



What are Professional Development Schools?

Professional Development Schools (PDSs) are innovative partnerships between K-12 schools and university teacher credentialing programs. PDSs are similar to the relationships between teaching hospitals and medical schools. Both professions require a great deal of academic theory accompanied by clinical fieldwork. The teaching hospital model provides medical students with specific and detailed field work giving them an opportunity to practice theory in a realistic environment. Similarly, in a PDS, teacher candidates work for one or two semesters alongside a veteran cooperating teacher, giving them the same opportunity to connect theory to practice.

The goal of the PDS partnership is to improve and promote high quality learning experiences through the collaborative efforts of K-12 school and university faculty. The overall objective of the partnership has four components which include:

- The preparation of new teachers
- Continued professional development for both K-12 and university faculty
- Inquiry and collaboration directed at the improvement of teaching practices
- Improved K-12 student achievement

Collaboration is essential in a PDS partnership. Rather than working in isolation, teachers and faculty from both institutions become a team and work together to reach their common goals. Teacher candidates and professors will benefit by having a designated school site readily available for observation, participation in activities, and hands-on learning. Teachers from K-12 schools become partners with university professors and work together to provide opportunities to demonstrate and share a variety of techniques, practical procedures and philosophies. These partnerships ultimately will benefit each young student by providing high quality learning experiences rooted in research-based teaching methodology.



The Southern California PDS Consortium

is a developing organization that currently has participation from eleven universities. The organization was founded in June 2010 to provide regional support, resources and collaboration for those that are using the Professional Development School.

The mission of the SCPDS is to function as a collaborative unit to support and advocate for PDS partnerships as a center for inquiry that leads to the discovery and sharing of knowledge that shapes educator practice and leadership.

Faculty from three SCPDS member universities were invited to present the PDS model at today's CCTE conference. The presenters are:

California Lutheran University

Michael Cosenza, Ed.D., Michael McCambridge, Ed.D., and Jeanne Ricci, M.A.

California State University Channel Islands

Merilyn Buchanan, Ph.D. and Manuel Correia, Ph.D.

University of LaVerne

Patricia Ensey, Ed.D. and Judy Morris, M.A.

These three universities are partnered with a total of 7 K-12 public schools in suburban settings in Southern California. Over 100 candidates are prepared in demographically diverse sites that make up these 7 PDS partnerships. The focus of the presentation will be to address some best practices in developing, sustaining and evaluating PDS partnerships.

For more information about the SCPDS and the January 2013 one-day PDS conference, please contact:

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