

The Pennsylvania State University and State College Area School District: Taking Stock and Looking to the Future After 20 Years of Collaboration

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ABSTRACT: The Pennsylvania State University and State College Area School District Professional Development School won a National Association of Professional Development Schools Exemplary PDS Achievement Award in 2018. This award article offers an overview of the partnership's commitment to the NAPDS Nine Essentials and will specifically address contributions unique to the work of the PSU-SCASD PDS around Essentials 1, 2, 3, 4, 5, 7, 8, and 9 in the last ten years.

In 2018, the longstanding Pennsylvania State University (PSU) and State College Area School District (SCASD) Elementary Professional Development School was recognized with an Exemplary PDS Achievement Award from the National Association of Professional Development Schools (NAPDS). Building on a 20-year history of collegial relationships centered on teacher inquiry and collaboration, this PDS is characterized by a strong community of district and university educators: mentor teachers who are dedicated to supporting and learning alongside preservice teachers in their classrooms; interns who commit to an intensive teacher preparation program and full year in the classroom; university faculty members and graduate students who learn about, and contribute to, a wide range of knowledge and expertise in teacher development, inquiry, and content area teaching and learning; and administrators who offer support from both sides of the partnership.

School-University Partnerships published an award narrative about the PSU-SCASD PDS after the partnership received a 2009 Exemplary PDS Achievement Award (Nolan et al., 2009). Honored to have received the award again in recognition of PDS advancements made in the last decade, we share our most recent work in this narrative, with respect to the NAPDS (2008) Nine

Essentials. While this narrative does not provide an in-depth analysis of the partnership's commitment to the NAPDS Nine Essentials, it does offer an overview in relationship to Essential contributions unique to our work in the last ten years. In each section, we position our work around a specific NAPDS Essential, and then provide one or two specific examples of recent innovations related to the Essential.

A Comprehensive Mission

Essential 1: A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community.

We begin with an articulation of our PDS mission in an effort to situate the other Essentials we discuss in this narrative. Our mission statement is revisited regularly and serves as a guidepost for our work. The mission of the PSU-SCASD Elementary Professional Development School is “to create and maintain a community of preservice teachers, inservice teachers, and teacher educators who strive to engage all partners, including elementary school students, in continuous learning,

reflection, and innovation through respectful, collaborative inquiry.”

In this mission, university and school partners are recognized as important contributors to the success of the partnership. We strive to prepare and engage educational leaders whose engagement in practitioner inquiry (Cochran-Smith & Lytle, 2009; Dana & Yendol-Hoppey, 2014) encourages professional growth, educational equity, and advocacy for the teaching profession. To do this, we recognize that we must come together to complement and enhance the missions of the university and school district. In the following sections, we elaborate on the ways we carry out the mission of our PDS, and respond directly to (in order of reference) NAPDS Essentials 8, 7, 9, 2, 3, 4, and 5.

Roles that Span Institutional Settings

Essential 8: Work is done by college/university faculty and P-12 faculty in formal roles across institutional settings.

Our PDS community includes educators from diverse backgrounds, with unique areas of expertise, and who hold a variety of positions in the school district and university. School district personnel (elementary classroom and support teachers, principals and other administrators, and school staff) and university personnel (faculty members, graduate students, and administrators), work, not in isolation, but collaboratively on a daily basis as they share responsibility for and ownership of partnership work. In doing so, partnership colleagues take on both formal and informal roles in our PDS (NAPDS Essential 8).

Many partnership roles have formal titles, such as Professional Development Associate (our term for supervisors/methods instructors), mentor teacher (our term for cooperating teachers), coordinator, co-facilitator, intern (preservice teacher in the PDS), and student (child in elementary classroom). Each of these roles has specific expectations and responsibilities associated with it. For example, each year, the role of Professional Development Associate (PDA) is held by 8-15 hybrid educators from a variety of backgrounds and with a variety of concurrent titles. The number of PDAs varies depending on intern enrollments. Some PDAs are university faculty members or doctoral students, while others are retired teachers or current classroom teachers “reassigned” to the PDS for a period of 2-3 years. The PDA group shares responsibility for team-teaching the fall university methods courses and spring student-teaching seminar. Most, but not all, PDAs supervise interns as a primary PDS responsibility. In addition, PDAs facilitate professional development for the school district, engage in research of teaching and learning in the PDS, and serve on school and university service committees.

Although many of the general responsibilities of these formal roles have been stable over the 20 years of our partnership, the specific work that colleagues in these roles do changes in response to the needs and innovations of the district and university, as well as our own development as a professional

community. For example, although research has always played a role in our PDS, in recent years, university faculty members have offered research experiences and coursework to the PDS community in a more sustained and regular manner, resulting in numerous shared inquiries among community members (e.g., Coon-Kitt, Nolan, Lloyd, Romig, 2015; Higgins, Morton, & Wolkenhauer, 2018; Whitney, McCracken, & Washell, 2019). Another recent shift in practice is that PDAs have been more systematically collaborating with each other by carefully considering problems of practice in intern supervision and teacher education through weekly professional development; and by engaging in, and inquiring into, joint supervision and co-teaching work.

