

DOCUMENT RESUME

ED 353 258

SP 034 291

AUTHOR Abdal-Haqq, Ismat, Comp.
 TITLE Professional Development Schools. A Directory of Projects in the United States.
 INSTITUTION American Association of Colleges for Teacher Education, Washington, D.C.
 SPONS AGENCY Ford Foundation, New York, N.Y.
 REPORT NO ISBN-0-89333-096-5
 PUB DATE 92
 NOTE 105p.; A product of the Clinical Schools Clearinghouse.
 AVAILABLE FROM American Association of Colleges for Teacher Education Publications, One Dupont Circle, Suite 610, Washington, DC 20036 (\$15 members, \$18 nonmembers).
 PUB TYPE Reference Materials - Directories/Catalogs (132)
 EDRS PRICE MF01/PC05 Plus Postage.
 DESCRIPTORS Beginning Teachers; *College School Cooperation; Educational Change; Educational Principles; Educational Research; Elementary Secondary Education; *Inservice Teacher Education; *Institutional Characteristics; Minority Groups; National Surveys; *Preservice Teacher Education; *Program Content; School Restructuring
 IDENTIFIERS *Professional Development Schools

ABSTRACT

This directory includes profiles on 80 individual professional development schools (PDSs) in 19 states; the profiles outline program characteristics and provide location and contact information. The data on each school were gathered by a survey conducted by the Clinical Schools Clearinghouse beginning in the fall of 1991. Findings from the survey which included PDSs, professional practice schools, clinical schools, professional development centers, and partner schools indicate that more than 125 such schools have been established since 1986. These schools and centers were implemented by collaboratives which consisted of at least 1 college or university; at least 1 school district; and with 29 percent of the respondents affiliated with at least 1 teacher union. Many PDSs are affiliated with national, regional, or statewide consortia. Program characteristics include: collaborative research involving school and college faculty; school faculty members holding joint school/college appointments; preservice and inservice teachers involved in educational research conducted at the school site; release-time or reduced course loads for master, mentor, and/or cooperating teachers; clinical supervision of preservice teachers; and structured learning experiences, for preservice and inservice teachers, related to educating minority group students. Included in the appendices are: the data collection form used in the survey, a summary of the survey data, and a bibliography of sources related to projects included in the directory. (IAH)

ED353253

PROFESSIONAL DEVELOPMENT SchoOLS

A Directory of Projects in the United States

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D. Anig

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Clinical Schools Clearinghouse
American Association of Colleges for Teacher Education

Professional Development Schools

A Directory of Projects in the United States

**CLINICAL SCHOOLS CLEARINGHOUSE
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION**

1992

The Clinical Schools Clearinghouse and the publication of this directory are supported by the Ford Foundation Clinical Schools Project.

This material does not necessarily reflect the views of the American Association of Colleges for Teacher Education, the Ford Foundation Clinical Schools Project, or the ERIC Clearinghouse on Teacher Education. This directory is printed and distributed to stimulate discussion, study, and improvement of teacher education.

Professional Development Schools: A Directory of Projects in the United States
was compiled and produced by Ismat Abdal-Haqq

Copies may be ordered from:

AACTE Publications
One Dupont Circle, Suite 610
Washington, DC 20036-1186

Single Copy: \$15.00 prepaid for members
\$18.00 prepaid for nonmembers

Copyright 1992 American Association of Colleges for Teacher Education

All rights reserved

Printed in the United States of America

Library of Congress Number: 92-74857

International Standard Book Number: 0-89333-096-5

Acknowledgments	v
Introduction	vii
Survey Highlights	xi
Professional Development School Profiles by State	1
Appendices	83
Appendix A: Data Collection Form	85
Appendix B: Additional Professional Development School Projects	89
Ford Foundation Clinical Schools Project Sites	90
AT&T Teachers for Tomorrow Sites	92
Appendix C: Listing of Professional Development School College & University Partners	93
Appendix D: Listing of Professional Development School Projects	95
Appendix E: Selected Survey Data	97
Appendix F: Bibliography	99

Many individuals contributed to the publication of this directory. College and school faculty representatives from professional development schools across the country supplied the information found in the individual professional development school profiles. Mary Dilworth, AACTE senior director for research, gave welcome support and guidance in collecting, analyzing, and organizing the material included in the directory. Kate Snider, project coordinator for the AACTE/Ford Foundation Clinical Schools Project, provided feedback on the survey instrument and information on several projects.

Judy Beck, associate director of the ERIC Clearinghouse on Teacher Education, devoted considerable time to editing the draft. Administrative assistant Debbie Rybicki's advice on desktop publishing techniques was very helpful. Sharon Givens, AACTE director of publications, completed technical editing and supervised printing.

Finally, the Ford Foundation Clinical Schools Project provided financial support for establishment of the Clinical Schools Clearinghouse and the publication of this directory.

The Clinical Schools Clearinghouse (CSC) is a joint project of the American Association of Colleges for Teacher Education/Ford Foundation Clinical Schools Project and the ERIC Clearinghouse on Teacher Education. Since January 1991, CSC has been involved in collecting literature on professional development schools (PDSs), processing this information for the ERIC data base, producing information pieces on PDSs, and providing information to educators. It has become clear that there is a keen interest in the topic and equally clear that there is not yet an extensive body of easily accessed information on PDSs, particularly information related to implementation activities. This directory provides members of the education community with information on the progress being made by universities and school districts to establish PDSs and on the features that characterize these schools.

This directory includes profiles of 80 individual professional development schools in 19 states. The data presented on each school were gathered via a survey conducted by the Clinical Schools Clearinghouse beginning in the fall of 1991.

Methodology and Format

The CSC initially identified 38 colleges and universities that were believed to be engaged in operating or planning a professional development school project, and these institutions were asked to contribute to the directory. Additionally, a feature appeared in *Briefs*, the newsletter of the American Association of Colleges for Teacher Education (AACTE), announcing the survey and inviting institutions not initially identified to participate in the survey and to be included in the directory.

Institutions were asked to record on a data collection form information on each PDS's location, collaborative partners, funding, network or consortium affiliation, contact persons, grade level, and starting date. In addition, the survey instrument also included a 25-item checklist which focused on features and characteristics of the individual schools. Several features or concerns commonly associated with PDSs were identified from the literature and used to frame the questions. A copy of the data collection form can be found in Appendix A.

Survey respondents provided sufficient data to enable CSC to profile the 80 professional development schools which are included. These profiles are arranged alphabetically by state. In addition to the usable data collection forms that supplied information for these 80 profiles, CSC received several forms too late to prepare *individual* profiles. However, a listing of the institutions which have PDSs that were not profiled is included in Appendix B. Appendix B also includes information on two PDS consortiums that are affiliated with AACTE. Alphabetical lists of the profiled PDSs (Appendix D) and their college and university partners (Appendix C) are included.

A summary, in table format, of selected data provided by the survey can be found in Appendix E. The survey was intended to elicit descriptive data and not to form the basis of an evaluative study. The percentages that are given in Appendix E and in the "Survey Findings" section below reflect the number of individual PDSs characterized by a particular feature compared to the total number of PDSs

that responded to the specific item. The directory also includes a selected bibliography of resources related to some of the PDSs included in the directory (Appendix F). This information was obtained from the respondents and supplemented by ERIC resources.

Survey Findings

The term *professional development school* is used to identify the schools that are profiled in this directory. Even a cursory survey of the literature on this subject reveals inconsistency in the labels given to schools that are based on the concepts associated with PDSs. The PDS is often viewed as an institution that performs for the professional education of teachers the same function as teaching hospitals perform for medical professional education. The various names for these schools include professional development schools, professional practice schools, clinical schools, partnership schools, professional development centers, induction schools, and teaching schools. In designing this directory, CSC has made no attempt to dictate a definition of, or impose criteria for, professional development schools. Sixty-three of the 80 schools included in the directory responded to this item; 82% were labeled by the survey respondents as PDSs, 8% as professional practice schools, 6% as partnership schools, 2% as clinical schools, and 2% as professional development centers.

Each PDS is the result of a collaboration between one or more school districts and one or more higher education institutions. Twenty-nine percent also have a teacher's union as a collaborative partner. Many are members of one or more statewide or national consortia. The consortia with the largest representations are the National Network for Educational Renewal (58%), the Southern Maine Partnership (30%), the National Education Association Center for Innovation (30%), the Ford Foundation Clinical Schools Project (27%), and the Michigan Partnership for New Education (27%).

The PDSs receive funding from a variety of sources: universities (81%), school districts (62%), foundations/corporations (59%), and state departments of education (33%). Planning and implementation of the PDSs that are included began as early as the 1987-88 academic year. Most respondents listed their starting date as 1991 (37%). Other starting dates were given as 1990 (28%), 1989 (16%), 1988 (12%), and 1987-88 (7%). The majority of the PDSs profiled in the directory (74%) are elementary or middle schools, covering grades preK through 8. Nine percent are grades 7-9 schools, and 17% are high schools, covering grades 9-12.

