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ABSTRACT

In 1990, the Sid W. Richardson Foundation Forum was established to function as a design team to consider the critical features of a professional development school (PDS) and the important principles which should be taken into account in creating and field testing the PDS concept. This report emerged from the design team's deliberations. Establishing professional development schools is a strategy for transforming both teacher education programs and schools in response to the crisis in American schooling. The PDS represents a new kind of school in many respects; it borrows from the medical model of teaching hospitals. The primary goal of the PDS is the intellectual engagement and development of all members of its community: students, teachers, administrators, professors, and future educators. The PDS embraces democratic values and is characterized by collegiality, collaboration, and professionalism among educators. For the PDS to succeed, it must be supported by the district, the university, the community, and the state. Appended are a history of the Sid W. Richardson Foundation Forum, notes on the authors, and a list of discussants. (Contains 20 references.) (IAD)

The Professional Development School

A Commonsense Approach To Improving Education

A Report of the
Sid W. Richardson Foundation Forum

The Professional Development School is much more than a collection of people in a set of buildings. It entails an attitude, a perspective, a professional predisposition that releases educators to share what they know and to improve the teaching of students and the preparation of future educators. It involves a willingness to ask questions about old habits and new trends and to suggest different ways of reaching old and new goals. Ultimately, the Professional Development School embodies a bent toward doing whatever is necessary to ensure that all children and youth become engaged learners under the tutelage of well-prepared teachers.

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PREFACE

During the 1980s, there were numerous studies of public schools in the United States, all of them identifying severe problems. The studies noted that many graduates of those schools were poorly prepared for their place in the work force or for the rigor of university study. Further alarm was created when those graduates were compared unfavorably with their counterparts in other industrialized nations of the world. However, there seems to have been more discussion than action.

To be sure, a number of individual schools did respond to the recommendations of those studies and demonstrated quite clearly that dramatic improvement was indeed possible. One can point to magnet schools in many communities as examples of forward thinking and effective programs. In some universities, there also was some movement from discussion to action, but here again it was spotty and, most importantly, there was very little interaction between those universities and the schools where the future wave of classroom teachers would be placed.

During that period, the Sid W. Richardson Foundation became involved in a variety of educational programs. These programs included efforts to establish effective site-based management, the improvement of educational opportunities for more able students, and the development of writing-across-the-curriculum programs. This was a major commitment for the Foundation, and as the 1980s came to a close, we evaluated what had been accomplished and what the next step might be.

There was a general agreement that the programs funded by the Foundation had made a difference, but only in a relatively few schools affecting only a relatively small number of students. Through its involvement in these programs, the Foundation began to question how it could play some role in efforts to improve schools and teaching generally to the benefit of all students across the state and, perhaps, in other parts of the nation as well.

What emerged was our realization that progress could be made only if the problem were attacked at both ends: in the classroom, where teachers and students interacted, and in the universities, where future teachers were preparing for their

careers. If progress were made in the reform of the schools but teachers continued in traditional preparation, that progress could not be sustained. Similarly, if the universities made drastic changes in the way they prepared teachers but those teachers went into schools that were not compatible with that preparation, those creative teachers would rapidly become disenchanted.

And so it was that the interests of the Foundation and educational and business leaders across the state converged. It was suggested that the Foundation convene a group of interested and enthusiastic individuals from public schools, universities, the business community, and state government to explore steps that could be taken to bring about effective and radical change. In those discussions, the Holmes Group concept of the Professional Development School soon became the model upon which we all could agree. This was a model that pointed to radical change, but also substantial flexibility.

We see a window of opportunity for dramatic change because there is a demand for such change at the local, state and national levels among educators, people in the business community, parents and government officials. There is recognition that time has nearly run out for the United States to be able to compete in a world that demands an educated citizenry — people who can write effectively, read intelligently, deal with mathematical and scientific theory, reason and create. Our future research must take place in the schools, and there must no longer be barriers between the elementary and secondary teachers and the faculties of our universities. We know how to improve education. What is needed is the full participation and cooperation of all the groups mentioned above, not just in theory but in practice.

Valleau Wilkie, Jr.
Executive Director
Sid W. Richardson Foundation

EXECUTIVE SUMMARY

Overview

The crisis in American education is too well documented to require any additional evidence. Low test scores, high dropout rates and unfavorable comparisons with education in other countries have been well publicized.

In the years that have passed since the publication of *A Nation at Risk: The Imperative for Educational Reform* in 1983, many thoughtful Americans have come to the conclusion that this report, while offering insight into the status of the country, is based upon a narrow conceptualization of the nation's educational difficulties and their roots. The problems of the country are not so easily explicable through a simplistic interpretation of our education system. But if we interpret the notion of education in a broad sense to include learning that occurs in the family, neighborhood, community and school, we may better understand that today we have both informal and formal educational crises; the societal and institutional miseducation that occurs is undermining our ability to live healthy, just, peaceable, productive and happy lives.

While school reform alone cannot eliminate all the causes of educational failure in our society, a more responsive educational system is a vital step in breaking the cycle of failure that entraps too many of our students and teachers. Schools and universities must be willing to re-examine everything: the way they utilize personnel, space, money, time, research, and technology. They must creatively build different kinds of schools and preparation programs that bridge the gap between what is learned and what people need to understand and be able to do in order to be productive in the future. And a key step in improving education is improving the preparation of teachers and administrators.

Societal Crises

Children are often limited in their ability to learn by environmental forces such as family poverty, child neglect, sexual abuse, drug addiction, teenage pregnancy, racial discrimination and social violence. These factors not only affect the readiness and capabilities of children, they also influence the level of support that children receive at

home. This web affects school activities, creating circumstances that militate against the growth of an educative atmosphere where learning is a top priority.

Teachers often come from social groups unfamiliar with these problems. And many colleges of education, which are part of the culture of the university, do little to prepare teachers to work in environments influenced by today's social crises. While education graduates may function well in suburban settings, many are often ineffective in more difficult urban or rural environments.

Educators often find themselves ensnared in a social system that is ravaging our children and youth, a political system that regulates more than it facilitates learning, and an educational system that is often centralized, bureaucratic and inflexible. The result of this situation is that many of our most promising educators leave the profession each year, and those that remain are often demoralized by a culture of failure.

If schools and universities do not demonstrate aggressive leadership in addressing the needs of students, teachers and administrators, it is highly probable that society will continue to lose confidence in both sets of institutions. Worse than the loss of trust in these institutions is the tragedy of losing thousands of children and youth to ways of life that are unproductive or destructive.

We will not have better schools until we have better prepared teachers and administrators, but we also will not keep many of our best teachers and administrators unless we create better schools. In order to accomplish these dual goals, a different type of preparation is necessary. Different kinds of schools must be created, too. The most compelling reason for insisting upon a full utilization of our resources to send healthy children to school and to educate them properly after they arrive is the need to create an ethical society. Among other characteristics of an ethical society are the tendencies of its leaders and citizens to act justly, caringly and responsibly. To provide this preparation, we propose transforming both teacher-preparation programs and schools by establishing Professional Development Schools.

