in teaching and learning mathematics is the role of the clinical instructor. Feet on the ground and in the

trenches daily, the clinical instructor serves as a liaison for the intern, cooperating teacher, and the university supervisor. Through bi-monthly meetings with clinical instructors, the PDS provides on-going professional development. This information is then taken back to the schools, where the clinical instructor shares it with preservice and in-service teachers. The clinical instructor creates a bridge between the cooperating teacher and intern. Regularly scheduled seminars enable the student teacher to voice concerns, ask questions, and address specific needs. These seminars enable the clinical instructor to assist the intern as s/he integrates theory from professional studies with practice in clinical settings. The clinical instructor shares new needs that arise from working with cooperating teachers and interns with the COE, and the cycle continues.

Continuing Professional Development

The PDS model also provides a unique opportunity for professional development. Bi-monthly meetings between clinical instructors and university faculty and staff allow for a sharing of approaches and current research regarding education. In addition, Mathematics Science Partnership (MSP) projects are another means for meeting the need to prepare mentor teachers to work with preservice teachers. Examples of in-depth, continuous professional development stem from two Mathematics and Science Partnership Grants at KSU: Project QUEST and Project MILEs.

Project QUEST is a teacher leadership grant designed to increase student achievement through implementation of the CCSS-M content and practice standards, while also preparing mentor teachers to work with preservice teachers. A three-year grant, it begins with a two-week summer academy focusing on developing teacher leaders. During the morning sessions, the focus is on deepening content knowledge. Mathematicians from KSU deliver mathematics instruction to teachers. The afternoon sessions have a pedagogical focus, wherein teachers write an action plan that relates to the specific needs of their classroom, school, and/or district. Using a job-embedded professional development model, the grant employs a math coach to regularly follow up with project teachers, including regular site visits, observations, feedback, and dissemination of resources for teachers. These teacher leaders also move forward the professional development work related to the CCSS-M for their school/district; they often design and lead professional development experiences in their district. The mathematics education faculty provide research from the field and bring to the table ideas about how to structure and present information regarding the CCSS-M.

Project MILEs (Improving Mathematics Instruction through Lesson Study), a three-year grant project, targets five elementary schools from within the KSU-PDS partnership and neighboring schools. Similar to Project QUEST, Project MILEs combines an annual two-week summer professional development academy and ongoing participant support from a mathematics coach during the school year.

The math coach also co-teaches the elementary mathematics methods course with a mathematics education faculty member and principal investigator of Project

MILeS, bringing information from the classrooms to the preservice teachers, and bringing new resources from the methods course to the schools. This project develops deeper mathematical content knowledge of preservice and in-service elementary school teachers, while guiding them in exploring pedagogical concerns related to the implementation of the content standards and Standards for Mathematical Practice outlined in the CCSS-M. The project also builds on the PDS partnership between elementary school teachers and KSU by strengthening the network of support for classroom teachers implementing the CCSS-M. By collaborating with content experts and mathematics educators at KSU, teachers have an opportunity to study authentic mathematics, the Standards for Mathematical Practice (especially mathematical argumentation and discourse), and the CCSS-M content standards in a supportive learning community.

Support of Children's Learning

Central to the preparation of new teachers and continuing professional development described in the professional development projects are the implicit goals of improving children's learning and the implementation of practice-based inquiry teaching, exemplified in the CCSS-M. Preservice teachers give a pretest and posttest for a unit of study they have designed during their internship. In all cases, interns find significant gains in student learning. The student data is collected, analyzed, and reported in the intern portfolio. Related to in-service teacher professional development, one requirement of Project QUEST participants is to write an action plan specific to the student needs in their classroom. Teachers collect pretest and posttest data that indicate an increase in teacher content knowledge and a focus on specific pedagogical strategies improves student learning. Specific to Project MILeS, the mathematics coach supports teachers as they implement the professional development model of Lesson Study (Nagasaki & Becker, 1993), where teachers build on collaborations to improve both their content and pedagogical knowledge. This leads to long-term gains in teacher quality and thus gains in student achievement in mathematics as indicated by classroom assessments.

Practice-based Inquiry

There are several strong examples of practice-based inquiry in mathematics education. Teachers generate action plans through participation in Project QUEST, including data collection and analysis. Teacher action plans have examined the use of formative assessment, implementing Standards for Mathematical Practice, aligning content standards with curriculum materials, interventions for struggling learners, and facilitating classroom discussions. Teachers participating in Project MILeS develop lessons through lesson studies related to issues that are pertinent in their classrooms. One main focus is on integrating practice standards and content standards at the elementary level. In these ways, teachers are using practice-based inquiry to address student needs in their classroom or building.

An Example Across the Educational Continuum

One activity that exemplifies the coherence across the groups involved in the PDS partnership is related to an exploration about Depth of Knowledge (DOK) levels. The following activity is used with preservice elementary and secondary mathematics methods courses, the MSP summer academies for in-service K-12 teachers, and with district-wide professional development.

The DOK Levels were developed by Webb (2002) and describe the levels of cognitive demand needed for tasks. DOK level analysis can be applied in all subject areas and is well suited for mathematics. DOK levels are as follows:

- Level 1, "Recall and Reproduction," is characterized by facts, definitions, procedure following, and memorization.
- Level 2, "Skills and Concepts," requires classifying, comparing, and organizing, thus going beyond the rote procedures and memorization of DOK level 1.
- Level 3, "Strategic Thinking," requires reasoning, evidence gathering, explaining, and interpreting.
- Level 4, "Extended Thinking," is characterized by planning, developing, and synthesizing new ideas in complex ways.

The same task could be presented along a continuum of increasing complexity by studying and applying the DOK Levels, which have become an important feature of new assessments aligned with the CCSS-M.

The activity begins with a description of the DOK levels and the connections between CCSS-M and new state assessments. Looking at the DOK levels, groups discuss tasks. Then participants are given a set of tasks specific to their grade level and asked to sort the tasks based on the DOK level. A rich discussion results, as participants justify placing a task in a certain category. The goal is not to reach an exact consensus because there is room for interpretation; the discussion about what makes tasks a higher level is the goal of the activity. Using tasks from current assessments is beneficial because it helps preservice and in-service teachers become aware of the assessments aligned to the CCSS-M. The goal is to compare, contrast, apply, and justify understanding of the levels as participants discuss tasks and the student thinking those tasks will elicit, rather than for the preservice and in-service teachers to simply memorize the DOK levels.



This [PDS Partnership] created a simultaneous renewal and reciprocal degree of mutual respect for the role each of us plays in the induction of new teachers.



– Dr. Larry Scharmann

Former Professor, Secondary Education
Department Chair, and Original Planning Team
Member, College of Education, Kansas State
University

Implications

The KSU PDS framework provides an opportunity to increase the content and pedagogical knowledge for both preservice teachers and in-service teachers in all subject areas. One result of the partnership is the exchange of ideas that results when practicum students and interns work with teachers and K-12 students. Cooperating teachers are exposed to new ways to teach topics...especially difficult ones. Interns have a chance to practice strategies and ideas they have been trained to use in authentic classroom situations. The framework of the partnership means the intern comes into contact with many people who both guide and oversee the progress of the KSU student.

Specific to content knowledge of in-service teachers, MSP grant work (described previously) has increased the content knowledge of teachers. During the history of the summer academies, project teachers take pre- and post-assessments related to the mathematics studied. Between the pre- and post-assessments, each teacher improved his/her math content score, showing that the participants' content knowledge was affected through instruction. In addition, as mathematics educators work with mathematicians to create the summer mathematics courses for teachers, mathematicians are developing a better sense of how mathematics for teachers is different than mathematics for mathematicians. The work to prepare the summer academies has an influence on the mathematicians who, in turn, teach the content courses for the preservice teachers.

Summary

KSU's PDS model is the foundation upon which work across the educational continuum is built. Reform efforts in mathematics education involve implementing change through the collaboration of a team of mathematicians, mathematics educators, principals, teachers, and undergraduates. The roles and responsibilities for the collaboration should be well articulated so that all stakeholders understand the key roles they play in this type of collaborative model.

Through the PDS model that KSU has developed over the past 25 years, the university mathematics faculty and staff have collaborated extensively with the clinical instructors, in-service teachers, and preservice teachers in Professional Development Schools. This has been especially evident—and beneficial—through their work regarding discussions and implementation of the CCSS-M. Based on this collaboration in mathematics, the PDS model and the relationships formed because of it demonstrate that great strides can be made in the field of education as all elements work together to improve the science and art of teaching, all for the benefit of K-12 students.



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A Professional Development School in Action: Meeting the Needs of Military-Connected Students and Families

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The College of Education (COE) at Kansas State University and its Professional Development Schools (PDS) are partnering in innovative ways that demonstrate a commitment to work collaboratively to solve educational issues involving preservice teachers, practicing teachers, and faculty members, as well as K-12 students and their families. One such critical issue is the preparation of educators to work effectively with large numbers of military-connected students and their families. Since 2001, all branches of the U.S. military have experienced the largest sustained deployment of military servicemen and servicewomen in the history of the all-volunteer force. It is important that communities recognize and respond to the number of children who are connected to those serving in the military. The Office of the Deputy Assistant Secretary of Defense Military for Community and Family Policy reports that as of 2012 there are nearly two million total military children (Military Community and Family Policy [MCFP], 2013).