Respondents were asked to indicate whether their PDSs were engaged in activities related to college/school collaboration; preservice, beginning, and inservice teachers; and multicultural issues. Survey findings confirm that PDSs provide activities and services for prospective, neophyte, and seasoned professionals. Over 90% of PDSs are tailored to preservice and beginning teachers, and approximately 75% include inservice teacher education components. With regard to multicultural issues, 97% of the PDSs' preservice teachers participate in structured learning experiences that address issues related to educating minority group students, and 75% of the respondents indicated that inservice teachers participate in such activities. While approximately 41% of PDSs have a K-12 minority student enrollment of 40% or greater, only 8% of PDSs have more than 40% minority intern participation.

At present, the number of PDSs is growing, as educators and policymakers seek ways of

renewing American schooling, improving the preparation of new teachers, and promoting the professional development of practicing teachers. Of course, the schools that are profiled in this directory and those that are listed but not profiled, do not constitute all of the existing PDSs. Nor are the features that are included in the profiles static or exhaustive. The characteristics and activities of these schools appear to be evolving. Indeed, the PDS can be regarded as an organism that evolves in response to improved pedagogical knowledge and social realities. For these reasons CSC has made preliminary plans to update this directory in the near future.

- More than 125 professional development schools (PDSs) are currently in operation.
- 43 colleges and universities are involved in the identified professional development school collaboratives.
- 29% of the profiled PDSs have at least one teacher union as a collaborative partner.
- The number of PDSs appears to be on the rise. Of the schools profiled, 37% gave a starting date of 1991, with 7% beginning as early as 1987.
- The majority (74%) of the PDSs that are profiled are elementary or middle schools. 26% are junior or senior high schools.
- 41% of the profiled PDSs are associated with national or statewide consortiums or networks.
- While the schools profiled in the directory classify themselves in different ways (i.e., clinical school, professional practice school, partner school, professional development center), 82% of the schools that indicated a classification labeled themselves professional development schools.
- 91% of the profiled PDSs feature activities and structures related to preservice and beginning teachers; 75% include features and activities related to inservice teachers.
- More than half (58%) of the profiled PDSs have minority student enrollments of less than 40%.
- In 92% of the PDSs, less than 40% of the teacher interns (preservice teachers) are from minority groups.

Professional Development School Profiles by State

**Jefferson Elementary School
612 South College
Fayetteville, Arkansas 72701
(501) 444-3087**

Site Coordinator: John Colbert
Grades: K-6
School Type: Partnership School
Starting Date: August 1989

Collaborative Partners: Fayetteville Public Schools

College of Education
University of Arkansas
Fayetteville, AR 72701
(501) 575-3208
Contact: Roderick J. McDavis, Dean

Features

College/School Collaboration

- collaborative research involving school & college faculty

Preservice Teachers Program

- clinical supervision of student teachers
- preservice teachers involved in on-site research

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups

**Woodland Junior High School
Poplar/Woodland Streets
Fayetteville, Arkansas 72702
(501) 444-3067**

Site Coordinator:

Grades: 7-9
School Type: Partnership School
Starting Date: August 1989

Collaborative Partners: Fayetteville Public Schools

College of Education
University of Arkansas
Fayetteville, AR 72701
(501) 575-3208
Contact: Roderick J. McDavis, Dean

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- clinical supervision of student teachers

Inservice Teachers Program

- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Ezequiel A. Balderas Elementary School
4625 East Florence Avenue
Fresno, California 93725
(209) 456-6800

Site Coordinator: Erlinda Griffin, Principal
Grades: K-6
School Type: Professional Development Center
Starting Date: January 1991

Collaborative Partners: Fresno Unified School District

School of Education and Human Development
California State University, Fresno
Fresno, CA 93740-0002
(209) 278-5762
Contact: Jacques Benninga

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 40-59% teacher interns (preservice teachers) from minority groups

**Norwood Elementary School
2020 Oak Street
Los Angeles, California 90007
(213) 748-3733**

Site Coordinator:
Grades: K-6
School Type: Professional Practice School
Starting Date: September 1990

Collaborative Partners: Los Angeles Unified School District

School of Education
University of Southern California
Los Angeles, CA 90089-0031
(213) 740-3292
Contact: Johanna K. Lemlech

American Federation of Teachers

Affiliation: American Federation of Teachers

Funding Sources: EXXON Education Foundation

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- clinical supervision of student teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Rubidoux High School
4250 Opal Street
Riverside, California 92509
(714) 360-2863

Site Coordinator: Ben Bunz, Assistant Principal
Grades: 10-12
School Type: Professional Development School
Starting Date: 1989-90

Collaborative Partners: Jurupa Unified School District

Comprehensive Teacher Education Institute
School of Education
University of California, Riverside
Riverside, CA 92521
(714) 787-5798
Contact: Judith H. Sandholtz

Funding Sources: California State Department of Education

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups

Ala Wai Elementary School
503 Kamoku Street
Honolulu, Hawaii 96826
(808) 944-1541

Site Coordinator: Suchon Kim
Grades: K-6
School Type: Professional Development School
Starting Date: Summer 1991

Collaborative Partners: Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

Affiliation: Network for Educational Renewal

Funding Sources: Hawaii State Department of Education; University of Hawaii at Manoa; Kamehameha Schools/Bishop Estate

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Aliamanu Elementary School
3265 Salt Lake Boulevard
Honolulu, Hawaii 96818
(808) 422-1131**

Site Coordinator: Laura Fukumoto
Grades: K-6
School Type: Professional Development School
Starting Date: Summer 1991

Collaborative Partners: Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

Affiliation: Network for Educational Renewal

Funding Sources: Hawaii State Department of Education; University of Hawaii at Manoa; Kamehameha Schools/Bishop Estate

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Kaewai Elementary School
1929 Kam IV Road
Honolulu, Hawaii 96819
(808) 845-2120**

Site Coordinator: Chris Fonoti
Grades: K-6
School Type: Professional Development School
Starting Date: Summer 1991

Collaborative Partners: Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

Affiliation: Network for Educational Renewal

Funding Sources: Hawaii State Department of Education; University of Hawaii at Manoa;
Kamehameha Schools/Bishop Estate

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Kailua High School
451 Ulumana Drive
Kailua, Hawaii 96734
(808) 262-8151**

Site Coordinator: Diane Cheung
Grades: 9-12
School Type: Professional Development School
Starting Date: Summer 1991

Collaborative Partners: Windward, Leeward, and Central School Districts

College of Education
University of Hawaii at Manoa
1776 University Avenue, CMH-124
Honolulu, HI 96817
(808) 956-7709
Contact: Juvenna Chang

Hawaii State Teachers Association

Affiliation: Network for Educational Renewal

Funding Sources: Hawaii State Department of Education; University of Hawaii at Manoa; Kamehameha Schools/Bishop Estate

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Deering High School
370 Stevens Avenue
Portland, Maine 04103
(207) 874-8260**

Site Coordinators: Deborah Keyes; Rita Kissen; India Broyles
Grades: 9-12
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation;
Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts;
UNUM Corporation; Federal Grants

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**King Middle School
92 Deering Avenue
Portland, Maine 04103
(207) 874-8140**

Site Coordinators: Deborah Keyes; Rita Kissen; India Broyles
Grades: 6-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation;
Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts;
UNUM Corporation; Federal Grants

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Little Falls School
40 Oak Street
South Windham, Maine 04082
(207) 892-6641**

Site Coordinator: Patty LaRosa; Walter H. Kimball
Grades: Kindergarten Center
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation;
Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts;
UNUM Corporation; Federal Grants

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Narragansett School
284 Main Street
Gorham, Maine 04038
(207) 839-5017

Site Coordinator: Patty LaRosa; Walter H. Kimball
Grades: 1-3
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Portland High School
284 Cumberland Avenue
Portland, Maine 04101
(207) 874-8250**

Site Coordinators: Deborah Keyes; Rita Kissen; India Broyles
Grades: 9-12
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Wells Elementary School
P.O. Box 429 Post Road
Wells, Maine 04090
(207) 646-5953

Site Coordinator: Sue Walters; Cherie Major
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation;
Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts;
UNUM Corporation; Federal Grants

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Wells High School
P.O. Box 579, Sanford Road
Wells, Maine 04090
(207) 646-7011

Site Coordinator: Sue Walters; Cherie Major
Grades: 9-12
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Wells Junior High School
P.O. Box 310, Post Road
Wells, Maine 04090
(207) 646-5142**