The Professional Development School

The Professional Development School is a new kind of school in many respects. It embraces democratic values and uses the full range of knowledge and skills of classroom teachers, school administrators, future teachers and professors to shape the school, teacher-preparation curricula and the teaching and learning processes. Teacher educators, teachers, and administrators need to learn from each other if they are to fulfill their responsibilities to students and society. The Professional Development School is a school in which professors, teachers, administrators, and prospective teachers and administrators work together to build a collegial learning community. This community has as its primary goal the intellectual engagement and development of all its members — students, teachers, administrators, professors, and future educators.

The Professional Development School borrows heavily from the tested medical model of teaching hospitals, where practitioners, researchers and clinical professors work together to expand the knowledge base of medicine, improve medical services to patients and prepare future practitioners. While the medical model is not flawless and should not be slavishly mimicked, it is vastly superior to the customary collaborations that are found among schools and universities.

The Professional Development School works to attain five major objectives:

(1) to develop the literacy, numeracy and reasoning skills of all students;

(2) to develop the staff of the school in effective teaching and administration;

(3) to prepare future teachers, administrators and teacher educators in effective teaching and leadership;

(4) to engage in necessary research and reflection about learning; and

(5) to serve as a model of learning, inquiry, reflection, innovation and professionalism for other schools.

The influence of a Professional Development School, rather than being like an island of excellence, should permeate farther and farther into a school district and university. It is much more than a model to be viewed from a distance. Ideally, it establishes linkages with other schools in the district in a variety of ways: sharing

research findings about effective teaching, exchanging teachers and administrators and employing personnel to work with other schools to create similar learning environments.

The Professional Development School is much more than a collection of people in a set of buildings. It entails an attitude, a perspective, a professional predisposition that releases educators to share what they know and to improve the teaching of students and the preparation of future educators. It involves a willingness to ask questions about old habits and new trends and to suggest different ways of reaching old and new goals. Ultimately, the Professional Development School embodies a bent toward doing whatever is necessary to ensure that all children and youth become engaged learners under the tutelage of well-prepared teachers.

A Professional Development School will evolve as school-university discussions progress, as values are agreed upon, as objectives are clarified, as research informs practice, as plans are implemented, as experience suggests new directions, and as assessments identify strengths and weaknesses. The crucial element is that the school is staffed by educators who understand the urgency of improving and creating new schools and teacher- and administrator-preparation programs.

The key concept of the Professional Development School is professionalism. To be effective, any organization must be managed by people who have the expertise, the resources and the freedom to succeed. The sooner we overcome our fears of the unknown, select capable people to build management teams and provide the opportunity for professional decisions and behavior, the earlier we will find good schools appearing in larger numbers. The proposed program will provide the necessary conditions for making educators true professionals, which is a first step toward an effective educational system.

Support Required

In order for the Professional Development School to succeed, support is necessary from four levels: (1) district, (2) university, (3) community, and (4) state.

The district must be interested in cooperating with a university to create a Professional Development School and in providing it with the resources that will make it a model for other schools. Teachers and principals must have the option of deciding for themselves whether they wish to work in this type of school.

Universities must place a high priority on the preparation of teachers and administrators and must reward those professors who contribute to the schools. Professors must engage in relev nt research and prepare their students for the realities of teaching in contemporary schools.

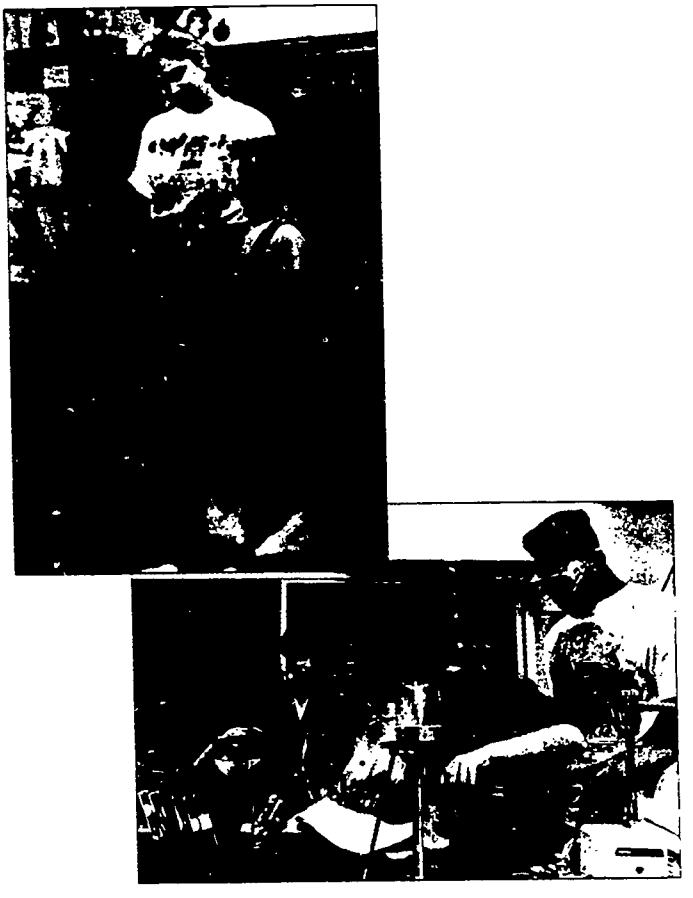
Community leaders must convey the message that education is a top priority. They can encourage the necessary transformations in their schools and provide the resources that will make these changes possible.

The state may support the growth of Professional Development Schools in many ways. It may provide funds for the cultivation of the schools, provide state consultants and waive regulations that inhibit innovative projects. The mobilization of the full resources of the state to meet current social, economic, and ethical crises lays a solid foundation for the improvement of both informal and formal education.

The future of our children and, therefore, of the country depends partially upon the quality of schools and teacher-preparation programs that exist. In the light of this fact, it is obvious that schools and universities should work together to ensure that they provide the best education possible for all children and youth.

The Professional Development School is an open window that awaits those who have a vision of educating everyone and of building a profession that enables educators to utilize intelligently the full range of their abilities.

THE COMPLETE REPORT



The Quest For Better Schools

In the past few years, many groups have written reports on the plight of public schools and the ineffectiveness of teacher- and administrator-preparation programs. In view of this history, it is reasonable to ask:

- Why another education study group?
- Do we really need another educational reform document?
- What is different about this group and its deliberations?

Answers to these questions may be summarized by mentioning five considerations of Forum participants.

First, this report issues from the belief that much that has been done regarding educational reform in the last decade has made little impact on the basic structures, operations, and outcomes of schools, districts and universities. All too often, changes have resulted in either more of the same or less than substantive change. This work, then, is designed to stimulate further thought and, in particular, action about the unfinished task that remains, i.e., the transformation of teacher- and administrator-preparation programs and public schools.

Second, the effort stems from an equally firm belief that the roles of public schools and universities are too important to the well-being of society to simply hope they will become more effective. The final decade of the twentieth century represents a crossroads for schools and universities.

If schools and universities do not demonstrate aggressive leadership in addressing the needs of students, teachers and administrators, it is highly probable that society will continue to lose confidence in both sets of institutions. Worse than the loss of trust in these institutions is the tragedy of losing thousands of children and youth to ways of life that are unproductive or destructive.