While many think of military-connected students as those living on a military installation or attending a designated Department of Defense school, in reality more than 80% of these students are attending local public schools in every school district in the United States, with some of those children living the deployment cycle multiple times (Cozza & Lerner, 2013). In addition, due to the transitory nature of military families, military-connected students transfer between schools three times more frequently than civilian families, sometimes changing school districts six to nine times prior to their high school graduation (Astor, Jacobson, Benbenishty, Atuel, & Gilreath, 2012; Military Child Education Coalition, 2012). As transitions occur, students are expected to make adjustments based on different teaching methods, curriculum materials, pacing of instruction and different classroom behavioral expectations. These adjustments are stressful for some students and can have an effect on student behavior and student engagement (Arnold, Garner, & Nunnery, 2014; Bradshaw, Sudhinaraset, Mmari, & Blum, 2010; Chandra et al., 2009). However, it is also found that

these families possess a tremendous potential for resiliency: the ability to be exposed to adverse traumatic circumstances and yet successfully adapt following that exposure. Resiliency is not a static trait, but one that can be fostered through supportive environments (MacDermid, Samper, Schwarz, Nishida, & Nyaronga, 2008). While educators are perfectly situated to offer that consistent, supportive environment, they must be provided the professional learning and tools to do so. Meeting the needs of this special demographic of student calls for collaborative effort and effective communication between teacher education faculty, K-12 administration and teachers, and community members. A PDS model provides the perfect framework for such work, improving teacher education while also enhancing K-12 education in partner schools through professional development for future teachers, practicing teachers, and university faculty.

Background of the KSU PDS Military-Connected Students Initiative

Kansas State University has the largest teacher preparation program in the state of Kansas, with close ties to Fort Riley and Fort Leavenworth. Specifically at Ft. Riley, more than 8,300 dependent children of soldiers attend 16 regional public school districts across north central Kansas (Johnson, 2013). With three partnering school districts sharing boundaries with Ft. Riley, the majority of preservice teachers complete one or more field experiences in classrooms with high military-connected student populations. However, even with these field placements, the College of Education determined its teacher preparation program could more intentionally prepare teachers for working with military-connected students and their families. In the fall of 2011, an undergraduate student who is also a military spouse and mother of school-aged children shared with COE faculty her concerns about the necessity of intentional preparation of teachers and counselors regarding the unique needs of military-connected children. From that conversation the student and a faculty advisor for the university student chapter of the Kansas National Education Association (KNEA-SP) facilitated a presentation and panel discussion in which three military-connected families and their children engaged in a discussion with over one hundred elementary and secondary preservice teachers. The panel discussion allowed teacher candidates to hear about the lived experiences of military-connected families and the educational experiences they had encountered. In addition, the student, faculty, and a local military connected educator developed a workshop for a state Counseling Association Conference and interested faculty attended the State of Kansas Convening sponsored by the Military Child Education Coalition held at Kansas State University in the spring of 2012. These events started a dialog regarding opportunities for expanding the current professional educator curriculum to include topics focused on the unique needs of military children. Teachers often come into the profession without lived experience in the military and these conversations highlighted areas where faculty could better equip preservice teachers with information regarding the unique culture of the military-connected students they

would encounter in their classrooms, such as the greater transience as expressed by this secondary education major:

I think my biggest experience with military families is the consistency of students moving in the middle of the semester. Every week it seems like one of the students in our classroom is moving because their parent(s) have received orders, and it's been a very big lesson learned about how to work with students who are "checked out" for lack of a better phrase, and do not want to be engaged because they won't be around for much longer (C. Todd, personal communication, November 6, 2012).

While acknowledging the challenges military-connected students face, it is just as important that future and practicing teachers see the benefits these students possess, such as opportunities for travel and experiences in meeting and interacting with those living in other places. Without a balanced view of this unique group of students, conjecture and overgeneralization may skew a teacher's ability to make sound decisions about how to meet the needs of these students (Cozza & Lerner, 2013). Recognizing the need to enhance this knowledge in faculty, students, and educators in partnering schools, Kansas State University joined a national program, Operation Educate the Educators, a nationwide Joining Forces initiative that was developed through collaborative efforts of the American Association of Colleges for Teacher Education (AACTE) and the Military Child Education Coalition (MCEC) to provide support for universities committed to meeting the needs of military-connected students.

Kansas State University PDS Initiative: Supporting Military-Connected Students

Kansas State University was one of the first 100 universities to join Operation Educate the Educators. The insight gained from this affiliation helped identify specific objectives for military-connected student education and supportive structures that could be initiated in the partnering schools. To help operationalize the project, a project coordinator was identified. Her training as a science educator and her experience as a 27-year spouse of a military service member and mother of two children provided her with an insider perspective for helping non-military connected faculty and students gain understanding of the culture of the military. With the goal to better prepare educators who are well-equipped to respond to the unique academic and social-emotional needs of military-connected students, the following four objectives were set forth:

- Identify the knowledge base that teacher education candidates need regarding the culture of the military and the challenges and benefits of military-connected students.
- Identify specifically where in coursework and teacher preparation experiences these concepts might best be introduced and applied.
- Develop professional learning opportunities for university faculty and PDS partners to build capacity

related to the knowledge, skills and dispositions needed by faculty and school leaders for working with military-connected students.

- Conduct research and disseminate resources and support to provide sustainability for the project.

Building a Knowledge Base for Working with Military-Connected Students

Initially, the project coordinator was engaged to work with faculty and students in the undergraduate teacher preparation program. She focused on building faculty understanding on topics such as:

- language and rich traditions of military service members;
- the deployment cycle and its impact on schooling and students' socio-emotional needs;
- facilitation of resiliency within students; and
- strategies, skills, and techniques for increased learning that support families in transition.

Faculty had the opportunity to partake in a book study using the text *The Teacher's Guide for Supporting Students from Military Families* (Astor et al., 2012). Meeting on a regular basis, they shared ideas gleaned from the readings and discussed meaningful ways to integrate the information into courses. Activities were conducted to help internalize the realities of military-connected students trying to navigate multiple school settings while facing changing standards, repeated use of identical textbooks, difficulty in joining athletic teams and exclusion from awards and activities due to failure to meet specific deadlines due to frequent transitioning. The book study was then extended to PDS sites where teachers and support staff took part in dialogue centered on two essential questions:

1. What is the education system's role in maintaining balance in the child's life?
2. How can educators support students and families during times of deployment, reintegration, transition, and loss?

These collaborative conversations targeted *all* staff as it is important to emphasize that children with one or more parents in the military rely not only on their teachers in the classroom, but also on counselors, service workers, office staff and administrators to guide and support them.

Experiential learning is a powerful tool. While Kansas State University is only 20 miles from Ft. Riley, many faculty members had never had the opportunity to visit the installation. Bus tours of the installation were arranged to allow teaching faculty, administration, PDS clinical instructors, and supervisors to gain a first-hand glimpse of life and work on a military installation. Participants ate a meal in the dining center, visited a model home, and were provided tours of schools and other facilities. They attended brief seminars regarding services and assistance available for military-connected students and their families, and were provided presentations by the Installation Garrison Commander and Child Youth and School Services Coordinator. As participants learned about the impact governmental funding or defunding

has on the services provided to youth on the installation, it became evident how important informed advocacy is for military-connected students and their families.

Through the efforts of the project coordinator and others in the partnership, a documentary entitled *A Walk in My Shoes: Military Life* (Kansas State University, 2013) was produced. This documentary captured the lived experiences of seven people, including veterans, spouses, children, and educators sharing their personal perspectives, thoughts, and ideas of life connected to the military. Issues addressed included the reality of the deployment cycle for families, post-traumatic stress disorder (PTSD), social and emotional needs of military-connected students, and ways schools can respond to these needs. This documentary premiered September 11, 2013, with a public showing made available to the entire university community; it is also available to enhance the professional learning of any school or organization. It has been used successfully within the local public school setting for professional learning, as well as in university classrooms, and can be viewed at: <http://www.coe.k-state.edu/documentaries/walk-in-my-shoes/militarylife.html> (Kansas State University College of Education, 2013).

Integrating Information into the Teacher Education Program

Acquisition of cultural knowledge of military students was needed first, but the goal of this COE initiative was not only to increase awareness of military-connected children's needs; it was also to determine how to integrate such knowledge into instructional practice. To accomplish this goal meant that COE methods coursework for teacher candidates needed to be reviewed and realigned to the initiative. Faculty met to identify what activities they could build into current course curriculum to teach and assess preservice teachers' understanding of working with students from military-connected families. Faculty engaged in field experiences were required to complete a modified contextual information document identifying the military-connected students in their practicum classrooms and explaining how this realization influenced their selection of materials and methods for classroom instruction. For this document, military-connected students were defined as the children of active-duty service or National Guard and Reserve members, as well as children of veterans including those whose family member(s) may have lost their lives in service to their country. The PDS clinical instructors and administrators were instrumental in helping candidates access this information. As the preservice teachers researched this demographic data it became apparent that while enrollment forms captured some of these students, many (especially Reservists and National Guard members) were not being identified. As a result, teachers were made aware (some for the first time) that these military-connected students were in their classes. University supervisors and clinical instructors observed lessons taught by candidates to observe evidence of their knowledge, skills, and dispositions for working with military-connected students in their instruction.



Student interns are becoming aware of means to assist the Military Connected child. This is vital to instruction in this district!



– Anna Haffner

Clinical Instructor, Geary County School District

To assure important key information was shared with all elementary and secondary preservice teachers, a seminar session, *The Military-Connected Student in the Classroom*, was developed by the project coordinator for use in methods courses during the semester in which preservice students were required to first plan, teach, and assess classroom students in the field. Content of the presentation included the culture of the military, the deployment cycle, and resources for building resiliency within students. The Resiliency Wheel model adapted by StudentsFIRST (Resilience, 2014) was introduced to preservice students to serve as a resource in their future classrooms. The use of children's literature to gain understanding of military life was modeled and all students received an annotated bibliography of possible literature to consider integrating into future lessons. One specific book that was utilized in the seminar was Fink, Fink, and Blackwell's *The Little CHAMPS: Child Heroes Attached to Military Personnel* (Fink, J., Fink, D., & Blackwell, 2012). This book, while meant for elementary students, served to further inform university students about the five branches of service and the experiences of military-connected children. A videographer captured the seminar presentation for future use.