Site Coordinator: Sue Walters; Cherie Major
Grades: 6-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Wells Ogunquit Village School
P.O. Box 2399
Ogunquit, Maine 03907
(207) 646-2551**

Site Coordinator: Sue Walters; Cherie Major
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation; Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts; UNUM Corporation; Federal Grants

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**White Rock School
RR 2, Box 353, North Gorham Road
Gorham, Maine 04038
(207) 892-6826**

Site Coordinator: Patty LaRosa; Walter H. Kimball
Grades: 1-3
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Portland, Gorham, and Wells-Ogunquit School Districts

University of Southern Maine
Extended Teacher Education Program
College of Education
119 Bailey Hall
Gorham, ME 04038
(207) 780-5479
Contact: Lynne Miller, Director of Teacher Education

Affiliation: Center for Educational Renewal; National Education Association Center for Innovation;
Southern Maine Partnership

Funding Sources: University of Southern Maine; Portland, Gorham, and Wells-Ogunquit School Districts;
UNUM Corporation; Federal Grants

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Massachusetts

**East Longmeadow/University of Massachusetts Professional Development School
180 Maple Street
East Longmeadow, Massachusetts 01028
(413) 525-5450**

Site Coordinator: Peter J. Cannone, Associate Superintendent of Schools
Grades: 7-9; 10-12
School Type: Professional Development School
Starting Date: April 1, 1991

Collaborative Partners: East Longmeadow School District
Contact: Peter J. Cannone, Associate Superintendent of Schools
(413) 525-5450

School of Education
Secondary Teacher Education Program
University of Massachusetts at Amherst
Amherst, MA 01003

Funding Sources: East Longmeadow School District; Alice and Patrick McGinty Foundation

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Wolf Swamp Road Elementary School
62 Wolf Swamp Road
Longmeadow, Massachusetts 01013
(413) 567-8628**

Site Coordinator: John Ciesluk, Principal
Grades: K-6
School Type: Professional Development School
Starting Date: January 1990

Collaborative Partners: Longmeadow School District

Department of Education
Elms College
291 Springfield Street
Chicopee, MA 01013

Field Center for Teaching & Learning
University of Massachusetts at Boston
Boston, MA 02125-3393
(617) 287-7060
Contact: Karen O'Connor

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Averill Elementary School
3201 Averill Drive
Lansing, Michigan 48911
(517) 887-3224**

Site Coordinator: Frances Barger
Grades: K-5
School Type: Professional Development School
Starting Date: September 1988

Collaborative Partners: Lansing Public School District
Contact: Bruce Rochowiak; Frances Barger
Averill Elementary School
(517) 887-3224

College of Education
Erickson Hall
Michigan State University
East Lansing, MI 48823

Lansing School Education Association (local affiliate of the Michigan Education Association and the National Education Association)

Affiliation: Michigan Partnership for New Education

Funding Sources: Lansing School District; Michigan Partnership for New Education; Michigan State University, College of Education

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Elliott Elementary Professional Development School
4200 Bond Street
Holt, Michigan 48842
(517) 699-2106**

Site Coordinator: R. Berkey; P. Lanier; M. Parker; C. Templin

Grades: K-6

School Type: Professional Development School

Starting Date: February 1989

Collaborative Partners: Holt Public Schools
Contact: Ramona Berkey, Principal
Eliot Elementary Professional Development School
(517) 699-2106

College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-9760
Contact: Pamela Schram

Holt Education Association; National Education Association

Affiliation: Michigan Partnership for New Education; Michigan Department of Education

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Holmes Middle School
6602 Oxley Drive
Flint, Michigan 48504
(313) 760-1620**

Site Coordinator: Jacquelyn R. Nickerson
Grades: 7-9
School Type: Professional Development School
Starting Date: September 1989

Collaborative Partners: Flint Public Schools

College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-0726
Contact: Jacquelyn R. Nickerson

United Teachers of Flint

Affiliation: Michigan Partnership for New Education

Funding Sources: College of Education, Michigan State University; Michigan State Department of Education; Michigan Partnership for New Education

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program

- beginning teacher induction program

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Holt High School
Aurelius Road
Holt, Michigan 48846
(517) 694-2085**

Site Coordinator: Tom Davis
Grades: 10-12
School Type: Professional Development School
Starting Date: Fall 1988

Collaborative Partners: Holt Public School District; Battle Creek School District; Lakeview School District

College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-9760
Contact: Perry Lanier

Holt Education Association; Battle Creek Education Association

Affiliation: Michigan Partnership for New Education

Funding Sources: Michigan State University; Michigan Department of Education; Kellogg Foundation;
Taubman Corporation; Rockefeller Foundation

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Kendon Elementary School
827 Kendon Drive
Lansing, Michigan 48910
(517) 887-3086**

Site Coordinator: Minnie Thomas; John Zevli
Grades: K-6
School Type: Professional Development School
Starting Date: September 1989

Collaborative Partners: Lansing School District

College of Education
Michigan State University
Erickson Hall
East Lansing, MI 48824-1034
(517) 353-4348
Contact: John Zevli

Affiliation: Michigan Partnership for New Education

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Longfellow Elementary School
31 North Astor Street
Pontiac, Michigan 48342
(313) 858-2257**

- Site Coordinator:** Richard Pipan
Grades: K-5
School Type: Professional Development School
Starting Date: Fall 1991
- Collaborative Partners:** City of Pontiac School District
- Oakland University
School of Education and Human Services
Rochester, MI 48309-4401
(313) 370-4161
Contact: Richard Pipan, Assistant Professor of Education
- Affiliation:** Michigan Partnership for New Education
- Funding Sources:** Michigan Partnership for New Education (Pending); Pontiac Chamber of Commerce (Pending)

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program

- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Patrick Henry Professional Development School
2020 43rd Avenue North
Minneapolis, Minnesota 55412
(612) 627-2897**

Site Coordinator: Linda Trevorrow
Grade: 9-12
School Type: Professional Practice School
Starting Date: September 1991

Collaborative Partners: Minnesota Public Schools

College of Education
University of Minnesota
178 Pillsbury Drive SE
203 Burton Hall
Minneapolis, MN 55455-0211
(612) 626-1671
Contact: Eugene Anderson

Minneapolis Federation of Teachers

American Federation of Teachers

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- experienced teachers designated as master teachers

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- 60-79% student enrollment from minority groups
- 0-19% teacher interns (preservice teachers) from minority groups

**Red Bridge Elementary School
10781 Oak
Kansas City, Missouri 64114
(816) 942-7821**

Site Coordinator: Debbie Lerner
Grades: K-6
School Type: Partnership School
Starting Date: September 1991

Collaborative Partners: Center School District

University of Missouri, Kansas City
School of Education
5100 Rockhill Road
Kansas City, MO 64110
(816) 235-2460
Contact: Susan Adler

Funding Sources: Center School District; University of Missouri, Kansas City

Features

College/School Collaboration

- college faculty teach school students*
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty*

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research*

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

*Planned

**Westwood Elementary School
2511 West 50th
Shawnee Mission, Kansas 66205
(816) 236-8140**

Site Coordinator: Karen Schaubert
Grades: K-5
School Type: Partnership School
Starting Date: September 1991

Collaborative Partners: Shawnee Mission School District (Kansas)

University of Missouri, Kansas City
School of Education
5100 Rockhill Road
Kansas City, MO 64110
(816) 235-2460
Contact: Susan Adler

Funding Sources: Shawnee Mission School District; University of Missouri, Kansas City

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum*
- collaborative research involving school & college faculty*

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research*

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers*
- cooperating teacher training provided to practicing teachers*
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- inservice teachers involved in on-site research*

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

* Planned

Wilkinson Early Childhood Center
7212 Arsenal
St. Louis, Missouri 63143
(314) 645-1202

Site Coordinator: Florence Flieg
Grades: PreK-2
School Type: Professional Development School
Starting Date: August 1990

Collaborative Partners: St. Louis Public School District

Maryville University, Saint Louis
Education Division
13550 Conway Road
St. Louis, MO 63141
(314) 576-9487
Contact: Marty Henry, PDS Coordinator

Funding Sources: St. Louis Public School District; Monsanto Fund

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- clinical supervision of student teachers
- preservice teachers involved in on-site research

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Broadwater Elementary School
415 Broadwater Avenue
Billings, Montana 59101
(406) 255-3831**

Site Coordinator: Jim Strecker
Grades: K-6
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: School Districts #2 (Billings) and # 26 (Lockwood); St. Charles Mission School (Private School)

Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean

Funding Sources: Eastern Montana College

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Lockwood Primary School
1932 U.S. Highway 87 East
Billings, Montana 59101
(406) 252-2776**