Third, we see the problem of educational reform and renewal as more of a need to build a societal and professional consensus on what democracy means and what a commitment to a democratic vision of education entails for all children, than a matter of improving our understanding of teaching and learning. There presently exists a body of knowledge that, if properly used, is adequate to meet many of the

challenges before us. The problem is not a lack of knowledge, but that insufficient numbers of people have a democratic vision of a quality education for all children and the imagination, courage, tenacity, and resources to lead others to pursue this vision.

Fourth, it seems clear that a major obstacle to material change in education is attributable to the discontinuities that exist between universities and schools. Universities are generally characterized by the admission of a select group of students, the discovery of new knowledge, the exploration of forms of inquiry, understanding and imagination, and the preparation of people for their chosen professions.

In contrast, schools are usually marked by the admission of students with diverse abilities, the transmission of elementary and higher level skills, the examination of existing knowledge, the socialization of children and youth, and the preparation of youth for either higher education or immediate employment. Although both sets of institutions are educational enterprises, their differences are far greater than their similarities.

Universities and schools represent two different worlds. As a result, universities prepare students for an environment that the universities themselves neither comprehend nor value. Colleges of teacher education, which need to operate in both worlds, sometimes uncritically absorb the priorities of their universities and perpetuate hierarchical relationships between university professors and school personnel. We think that colleges and departments of teacher education must have professors who live in both worlds if the preparation of future teachers and administrators is going to improve significantly.

Further, teacher educators must help others in the university to better understand the critical roles that schools play. Additionally, we are convinced that public school teachers and administrators represent one of the greatest resources for improving the preparation of future educators and should be used to complement the work of professors. Hence, we recommend the Professional Development School because it opens doors of understanding to professors and teachers and thereby provides opportunities for changing the multiple understandings, interactions and values that are vital to professionals in universities and schools.

Fifth, we commend the desire to transform schooling and the preparation of future teachers and administrators that exists in our country. However, we think our crises are much broader and more complex than formal education.

School problems exist, in part, because of familial, economic, social, health, political and personal problems. Still, we do not think the specific inadequacies of schools and universities can be excused because of these problems. We do think, however, that society — its institutions, families, corporations, agencies — must work as diligently at addressing the entire range of social problems as educators must at pursuing a transformation of schooling and teacher and administrator preparation. In view of this perspective, we have devoted considerable attention to the crises of society and schooling as well as to the Professional Development School.

In conclusion, *The Professional Development School: A Commonsense Approach to Improving Education* is an attempt to pass on to others the concern that we have for children, youth, and society and the sense of urgency that we feel for producing substantive and systemic improvement in the preparation of school personnel and the education of all children and youth.

Likewise, the work represents our thinking about one of many means — the Professional Development School — of helping to reach the goal of cultivating children and youth who as educated citizens will ultimately help build a society that is characterized by justice, respect, freedom, and compassion. Our sense of concern and urgency is founded upon the recognition that our country is facing some of the most formidable domestic challenges it has encountered in its history.

The Growing Crises in Society

When the National Commission on Excellence in Education pondered the question of educational outcomes and national security in the early 1980s, the problem was viewed largely as one of our falling behind the competition in the areas of educational accomplishments, economic productivity, technological advancements and industrial expansion.

The report of the Commission, *A Nation At Risk: The Imperative for Educational*

Reform, offers insights into the status of the country, but we believe it is based upon a narrow conceptualization of the nation's educational difficulties and their roots. The problems of the country are not to be explained through a simplistic interpretation of our educational system.

But if we interpret education in a broad sense to include learning that occurs in the family, neighborhood, community and school, we may better understand that today we have both informal and formal educational crises. The societal and institutional miseducation that occurs is undermining our ability to live healthy, just, peaceable, productive and happy lives.

In light of the multiple factors that contribute to our present educational quandaries and the severity of these problems, a report entitled, *The National Crises: The Imperative for the Transformation of Society and Schools* may have been a more appropriate document for the National Commission on Excellence to release.

The Web of Societal Crises

Societal crises, rather than being isolated, form a complex web of interrelated forces. Family poverty, child neglect, sexual abuse, drug addiction, teenage pregnancy, racial discrimination, social violence — all these contribute to societal problems, including the growth of homelessness, crime, illiteracy, unemployment, disease and hopelessness.

Children shaped by these environmental forces are not prepared to learn when they arrive at school. Large numbers of children who are influenced by these elements are affected in tragic ways. The devastation done to these children, especially to those born to drug-addicted mothers, presents enormous behavioral and learning problems for schools. These factors affect both the capabilities of children and the level of support they receive at home. Likewise, this web engulfs school activities, creating circumstances that militate against the growth of educative atmospheres where learning is the top priority.

As a result of these problems, a different kind of preparation is necessary if teachers and administrators are to begin understanding and educating those children

and youth who have been neglected and brutalized by the accidents of birth and environment. While a new type of teacher preparation is not a solution to overcoming these social problems, it is one meaningful way of assisting the children and youth who have been influenced by circumstances beyond their control.

Our crises are complicated even more by the fact that many teachers and administrators do not understand or value the growing numbers of minority and poor children and youth in our schools. Many educators are alienated from the cultures of the escalating underclass, and these same educators are ill prepared to teach students who are from different social, economic and ethnic groups.

When their students also are influenced by the destructive forces previously mentioned, very little learning takes place. When this complex web of learning obstacles is extended to include the technological deficiencies, financial inequities, curricular shortcomings, plant restrictions, personnel constraints and time limitations of the average school, the failure of schooling for the growing underclass of society is easily understood.

Educators often find themselves trying to deal with a social system that is ravaging our children and youth, a political system that regulates more than it facilitates learning, and an educational system that is often centralized, bureaucratic and inflexible. Even so, we must aggressively and creatively develop new strategies of dealing with pedagogical and bureaucratic obstacles to effective schooling.

The aforementioned crises appear to be increasing in severity, and their impact upon schools does not seem to be diminishing. Now, more than ever, we may need to ask ourselves:

- Do we have an informed citizenry that can analyze issues, vote intelligently and act responsibly?
- Is the very essence of our democratic society being undermined?
- Is more at stake than just economic productivity?

Many think we are in danger of losing more than an economic standard of living, and social institutions, including schools and universities, are not responding in an effective manner to this challenge. To continue on our present course risks not only the further deterioration of our economic and educational institutions but the end of

our democratic way of life as well.

A Comprehensive Response

In responding to this complex web of crises, it must be noted that things cannot be made significantly better by simply focusing on schools alone. Clearly, we need to make many changes in the way we prepare teachers and administrators, and the schooling of our children and youth needs a major overhaul. Reform and renewal efforts, however comprehensive and effective, offer no panacea. Our crises are too complex and pervasive to be handled by just one social institution.

Perhaps an analogy can clarify the importance of society working together to address these problems. The relationship of society to schools is much like a river that in recent years has been polluted by the poisons flowing into it from tributaries.