In addition to integrating information into current course offerings, a new undergraduate course, *Teaching Military-Connected Students*, was developed. It was designed as an elective for preservice teachers to complete prior to graduation. Once completed, this course is documented on their university transcript to verify that they have successfully completed coursework focused on specifically addressing the needs of military-connected students.

Development of Professional Learning Opportunities

Preparing preservice teachers is an important goal of the PDS, but an equally important goal is providing professional learning opportunities to all partners, as well as glean knowledge from experienced teachers in the field. In terms of this initiative, that meant considering how various faculty, staff, and community members' interactions (military and non-military) impacted military-connected children. Multiple groups of K-12 faculty, staff and other stakeholders in surrounding area schools participated in workshops to build understanding of the culture of the military-connected child, the social-emotional impact of the military deployment cycle on students, and ways to foster resiliency. These workshops covered concepts such as military lifestyle and culture, socio-emotional and educational needs of students, and special challenges that students and families face, such as separation, reunion, and death. The content for these workshops is detailed in a free e-book, *Military Connected Students in the*

Classroom (Risberg, 2013), which serves as a continuing resource for all PDS partners.

One district's PDS schools held focus group conversations in their lead teacher curriculum councils. Teachers reflected on their professional readings and shared practical strategies to honor the culture of their military-connected students. They developed lists of ideas that had worked well for them, such as:

- service members joining students for lunch, and classroom activities, and/or playground games;
- service members assisting at athletic events, annual carnivals, and field days;
- schools facilitating optional groups such as Hearts Apart, BRAT Pack (Building Resilient Adaptable Teens), and Parents Around the World (PAWS) support group for students with deployed family members;
- schools hosting a military family night or military kids' end-of-the year party;
- schools partnering with service members on Veteran's Day parade marches, songs, and special programs;
- broadcasting high school commencement to deployed parents; and
- teachers using grade book parent portal to maintain parent involvement in student progress when parent deploys or leaves for training.

Ideas such as these provide educators, administrators, and community members ways to actively engage military-connected students and their families in the work of schools, thus building positive school-home relationships.

Dissemination of Resources and Research

Teachers are the essential element within schools having critical influence regarding the learning that goes on in classrooms (Darling-Hammond, Hammerness, Grossman, Rust, & Schulman, 2005). Understanding how effective practicing teachers engage and respond to military-connected students provides insight for others who are called to work in school settings. This insight informs relevant interventions that effectively assist military-connected student populations (Arnold et al., 2014). To capitalize on the professional wisdom of the PDS practicing teachers (some working daily with 100% military-connected students) a study was conducted for the purpose of learning what these experienced teachers perceived as the greatest challenges faced when working with military-connected student population, as well as the perceived strengths these students employ. Participants were asked to identify any tried and true techniques and strategies they found especially effective when working with these students and their families.

Data reflected that teachers perceived their greatest challenges to be providing support for the academic and socio-emotional well-being of students due to frequent transitioning during deployment or Permanent Change of Station (PCS); identifying and overcoming the educational gaps that occur from curriculum misalignment when students change schools; and supporting student learning in times of prolonged absence due to block leave. Teachers also

commented that this student population often made friends easily and showed empathy for others new to the classroom. They noted that student background knowledge might be very rich, depending on previous locations where they had been stationed. The data also provided helpful information for preservice candidates to consider as they enter their field placements such as:

- identification of quick assessments to assist teachers in identifying appropriate instructional materials or grouping for instruction of new students arriving;
- development of a protocol for welcoming new students which may include the use of a student mentor to model class procedures and rules;
- development of a plan to monitor students who are absent and provide academic support to keep them from falling behind classmates;
- suggestions for communication with parents, including deployed parents, as well as other caregivers to aid in times of transition;
- providing opportunities for intentional talk through use of class meetings that allow students to share any concerns, anxieties, and celebrations;
- utilization of patriotic books, poems, and songs to build comprehension and fluency in reading; and
- increased opportunities for student drawing/writing as a tool to share ideas and concerns related to the stress of transition or deployment.

Military families deserve educational teams that are well equipped to provide unique support. Discussions held with partnering school faculty determined ways to ease new school entry and student/family departure, identified opportunities for youth mentorship, and noted multiple ways to provide deployment support and academic monitoring. Specifically, teachers noted these insights:

- *It is important to maintain normalcy* – A key aspect in keeping students from military homes “centered” is sustaining a consistent, predictable routine. Teachers should encourage regular class attendance, but understand and adjust to prolonged absences when a family member returns or travel is scheduled to accommodate leave.
- *Communication is essential* – Educators found it imperative to support the entire family, as well as the student specifically. Technology allows teachers to email or videoconference with families in remote locations, sharing photographs, stories, and highlights of students’ school experiences.
- *Increased sensitivity is imperative* – After a military personnel injury or death in the family, students can respond with higher anxiety and need educators to respond with increased sensitivity. After military media coverage on either a local or global scale, educators must look for warning signs indicating feelings of loss or concern. Unexpected events, such as fire drills, can shatter a child’s composure and students may need extended time to talk to adults to be given the tools necessary to cope.

The power of a professional development school partnership in action is the collaboration at multiple levels to seek effective and meaningful ways to respond to educational challenges. The educational impact of this initiative has continued beyond the partnership into the greater civilian, military, and education community. Local, state, and national presentations at professional conferences have allowed faculty and school personnel to share with others the work the PDS has accomplished in striving to meet the needs of families connected to the military. Information has been sent out to the greater community through national publications such as a recent article, *Teachers Care about Military-connected Students* (Curtis & Risberg, 2014) published in the Military Child Education Coalition journal *On the Move*, as well as electronic resources, such as a blog published on the NBC Education Nation’s Parent Toolkit website that encourages military family communication with educators (Curtis, 2014). Curriculum has also been piloted and published to guide teachers in using *The Little CHAMPS: Child Heroes Attached to Military Personnel* book (Fink, J., Fink, D., & Blackwell, 2012) in elementary classrooms to help students better understand the lives of military-connected children and youth.

To deepen conversations, the project coordinator convened the first K-State Military Education and Family Initiatives Symposium during the spring of 2014, as a forum to openly discuss issues related to better serving all military-connected students as well as veterans and military spouses. The symposium disseminated current research being done and resources available at Kansas State University. The symposium brought into the conversation over 100 local community stakeholders, comprising College of Education faculty, K-12 school administrators and educators, school and family counselors, social workers, military relations committee members, and military service and family members. A future symposium is being planned to facilitate continuing dialogue.

The Future of the KSU PDS Military-Connected Initiative

Kansas State University’s College of Education and its PDS partners are committed to preparing and supporting all educators serving students, families, and communities connected to the military. Education is a community issue and when partners work together there is a greater opportunity to make significant progress. However, good programming includes continual needs assessment and must remain flexible and responsive to those it serves. Seeing the need to expand beyond the K-12 program, the College of Education has recently developed an enhanced college-wide military initiative program called K-State Military ED – OPS (Education Opportunities). This program will encompass military-connected college students and support the continued expansion of military-connected curriculum content in COE school counseling and graduate programs, providing direction as the college moves into the future.

There is also planning underway to continue to update and increase resources for university faculty, students, and K-12 partners to continue to build their knowledge, skills, and dispositions for working with military-connected students.

To accomplish that, free digital resources of curated materials using a variety of online applications are available through a dedicated webpage for the College of Education's military-connected initiatives (<https://coe.k-state.edu/about/military/>). The collection and organization of resources found at this site is dynamic and continues to grow.

Future directions for the project include promoting among all partners the proclaimed November as Month of the Military Family and April as the Month of the Military Child. These mark key times for month-long celebrations to intentionally honor the commitment and sacrifices made by the families of the nation's service members. Additional opportunities to reach and teach others what has been learned through this project, both in schools and in the greater community, will continue to be pursued. It is a commitment of Kansas State University Professional Development School Partnership to do our best to serve *all* our students, which includes our unique military-connected students - we are proud to serve those that serve.



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Benefits of 25 Years of School District-University Partnerships to Improve Teacher Preparation and Advance School Renewal

Michael C. Holen and Dan C. Yunk

Dr. Michael C. Holen is Professor and Dean Emeritus of the College of Education at Kansas State University. Dean Holen was instrumental in the establishment and ongoing support of the KSU PDS Partnership and served as a primary administrative contact with partner district leaders for over 20 years.

Dr. Dan C. Yunk, a former public school teacher and administrator and Chief Executive Officer of Kansas Farm Bureau, is Professor and Executive Director of the Kansas Educational Leadership Institute at the Kansas State University's College of Education. Dr. Yunk was superintendent of schools of the Manhattan-Ogden School District when the KSU PDS Partnership was originally created and is a lifetime supporter of the concept.

Generalizing about school district-teacher education program relationships across the long history and broad landscape of teacher preparation in America can prove challenging. With over 5,000 colleges, universities, school districts, and agencies engaged in the initial preparation of certified teachers and approximately 13,500 school districts as well as nearly 50,000 independent private, charter, and parochial schools throughout the country, it is likely that most forms of collaboration have occurred. However, if partnerships imply stable, long-term, mutually beneficial arrangements characterized by shared decision-making and resources, even a relatively cursory scan suggests that until about the past two decades few such relationships between schools and universities existed. Perhaps a notable exception is the special case of “university laboratory schools,” credited initially to John Dewey and the University of Chicago (1896) and often associated with former normal schools (teachers colleges). These relationships, in which universities established schools, largely under their control, to provide preservice experience for their teacher education students and to serve as research and demonstration sites, represent at best a limited definition of a partnership.