- Site Coordinator:** Mike Bowman
Grades: K-2
School Type: Professional Development School
Starting Date: August 1991
- Collaborative Partners:** School Districts #2 (Billings) and # 26 (Lockwood); St. Charles Mission School (Private School)
- Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean
- Funding Sources:** Eastern Montana College

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Riverside Middle School
3700 Madison
Billings, Montana 59101
(406) 255-3740**

Site Coordinator: Harold Olson
Grades: 7-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: School Districts #2 (Billings) and # 26 (Lockwood); St. Charles Mission School (Private School)

Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean

Funding Sources: Eastern Montana College

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**St. Charles Mission School
P.O. Box 29
Pryor, Montana 59066
(406) 259-9976**

Site Coordinator: Larry Cunningham
Grades: K-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: School Districts #2 (Billings) and # 26 (Lockwood); St. Charles Mission School (Private School)

Eastern Montana College
School of Education and Human Services
1500 North 30th
Billings, Montana 59101
(406) 657-2336
Contact: Judy E. Minier, Associate Dean

Funding Sources: Eastern Montana College

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Douglass Middle School-Discovery Magnet Cluster
940 Fernwood Park
Rochester, New York 14609
(716) 482-2000**

Site Coordinator: Donna Gattalaro
Grades: 6-8
School Type: Professional Practice School
Starting Date: September 1989

Collaborative Partners: Rochester City School District
131 West Broad Street
Rochester, NY 14614
(716) 262-8283
Contact: Ruth Danis

University of Rochester
State University of New York, Brockport
Nazareth College of Rochester

Rochester Teachers Association

Affiliation: Ford Foundation Clinical Schools Project; American Federation of Teachers

Funding Sources: Ford Foundation; American Federation of Teachers/EXXON Education Foundation; Rochester City School District; University of Rochester; State University of New York, Brockport; Nazareth College of Rochester

Features

College/School Collaboration

- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 60-79% student enrollment from minority groups
- approximately 20-39% teacher interns (preservice teachers) from minority groups

I.S. 44
100 West 77th Street
New York, New York 10024
(212) 678-2817

Site Coordinator: Frank Schwartz
Grades: 6-8
School Type: Professional Development School
Starting Date: September 1, 1988

Collaborative Partners: New York City Community School District #3

Teachers College
Columbia University
Box 155
525 West 120th Street
New York, NY 10027
(212) 678-3166
Contact Edward Quinn

United Federation of Teachers (American Federation of Teachers)

Affiliation: Ford Foundation Clinical Schools Project

Funding Sources: Ford Foundation; Lawrence Wien Foundation; Uris Brothers Foundation; Aaron Diamond Foundation

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Inservice Teachers Program

- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 80-100% teacher interns (preservice teachers) from minority groups

**John Marshall High School
180 Ridgeway Avenue
Rochester, New York 14615
(716) 458-2110**

Site Coordinator: Warren Loeffler
Grades: 9-12
School Type: Professional Practice School
Starting Date: September 1989

Collaborative Partners: Rochester City School District
131 West Broad Street
Rochester, NY 14614
(716) 262-8283
Contact: Ruth Danis

University of Rochester
State University of New York, Brockport
Nazareth College of Rochester

Rochester Teachers Association

Affiliation: Ford Foundation Clinical Schools Project; American Federation of Teachers

Funding Sources: Ford Foundation; American Federation of Teachers/EXXON Education Foundation; Rochester City School District; University of Rochester; State University of New York, Brockport; Nazareth College of Rochester

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for student teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- experienced teachers designated as lead teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 60-79% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**John Williams Elementary School
555 Plymouth Avenue North
Rochester, New York 14608
(716) 325-2255**

Site Coordinator: Ron Skuse
Grades: K-6
School Type: Professional Practice School
Starting Date: September 1989

Collaborative Partners: Rochester City School District
131 West Broad Street
Rochester, NY 14614
(716) 262-8283
Contact: Ruth Danis

University of Rochester
State University of New York, Brockport
Nazareth College of Rochester

Rochester Teachers Association

Affiliation: Ford Foundation Clinical Schools Project; American Federation of Teachers

Funding Sources: Ford Foundation; American Federation of Teachers/EXXON Education Foundation; Rochester City School District; University of Rochester; State University of New York, Brockport; Nazareth College of Rochester

Features

College/School Collaboration

- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- experienced teachers designated as lead teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 60-79% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

P.S. 87
160 West 78th Street
New York, New York 10024
(212) 678-2828

Site Coordinator: Tom Andrews
Grades: K-5
School Type: Professional Development School
Starting Date: September 1, 1988

Collaborative Partners: New York City Community School District #3

Teachers College
Columbia University
Box 155
525 West 120th Street
New York, NY 10027
(212) 678-3166
Contact: Edward Quinn

United Federation of Teachers (American Federation of Teachers)

Affiliation: Ford Foundation Clinical Schools Project

Funding Sources: Ford Foundation; Lawrence Wien Foundation; Uris Brothers Foundation; Aaron Diamond Foundation

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Archer Elementary School
2610 Four Seasons Boulevard
Greensboro, North Carolina 27407
(919) 294-7335**

Site Coordinator: Janice Guenther
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools;
Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teacher Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Guilford Middle School
401 College Road
Greensboro, North Carolina 27410
(919) 299-5211**

Site Coordinators: Beverly Smithson (Grades 3-5); Helen Stone (Grades 6-8)
Grades: 3-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools;
Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Guilford Primary School
411 Friendway Road
Greensboro, North Carolina 27410
(919) 294-0319**

Site Coordinator: Sue Johnson Wrenn
Grades: K-2
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools;
Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Kernersville Elementary School
512 West Mountain Street
Kernersville, North Carolina 27284
(919) 996-1080**

Site Coordinator: Deborah P. McMillan
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Kiser Middle School
616 Benjamin Parkway
Greensboro, North Carolina 27408
(919) 370-8240**

Site Coordinator: Rebecca A. Stevens
Grades: 6-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools; Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Oak View Elementary School
614 Oak View Road
High Point, North Carolina 26275
(919) 841-6334**

Site Coordinator: Kerry Terry
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools;
Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Rankin Elementary School
3301 Summit Avenue
Greensboro, North Carolina 27408
(919) 621-4747**

Site Coordinator: Trilby Ball
Grades: 3-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Greensboro City Schools; Guilford County Schools; High Point City Schools;
Winston Salem/Forsyth County Schools

School of Education
University of North Carolina, Greensboro
336 Curry Building
Greensboro, North Carolina 27412-5001
(919) 334-5100
Contact: John E. Readence

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Lake Agassiz Elementary School
Stanford Road and 6th Avenue North
Grand Forks, North Dakota 58202
(701) 746-2275**

Site Coordinator: Sharon Gates
Grades: K-6
School Type: Professional Development School
Starting Date: September 1, 1991

Collaborative Partners: Grand Forks Public Schools

Center for Teaching and Learning
University of North Dakota
Box 8158 University Station
Grand Forks, ND 58202
(701) 777-2674
Contact: Mary M. Harris, Dean

Funding Sources: University of North Dakota Alumni Association; Grand Forks Public Schools; Holmes Midwest

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- 0-19% student enrollment from minority groups
- 0-19% teacher interns (preservice teachers) from minority groups

**Danville Elementary School
401 East Front Street
Danville, Pennsylvania 17821
(717) 275-7570**

Site Coordinator: Shelly Crawford, Principal
Grades: K-6
School Type: Professional Development School
Starting Date: September 1991

Collaborative Partners: Danville Area School District

Bloomsburg University
School of Education
3102 McCormick Center for Human Services
Bloomsburg, PA 17815
(717) 389-4073
Contact: Ann L. Lee, Assistant Dean

Funding Sources: Pennsylvania Department of Education, Bureau of Special Education "Higher Education Initiatives Program"

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program

- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**A.C. Flora High School
One Falcon Drive
Columbia, South Carolina 29204
(803) 738-7300**

Site Coordinator: Tom Hardin
Grades: 9-12
School Type: Professional Development School
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

Preservice Teachers Program

- clinical supervision of student teachers

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Campus R/Irmo Middle School
6051 Wescott Road
Columbia, South Carolina 29212
(803) 732-8200

Site Coordinator: Phyllis W. Pendarvis, Principal
Grades: 7-9
School Type: Professional Development School
Starting Date: 1990

Collaborative Partners Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Crayton Middle School
5000 Clemson Avenue
Columbia, South Carolina 29206
(803) 738-7224**

Site Coordinator: Ellen H. Cooper
Grades: 6-8
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program

- mentor teachers for beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Fort Jackson Elementary School
5900 Chesnut Road
Columbia, South Carolina 29206
(803) 787-6815**

Site Coordinator: Rick Tanner
Grades: K-6
School Type: Professional Development School
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration

- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program

- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 60-79 % student enrollment from minority groups
- approximately 40-59 % teacher interns (preservice teachers) from minority groups

**Hood Street School
5615 Hood Street
Columbia, South Carolina 29206
(803) 787-8266**

Site Coordinator: Carol George
Grades: 2-3
School Type: Professional Development School
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program

- clinical supervision of beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 60-79 % student enrollment from minority groups
- approximately 20-39 % teacher interns (preservice teachers) from minority groups

**Horrell Hill Elementary School
517 Horrell Hill Road
Hopkins, South Carolina
(803) 783-5545**

Site Coordinator: Parthenia Satterwhite
Grades: K-6
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Hyatt Park School
4200 Main Street
Columbia, South Carolina 29203
(803) 735-3421**

Site Coordinator: Eugene George, Principal
Grades: K-6
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program

- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Lonnie B. Nelson Elementary School
225 North Brickyard Road
Columbia, South Carolina 29016
(803) 736-8730**

Site Coordinator: Sarah Nelson
Grades: K-5
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Pierce Terrace School
5715 Adams Court
Columbia, South Carolina 29206
(803) 782-1772**

Site Coordinator: Philip Booth
Grades: PreK-1
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- approximately 60-79 % student enrollment from minority groups
- approximately 40-59 % teacher interns (preservice teachers) from minority groups

**Pontiac Elementary School
500 Spears Creek Church Road
Elgin, South Carolina 29045
(803) 699-2700**

Site Coordinator: Richard Inabinet
Grades: K-6
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Summit Parkway Middle School
200 Summit Parkway
Columbia, South Carolina 29223
(803) 699-3580**

Site Coordinator: Sandra Bloodworth
Grades: 6-8
School Type: Professional Development School Planning Site
Starting Date: 1990

Collaborative Partners: Richland District I; Richland District II; Lexington District V

University of South Carolina
College of Education
Columbia, SC 29208
(803) 777-3074
Contact: Paul N. Dixon

Funding Sources: Cities-in-Schools (partial funding)

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Houston Teaching Academy
1101 Taft
Houston, Texas 77019
(713) 529-1186

Site Coordinator: Gwen Samples
Grades: K-8
School Type: Professional Development School
Starting Date: Fall 1988
Collaborative Partners: Houston Independent School District

Learning to Teach in Inner-City Schools (LTICS)
 College of Education
 Texas A & M University
 2121 Holcombe
 Houston, TX 77030
 (713) 677-7712
 Contact: Nancy James

University of Houston

Gregory Lincoln Academy School

Affiliation: National Diffusion Network
Funding Sources: Houston Independent School District; University of Houston; Texas A & M University

Features

College/ School Collaboration

- school faculty hold joint school/college teaching appointments
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Jane Long Middle School
449 South FM 2818
Bryan, Texas 77802
(409) 361-9505**

Site Coordinator: Ernest Johnson
Grades: 6-8
School Type:
Starting Date:

Collaborative Partners: Bryan Independent School District

College of Education
Texas A & M University
College Station, TX 77843-4222
(409) 845-9820
Contact: Donna L. Wiseman

Affiliation: National Network for Educational Renewal

Funding Sources: Bryan Independent School District; Texas A & M University

Features

College/ School Collaboration

- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program

- practicing teachers actively involved in decision making with regard to

Jackson-Via Elementary School
508 Harris Road
Charlottesville, Virginia 22903
(804) 295-3161

Site Coordinator: Nancy Lambert
Grades: K-4
School Type: Professional Development School
Starting Date: September 1, 1989

Collaborative Partners: Charlottesville Public Schools

Curry School of Education
University of Virginia
405 Emmet Street
Charlottesville, VA 22901
(804) 924-0748
Contact: Jerry R. Moore

Affiliation: Xerox Foundation

Funding Sources: Xerox Foundation

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- preservice teachers involved in on-site research

Beginning Teachers Program

- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**College Place Middle School/Professional Development School
7501 208th Avenue Southwest
Lynnwood, Washington 98036
(206) 670-7451**

Site Coordinator: Karen McElliott
Grades: 7-8
School Type: Professional Development School
Starting Date: 1988-89 (planning); September 1989 (activities)

Collaborative Partners: Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, WA 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

Affiliation: Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal; Metropolitan Life Foundation

Funding Sources: University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds, Shoreline, & Seattle School Districts; Washington Education Association; Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Einstein Middle School/Professional Development School
325 Northwest 195th Street
Seattle, Washington 98177
(206) 368-4730

Site Coordinator: Sandi Reed
Grades: 7-8
School Type: Professional Development School
Starting Date: 1988-89 (planning); September 1989 (activities)

Collaborative Partners: Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, Washington 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

Affiliation: Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal; Metropolitan Life Foundation

Funding Sources: University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds, Shoreline, & Seattle School Districts; Washington Education Association; Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Lincoln Middle School
Southeast 315 Crestview
Pullman, Washington 99163
(509) 334-3411**

Site Coordinator: Phyllis Vetrus, Principal
Grades: 6-8
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Vancouver School District No. 37; Educational Service District 112; Pullman School District No. 267

Washington State University
College of Education
Pullman, Washington 99164-2114
(509) 335-4853
Contact: Bernard Oliver, Dean

Vancouver Educational Association

Funding Sources: Washington State University; Vancouver School District No. 37; Pullman School District

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Meany Middle School/Professional Development School
301 21st Avenue East
Seattle, Washington 98112
(206) 281-6160

Site Coordinator: Shari James
Grades: 6-8
School Type: Professional Development School
Starting Date: 1988-89 (planning); September 1989 (activities)

Collaborative Partners: Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, Washington 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

Affiliation: Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal; Metropolitan Life Foundation

Funding Sources: University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds, Shoreline, & Seattle School Districts; Washington Education Association; Ford Foundation; Carnegie Corporation; Metropolitan Life Foundation

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Odle Middle School/Professional Development School
14401 Northeast 8th Street
Bellevue, Washington 98007
(206) 455-6211**

Site Coordinator: Chris Vall-Spinosa
Grades: 6-8
School Type: Professional Development School
Starting Date: 1988-89 (planning); September 1989 (activities)

Collaborative Partners: Bellevue, Edmonds, Shoreline, & Seattle School Districts

Puget Sound Professional Development Center
University of Washington
115 Miller Hall, DQ-12
Seattle, Washington 98195
(206) 543-1847
Contact: Nathalie Gehrke

Washington Education Association

Affiliation: Ford Foundation Clinical Schools Project; Center/Network for Educational Renewal;
Metropolitan Life Foundation

Funding Sources: University of Washington; Puget Sound Educational Consortium; Bellevue, Edmonds,
Shoreline, & Seattle School Districts; Washington Education Association; Ford
Foundation; Carnegie Corporation; Metropolitan Life Foundation

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Roosevelt Elementary School
(Vancouver Collaborative Professional Development School)*
2921 Falk Road
Vancouver, Washington 98661
(206) 696-7127**

Site Coordinator: Linda McGeachy, Principal; David Halstead, Human Resources and Teacher Support Services
Grades: K-5
School Type: Professional Development School
Starting Date: August 1991

Collaborative Partners: Vancouver School District No. 37; Educational Service District 112; Pullman School District No. 267

Washington State University
College of Education
Pullman, Washington 99164-2114
(509) 335-4853
Contact: Bernard Oliver, Dean

Vancouver Educational Association

Funding Sources: Washington State University; Vancouver School District No. 37; Pullman School District

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- experienced teachers designated as master teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Note: *Roosevelt Elementary School is a newly constructed school scheduled to open fall 1992. A proposal has been submitted to the National Board for Professional Teaching Standards to establish Roosevelt Elementary School as a field test of a collaborative professional development school.