The pollutants spread and commingle as tributaries reach the mouth of the river. This process is allowed to continue for decades. Finally, those people who earn their livings miles downriver are asked why their farming of the river is not as productive as it once was.

Later, they are encouraged to become better prepared for their work, to abandon their outdated techniques. and work harder at their jobs. Ultimately, they are tightly regulated and told to excel or the caretakers of the river will create competition in order to cultivate better harvesters and products.

Meanwhile, upriver, the chemicals, waste, and garbage run freely into the river contaminating, crippling, and destroying life. It is our belief, however, that for society to respond successfully to this web of crises, the transformation of schooling and teacher preparation are two elements in an important solution. Preventive medicine, to employ a metaphor, is as important as curative measures.

Even though schools and universities are not totally responsible for societal crises, they are an important component of the overall solution: they educate people who eventually provide leadership in every area of life.

As a result, they must be willing to re-examine everything: the way they utilize personnel, space, money, time, research, and technology. They must creatively build

different kinds of schools and preparation programs that bridge the gap between what is learned and what people need to understand and be able to do in order to be productive in the future.

Even so, it is important to recognize that very little progress in improving the quality of education has been achieved in the last decade due, in part, to the misguided and largely external impetus of educational reform. The schooling crisis is now such that we cannot afford ongoing failure. Nor can we afford to overlook the roles and contributions of those within the educational system in bringing about a transformation of schooling and teacher preparation.

Those educational reformers within the system need to take positions of leadership in the creation of effective programs, schools and districts. They need to work cooperatively with others who support their efforts. If this kind of collaborative leadership does not emerge and produce radical changes that effectively improve the quality of education for all children and youth, policy makers and educational entrepreneurs may take steps to further limit the role of teacher preparation and public schooling.

This action, if it does occur in the future, would seem justified if society begins to address the negative factors in the lives of our children and youth and educators do not develop efficacious ways of meeting the educational needs of all students.

The Paradox of Educational Excellence

If effective education is a complex endeavor and schooling is not a panacea for social ills, what can society realistically expect from schools and universities? This question introduces a paradox regarding the improvement and transformation of schooling: We will not have better schools until we have better prepared teachers and administrators, but we also will not have better teachers and administrators until we have better schools.

What do we mean by this seemingly contradictory statement? We mean that many colleges and universities need to do a better job of preparing future teachers for present-day students and for schools that are based on a democratic view of education.

Institutional leaders, for instance, need to admit that, for whatever reasons, many graduates of teacher-preparation programs are largely ineffective in some settings. More often than not, they are not as effective with urban students as they are with suburban students. This fact has implications for the preparation of teachers and administrators and suggests that some Professional Development Schools need to be designed to meet the needs of teachers and administrators who will work in the most challenging of school settings.

That is one side of the story: we need better teachers — and administrators — if we are going to have better schools. The other side of the story is that we need better schools if we are going to keep better teachers and administrators.

Many gifted, intelligent and well-prepared people leave education every year because they have been placed in schools that are designed for failure. They simply refuse to keep working in schools that lack the support of school administrators, district personnel, board members and community leaders. They are no longer willing to work in schools that lack telephones, computers, clerical assistance, textbooks and supplies.

Thus, we need better schools — schools led and supported by people who are committed to a democratic vision of schooling and are determined to employ educators who are equally determined to educate every student — if we are to cultivate and retain teachers and administrators who do their jobs well.

The Professional Development School will enable us to address both aspects of this issue: cultivating and keeping competent teachers and administrators and, thereby, building effective schools. Likewise, the Professional Development School is one medium of promoting successful teacher- and administrator-preparation programs.

The Professional Development School

As we begin our discussion of the Professional Development School, it is appropriate to explain our subtitle, *A Commonsense Approach to Improving Education*. Let us start by claiming that it makes common sense for educators to concentrate on the factors that we can influence and control.

While we cannot as educators solve the social and economic crises we have mentioned, we can take strategic steps in the direction of making schools and teacher-preparation programs more rigorous, thoughtful, and relevant. We can create different kinds of schools and programs that help us make quantum leaps in learning outcomes. We can design new teacher- and administrator-preparation programs that help cultivate the professional judgment of educators in ways that translate into better instruction of children. Indirectly, we can contribute to a better society by producing more effective educators, learners, and citizens.

A complementary thought is that it makes good sense for schools and universities to cooperate. The educational cycle — elementary school to middle school to high school to college then back to either elementary, middle, or high school — should be seen as an unbroken circle, not as separate parts of discrete systems.

In this cycle, universities need the assistance of teachers and administrators in order to ensure that each cadre of new educators understands present-day students, the difficulties of educators, and the type of leaders needed in schools. Professors also need to be involved in schools on a regular basis if their teaching and research are to be rooted in the realities of contemporary schooling and influenced by the views and needs of practitioners.

We also are well advised to have teachers and professors work together and to share, discuss, and engage in research about effective teaching and schooling and effective teacher preparation. They need to work together to envision new schools and programs that meet present and emerging concerns. In short, teacher educators, teachers, and administrators need each other if they are to fulfill their responsibilities to students and society.

It is obvious that universities cannot work simultaneously with all schools. Consequently, it is reasonable for them to work closely with those schools that are assisting them in the preparation of future teachers and administrators and are helping them discover more efficacious ways of educating. Since future teachers and administrators should be prepared in regular school settings, it also seems prudent to select schools that represent the ethnic, cultural, and learning diversity that exists in society.

Likewise, it makes sense to cluster prospective or intending teachers and administrators in a few carefully selected schools if we desire to more wisely use our resources and want professors to spend more time with their students in schools. Finally, it appears sensible to work with those teachers and principals who are keenly interested in pursuing the educational goals of the Professional Development School.

While a great deal can be stated explicitly about the ways in which a Professional Development School makes good, common sense, the more implicit reasons become apparent as we explore the philosophical underpinnings and goals of the Professional Development School. Other reasons also become apparent as we discuss the collaboration involved in creating a Professional Development School.

The Professional Development School is a new kind of school in many respects. This new school embraces and passes on democratic values and seeks to use the full range of knowledge and skills of classroom teachers, school administrators, future teachers, and professors to determine and shape the school, teacher-preparation curricula, and the teaching and learning process.

As such, the Professional Development School is a school in which professors, teachers, administrators, and prospective teachers and administrators work together to build a collegial learning community. This community has as its primary goal the intellectual engagement and development of all its members — students, teachers, administrators, professors, and future educators.

Operationally, the Professional Development School is a school with a seamless or non-bureaucratic flow of ideas, concepts, and research directed toward all its members. It is a place of informed thought and practice where teachers, administrators,

intending teachers, and professors work together, share their knowledge and experience, and engage in substantive conversations; and, through a collaborative process, decide variations of the how, what, and when of the curricular, organizational, and instructional processes.

Similarly, it is a place where these parties jointly plan more effective ways of preparing future teachers and administrators. Administrative creativity and district flexibility, of course, will be required in order to build time into the school schedule for teachers, prospective teachers, professors, and principals to discuss these professional realms.

The Professional Development School, because of its philosophical perspective, views change differently from the way it is perceived in many traditional schools. Two models of change illustrate many of these differences: (1) the accretion model, and (2) the fermentation model.