Most typically, universities and school districts confined their formal relationships to agreements for providing and securing student teaching sites and sometimes to the specification of parameters for the use of school children as subjects in research conducted by university faculty members. While these agreements were usually signed contracts, they primarily spelled out provisions for the payment of minor stipends for the cooperating teacher/district and asserted the legal control of the school environment by the school district. Rarely did these documents speak to curriculum or professional development for either party or to improvement of the profession or other forms of interaction and joint opportunities and responsibilities. In reality, schools and universities remained separate in their own realms, willing to tolerate each other's existence primarily to fill each group's own needs but hardly true partners in any sense of the word.

Context

Prior to the initiation of what evolved into the nationally recognized Professional Development School Model (PDS) for school district-university partnerships,^{1,2} the relationships between the College of Education at Kansas State University (KSU) and local school districts were fraught with the many shortcomings evident in the clinical aspects of teacher preparation across the nation.

Again at some risk of stereotyping even the local situation, prior to the development of the KSU PDS model, school district-university relationships related to teacher preparation programming might reasonably be characterized as follows:

- Faculty members largely limited their involvement in schools to infrequent visits to supervise student teachers (usually announced well in advance) and occasionally to conduct research.
- Teachers rarely engaged with university faculty members; often both the cooperating teacher and supervising faculty member wrote separate evaluations of the student teacher's performance.
- District teachers had little, if any, role or input into the university's teacher education program; university programs were often fairly accused of being too theoretical and divorced from the realities of actual teaching and managing children in schools.
- University faculty considered most district teachers seriously deficient in knowledge of current research and theory on teaching techniques, curriculum design, and classroom management.
- District teachers considered most university faculty naïve about what really transpired in the modern school classroom and of the increasing challenges they faced.
- District teachers received minimal support for professional development; limited district resources mitigated against significant investment in teacher skill and knowledge enhancements.
- University teacher education faculty only occasionally were asked, or offered, to collaborate for local district school improvement.
- District teachers and university faculty rarely collaborated on research, program development, or other scholarship.
- District teachers received little incentive for mentoring a student teacher. In fact, many of the most highly regarded teachers expressed concern about the lack of preparation and brief duration of student teachers' experience and refused to accept them in their classrooms.
- Teacher education programs often struggled to identify student teaching opportunities for their students. To provide enough placements, student teachers were commonly spread among many schools in a number of districts, creating a variety of logistics problems for both the student teachers and their university supervisors.



Through my experiences with the partnership, I learned that teaching was not about me imparting my wisdom, but helping guide students, teaching them how to learn.



– Ken Garwick

Retired Classroom Teacher and Original PDS
Planning Team Member, Manhattan-Ogden
School District

- Teacher education students were seldom welcomed into schools prior to their actual student teaching assignment; as a consequence, they began their clinical experience (often for as little as eight weeks) at the very end of their university program, knowing little about school contexts and children. For some, they discovered at the last moments of a degree program that teaching was not, in fact, suitable for them, leading to a discouragement that strained relationships with their cooperating teacher.
- Boards of education were chiefly uninformed and unconcerned about the cooperation or lack of it occurring between the university and the district. The only time boards became involved is if parents complained about their children's education being impacted by too many student teachers or a poor student teacher.

While the elements and evolution of the KSU PDS partner districts' relationships are detailed elsewhere in this journal, in simplest terms a variety of stakeholders including local district (Manhattan-Ogden [KS] USD 383) and university administrators, the local teachers' association (Kansas National Education Association), and the local school board formally recognized the need for collaborative efforts in the interest of simultaneously improving both teacher education and schooling. Eventually these relationships extended to several surrounding area districts, most notably Geary County USD 475 and Riley County USD 378.

Specific university faculty members were assigned to a PDS school, master teachers were paid through university resources to represent the university within each PDS school, district teachers participated and led in professional development activities throughout the year, master teachers were hired by the university as clinical instructors, and eventually many clinical instructors transitioned to teaching within the university teacher preparation program. District teachers and university faculty collaborated on research and curriculum development projects, and participated together in professional development. Preservice teachers were offered a variety of supervised early experiences in PDS schools and were expected to interpret their experiences in relationship to their formal coursework.

Authentic partnerships are easy to claim and difficult to sustain. It seems nearly axiomatic that long term, successful, and productive partnerships depend heavily on the reality of

mutual benefit. The KSU Professional Development School partnerships evolved to ensure that all relevant players realized enduring and important professional gains, many of them detailed below.

Partner Benefits

District teachers

Our partnership with the university opened incredible opportunities for district teachers and their students. Many of us found career ladders we never imagined would exist. Everyone became better learners: teachers, university faculty, preservice teachers, researchers, and, most importantly, our students.

- Melisa Hancock – PDS teacher, clinical instructor; KSU faculty member; Milken Educator Award recipient
- District teachers are provided significant assistance in their classrooms with the placement of relatively highly prepared student teachers that bring extended experience working with school children in school settings.
- Teachers are provided greatly expanded opportunities for professional development. As colleagues with the university faculty members, they are invited to participate in a wide variety of workshops, lectures, seminars, and summer institutes throughout the year; many of these opportunities are funded through university grants or are part of the university's normal professional development activities.
- Since student teachers begin their semester with extended and progressively demanding experience working in school settings, teachers receive real assistance in teaching and managing their classroom when they accept responsibilities as a cooperating teacher.
- The combination of student teachers, clinical instructors, university faculty, and shared professional development activities greatly reduces teacher isolation and increases morale as they have regular opportunities for planning, brainstorming, and sharing with other professionals.
- The many facets and roles in the PDS relationship provide the opportunity for variety in teachers' professional lives; this variety is motivating and ego boosting. Teachers see themselves as real contributors to the improvement of their profession.
- Working with university colleagues, teachers experience enhanced opportunities to engage in research, publish professional articles, present at conferences, and lead workshops. The concept of teacher leaders blossoms and flourishes.
- Involvement in the partnership provides many teachers an avenue for additional career options, including as clinical instructors, project leaders, and university teacher and supervisors, both during their employment with the district or after retirement.

Since these teachers have been closely involved in the development and implementation of the PDS programs, they became obvious choices to bring their expertise and field experience to the campus program.

- The broad participation involved in the PDS partnership stimulates increased acceptance by teachers of accountability in the interest of continuous improvement; the classroom door is now generally open to "outsiders."

University teacher education faculty members

As I worked toward earning tenure, the relationships with district teachers and administrators I established through my PDS assignments proved invaluable. My connections to the schools led to opportunities for conducting research, securing grant awards and consulting that greatly enhanced my professional credentials. I became a better instructor, plus I was really energized by seeing my contributions lead to significant gains in student achievement.

- David Allen – KSU Director of Field Experiences; Associate Professor; former PDS clinical faculty member
- Partnership provides insights into new areas for research and development for university faculty. While nearly all university teacher education faculty members taught in P-12 schools, for a significant proportion their experience was either an extended time in the past or in a different school context. Assigning them to specific school site responsibilities and engaging them closely in work and professional development activities with district teachers markedly increases their current knowledge and experience in school settings.
- Involvement in the PDS partnership provides insights into new areas for research and development for university faculty members and access to cooperative field-based sites for their work.
- The formal PDS partnership significantly enhances the competitiveness of many faculty members' grants and contracts proposals.
- For more experienced university teacher education faculty, the opportunity to become more engaged in individual school sites with district teachers they grew to better understand and respect re-energized their careers and bolstered their commitment to their key responsibilities.

Teacher education students

The initiation of our new model led to a pretty amazing turn around in our teacher education students' abilities to impact student learning. Their varied and scaffolded experiences made them so much better able to manage and orchestrate learning environments. Their confidence and capabilities soared.

- Kathy Holen – KSU Assistant Professor Emerita, PDS clinical faculty member

- Prior to the initiation of the PDS partnership, student teachers routinely complained university faculty supervisors observed them infrequently and under artificially planned conditions. One goal of the PDS approach was to render moot the question “how often were you visited by your supervisor during student teaching?” With the collaboration of cooperating teachers, clinical instructors, and university faculty members assigned to the school, student teachers are observed, evaluated, and provided feedback during virtually all of their classroom experience.
- District schools provide preservice teachers a range of early placement opportunities not previously available. This access allows students to become gradually immersed in school culture and incorporate their experiences as they interpret the content of their university coursework. These graduated experiences provide far richer induction experiences than were available to them previously.
- Early field experiences and collaborative feedback from both district and university professionals allow preservice teachers to self-identify the possibility that teaching might not be an appropriate career choice, giving them a chance to change majors much earlier in their college experience.
- Student teachers become well known to principals and teachers, markedly enhancing the possibility of their employment in the district upon graduation.
- Within the PDS environment, student teachers enjoy a far more realistic induction experience. In the past, the relatively brief student teaching assignment was all too often characterized by brief lessons in the midst of “make work” (mostly elementary education) or “sink or swim” or “turn-teaching” (mostly secondary education). The PDS commitment is to a full, rich, closely supervised induction experience with consistent, regular feedback.

Teacher education program

As the individual most responsible for our state and national accreditation reports for many years, I was impressed and gratified to see how far ahead of the curve of evolving and strengthened standards our PDS programs placed us. In the end, it's not really about reputation, but about moving our students and the profession forward with increased expectations and performance to become the teachers our nation's students deserve.

– Janice Wissman – KSU Associate Dean Emerita of Education

- The PDS partnership forms the basis for significant awards (well in excess of \$30 million to date) for competitive federally funded development grants.
- The joint district-university partnership and its related programs and activities greatly enhance the national reputation of the College of Education, leading to

its recognition by numerous national and regional associations.