**Central Elementary School
475 Baird Street
Morgantown, West Virginia 26505
(304) 291-9258**

Site Coordinator: Ruth Oaks, Teacher; Frank Mrazek, Principal
Grades: K-6
School Type: Professional Development School
Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- clinical supervision of student teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 20-39% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**East Dale Elementary School
Route 3
Fairmont, West Virginia 26554
(304) 367-2132**

Site Coordinator: Janet Crescenzi, Principal; Etta Zasloff, Counselor
Grades: K-6
School Type: Professional Development School
Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- clinical supervision of student teachers
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Grafton High School
Riverside Drive
Grafton, West Virginia 26354
(304) 265-3046**

Site Coordinator: Diana Colebank, Teacher; Greg Cartwright, Principal
Grades: 9-12
School Type: Professional Development School
Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Tayler County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

Morgantown High School
109 Wilson Avenue
Morgantown, West Virginia 26505
(304) 291-9260

Site Coordinator: Gwen Rosenbluth, Teacher; Tom Hart, Principal
Grades: 10-12
School Type: Professional Development School
Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- mentor teachers for preservice teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Suncrest Primary School
Junior Avenue
Morgantown, West Virginia 26505
(304) 291-9347**

Site Coordinator: Joyce Lang, Teacher; Suzanne Newbrough, Principal
Grades: K-3
School Type: Professional Development School
Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration

- school faculty hold joint school/college teaching appointments
- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- mentor teachers for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**West Preston Junior High School
P.O. Box 70
Morgantown, West Virginia 26542
(304) 864-5221**

Site Coordinator: Rhonda Jenkins, Teacher; Mike Teets, Principal

Grades: 7-9

School Type: Professional Development School

Starting Date: February 1990

Collaborative Partners: Marion, Preston, Monongalia, & Taylor County School Districts

West Virginia University
The Benedum Project
College of Human Resources and Education
802 Allen Hall
Morgantown, WV 26506
(304) 293-5703
Contact: Perry Phillips; Teresa T. Field

Affiliation: The Benedum Project

Funding Sources: The Claude Worthington Benedum Foundation; West Virginia University; Marion, Preston, Monongalia, & Taylor County School Districts

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 0-19% student enrollment from minority groups
- approximately 0-19% teacher interns (preservice teachers) from minority groups

**Fulton Middle School
2760 North 1st Street
Milwaukee, Wisconsin 53212-2499
(414) 264-0160**

Site Coordinator: Brenda Leake
Grades: 6-9
School Type: Professional Development School*
Starting Date: 1987-1988

Collaborative Partners: Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

Funding Sources: University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

Features

College/School Collaboration

- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher

Beginning Teachers Program

- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 40-59% teacher interns (preservice teachers) from minority groups

*African American Immersion School

**Holmes Elementary School
2463 North Buffum Street
Milwaukee, Wisconsin 53212-2999
(414) 562-8800**

Site Coordinator: Caren Wesson
Grades: K-5
School Type: Professional Development School
Starting Date: 1987-1988

Collaborative Partners: Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

Funding Sources: University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- clinical supervision of student teachers

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/ structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 40-59% teacher interns (preservice teachers) from minority groups

**LaFollette Elementary School
3239 North 9th Street
Milwaukee, Wisconsin 53206-3251
(414) 562-5806**

Site Coordinator: Marleen Pugach
Grades: K-5
School Type: Professional Development School
Starting Date: 1987-1988

Collaborative Partners: Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

Funding Sources: University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- on-site (school) courses for inservice teachers
- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 80-100% student enrollment from minority groups
- approximately 20-39% teacher interns (preservice teachers) from minority groups

**Riverside University High School
1615 East Locust Street
Milwaukee, Wisconsin 53211-3298
(414) 964-5900**

Site Coordinator: Randy Goree
Grades: 9-12
School Type: Professional Development School
Starting Date: 1987-1988

Collaborative Partners: Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

Funding Sources: University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum
- collaborative research involving school & college faculty

Preservice Teachers Program

- on-site (school) courses for preservice teachers
- clinical supervision of student teachers
- each preservice teacher assigned to more than one cooperating teacher
- preservice teachers involved in on-site research

Beginning Teachers Program

- beginning teacher induction program
- mentor teachers for beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- mentor, master, and/or cooperating teachers have release-time
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school
- inservice teachers involved in on-site research

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- inservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 40-59% student enrollment from minority groups
- approximately 20-39% teacher interns (preservice teachers) from minority groups

**Site 154—Ungraded Primary School
5966 North 35th Street
Milwaukee, Wisconsin 53209
(414) 536-8664**

Site Coordinator: Christine Burton
Grades: K-3
School Type: Professional Development School
Starting Date: 1987-1988

Collaborative Partners: Milwaukee Public Schools

University of Wisconsin-Milwaukee
School of Education
Center for Teacher Education
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5017
Contact: Suzanne Pasch

Funding Sources: University of Wisconsin-Milwaukee; Milwaukee Public Schools; The Joyce Foundation

Features

College/School Collaboration

- college faculty teach school students
- school faculty assist in planning preservice curriculum
- school faculty assist in planning inservice curriculum

Preservice Teachers Program

- clinical supervision of student teachers*

Beginning Teachers Program

- mentor teachers for beginning teachers
- clinical supervision of beginning teachers

Inservice Teachers Program

- cooperating teacher training provided to practicing teachers
- mentor, master, and/or cooperating teachers have reduced course load
- practicing teachers involved in curriculum development
- practicing teachers actively involved in decision making with regard to organizational/structural changes within the school

Multicultural Issues

- preservice teachers participate in structured learning experiences that address issues related to educating minority group students
- approximately 60-79% student enrollment from minority groups
- approximately 20-39% teacher interns (preservice teachers) from minority groups

*Planned

- Appendix A: Data Collection Form
- Appendix B: Additional Professional Development School Projects
Ford Foundation Clinical Schools Project Sites
AT&T Teachers for Tomorrow Sites
- Appendix C: Listing of Professional Development School College
and University Partners
- Appendix D: Listing of Professional Development School Projects
- Appendix E: Selected Survey Data
- Appendix F: Bibliography

**Directory of Professional Development Schools
Data Collection Form**

Section 1: Please type or print clearly, and respond to all items. Use "NA"(not applicable) where appropriate.

1. Institution (school, college, or department of education) name and address (including zip code)

2. PDS collaborative partners:

Institution(s)--SCDE

School District(s)

Union(s)/Others

3. Organization or foundation sponsor or affiliation (e.g., Ford Foundation Clinical Schools Project, Network for Educational Renewal):

4. Funding sources (e.g., school district, foundations, corporations):

5. Starting date: _____

6. Contact:

Name _____

Address _____

City, State, Zip Code _____

Phone _____

Responses to items 7 and 8 may be continued on a separate page.

7. Publications (Please list any publications related to the PDS projects affiliated with your SCDE. Please include availability information--e.g., ERIC document number, journal citation, publisher).

8. Notes/comments/additional information (e.g., future plans; clarification of information given in previous or subsequent items):

Name of person completing this form (please print) _____

Signature of person completing this form _____

Title _____

Phone () _____

Section 2: Please complete a separate PDS Checklist for each PDS affiliated with your collaborative. Three checklists are provided on this form. If there are more than three PDSs in question, you may photocopy the checklist and complete a separate one for each PDS.

Professional Development School Checklist

PDS Name _____
 Address _____
 City, State, Zip _____
 Phone _____
 Site Coordinator _____

Grade level (check one):

- K-6
 7-9
 10-12
 other (specify): _____

School type (check one):

- clinical school
 professional development school
 professional practice school
 other(specify): _____

Please check the response that is most applicable to the PDS indicated above.

	yes	no	n/a		yes	no	n/a
A. College/School Collaboration							
1. school faculty members hold joint school/college teaching appointments	___	___	___	15. cooperating teacher training provided to practicing teachers	___	___	___
2. college faculty teach school students	___	___	___	16. experienced teachers designated as master teachers	___	___	___
3. school faculty assist in planning preservice teacher education curriculum	___	___	___	17. mentor, master, and/or cooperating teachers have reduced course loads	___	___	___
4. school faculty assist in planning inservice teacher education curriculum	___	___	___	18. mentor, master, and/or cooperating teachers have release-time	___	___	___
5. collaborative research involving school & college faculty	___	___	___	19. practicing teachers involved in curriculum development	___	___	___
<hr/>							
B. Preservice Teachers Program							
6. on-site (school) courses for preservice teachers	___	___	___	20. practicing teachers actively involved in decision-making with regard to organizational/structural changes within the school	___	___	___
7. mentor teachers for preservice teachers	___	___	___	21. inservice teachers involved in educational research conducted at the school site	___	___	___
8. clinical supervision of student teachers	___	___	___	<hr/>			
9. each preservice teacher assigned to more than one cooperating teacher	___	___	___	E. Multicultural Issues			
10. preservice teachers involved in educational research conducted at the school site	___	___	___	22. preservice teachers participate in structured learning experiences which address issues related to educating minority group students	___	___	___
<hr/>							
C. Beginning Teacher Program							
11. beginning teacher induction program	___	___	___	23. inservice teachers participate in structured learning experiences which address issues related to educating minority group students	___	___	___
12. mentor teachers for beginning teachers	___	___	___	24. approximate percentage of student enrollment from minority groups (check one):			
13. clinical supervision of beginning teachers	___	___	___	<input type="checkbox"/> 0-19% <input type="checkbox"/> 40-59% <input type="checkbox"/> 80-100%			
<hr/>							
D. Inservice Teacher Program							
14. on-site (school) courses for inservice teachers	___	___	___	<input type="checkbox"/> 20-39% <input type="checkbox"/> 60-79%			
<hr/>							
D. Inservice Teacher Program							
<hr/>							
<hr/>							

Please return this data collection form, with your program guide, to the Clinical Schools Clearinghouse by November 30, 1991. Clinical Schools Clearinghouse; One Dupont Circle NW, Suite 610; Washington, DC 20036-1186.