Many experiments in educational reform are based upon the accretion model or the philosophy of adding onto existing programs and activities. One form of the accretion model is adding islands of educational excellence to a school district.

That is to say, schools that are intended to help students excel in the sciences and mathematics or the creative and performing arts are developed. This model adds to the responsibilities of a district by creating separate schools for teachers and students who have the same subject interests and, on occasion, the same level of talent.

These schools may have very little impact on the learning of administrators, teachers, professors, and students in other schools in the district. In fact, they often are not created to influence the district as a whole. Nor are they particularly designed to cultivate professional atmospheres where teachers, administrators, future educators, and teacher educators work together to meet the needs of all students and future educators, to simulate on-going pedagogical research, and to initiate pilot instructional projects.

Another form of the accretion model occurs when additional responsibilities are added to the already existing responsibilities of individual schools, administrators, and teachers. Those only vaguely familiar with the Professional Development School might

conclude that it is just another example of reform that expects school and university personnel to do more without providing them with time and other necessary resources.

Moreover, those with only a superficial knowledge of a Professional Development School may think of it as an island of excellence that has no relationship to the remainder of the school district or to the university preparation program. Such conclusions, however, are misguided and can be quickly dispelled by looking at the fermentation model of change.

The fermentation model better represents the philosophy of the Professional Development School for several reasons. Loosely speaking, fermentation occurs when an organic compound is transformed by enzymes. Similarly, a school is transformed into a Professional Development School by the utilization of ideas, resources, and personnel.

This utilization may begin with the experiential knowledge that teachers and administrators already possess but may not have been able to share with each other or act upon because of time and policy constraints. To avoid this pitfall, the Professional Development School must be organized so it facilitates an exchange of knowledge and experience that contributes to the professional growth of everyone.

School-based research invites not only the collaboration of teachers and professors but also a dialogue about theoretical and experiential knowledge. The value of dialogue in the Professional Development School should not be underestimated, for it is extremely important in promoting the professional growth of everyone involved.

Dialogue among teachers makes their experiential knowledge explicit. When university professors join the conversation, experiential knowledge can be grounded in theoretical frameworks and can be systematically researched. The teacher's professional judgment is thereby enhanced because she or he has a fuller understanding of the knowledge out of which she or ne operates.

Once this experiential knowledge has been articulated, it can be shared with future teachers. Prospective teachers can then proceed to develop their own professional judgment partially through sharing vicariously in the instructional experiences of accomplished practitioners and partly through the research findings of accomplished

researchers.

The Professional Development School, then, is a school in which professors, teachers, administrators and prospective teachers and administrators work together to build a collegial learning community. It is a place of informed thought and practice where teachers, administrators, future teachers and professors work together and share their knowledge and experience.

The Professional Development School, however, is more than a model to be viewed from a distance. Ideally, it establishes linkages with other schools in the district in a variety of ways, e.g., (1) sharing in-service opportunities with other schools in order to disseminate research findings about effective teaching, (2) exchanging teachers and administrators with other schools, and (3) employing personnel to work with other schools to create similar learning environments elsewhere.

At times, these actions may lead a Professional Development School to use its own staff for small group discussions on professional development days rather than hiring a consultant to le ture to teachers in a large group setting. At other times central office personnel may be deployed to work with a group of collaborating schools. Furthermore, teachers and administrators in other schools may request staff exchanges with a Professional Development School so that particular ideas, attitudes and practices can be cultivated in their schools, too.

Equally important is the influence of the teachers and administrators who have just been prepared in a Professional Development School and who take with them the skills, expectations, and understandings that they learned into other schools throughout the district. If a district clusters these new teachers and administrators in a few schools or diffuses them throughout the district, the transportation and replication of the Professional Development School model will be greatly facilitated.

The possibilities of influencing a school district and university are great, therefore, when leaders are committed to using a Professional Development School to lead in the staff development of personnel in the district and university.

In effect, a Professional Development School ought to become a center for professional development for school and university personnel. It is a model that

may provide knowledge and leadership of education renewal and transformation throughout a district and teacher-preparation program.

Consequently, the Professional Development School is much more than a collection of people in a set of buildings. It entails an attitude, a perspective, a professional predisposition that releases educators to share what they know and to improve the teaching of students and the preparation of future educators. It involves a willingness to ask questions about old habits and new trends and to suggest different ways of reaching old and new goals.

Ultimately, the Professional Development School embodies a bent toward doing whatever is necessary to ensure that all children and youth become engaged learners under the tutelage of well-prepared teachers.

The Educational Goals

Obviously, the Professional Development School has goals beyond those of the traditional school. The primary goal for both, nevertheless, is the same: promoting the intellectual engagement and development of all parties so that they become prepared to participate in the responsibilities of a democracy.

In pursuing this larger goal, the Professional Development School works to attain five major objectives: (1) to develop the literacy, numeracy and reasoning skills of all students, (2) to develop the staff of the school in effective teaching and administration, (3) to prepare future teachers, administrators and teacher educators in effective teaching and leadership, (4) to engage in research and reflection about learning, teaching and administration, and (5) to serve as a model of learning, inquiry, reflection, innovation and professionalism for other schools.

While the objectives of the Professional Development School are clear, its precise activities will vary depending upon the needs of students and university faculty and programs. Usually, a Professional Development School evolves as school-university discussions progress, as values are agreed upon, as objectives are clarified, as research informs practice, as plans are implemented, as experience suggests new directions, and as assessments identify strengths and weaknesses.

The Professional Development School can be developed by restructuring an existing school, or it can be created from the ground up as an entirely new operation. The crucial element is that the school can be staffed by educators who understand the urgency of improving and creating new schools and teacher- and administrator-preparation programs. These educators must be interested in working together to build a learning community which fully engages students, teachers, professors and future educators.

In addition, they should be interested in working in a school that serves as a research site for the development of educational professionals. They should be willing to engage in responsible experimentation in order to learn more about teaching and in open discussions about the most effective ethical means of reaching their goals.

Furthermore, they should be excited about working as a team. As a team, they will eliminate organizational and regulatory obstacles to effective teaching and learning. In this open learning environment, practitioners and future educators grow in their understanding of how to teach children, and professors mature in their understanding of the everyday challenges of the classroom teacher. Professors, administrators and prospective teachers acquire the information they need to make judicious decisions about both school problems and teacher-preparation programs. Consequently, the Professional Development School is able to reach its objectives.

In conscious as well as unconscious ways, the Professional Development School helps transform departments, schools and colleges of education.

Principals make suggestions about the kind of studies and experiences needed by prospective teachers and administrators. Teachers, counselors and administrators provide fresh insight to interns and clinical students about the full range of services provided by the schools, the district and the community. They lead discussions about the differences and commonalties of students from various socioeconomic and ethnic backgrounds. They pass on to novices knowledge that it took years of experience for them to learn. They demonstrate methods of teaching for their colleagues and interns. They engage in fruitful critiques of teaching and learning with other teachers, future teachers, school administrators and professors. They exchange positions with

professors or have joint appointments in universities to enhance the operation of the university and the education of district students.