- Joint planning and program implementation by school and university partners, consistent with national, regional, and state standards, lead to successful accreditation outcomes for all partner institutions.
- Collaboration with school partners informs decisions in the continual improvement of teacher education curriculum and requirements.
- Improvement of teacher education curricula and preservice experiences combining research, theory, and practice benefits from full and equal participation stimulated by the PDS partners.

District and College of Education administrators

For decades, teacher education programs largely ignored the immense talent pool represented by practicing teachers and administrators. The PDS brought fresh insights to our preparation programs, re-engaged university faculty members with the challenges and opportunities of modern schooling, and provided dependable, high quality sites for extended and sequenced preservice experiences, research, grant funding, and curriculum development.

– Michael C. Holen – KSU Dean Emeritus of Education

While I am convinced the success of the PDS model extends well beyond initial teacher preparation, clearly on-site clinical supervision plays a key role, assisting preservice teachers to become part of the overall culture of the particular school and schooling in general. Individually they experience the modeling of quality pedagogy; working together they contribute significantly to mission-driven initiatives supporting all students in the building as preservice students discover the value of school-wide collaboration among teacher leaders. The PDS approach blends field practice with experience and research in an intentional, structured context of capacity building.

– Mary Devin – Retired Superintendent, USD 475 PDS partner district; KSU faculty member; past Executive Director, Kansas Educational Leadership Institute

- Formal agreements between the district and university, coupled with collaboration among school administrators, college administrators and clinical instructors ensure stable access to student teaching and other teacher education school placements.
- The close collaboration between district and university personnel allows the early identification of individuals in the teacher preparation program who are showing signs that their skills, dispositions, and attitudes might be inconsistent with teaching as a profession. This identification process stimulates counseling and assistance of preservice candidates to best assure appropriate career decisions.
- Relationships between school and university leaders established through the partnership allow them

to identify and mitigate potential problems and to jointly support promising new opportunities.

School District/Board of Education

The new partnership greatly increased the district's ability to provide quality professional development for our teachers at reduced costs to the school system. Coupling teaching improvement with curriculum revision activities, student performance clearly increased. The board's relationship with district teachers became far more collaborative and supportive. Plus, for little recruitment costs, we gained a big advantage in hiring the best of the best new teachers.

– Joleen Hill – Member and former President, USD 383 Board of Education; Signatory to founding PDS partnership agreement

- The PDS partnership provides a significant increase in district teacher professional development at reduced cost to the school district itself.
- The formal nature of the district-university partnership provides the basis for substantially increased external funding for grant-based activities within the district.
- Prior to the development of the partnership, local districts only occasionally hired newly graduating teacher education candidates, preferring to employ experienced teachers from other districts. As the PDS graduated new teachers with expanded experience in the partner districts, districts were able to hire individuals familiar with their schools and policies and whose skills the principals and teachers had observed. The resultant move to hire these individuals markedly reduces district recruiting costs and enables them to employ high quality, relatively experienced new teachers at beginning teacher salaries.
- The formal approval of the PDS agreement leads to a strengthened relationship between the Board and the university leadership; the board members are provided an opportunity to see value for the district and its students by collaborating with the university.

District P-12 students

The PDS partnership engages our teachers in new levels of learning and performance; teachers often learn as much from the KSU students as those students learn from them. Our district's students clearly benefit from the extra hands in the classroom, allowing teachers to implement instructional strategies that enhance student learning—differentiated lessons, small group learning, learning centers, technology-enhanced lessons, genuine class discussions, and much more. We have become actively involved in the evolution of teaching, serving our students far better than before.

– Carol Adams – Executive Director of Teaching and Learning, USD 383 PDS partner district; long-time district leader in PDS evolution

- The regular presence of student teachers, early field experience students, and clinical instructors provides significantly increased opportunities to manage the classroom environment in ways that allow more individualized attention to respond to learner needs. More adult attention focused on their success greatly benefits students.
- The focus of the PDS on assessment, accountability, and improvement in teaching practice and curriculum leads to increases in student performance.

Teachers Association

The school district, university, and teachers association used the PDS partnership agreements to expand professional horizons for our teachers, enabling major new opportunities—lots of professional development, support for teacher national certification, enhanced career laddering, and new insights into teaching and learning. Perhaps as importantly, we teachers gained new levels of respect and the satisfaction of impacting our profession at its very beginning—contributing greatly to the preparation of high quality entry-level colleagues.

– Lisa Bietau – PDS teacher; state and local National Education Association leader; PDS clinical instructor; KSU faculty member

- By its formal support of the PDS partnership, the association demonstrates to its constituency and others their promotion of teacher professional development, teacher input to curriculum and instructional improvement, and teacher participation in the improvement of the profession.
- Involvement of the association leadership in the creation, implementation, and improvement of the PDS partnership agreements leads to improved relationships and understandings with the district administration and Board of Education.

Again, however tempting it may be, extrapolating much beyond the experience of the KSU College of Education and its PDS school district partners to other sites is problematic and perhaps even presumptuous. Universities and school districts across the nation vary widely in their political, social, economic, and cultural environments and assumptions. At heart, however, these experiences strongly suggest that when professional education stakeholders commit to honest efforts to work together to establish, improve, and promote genuine relationships, the potential is substantial that all of them will reap significant and long-term benefits.

Clearly, the joint commitments and interactions required in an effort such as the KSU PDS partnership markedly increase communication, collaboration, and resource sharing not typical in most school district/university dealings. There are many potential problems and points of contention in the day-to-day interplay of district teachers, teacher education faculty, teacher interns, early experience students, district students (and their parents), board of education members, and administrators at the school, district, and university levels. The building of trust and lines of communication through

relationships nurtured within the PDS significantly decreases the intensity of these issues, lowering both the rhetoric and the “heat.” The goal becomes finding solutions, not winning.

Perhaps most importantly for the development of the profession and the enhancement of the teaching/learning community, district teachers and university teacher education faculty members gain a new and greatly enhanced sense of mutual admiration and respect. Old ideas and tensions about “ownership” of the profession evolve into a sense of shared responsibility for improving both student learning and the preparation of new teachers.

And finally, diverse perspectives brought together by the partnership lead to the generation and testing of new ideas, the identification of unmet or marginally met student needs, and the creation of innovative programs to extend the impact of all entities. As examples:

- collaborations and relationships established within the PDS model led to the establishment of school district based leadership training academies, preparing the next generation of school building leaders;
- the Kansas Educational Leadership Institute was formed to provide and support induction experiences for new superintendents;
- KSU College of Education responded to school-identified needs of the children of military families, an effort recognized for excellence by the Military Child Education Coalition in 2014³; and
- the college and PDS partner districts cooperated in wide-ranging efforts to address the opportunities and challenges posed by growing numbers of culturally diverse students and to focus on promoting success for students with special needs.

The many positive outcomes accruing to all stakeholders in these efforts to improve both teacher preparation and the education of school children strongly suggest the likelihood that when teacher preparation institutions and school districts commit to forging genuine partnerships students and the education profession benefit.

National Football League Hall of Fame coach Vince Lombardi once said that while perfection is not attainable, chasing perfection sometimes allows us to reach excellence. Frankly, school district-university partnerships rarely flourish, but dedication to sustained and aggressive continuous development by many talented individuals led the KSU-USD 383 PDS partnership to become an acknowledged national model for excellence in the simultaneous improvement of teacher preparation and schooling.

– Dan C. Yunk – Executive Director, Kansas Educational Leadership Institute; Retired Superintendent, Manhattan-Ogden School District

Footnotes

1. Exemplary Professional Development School Achievement Award: National Association for Professional Development Schools, 2011
2. Best Practice Award for Professional Ethics and Moral Disposition in Teacher Education Award: American Association of Colleges of Teacher Education, 2012
3. LTG (Ret) H.G. “Pete” Taylor Partnership of Excellence Award for Higher Education, Military Child Education Coalition (MCEC), 2014





History and Future of Professional Development Schools in Kansas

Debbie Mercer and Scott Myers

Dr. Debbie K. Mercer, a former public school educator, is Professor and Dean of the College of Education at Kansas State University. In her current role, she administratively supports the KSU Professional Development School Partnership to ensure sustainability and growth.

Dr. Scott Myers, a former superintendent, is Director of Teacher Leadership and Accreditation at the Kansas State Department of Education and Adjunct Assistant Professor of Educational Leadership at Kansas State University.

Quality clinical experiences are an integral component of effective teacher preparation programs. Evidence clearly indicates that experiences in classrooms, under the mentorship of effective teachers and mentors, greatly enhance the preservice teacher's growth and development (NCATE, 2010). This article provides a history of the Professional Development School (PDS) movement in Kansas, as well as the major influences and challenges ahead as partnerships continue to grow and adapt.

Simply assigning university preservice teachers to a classroom is not sufficient to ensure a quality experience. By working together, the university supports the work of PreK-12 schools, and school-based personnel support the agenda of preparing the next generation of teachers. Through mutually beneficial arrangements, PDS partnerships not only add value to the PreK-12 students, but to educators at all levels involved in teaching and learning processes.

PDS partnerships are defined in Kansas as "innovative institutions formed through partnerships between professional education training programs and PreK-12 schools" (*Kansas Model Standards for Professional Development Schools*, p. 3). PDS partners in Kansas expanded upon the work of the National Council for the Accreditation of Teacher Education (2001) when defining PDS and as standards were developed specifically for Kansas. While each partnership is unique, all are mutually beneficial and focus on enhancing student learning through the professional growth of preservice teachers, in-service teachers, and university faculty. Kansas PDS partners assert that there is not one right way to have a PDS partnership. All partnerships have different characteristics and thus do not look the same at all institutions (PDS Coalition minutes, 5-13-10). The capability for unique partnerships allows each institution to tailor to the needs of their preservice teachers and the districts involved.