Additional Professional Development School Projects

Illinois

Partner Agencies:

DePaul University
School of Education
2323 N. Seminary, Fifth Floor
Chicago, IL 60614
(312) 362-6749
Contact: Nancy Williams, Site Coordinator

Glenview Consolidated School District 34

Partner Schools:

K-6 Clinical Schools
7-9 Clinical Schools

Iowa

Partner Agencies:

Iowa State University
College of Education
E262 Lagomarcino Hall
Ames, IA 50011
(515) 294-7003
Contact: Charles R. Kniker, Assistant Dean

Heartland Area Education Agency II
6500 Corporate Drive
Johnston, IA 50131-1603
(515) 270-9030
Contact: Joe Millard

Des Moines, Roland-Story, Madrid, Gilbert-
United, Ankeny, & South Hamilton School
Districts

Partner Schools:

This project is in the planning stage with
anticipated starting date of fall 1992.

Iowa (continued)

Partner Agencies:

University of Northern Iowa
College of Education
Department of Teaching
Cedar Falls, IA 50613
(319) 273-6171
Contact: Linda Fernandez, Director
Malcolm Price Laboratory School

Partner Schools:

Malcolm Price Laboratory School (K-12)

Utah

Partner Agencies:

University of Utah
Department of Educational Studies
307 Milton Bennion Hall
Salt Lake City, UT 84112
(801) 581-7158
Contact: Nedra A. Crow, Director of Field
Experiences

Salt Lake City School District
Granite School District

Partner Schools:

11 Professional Development Schools
Grades: K-6; 7-9; 10-12

The production schedule for this directory did not permit inclusion of individual profiles for these PDS projects.

Ford Foundation Clinical Schools Project Sites

Florida

Partner Agencies:

University of Miami

Dade County Public Schools

Florida International University

United Teachers of Dade

Bureau of Human Resource Development
Division of Instructional Personnel Training
1080 Labaron Drive
Miami Springs, FL 33166
(305) 887-2002
Contact: Kenneth D. Walker, Executive
Director

Partner Schools:

Cutler Ridge Elementary School
Olinda Elementary School
Sunset Elementary School
Centennial Middle School
Southridge Senior High School

Kentucky

Partner Agencies:

University of Louisville

Jefferson County Public Schools

Jefferson County Teachers Association

Jefferson County Public Schools Gheens
Academy
4425 Preston Highway
Louisville, KY 40213
(502) 473-3494
Contact: Donna C. Seaford

Partner Schools:

Brown School (grades 1-12)
Chenoweth Elementary School
Conway Middle School
Fairdale High School
Lassiter Middle School
Pleasure Ridge Park High School
Price Elementary School
Wheeler Elementary School

Maine

Partner Agencies:

University of Southern Maine
220 Bailey Hall
Gorham, ME 04038
(207) 780-5375
Contact: India Broyles, Assistant Professor
of Education

Portland, Westbrook, Gorham, & Kennebunk
School Systems

Portland Teachers Association
Westbrook Educational Association
Gorham Teachers Association
Kennebunk Teachers Association

Partner Schools:

Deering High School
Portland High School
Westbrook High School
Gorham High School
Kennebunk High School

New York

Partner Agencies:

Teachers College, Columbia University
Box 155
525 West 120th Street
New York, NY 10027
(212) 678-3166 or 3347
Contact: Edward Quinn, Professional
Development School Project Director

New York City School District #3

The United Federation of Teachers

Partner Schools:

P. S. 87
I.S. 44

Partner Agencies:

University of Rochester

Nazareth College of Rochester

State University of New York at Brockport

Rochester City School District

Rochester Teachers Center

Rochester Teachers Association

Association of School Administrators
of Rochester

Curriculum Development and Support
Rochester City School District
131 West Broad Street
Rochester, NY 14614
(716) 262-8283
Contact: Ruth Danis, Project Director

Partner Schools:

John Williams School No. 5 (K-5)
Douglass Middle School
John Marshall High School

Pennsylvania

Partner Agencies:

Duquesne University

Indiana University of Pennsylvania

University of Pittsburgh

Pittsburgh Public Schools

Pittsburgh Federation

Pennsylvania Academy for the Profession of
Teaching

Pittsburgh Administrators Association

Pennsylvania (continued)

Pittsburgh School District/University
Collaborative
c/o Schenley High School TeacherCenter
Centre Avenue & Bigelow Boulevard
Pittsburgh, PA 15213
(412) 622-8480
Contact: Judy Johnson, Director

Partner Schools:

Carrick High School
George Westinghouse High School
Langley High School
Schenley High School Teacher Center

Washington

Partner Agencies:

University of Washington
Puget Sound Professional Development Center
115 Miller Hall, DQ-12
Seattle, WA 98195
(206) 543-1847
Contact: Nathalie J. Gehrke, PSPDC
Director or Janet McDaniel, Middle School
Program Coordinator

Puget Sound Educational Consortium

Office of the Washington State Superintendent of
Public Instruction

Washington Education Association

Partner Schools:

Albert Einstein Middle School
College Place Middle School
Meany Middle School

These sites were operated as Ford Clinical Schools sites from 1988-89 through 1990-91. Several individual schools have become part of other professional development school projects.

AT&T Teachers for Tomorrow Sites

California

Partner Agencies:

San Francisco State University
School of Education
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-2687
Contact: Henrietta Schwartz, Dean

San Francisco Unified School District

United Educators of San Francisco

Partner Schools:

Alamo Elementary School
Alvarado Elementary School
Cabrillo Elementary School
Sir Francis Drake Elementary School
Marshall Elementary School
Jose Ortega Elementary School

Florida

Partner Agencies:

University of North Florida
College of Education and Human Services
4567 St. John's Bluff Road South
Jacksonville, FL 32207
(904) 646-2520
Contact: Donna Evans, Dean

Florida Community College at Jacksonville

Duval & Clay County Public Schools

Duval Teachers United

Clay County Education Association

Partner Schools:

S.P. Livingston Elementary School
Andrew A. Robinson Elementary School
Grove Park Elementary School

Michigan

Partner Agencies:

Wayne State University
College of Education
5425 Gullen Mall
Detroit, MI 48202
(313) 577-8283
Contact: Paula Wood, Interim Dean

Detroit Public Schools

Detroit Federation of Teachers

Partner Schools:

Richard Elementary School
Edmonson Elementary School

New York

Partner Agencies:

City University of New York System
Contact: Madeline Grumet, Dean of Education
Brooklyn College
Brooklyn, NY 11210
(718) 780-5214

New York City Public Schools

United Federation of Teachers

Partner Schools:

information unavailable at this time

Texas

Partner Agencies:

University of Houston
College of Education
4800 Calhoun
Houston, TX 77204-5874
(713) 749-3621
Contact: W. Robert Houston, Associate Dean

Houston Independent School District

Partner Schools:

Foerster Elementary
Gregory-Lincoln Education Center (pre-K through 8)

All sites began operations during the 1991-92 academic year.

**Listing of Professional Development School
College and University Partners**

Bloomsburg University; Bloomsburg, PA	University of California; Riverside
California State University; Fresno	University of Hawaii; Manoa
Eastern Montana College; Billings	University of Houston; Houston, TX
Elms College; Chicopee, MA	University of Massachusetts; Amherst
Maryville University Saint Louis; St. Louis, MO	University of Minnesota; Minneapolis
Michigan State University; East Lansing	University of Missouri; Kansas City
Nazareth College of Rochester; Rochester, NY	University of North Carolina; Greensboro
Oakland University; Rochester, MI	University of North Dakota; Grand Forks
State University of New York; Brockport	University of Rochester; Rochester, NY
Teachers College, Columbia University; New York, NY	University of South Carolina; Columbia
Texas A & M University; Houston	University of Southern California; Los Angeles
Washington State University; Pullman	University of Southern Maine, Gorham
West Virginia University; Morgantown	University of Virginia; Charlottesville
University of Arkansas; Fayetteville	University of Washington; Seattle