The Ultimate Collaborative Endeavor

The time is right for the transformation of schools and universities. While a wholesale change of schools and universities may be unmanageable, we can make substantive changes immediately in selected settings and use these settings as models for change in other schools and universities.

Thus, the Professional Development School is a powerful idea for radical change in a short period of time. It provides the opportunity for schools and universities to pool their resources to better meet common objectives through the use of recognized strengths.

There are many outstanding teachers in schools, but their numbers can be expanded by giving them the opportunity to mentor future teachers. And future administrators need to be given the opportunity to learn from reflective and creative principals. By the same token, there are outstanding professors whose analytical and research skills are exceptional; they want and need schools in which to conduct research and advise educators in light of their findings.

Talented teachers and administrators can help future educators develop the understanding and perspective they need to be successful. Gifted professors can help talented teachers and administrators develop the analytical skills they need and apply pertinent research to classroom challenges. The presence of university students preparing to be teachers and administrators in the school will add insights that will assist both practitioners and professors as they pursue their responsibilities.

The joining together of these talented people in a Professional Development School makes it a special school. Distinctions between teacher, principal and professor break down within a collegial approach to resolving problems of learning and administering. The marriage of universities and schools makes the Professional Development School a workable idea. The Professional Development School, therefore, makes good sense for children, educators, professors and future educators. It is a commonsense

approach to making significant improvements in a short period of time.

One anticipated outcome of the Professional Development School is that it will call into question old-fashioned notions of learning and teaching. Some schools do well by traditional measures; i.e., most of their students score high on achievement tests and attend college. These schools could be improved by the Professional Development School program, which prepares students not only for academic success but also for effective and ethical life in a democratic society. Ideally, the Professional Development School will help revolutionize traditional schools that are reasonably successful in reaching clearly defined goals as well as those schools that are not meeting the needs of many students.

A Context for Change

The type of change we envision will not happen automatically. Institutional change is slow, for good as well as bad reasons.

Change is resisted in some situations because people are comfortable with or have a vested interest in the way things are presently done. But the future of our children and youth is more important than anyone's comfort or vested interest. We cannot be an ethical people and allow the lives of youth to be sacrificed for the security of individuals or groups.

Another reason why some may be reluctant to embrace the Professional Development School is that they are skeptical of the fashionable trends that have characterized educational reform in recent years. But the Professional Development School is not just another passing fad.

Instead, the Professional Development School borrows heavily from the tested medical model of teaching hospitals, where practitioners, researchers and clinical professors work together to expand the knowledge base of medicine, improve medical services to patients and prepare future practitioners. While the medical model is not flawless and should not be slavishly mimicked, it is vastly superior to the customary collaborations that are found among schools and universities.

Other obstacles to this kind of cooperative venture include issues such as who will fund the project, who will be the dominant partner, who will get credit for improvements, who will determine which instructional strategy to use, who will design the curriculum, and so forth. Ideally, participants should be equal partners in a collaborative effort to improve the quality of our educational system. Realistically, solutions to these problems must be determined during initial and on-going negotiations between districts and universities. The key to the resolution of these problems is the selection of leaders who care more about the education of children and youth than about their own reputations, who are committed to open inquiry and sensible exploration, who understand that there is no one best model of teaching and administration, who respectfully consider the informed opinions of others, and who wish to learn from others so they can become more effective professionals.

A fear of the unknown also can be a serious obstacle to change. For instance, the thought of allowing administrators, teachers and professors the freedom to be professionals may be a hurdle for some. We do not know what educators, who have rarely had the opportunity to be professionals, will do if they are given the opportunity to be professionals.

This hesitancy, however, gets at the heart of some of the problems of schools and the management of them. Effective organizations, whether in business, education or elsewhere, are managed by people who have the expertise, the resources, and the freedom to succeed.

The sooner we overcome our fears of the unknown, select capable people to build management teams and provide the opportunity for professional decisions and behavior, the earlier we will find good schools appearing in larger numbers. For any school that merits the title Professional Development School, the autonomy to do what one has been prepared to do is essential. Professional Development Schools must of necessity exemplify professionalism if they are going to be models for other schools.

A Rationale for Action

The growing crises in our country provide us with a compelling rationale for action. We ought to be concerned about our future as a nation if we value living in a reasonably safe society. Schools that prepare people to live thoughtful and useful lives will contribute to some extent to society's ability to build environments that are more secure, less prone to self-destruction.

Educated people, while not immune to destructive behaviors, appear less inclined to entangle themselves in a web of self-defeating behavior. They are more inclined to be productive citizens, particularly if they have been morally educated. When schools cultivate future citizens who are interested in living thoughtful lives, they make an essential contribution to building a safe society.

Similarly, if we are to deal with the problems of individual unemployment, we have to better prepare people to live in a productive society. Too many people are being left out of the technological and economic flow of society and are not able to live productive lives. Their lack of productivity influences not only themselves but the rest of society, too.

If present trends continue, we will probably develop an extremely large, permanent underclass. This underclass – people of unstable social and economic circumstances – is growing, and there are few indications that we are making much headway in reversing this trend. As this group grows in size, our chances of becoming a fully functioning and productive society diminish. On the other hand, educating everyone helps lay a foundation for individual and social productivity.

Finally, we may believe that educating people is vitally related to living in a fulfilling society, where people intelligently choose activities and experiences that are constructive. A safe and productive society helps contribute to a fulfilling society in a number of ways.

Much that is enjoyed by economically stable families would not be possible if these families were unemployed or underemployed. Likewise, both physical and emotional security are threatened for most when adequate economic support is lacking.

Personal realization, of course, is achieved in many ways, but it invariably entails being able to develop and employ one's talents and abilities. Life is at best dull when a person is not realizing her or his potential, even if living in a safe society. Life can be both safe and productive when self-fulfillment is achieved.

If we are to sustain the quality of life many presently enjoy and extend opportunities to others, we definitely need a better educated populace. The person who has developed her or his abilities while in school, then, has the freedom to pursue further development, education, employment, and fulfillment after graduation.

These three reasons for action — the need for a safe society, a productive society and a fulfilling society — provide a rationale for acting immediately to transform society, schools and universities. But the complete rationale includes an ethical component and a broader perspective that integrates both ethical and pragmatic reasons. The need to build a safe, productive, and fulfilling society, as we have stated, is an essential element in a call to action, but a stronger justification is necessary for undergirding the kind of transformation we envision. The desire to base this transformation on social, economic, and personal arguments, however, is similar to the rationale used in many other reports regarding educational reform.

The most compelling reason for insisting upon a full utilization of our resources to send healthy children to school and to educate them properly after they arrive is the need to create an ethical society. Among other characteristics of an ethical society are the tendencies of its leaders and citizens to act justly, caringly and responsibly. A society that allows a large segment of its youth to drop out of school and that graduates many more who are either functionally illiterate or poorly educated is hardly behaving ethically.

The ethical dimensions of this issue become increasingly clear when we realize that those who suffer the most from inadequate environmental resources and ineffective schools are usually the children of the poor and minorities. Every child suffers, however, when society does not provide for the basic material and emotional needs of children and schools do not foster students who are independent and critical thinkers as well as contributors to a democratic way of life.