The Kansas Coalition for Professional Development Schools began informally and several years later officially approved a charter. Thus, in 1999, Kansas became a national forerunner in establishing a statewide organization involving all college and university PreK-12 partnerships that choose to participate.



Our science department was reluctant to become involved in this partnership and some viewed it as a way for the university to exert more control over what we were teaching as well as the methods we employed to teach. My role, as I saw it, was to emphasize that each teacher had strengths and experiences that, if shared, would enhance the perceptions and practices of the novice...I was thrilled when finally some came on board and began to cooperate. Today, it seems as if the partnership was always in place and seems destined to continue.

– Dru Clarke

Retired Clinical Instructor and Original Secondary Planning Team Member, Manhattan-Ogden School District



The organization has served for 15 years in an official capacity. This history emphasizes the long-standing importance educators place on clinical experiences. Although the group originated and operated outside of Kansas State Department of Education (KSDE) itself, there is a very close relationship. KSDE encourages the partnerships in a variety of ways. It has helped develop resources including a website hosted by the University of Kansas since 2007. Also in 2007, there was a name change from “State of Kansas Professional Development Schools Partnership” to “Kansas Coalition of PDS Schools,” which remains today (<http://kansaspds.soe.ku.edu/>).

The PDS Coalition work was initially supported by a U.S. Department of Education (DOE) Partnership Grant for Improving Teacher Quality. These funds encouraged the development of Professional Development Schools in public and private teacher preparation programs across the state that “are designed ultimately to improve student learning by bringing about fundamental change and improvement to traditional teacher education programs” (1999, p. 7). Support was provided for ongoing meetings of coalition members, communication and collaboration between school-university partners, travel to national PDS meetings, and annual state PDS conferences. Coalition members developed state PDS Standards and a strong coalition structure during the years of DOE grant support. The funding of these intense professional development, communication, and collaboration opportunities among district and university partners across the state allowed Kansas to develop a more formalized PDS structure and state system of support.

Leaders of the Kansas Coalition of Professional Development Schools include higher education faculty from across the state and represent both public and private institutions. Presidents of the coalition have included

representatives from Emporia State University, Friends University, Kansas State University, Newman University, Ottawa University, Pittsburg State University, Southwestern University, University of Kansas, and Wichita State University.

There are 24 approved institutions of higher education involved in training teachers in Kansas. These include both public and private institutions. In 2009, the PDS Coalition minutes described the following PDS-oriented Kansas institutions:

- Kansas State University: all students participate in PDS, except some secondary for student teaching;
- Wichita State University: all elementary is PDS; next fall they intend for all secondary to be PDS;
- Ottawa University: limited PDS options;
- Baker University: all students do PDS for some experiences, but not necessarily experiences in PDS for student teaching; and
- University of Kansas: students have an option to do PDS. (PDS Coalition notes, 9-18-2009)

To highlight growth in just five years, currently the majority of the 24 teacher preparation programs in the state are engaged in PDS partnerships. While the partnerships are in various stages of development, there is no doubt that they are growing.

The PDS Coalition was developed to support the work of the PDS partners. The stated purposes of the PDS Coalition include:

1. to provide a forum for learning about the work and importance of PDS partnerships;
2. to foster a spirit of collaboration and provide a network for the exchange of ideas and best practices among PDS partnerships;
3. to support efforts to enhance PreK-12 student achievement; and
4. to promote Kansas as a leader in the Professional Development School movement. (*Kansas Model Standards for Professional Development Schools*, p. 3)

PDS Standards

The Kansas Coalition of Professional Development Schools recognized the need for the development of standards to guide best practices in PDS development. The Kansas Model Standard for Professional Development Schools (undated) reviewed, adapted, and developed model PDS standards appropriate for Kansas. These standards were based on national best practices and professional standards (NCATE, 2001).

In 2003, Dr. Alice Sagehorn prepared a summary of the Kansas Model PDS Standards as follows:

PDS Partnerships share a common vision of teaching and learning grounded in research and practitioner knowledge.” In 2002 the Kansas Professional Development School (PDS) Coalition developed five standards based on the National Council for Accreditation of Teacher Education Standards for Professional Development Schools. These standards form the common goals and objectives for Kansas PDS partnerships.

Standard One deals with the PDS as a “Learning Community” that supports the integrated learning and development of P-12 students, teacher candidates, and PDS partners through inquiry-based practice. PDS partners share a common vision of teaching and learning grounded in research and practitioner knowledge.

In Standard Two the PDS partners are accountable to themselves and to the public for upholding professional standards for teaching and learning. PDS partners collaboratively develop assessments, collect information, and use results to systematically examine their practices and establish outcome goals. The PDS partnerships demonstrate impact at the local, state, and national level on policies and practices affecting student learning and teacher professional development.

Collaboration, Standard Three, is the centerpiece of the PDS partnership. Partners commit themselves to engage in joint work focused on implementing the PDS mission. They collaboratively design roles and structures and use their shared work to improve outcomes for P-12 students, teacher candidates, faculty, and other professionals.

Standard Four, Diversity and Equity, ensures equitable opportunities to learn. PDS partners and candidates develop and demonstrate knowledge and skills resulting in learning for all P-12 students. PDS partners ensure that the policies and practices of the PDS partner institutions result in equitable learning outcomes.

The PDS partnership establishes governing structures that support the learning and development of P-12 students, candidates, faculty, and other professionals (Standard Five). These structures, resources, and roles help ensure progress towards the state standards and individual goals of each partnership. (Sagehorn, 2003)

KSDE charged a large broad-based group, the Teaching in Kansas Commission, to develop recommendations that would affect educational change in the state. The *mission* of the commission was “Recognizing that teachers are the single most important factor in students’ success in classrooms; the Teaching in Kansas Commission seeks to strengthen, support, and grow the profession of teaching in Kansas” (*Teaching in Kansas Commission Final Report, 2008, p. 3*). The commission’s final report involved strengthening the PDS initiative in Kansas. KSDE staff asked for the involvement of the Kansas Coalition for PDS in addressing the commission’s recommendations for Goal 3: Teacher Preparation. The goals for this area included:

1. Develop and adopt Professional Development School standards and essential elements that will be reflected in teacher education programs.

2. Include the Professional Development School standards as a component of the KSDE program review process.

The PDS Coalition discussed these two goals and how they might best be implemented in the state. KSDE processed this input and took the two action steps to the State Board of Education in January of 2009 as part of the Teaching in Kansas Action Plan.

The PDS Coalition had already vetted the Kansas Model PDS Standards. The implementation of the review process for PDS was challenging for several reasons. Foremost, the very definition of a PDS partnerships allows for great variability. For this reason, KSDE developed a process by which institutions would share their PDS-related work as a compliment to the program review process, but not directly a part of it.

In 2010, KSDE introduced the PDS Graphic Organizer, now titled the Institutional Action Plan (IAP) (Figure 1). KSDE requests this annual report to demonstrate how institutions are applying the five key standards to their own

Figure 1 | KSDE Institutional Action Plan

Institutional Action Plan (PDS IAP)		
<p>Professional Development Schools STANDARD I: LEARNING COMMUNITY – DEVELOPMENTAL GUIDELINES</p> <p>The PDS is a learning-centered community in Kansas that supports the integrated learning and development of PreK-12 students, teacher candidates, and PDS partners through inquiry-based practice. PDS partners share a common vision of teaching and learning grounded in research and practitioner knowledge. They believe that adults and children learn best in the context of practice. Learning supported by this community results in change and improvement in individual practice and in the policies and practices of the partnering institutions.</p> <p>The PDS partnership includes principal and supporting institutions as well as individuals. The principal PDS partners are members of the PreK-12 schools and professional preparation programs who agree to collaborate. The supporting PDS partner institutions include the institutions of higher education, the Kansas school district, and the professional organizations/ associations. The extended learning community includes: arts and sciences faculty, other interested school and higher education faculty, family and community members, and other affiliated schools who are important PDS participants in the extended learning community.</p>		
Current Practice to Address Standard	Future Plans to Address Standard	Challenges for the Institution

partnerships. The IAP allows institutions of higher education (IHE) to document their current practices. Each institution is then asked to reflect on their future plans and challenges in addressing each of the standards. The IAP is divided into the following sections:

- Standard 1 – Learning Community
- Standard 2 – Accountability and Quality Assurance
- Standard 3 – Collaboration
- Standard 4 – Diversity and Equity
- Standard 5 – Structures, Resources, and Roles

These current practices and reflective plans for the future serve as a developmental guide for continual improvement for IHEs involved in preparing future educators for Kansas schools. This continues to be an annual reporting request from KSDE. Each standard is described and the institution is asked to explain what activities are being accomplished that support each standard. The Standard 1 section is provided below.

To highlight the Institutional Action Plan, below is an example from a recent Kansas State University submission to the KSDE.

Figure 2 | **Kansas State University's Institutional Action Plan Excerpt**

Standard One:

Current Practice to Address Standard
Action research has always been a component of KSU PDS. Many studies have been conducted by all of the various PDS partners. In the spring of 2014 all clinical instructors (CIs) participated a book study using the book “How the Brain Learns” as a basis for developing action research projects with interns and cooperating teacher starting in fall 2014.

Future Plans to Standard
During the academic year 2014-2015, CIs will conduct book studies using “How the Brain Learns” with interns, cooperating teachers, and any other teacher in their building. An outcome of the book studies will be the development of action research projects to address brain-based learning strategies and the impact of these strategies on student learning. The research projects that the interns will be developing could be integrated into the student work samples that are part of the Final Student Teaching Portfolio. One hoped-for outcome is having these projects presented at the Undergraduate Research Symposium in spring 2015.