Listing of Professional Development School Projects

A. C. Flora High School; Columbia, SC
Ala Wai Elementary School; Honolulu, HI
Aliamanu Elementary School; Honolulu, HI
Archer Elementary School; Greensboro, NC
Averill Elementary School; Lansing, MI
Broadwater Elementary School; Billings, MT
Campus R/Irmo Middle School; Columbia, SC
Central Elementary School; Morgantown, WV
College Place Middle School/Professional Development School; Lynnwood, WA
Crayton Middle School; Columbia, SC
Danville Elementary School; Danville, PA
Deering High School; Portland, ME
Douglass Middle School; Rochester, NY
East Dale Elementary School; Fairmont, WV
East Longmeadow/University of Massachusetts Professional Development School; East
Longmeadow, MA
Einstein Middle School/Professional Development School; Seattle, WA
Elliott Elementary Professional Development School; Holt, MI
Ezequiel A. Balderas Elementary School; Fresno, CA
Fort Jackson Elementary School; Columbia, SC
Fulton Middle School; Milwaukee, WI
Grafton High School; Grafton, WV
Guilford Middle School; Greensboro, NC
Guilford Primary School; Greensboro, NC
Holmes Elementary School; Milwaukee, WI
Holmes Middle School; Flint, MI
Holt High School; Holt MI
Hood Street School; Columbia, SC
Horrell Hill Elementary School; Columbia, SC
Houston Teaching Academy; Houston, TX
Hyatt Park School; Columbia, SC
I.S. 44; New York, NY
Jackson-Via Elementary School; Charlottesville, VA
Jane Long Middle School; Bryan, TX
John Marshall High School; Rochester, NY
Kaewai Elementary School; Honolulu, HI
Kailu High School; Kailua, HI
Kendon Elementary School; Lansing, MI
Kernersville Elementary School; Kernersville, NC
King Middle School; Portland, ME
Kisner Middle School; Greensboro, NC
Jefferson Elementary School; Fayetteville, AR

John Williams School #5; Rochester, NY
LaFollette Elementary School; Milwaukee, WI
Lake Agassiz Elementary School; Grand Forks, ND
Lincoln Middle School; Pullman, WA
Little Falls School; South Windham, ME
Lockwood Primary School; Billings, MT
Longfellow Elementary School; Pontiac, MI
Lonnie B. Nelson Elementary School; Columbia, SC
Middle Middle School/Professional Development School; Seattle, WA
Morgantown High School; Morgantown, WV
Narragansett School; Gorham, ME
Norwood Elementary School; Los Angeles, CA
Oak View Elementary School; High Point, NC
Odle Middle School/Professional Development School; Bellevue, WA
Patrick Henry Professional Development School; Minneapolis, MN
Pierce Terrace School; Columbia, SC
Pontiac Elementary School; Elgin, SC
Portland High School; Portland, ME
P.S. 87; New York, NY
Rankin Elementary School; Greensboro, NC
Red Bridge Elementary School; Kansas City, MO
Riverside Middle School; Billings, MT
Riverside University High School; Milwaukee, WI
Roosevelt Elementary School (Vancouver Collaborative Professional Development School);
Pullman, WA
Rubidoux High School; Riverside, CA
St. Charles Mission School; Pryor, MT
Site 154 - Ungraded Primary School; Milwaukee, WI
Summit Parkway Middle School; Columbia, SC
Suncrest Primary School; Morgantown, WV
Wells Elementary School; Wells, ME
Wells High School; Wells, ME
Wells Junior High School; Wells, ME
Wells Ogunquit Village School; Ogunquit, ME
West Preston Junior High School; WV
Westwood Elementary School; Shawnee Mission, KS
White Rock School; Gorham, ME
Wilkinson Early Childhood Center; St. Louis, MO
Wolf Swamp Road Elementary School; Longmeadow, MA
Woodland Junior High School; Fayetteville, AR

Selected Survey Data

ITEM	% of PDSs Responding to Item*
1. Teachers union as collaborative partner	29
2. Affiliation **	
National Network for Educational Renewal	58
National Education Association	
Center for Innovation	30
Southern Maine Partnership	30
Ford Clinical Schools Project	27
Michigan Partnership for New Education	27
Benedum Project	18
American Federation of Teachers	12
National Diffusion Network	3
3. Funding Sources**	
college/university	81
school district	62
foundation/corporation/business	59
state department of education	33
federal government	17
consortium/network	14
teachers union	7
4. Starting Date	
1991	37
1990	28
1989	16
1988	12
1987	7
5. Grade Level	
K-6	29
7-9	9
9-12	13
10-12	4
other #	45
6. School Type	
Professional Development School	82
Professional Practice School	8
Partnership School	6
Clinical School	2
Professional Development Center	2

* Totals in some categories may not equal 100% due to rounding.

** Total percentages for these items exceed 100% because for some PDSs more than one choice within the category is applicable.

Schools in this category are generally primary, elementary, or middle schools. The various grade configurations include: PreK-1; PreK-2; K; K-2; K-3; K-4; K-5; K-8; 1-3; 2-3; 6-8; 6-9; & 7-8.

ITEM	% of PDSs Responding to Item*
A. College/School Collaboration	
1. school faculty members hold joint school/college teaching appointments	45
2. college faculty teach school students	67
3. school faculty assist in planning preservice teacher education curriculum	99
4. school faculty assist in planning inservice teacher education curriculum	96
5. collaborative research involving school & college faculty	97
B. Preservice Teachers Program	
6. on-site (school) courses for preservice teachers	66
7. mentor teachers for preservice teachers	88
8. clinical supervision of student teachers	91
9. each preservice teacher assigned to more than one cooperating teacher	70
10. preservice teachers involved in educational research conducted at the school site	75
C. Beginning Teachers Program	
11. beginning teacher induction program	69
12. mentor teachers for beginning teachers	75
13. clinical supervision of beginning teachers	55
D. Inservice Teachers Program	
14. on-site (school) courses for inservice teachers	79
15. cooperating teacher training provided to practicing teachers	87
16. experienced teachers designated as master teachers	50
17. mentor, master, and/or cooperating teachers have reduced course load	19
18. mentor, master, and/or cooperating teachers have release-time	74
19. practicing teachers involved in curriculum development	89
20. practicing teachers actively involved in decision making with regard to organizational/structural changes within the school	91
21. inservice teachers involved in educational research conducted at the school site	75
E. Multicultural Issues	
22. preservice teachers participate in structured learning experiences that address issues related to educating minority group students	97
23. inservice teachers participate in structured learning experiences that address issues related to educating minority group students	73
24. approximate percentage of student enrollment from minority groups:	
0-19 %	23
20-39 %	35
40-59 %	14
60-79 %	13
80-100 %	14
25. approximate percentage of teacher interns (preservice teachers) from minority groups:	
0-19 %	78
20-39 %	14
40-59 %	6
60-79 %	0
80-100 %	2

Bibliography

The resources included in this bibliography relate to specific professional development school projects that have been profiled in this directory. Those references that are followed by an *ED* or an *EJ* number have been abstracted for the ERIC database. Those references followed by an *SP* number are currently being processed for ERIC.

- Broyles, I. L. (1990). *Teachers for Secondary Schools Program handbook*. ED 329 536
- Field, T. T. (1991, March). *Toward a shared vision of education reform: Establishing professional development schools*. (Draft). Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA. ED 337 426
- Finch, M. E., Morse, S., & Rasch, K. (1990, November). *Serving the urban school system: A liberal arts college develops an urban professional practice school*. Paper presented at the annual meeting of the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE), Milwaukee, WI. [Available from the Education Division of Maryville University Saint Louis, St. Louis, MO]
- King, I. L., & Smith, J. R. (1990). *The role of the partnership school in the undergraduate teacher training program at the University of Hawaii*. ED 330 643
- Neufeld, B., & Boris-Schacter, S. (1991). *Professional development schools in Massachusetts: Maintenance and growth*. Cambridge, MA: Education Matters, Inc. SP 033 514
- Pasch, S. H., & Pugach, M. C. (1990). Collaborative planning for urban professional development schools. *Contemporary Education*, 61(3), 135-143. EJ 420 756
- Quinn, E. (1991, June). A new compact for teaching. *NYC Challenge: Journal of the New York City Association for Supervision and Curriculum Development*, 29-32.
- Rosean, C. L., & Hoekwater, E. (1990). Collaboration: Empowering educators to take charge. *Contemporary Education*, 61(3), 144-151. EJ 420 757
- Seidman, E., Schneider, H., & Cannone, P. (1991). *East Longmeadow School District/University of Massachusetts at Amherst Professional Development School: A collaborative effort*. ED 338 572
- Stallings, J. A., Bossung, J., & Martin, A. (1990). Houston Teaching Academy: Partnership in developing teachers. *Teaching and Teacher Education*, 6(4), 355-365. EJ 419 313
- Warring, D., Osnes, T., Stetzler, J., Simms, R., French, M., & Salesses, W. (1991). *Implementing the vision: The shared experience in Minnesota*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA. ED 330 673

BEST COPY AVAILABLE



American Association of Colleges for Teacher Education
One Dupont Circle, Suite 610, Washington, DC 20036-1186
Phone 202/293-2450 Fax 202/457-8095