The current social crises illustrate vividly that our desire to transform society, schools, and universities must be founded upon a vision of what an ethical society and school system should be. When we value each citizen, respect each student, care deeply for each person's educational needs, and want to sustain a free and just society that allows each person to realize her or his potential, we also may reach our pragmatic goal of building a safe, enjoyable, and productive society.

Educated people should be capable of building the kind of society we desire even though schools can only contribute indirectly to a healthy, democratic society. Conversely, if our priority is merely an economically productive and personally enjoyable nation, we may continue the downward spiral that threatens to undermine our way of life and form of government. If we rediscover our ethical roots — justice, freedom, respect, compassion, happiness — they will provide an impetus to build the kind of society and schooling that is necessary for future citizens of a democracy.

To help build this kind of society, however, will require sustained effort by every person, social institution, and government agency. The Professional Development School can play an important role, too.

What support is required to maximize the contribution of the Professional Development School? Among other factors, it appears there are at least four levels of support that are particularly important: (1) district, (2) university, (3) community, and (4) state.

District Support

A Professional Development School is, of course, impossible to create without the enthusiastic support of a local school district. When a district is interested in creating a Professional Development School with a university, the district leadership works collaboratively with university personnel in identifying potential sites, principals and teachers, selecting from among these options in the district, and establishing an agenda for the new school.

Like their counterparts in the university, district personnel are selected for their pedagogical expertise, commitment to professional growth, love of children and youth, desire to build a stronger democracy and interest in preparing prospective

teachers and administrators. Since the first few years of a new project are critical years, district leaders ensure that there is steady leadership during this period. Moreover, they ensure that schools considered as potential Professional Development Schools meet several other criteria, e.g., they represent the ethnic and economic diversity found in the district, display stable personnel patterns, and reflect strong leadership qualities. These schools should also have state-of-the-art technology, materials and facilities because they are models of what other schools in the district should have once the instructional value of these ingredients has been proven.

Similarly, the district, because the Professional Development School focuses upon the professional development of existing staff members, needs to clarify operational questions regarding site-based management, shared governance, budgetary decisions, scheduling responsibilities, personnel practices, and related questions for all parties.

If there is a critical element of district support for this kind of school, it is the understanding that teachers and principals will have the option of deciding for themselves whether they want to work in a Professional Development School. They should have the freedom to volunteer to work in a school before they are selected.

When practitioners accept responsibilities in and help define roles and objectives for a Professional Development School, the notion of professional is immediately honored and the potential success of the enterprise is automatically enhanced. Practitioners who have a strong desire to help universities improve the quality of their teacher-education programs and graduates, clarify professional parameters for their colleagues and district, and grow as professionals and instructors, may see the Professional Development School as an option that they do not want to miss; for the experience will allow them to influence the roles and responsibilities of professors, future teachers, prospective administrators and students.

University Support

The strong support of colleges and universities that prepare future teachers and administrators is another essential level of support for a Professional Development School. University administrators can be helpful if they place a high priority on the

preparation of teachers and administrators, stress the importance of the faculty providing service to public schools, recognize the need for school personnel to hold joint and adjunct appointments with universities and emphasize that the academic community has a responsibility to society.

They also provide invaluable assistance when they formally reward those professors who work with schools, engage in school-based research, write grant proposals for university-school collaborative projects and seek funds for the professional development of school practitioners. Administrators who support the preparation of teachers and administrators for urban and rural areas also go a long way toward helping to build and sustain a Professional Development School.

Incentives for university-wide cooperation in the Professional Development School also are necessary if these schools are to have the support of the entire institution. Likewise, administrators who support Professional Development Schools by helping to raise new monies and reallocating existing funds to cultivate these schools render another invaluable service.

In short, university administrators will help if they recognize the importance of well-planned and supervised field experiences for teacher preparation students and that these kinds of field experiences entail professors being in schools for a large part of their work schedules. Finally, administrators who encourage faculty to challenge their best students to consider careers in education indirectly convey a compelling message: the people who learn and teach in public schools are of critical importance to the well-being of universities, business and society.

Professors, of course, play a vital role in the building of a Professional Development School. Those professors who value the work of practitioners, engage in relevant pedagogical research and respect teachers and principals as professionals are valuable contributors to a Professional Development School. These professors also must recognize that all children deserve an education as they prepare their university students for the realities of contemporary schools. Professors who exhibit these qualities will help build an institutional ethos that formally and informally encourages involvement in the broad range of activities in a Professional Development School.

Community Support

Today nearly everyone recognizes that the support of the local community is unusually important if the school is to reach its goals. This support is even more important for the Professional Development School than it is for other schools. Segments of the community can assist the school in many ways.

For example, local businesses can provide assistance by (1) encouraging substantive change in schools and preparation programs, (2) providing consultants for special educational projects, (3) sharing expertise with professors, teachers and students, (4) funding activities that are designed to make systemic changes in schools and teacher-education programs, (5) furnishing personnel to work on educational committees and initiatives, (6) building bridges for educators to community organizations and agencies, and (7) stimulating long-term community commitment to educational reform and renewal.

Community agencies, especially those that provide medical, counseling, social, unemployment and day-care services, may render assistance to children and families by working closely with a Professional Development School. When these agencies can provide their services in the school, the Professional Development School can be viewed as more than a place to meet the formal educational needs of children and youth. Schools can be seen as learning centers that are interested in the entire family.

Agencies, parents and educators can work together to build bridges to one another so that children are prepared to succeed in their school activities and become autonomous learners. So, too, they can help teachers and professors better understand the needs of children and families and, thereby, contribute to the success of schools and universities. As a consequence, many of the service gaps that presently exist will be filled as groups collaborate on meeting the needs of children and families.

Beyond these opportunities for working with schools and universities, there are numerous other options for local leaders and citizens. Local officials and leaders can clearly convey the message that good schools for all children and youth are among their top priorities. They can encourage school board members to be courageous policy makers, to eliminate practices that are counterproductive,

and to set agendas that make material changes in educational outcomes. They can stimulate community involvement in schools by bringing together agency personnel, retired citizens and corporate leaders.

When community leaders demonstrate a strong commitment to schools, other citizens will follow.

State Support

A state may support the growth of Professional Development Schools in many ways. Among the options it may wish to consider are the following: (1) providing state consultants to discuss discretionary issues that districts and universities need to understand, (2) providing opportunities for districts and universities to pursue responsible experimentation by waiving regulations that inhibit innovative projects, (3) providing funds for the cultivation of Professional Development Schools, (4) establishing a communications center that facilitates, collects and disseminates research about Professional Development Schools, (5) recognizing the importance of universities preparing future educators who are capable of making a wide range of professional judgments, and (6) encouraging school districts to operate in ways that are founded upon the professional judgments of teachers and administrators.

A state also may support Professional Development Schools in indirect ways. By pursuing policies that encourage healthy, stable and secure homes, state leaders may assure that the children and youth attending Professional Development Schools arrive in a condition that allows them to maximize their educational opportunity. The mobilization of the full resources of the state to meet current social, economic, and ethical crises lays a solid foundation for the improvement of both informal and formal education.