Challenges for the Institutions
Providing support to the clinical instructors as they work with student interns to develop action research projects. (Kansas State University, 2013)

Vision for PDS in Kansas

It has been some time since the PDS Model Standards were developed and approved in the state of Kansas. The Teaching in Kansas Commission helped propel the state forward. Where is it now and where will its vision lead?

KSDE has been engaging in dialogue about the professional learning continuum of licensed personnel in Kansas. What documentation is important when renewing an educator license? As the conversation progresses, the focus on ongoing professional learning continually rises to the top of the list of important attributes. Properly operating PDS partnerships play an essential role in the continuum of professionalism among educators (See Figure 3).

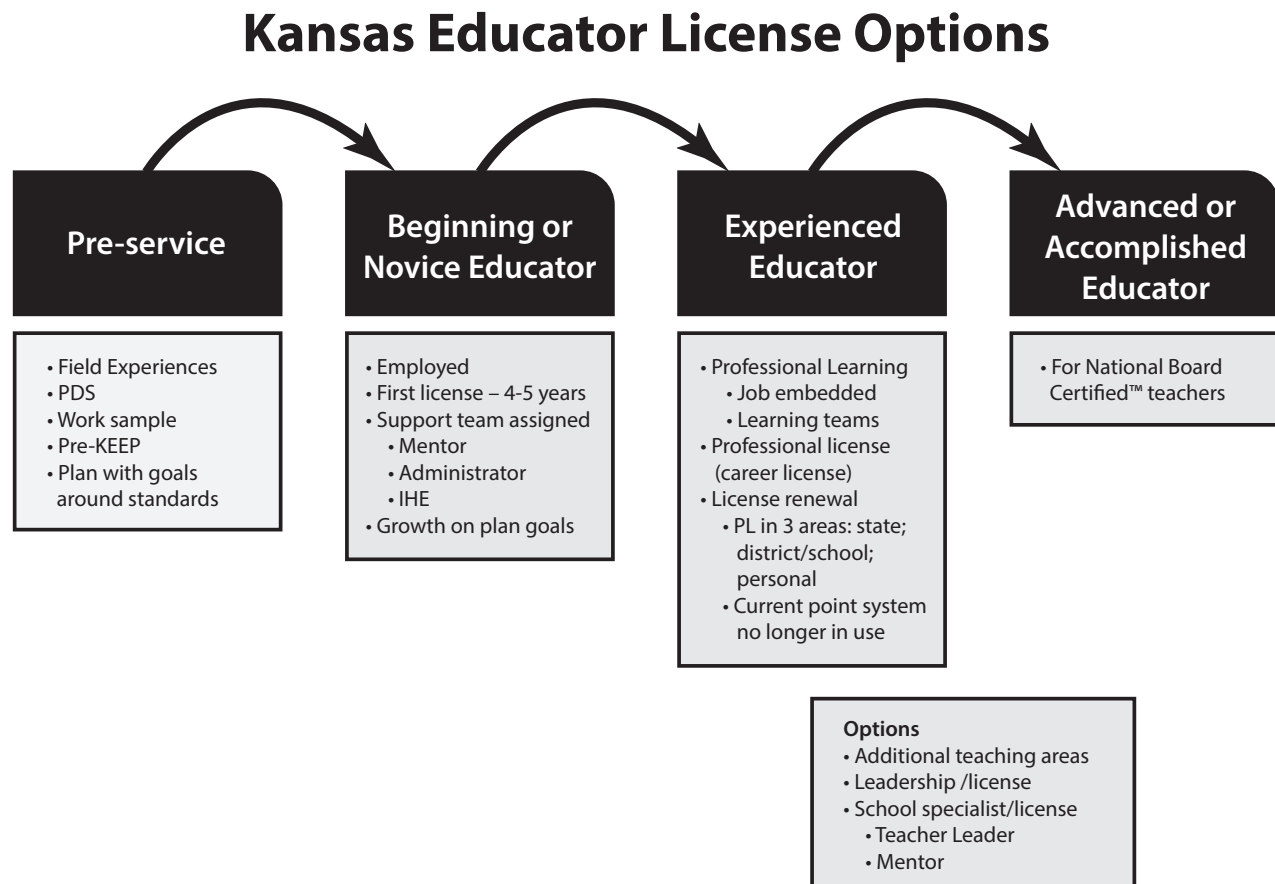
This professional learning continuum aligns with the very core of PDS partnerships. Kansas has long been a forerunner in the nurturing of such partnerships. Longstanding relationships have grown over years of trusted work. IHE faculty stay tied to classroom practice and up-to-date on current issues. They learn from their school-based partners. Likewise, school-based faculty have access to cutting-edge research, IHE faculty expertise, and many future educators. Together, the partners mold the next generation of teachers who will profoundly impact the learning of students.

Building on past good works, the timing is right to revitalize the PDS movement and propel Kansas to the next level. While simultaneously broadening its scope of work to continue to strengthen ties between IHEs and the state’s Local Educational Agencies (LEA), PDSs are a critical component of quality preparation. While this idea is perhaps daunting in the face of all other initiatives facing education, ensuring quality clinical experiences is essential. The needs of the field dictate that the members of the entire educational community jointly provide the most relevant and meaningful experiences to society’s most precious commodity: its students.

While the quality of the clinical experience—both observation and student teaching—trumps the quantity of the experience, it is important to provide the teacher candidate with ample opportunities to experience real-learning environments while being shepherded by excellent model and cooperating teachers. These master teachers are chosen on the basis of merit. It is through this hands-on approach of close guidance that the teacher candidates witness firsthand the successful teaching strategies and approaches the skillful professional teacher employs on a daily basis. This is most readily achieved by employing a true co-teaching approach to the clinical experience. KSDE envisions a PDS model where the early-career educator continues in a meaningful partnership relationship through the candidate’s third or fourth year of teaching.

By maintaining this formal partnership over time, two distinct benefits exist. First, the early-career teacher will have a built-in support group on which to draw for technical, as well as emotional assistance. The support team for this educator made up of the IHE representative, the LEA-assigned mentor, and the LEA building administrator will be well-positioned to assist the novice teacher as this arrangement will ensure there is a bridge from the clinical experience into the profession. Maximally, the IHE representative on the

Figure 3 | Kansas Educator License Options



candidate's support team would be the same professional who worked with the candidate during that person's course of study while preparing to be a teacher. Specifically, the IHE professional would assist the candidate in completing experiential activities geared toward bolstering that person's reflective practices. This documented work would lead to the documentation needed to renew their teaching license. These activities would lead the educator toward a firm grasp regarding personal strengths and growth areas. This reality will set up the candidate to continue professional growth through the induction period into the teaching profession.

Along with providing a continuation of knowledgeable support, establishing this sort of approach to developing early-career teachers has a second, equally important, impact on the educational environment that will benefit teachers and students alike. Simply, this approach will result in increased opportunities for IHE members to be participants in schools more than ever. Faculty from IHEs will be in classrooms for observations of clinical experiences, professional learning opportunities with P-12 faculty and to support beginning teachers, thus creating a deeper, more understanding relationship. This is important as this sort of deepening of understanding will open up lines of communication and will create opportunities for everyone to work side-by-side in providing better educational opportunities for P-12 students,

as well as students in educator preparation programs. Envision a culture where:

- LEAs ask IHE members to attend faculty meetings?
- IHE members feel comfortable venturing into the teacher workroom?
- LEA and IHE members come together to discuss teaching strategies to impact the education of the students in the building?
- IHEs are provided dedicated space in the school building to host professional learning opportunities for the LEA professionals?

Simply and understandably, IHE members must be in the schools on a consistent enough basis to become part of that school's culture. While this occurs in pockets, relationships must continue to be nurtured so that this exchange is more frequent. As a concerted effort is put forth to bring the IHE and LEA professionals together more, benefits will follow. Opportunities for substantive conversations centered on providing even better educational experiences for the P-12 students could take place. This sort of arrangement is invaluable, as all parties would have the opportunity to come together in a joint effort in providing for all students.

As sustained conversations among the members of the LEAs and the IHEs occur, the partnerships will become stronger. Kansas has documented the benefits that occur



The partnership has had growing pains with a succession of yearly growth leading to education of all involved!



– Ed Chandler

Clinical Instructor and Original Secondary Planning Team Member, Manhattan-Ogden School District

when IHE members consistently provided timely, needed professional learning opportunities to their LEA colleagues on-site and vice-versa. Kansas has documented the benefits that occur when IHE professionals engage with P-12 students in their own school buildings, getting to know them and the challenges that they face on a daily basis. It is a positive experience for all parties involved as the shared knowledge and experience create a culture of collaboration and community effort. KSDE envisions this systematically occurring across all partnerships.

While the goals of establishing a deeper, better clinical experience for teacher candidates and establishing a more symbiotic professional learning relationship between members of LEAs and IHEs are daunting, the potential benefits—the desired seamlessness that will benefit all students in Kansas, kindergarten through college—are well worth the effort. Thankfully, the key ingredient to make the adjustments that need to be taken is a simple resolve to pull together to take the steps to address change. Any “barrier minded” orientation that might exist must be stripped away, giving way to an achievement orientation that simply will not fail for lack of trying. Toward that end, the KSDE envisions a time and place where each and every LEA maintains a PDS relationship with an IHE where the concerned professionals congregate multiple times a year to envision, plan, and enact steps to bolster clinical experiences and the development of on-going professional learning opportunities for all.

The KSDE vision of every school participating in PDS activities is a monumental goal. However, the positive impact of PDS partnerships in Kansas is well-documented. The results of such interactions are undeniably beneficial to IHE faculty, teacher candidates and school-based partners. By initiating new educators into the profession through PDS partnerships and staying connected during an induction period, highlighted by deep reflection, the education profession will continue to produce highly effective educators. Kansas will continue to build on the strong PDS foundation, as institutions continue to grow and adapt to meet today's needs, for local schools and IHEs.

By reaching the lofty goals set forth, not only will early-career professionals be more “learner ready” on day one of their official entry into the teaching profession, but also the environment and experiences of professional learning for both LEA and IHE practitioners will be such that members of the greater educational community will no longer be viewed

as being separate. Rather, the profession will arrive at a place where all professionals will be referred to as “educational professionals” instead of being “LEA professionals” or “IHE professionals.” That mindset will behoove us all.



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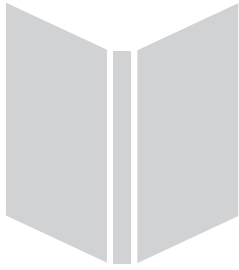
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educational considerations

Issues – 1973-2014

- Spring 1973** Inaugural issue of submitted manuscripts on education topics.
- Fall 1973** General issue of submitted manuscripts on education topics.
- Spring 1974** Special issue on DIOSDATIMAAOEA: Detailed Identification Of Specifically Defined Activities To Increase Management Accountability And Organizational Effectiveness Approach. Guest edited by Eddy J. VanMeter, Kansas State University.
- Fall 1974** General issue of submitted manuscripts on education topics.
- Winter 1974** Special issue on community education.
- Spring 1975** General issue of submitted manuscripts on education topics.
- Fall 1975** General issue of submitted manuscripts on education topics.
- Winter 1976** Special issue on educational facility and capital improvement planning.
- Spring 1976** General issue of submitted manuscripts on education topics.
- Fall 1976** Special issue on career, adult, and lifelong education.
- Winter 1977** General issue of submitted manuscripts on education topics.
- Spring 1977** Special issue on community education.
- Fall 1977** General issue of submitted manuscripts on education topics.
- Winter 1978** General issue of submitted manuscripts on education topics.
- Spring 1978** Special issue on mainstreaming and the exceptional child.
- Fall 1978** General issue of submitted manuscripts on education topics.
- Winter 1979** Special issue on collective bargaining in education.
- Spring 1979** General issue of submitted manuscripts on education topics.
- Fall 1979** General issue of submitted manuscripts on education topics.
- Winter 1980** General issue of submitted manuscripts on education topics.
- Spring 1980** General issue of submitted manuscripts on education topics.
- Fall 1980** Special issue devoted to education and older Americans.
- Winter 1981** Special issue devoted to leadership and staff development.
- Spring 1981** Special issue devoted to the future of rural schools.
- Fall 1981** General issue of submitted manuscripts on education topics.
- Winter 1982** Special issue devoted to educational public relations.
- Spring 1982** General issue of submitted manuscripts on education topics.
- Winter 1983** General issue of submitted manuscripts on education topics.
- Spring 1983** Special issue devoted to instructional technology.
- Fall 1983** General issue of submitted manuscripts on education topics.
- Winter/
Spring 1984** Theme issue devoted to current issues in school finance and school law. Guest edited by William Sparkman, Texas Tech University.
- Fall 1984** Theme issue devoted to multicultural education. Guest edited by James B. Boyer and Larry B. Harris, Kansas State University.
- Winter 1985** General issue of submitted manuscripts on education topics.
- Fall 1985** Special issue devoted to the future nature of the principalship.
- Winter 1986** General issue of submitted manuscripts on education topics.
- Spring 1986** Theme issue devoted to rural adults and postsecondary education. Guest edited by Jacqueline Spears, Sue Maes, and Gwen Bailey, Kansas State University.
- Fall 1986** Special issue devoted to implementing computer-based educational programs.
- Winter 1987** General issue of submitted manuscripts on education topics.
- Spring/Fall
1987** An eclectic issue devoted to lifelong learning.
- Winter 1988** Theme issue devoted to multicultural, nonsexist, nonracist education. Guest edited by Anne Butler, Kansas State University.
- Spring 1988** General issue of submitted manuscripts on education topics.
- Fall 1988** An eclectic issue devoted to partnerships in public schools.
- Winter 1989** General issue of submitted manuscripts on education topics.
- Spring 1989** Theme issue devoted to leadership development programs. Guest edited by Anita Pankake, Kansas State University.
- Fall 1989** Theme issue devoted to rural special education. Guest edited by Linda P. Thurston, Kansas State University, and Kathleen Barrett-Jones, South Bend, Indiana.

- Spring 1990** Theme issue devoted to public school funding. Guest edited by David C. Thompson, Codirector of the UCEA Center for Education Finance at Kansas State University.
- Fall 1990** Theme issue devoted to academic success of African-American students. Guest edited by Robbie Steward, University of Kansas.
- Spring 1991** Theme issue devoted to school improvement. Guest edited by Thomas Wicks and Gerald Bailey, Kansas State University.
- Fall 1991** Theme issue devoted to school choice. Guest edited by Julie Underwood, University of Wisconsin-Madison.
- Spring 1992** An eclectic issue devoted to philosophers on the foundations of education.
- Fall 1992** Eclectic issue of manuscripts devoted to administration.
- Spring 1993** Eclectic issue of manuscripts devoted to administration.
- Fall 1993** Theme issue devoted to special education funding. Guest edited by Patricia Anthony, University of Massachusetts-Amherst.
- Spring 1994** Theme issue devoted to analysis of funding education. Guest edited by Craig Wood, Co-director of the UCEA Center for Education Finance at the University of Florida.
- Fall 1994** Theme issue devoted to analysis of the federal role in education funding. Guest edited by Deborah Verstegen, University of Virginia.
- Spring 1995** Theme issue devoted to topics affecting women as educational leaders. Guest edited by Trudy Campbell, Kansas State University.
- Fall 1995** General issue on education-related topics.
- Spring 1996** Theme issue devoted to topics of technology innovation. Guest edited by Gerald D. Bailey and Tweed Ross, Kansas State University.
- Fall 1996** General issue on education-related topics.
- Spring 1997** Theme issue devoted to foundations and philosophy of education.
- Fall 1997** First issue of a companion theme set on the "state of the states" reports on public school funding. Guest edited by R. Craig Wood, University of Florida, and David C. Thompson, Kansas State University.
- Spring 1998** Second issue of a companion theme set on the "state of the states" reports on public school funding. Guest edited by R. Craig Wood, University of Florida, and David C. Thompson, Kansas State University.
- Fall 1998** General issue on education-related topics.
- Spring 1999** Theme issue devoted to ESL and Culturally and Linguistically Diverse populations. Guest edited by Kevin Murry and Socorro Herrera, Kansas State University.
- Fall 1999** Theme issue devoted to technology. Guest edited by Tweed W. Ross, Kansas State University.
- Spring 2000** General issue on education-related topics.
- Fall 2000** Theme issue on 21st century topics in school funding. Guest edited by Faith Crampton, Senior Research Associate, NEA, Washington, D.C.
- Spring 2001** General issue on education topics.
- Fall 2001** General issue on education topics.
- Spring 2002** General issue on education topics.
- Fall 2002** Theme issue on critical issues in higher education finance and policy. Guest edited by Marilyn A. Hirth, Purdue University.
- Spring 2003** Theme issue on meaningful accountability and educational reform. Guest edited by Cynthia J. Reed, Auburn University, and Van Dempsey, West Virginia University.
- Fall 2003** Theme issue on issues impacting higher education at the beginning of the 21st century. Guest edited by Mary P. McKeown-Moak, MGT Consulting Group, Austin, Texas.
- Spring 2004** General issue of submitted manuscripts on education topics.
- Fall 2004** Theme issue on issues relating to adequacy in school finance. Guest edited by Deborah A. Verstegen, University of Virginia.
- Spring 2005** Theme issue on reform of educational leadership preparation programs. Guest edited by Michelle D. Young, University of Missouri; Meredith Mountford, Florida Atlantic University; and Gary M. Crow, The University of Utah.
- Fall 2005** Theme issue on reform of educational leadership preparation programs. Guest edited by Teresa Northern Miller, Kansas State University.
- Spring 2006** Theme issue on reform of educational leadership preparation programs. Guest edited by Teresa Northern Miller, Kansas State University.
- Fall 2006** Theme issue on the value of exceptional ethnic minority voices. Guest edited by Festus E. Obiakor, University of Wisconsin-Milwaukee.
- Spring 2007** Theme issue on educators with disabilities. Guest edited by Clayton E. Keller, Metro Educational Cooperative Service Unit, Minneapolis, Minnesota, and Barbara L. Brock, Creighton University.
- Fall 2007** Theme issue on multicultural adult education in Kansas. Guest edited by Jeff Zacharakis, Assistant Professor of Adult Education at Kansas State University; Gabriela Díaz de Sabatés, Director of the PILOTS Program at Kansas State University; and Dianne Glass, State Director of Adult Education.
- Spring 2008** General issue of submitted manuscripts on education topics.
- Fall 2008** General issue of submitted manuscripts on education topics.
- Spring 2009** Theme issue on educational leadership voices from the field.
- Fall 2009** Special issue focusing on leadership theory and beyond in various settings and contexts. Guest edited by Irma O'Dell, Senior Associate Director and Associate Professor, and Mary Hale Tolar, Director, School of Leadership Studies at Kansas State University.
- Spring 2010** Theme issue on the administrative structure of online education. Guest edited by Tweed W. Ross, Kansas State University.
- Fall 2010** Theme issue on educational leadership challenges in the 21st century. Guest edited by Randall S. Vesely, Assistant Professor of Educational Leadership in the Department of Professional Studies at Indiana University-Purdue University Fort Wayne.
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- Spring 2014** First issue of selected papers from the 2013 National Education Finance Conference.
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