The Present Window of Opportunity

The current educational reform movement has recently turned its attention to schools and to the preparation of those who work in them. This shift in emphasis offers a window of opportunity for real and lasting changes in both

schools and in the way professionals who work in them are prepared.

Many advocates of reform agree that if real and lasting change is to occur, then the field of teaching must achieve genuine professional status. In pursuing this goal, a new kind of institution can help, i.e., an educational institution that is a bona fide collaboration between public schools and universities. This is an institution that will perform for education much the same function that a teaching hospital performs for the medical profession. Along with others, we call this new institution a Professional Development School.

The creation of this new institution is grounded in the assumption that colleges, schools, departments, or divisions of education should not continue to emulate any unit within the university, although they may learn from all of them — especially the professional schools.

Teacher-education units must shape separate identities as professional schools with strong bonds to public schools. This does not mean that teacher-education units should stand alone in the preparation of teachers and administrators. Just as bridges must be built connecting the teacher-education unit in the university with public schools, bridges spanning the gulf between education faculty and faculty in other colleges are needed. To transform teaching into a genuinely professional enterprise, therefore, requires a collaboration within the university as well as with public schools.

The future of our children and youth and, therefore, of the country depends partially upon the quality of public schools and teacher-preparation programs. In light of this fact, it is obvious that schools and universities should work together to ensure that they provide the best education possible for all children and youth.

The Professional Development School is an open window that awaits those who have a vision of educating everyone and of building a profession that enables educators to utilize intelligently the full range of their abilities. We strongly encourage school districts and universities to consider carefully and plan jointly to become partners in this very important endeavor.

APPENDIXES

APPENDIX A

A Brief History of the Sid W. Richardson Foundation Forum

The roots of the Sid W. Richardson Foundation Forum can be traced back to experiences of participants in the late 1980s. Members were active in many arenas studying, debating, and supporting responsible change in teacher preparation and schooling.

The involvement of Larry Jenkins, chair of the Governor of Texas' Select Committee on Public Education in 1988, however, had a tremendous impact on the eventual development of the Forum. In his role as chair, he participated in the Education Summit: A *Fortune* Magazine Seminar in Washington, D.C., that included national leaders from business, education, and government who were intensely interested in creating an education system for the information age.

Perhaps the most important outcome of the summit was the conclusion that radical change in schools is essential, and that such change will require a partnership effort, an authentic collaboration of schools, businesses, universities, and social agencies. There was a consensus that a similar summit should be held in each state to start partnership building.

Later, Mr. Jenkins was influential in helping to organize a Texas summit, primarily for corporate leaders in Texas. The summit was held in 1989 in an effort to motivate businesses to get involved in educational reform and was sponsored by the Texas Research League and the Young Lawyers Forum History Association. Exxon Foundation and Southwestern Bell provided funding for the conference.

Many at the summit struggled to find a mechanism to harness the enthusiasm, energy, and ideas expressed by participants. As a result, the Texas Business and Education Coalition (TBEC) emerged to give leadership to grass-roots coalitions and to stimulate collaboration among concerned individuals and organizations at the state and local levels.

Shortly after being organized, the Texas Business and Education Coalition established several task forces. One of these task forces addressed matters of curriculum, instruction, and technology.

A subcommittee of this task force examined the subject of administrator and teacher preparation. The committee concluded that if public schools are to be more successful, there will have to be changes in the way higher education prepares both teachers and administrators. The committee expressed a great deal of interest in the need for educative clinical experiences and the need for a closer, cooperative relationship between universities and schools in the preparation process.

As the committee was examining the desirability of universities and schools collaborating on the preparation of future administrators and teachers, the Holmes Group released a document entitled, *Tomorrow's Schools: Principles for the Design of Professional Development Schools*. The committee critically evaluated the work and concluded that the state should fund a few universities to pilot several Professional Development Schools.

Some task force members expressed concern that almost any endeavor might be labelled a Professional Development School and that the concept might immediately be discredited because of poorly conceived and supported experiments. A design team to outline the critical features of a Professional Development School, therefore, was suggested to determine what important principles should be considered in creating and field testing the Professional Development School concept.

At this point in time, Valleau Wilkie, Jr., Executive Director, Sid W. Richardson Foundation, was approached about the possibility of supporting the work of a design team. Foundation leadership responded enthusiastically to the suggestion, and the Forum was born on October 12, 1990, when Mr. Wilkie invited Alvis Bentley, David David, Richard Halpin, Larry Jenkins, Bonnie Lesley, Bennat Mullen, Jo Helen Rosacker, Ed Seifert, Richard Simms, Douglas Simpson and Fletcher Wright to a meeting to discuss educational reform.

From the inception of the group, therefore, a cross section of interested parties was represented, e.g., schools, businesses, government, universities, and foundations. Members of the group were pleasantly surprised that they shared a strong commitment to a radical improvement of the professional preparation of administrators and teachers and in the efficacy of schools. From this meeting forward, Mr. Wilkie served

as convenor and Bennat Mullen as chair of the Forum.

As the work of the Forum evolved, it went through four phases. The first phase was that of gathering information essential to making informed judgments about both state and national matters that impinge on the notion of Professional Development Schools. Teachers, researchers, business leaders, administrators, government officials, professors, and others were asked to discuss their ideas, projects, findings, and views with the Forum. A list of those persons who took the time to discuss their views with the Forum is included in this volume. Along with these hearings, some of the major reform reports were examined and discussed.

The second phase of the Forum involved refining a draft of the evolving concept of the Professional Development School and revising it periodically as the group modified its thinking. *The Professional Development School: A Commonsense Approach to Improving Education* is an expansion of that concept paper.

Third, the various drafts of the concept paper were circulated among people who represented major stakeholders in the improvement of schools and teacher preparation. Input was secured from individuals with a wide variety of concerns.

The fourth phase was the preparation of this document. Initially, a group of Forum participants met to draft segments of the manuscript. Later, sections were edited and revised as contributing authors and others critiqued a series of drafts. Those individuals who made written contributions to this publication are listed in this work.

APPENDIX B

Authors

The success of any project is almost always influenced by many people. The Sid W. Richardson Foundation Forum is no different in this regard. Thus, we wish to extend a special word of thanks to the teachers, administrators, and professors who took the time to write portions of this publication.

These contributing authors are David David, Tony Fracchia, Timothy P. Gangwer, Tony W. Johnson, Bonnie Lesley, Bennat Mullen, Rebecca Palacios, Ed Seifert, Douglas J. Simpson, Janet Lee Thompson, and Lonnie Wagstaff. Those who critiqued drafts of the report also contributed immensely to the final product. Our debt to these individuals is substantial.

APPENDIX C

Discussants

When the Sid W. Richardson Foundation Forum was examining the issues addressed in this work, many individuals were asked to share their expertise and opinions with the group. Consequently, the following individuals, while not responsible for the conclusions reached, helped shape the ideas discussed. We are appreciative of their interest in and efforts to improve the preparation of teachers and administrators and the education of all children and youth.

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APPENDIX D

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