Our community is importantly shaped by the coming together of diverse individuals who play both formal—and informal—roles that are essential to the functions of the partnership. Because the scope of these roles is extensive, below we provide four examples to illustrate different ways that roles are fulfilled by individual colleagues in our PDS and how those roles contribute to our shared work. Our community is enhanced by the unique contributions of members such as:

- a university faculty member who co-teaches a methods course, engages in collaborative supervision of interns with other PDAs as a shared inquiry, and teaches a graduate level course to engage PDS colleagues in reading scholarly literature and conducting personally relevant research;
- an elementary school librarian whose desire to rethink her instruction has drawn her to collaborate with a PSU professor and a 4th-grade teacher and intern to explore ways to have students inquire into their own research interests, and invite PDS mentors and interns to see and discuss student inquiry in action;
- a full-time 2nd-grade teacher who mentors a PDS intern in her classroom, co-teaches the science methods course weekly, mentors an intern from another building for one afternoon a week, and is co-authoring a book on writing with another teacher and a university professor; and
- a doctoral student from the university, without formal PDS responsibilities, but enrolled in coursework with professors who serve as PDAs, who has brought unique expertise in the practice of integrating technology into instruction while participating in and learning from authentic supervision cycles in classrooms with PDS interns.

As these profiles illustrate, PDS responsibilities are fluid as community members develop roles that, on one hand, take advantage of their personal skills and expertise and, on the other hand, are responsive to the needs of teachers, interns, children, and others in our community. Opportunities exist, and periodically shift or evolve, for individuals to adjust roles—or develop new roles—as our community engages in new activities and welcomes new members to the partnership.

Structures for Shared Decision Making

Essential 7: A structure is in place that allows all participants a forum for ongoing governance, reflection, and collaboration.

The PSU-SCASD PDS has numerous organizational structures that support and encourage collaboration, reflection, and regular communication among participants (NAPDS Essential 7). Ongoing meetings and professional development throughout the school year allow PDS partners to share ideas and contribute to the growth of the partnership. These meetings encourage constructive communication among members of the PDS community. For example, each month, a cross section of district administrators, school principals, instructional coaches, and PDAs gather in a discussion centered on assessing learning needs of educators in the PDS, developing and planning collaborative teaching and learning opportunities to help meet those needs (e.g., professional development workshops, responsive professional learning communities, instructional coaching cycles, and shared curriculum committee work), and then reflecting together in consideration of next steps.

A unique collaborative structure in the PSU-SCASD PDS is the intern application and onboarding process, where mentors and PDAs participate in all aspects. The goal of this process is to ensure the program and potential intern are well suited, and that promising intern-mentor relationships can be formed early on. In January, Penn State students interested in a full-year internship in the Elementary PDS for the following school year (a number of field experience opportunities are available to students in Penn State's PK-4 program) apply to the program. Even before applications are due, prospective interns attend an informational meeting with PDAs and mentor teachers in order to better understand the PDS and ask questions related to the experience. After interns have indicated interest in the PDS internship, SCASD elementary schools host after-school sessions in which current interns serve on panels to answer potential candidate questions, give tours of the schools, and provide overviews of "a day in the life of a PDS intern." PDAs and mentors then debrief the experience with candidates, and there are opportunities for questions and conversations around the values, goals, and processes in the PDS.

In early February, when interns have made final decisions regarding their field experiences, the next year's cohort of interns begin an "onboarding" process that includes a meeting at which information for the year is reviewed and photographs for SCASD ID badges are taken. Intern-mentor socials are held in March. These socials include "snapshot interviews," in which mentors have an opportunity to speak one-on-one with each potential intern assigned to their school. After these socials, mentors list a small number of interns with whom they feel they can partner effectively. PDAs then use this information to make final decisions about mentor and intern matches. When matches have been made, intern candidates visit their new mentors' classrooms and shadow current interns. This extensive process is one of the many collaborative structures that define our PDS. It reflects our commitment to collaborative decision-making,

ongoing reflection, and open communication among the members of the partnership.

Shared Resources, Rewards, and Recognitions

Essential 9: Dedicated and shared resources and formal rewards and recognition structures.

PSU-SCASD PDS partners share resources and provide rewards and recognitions for participants in multiple ways (NAPDS Essential 9). Partners share in financial responsibility and through human resources and unique expertise. Traditional rewards of all partners within the PDS, as well as state and national awards, accompany recognition structures that encourage commitment and continual progress.

Shared Resources

Over the past 20 years, well-established and consistent PDS budget cost centers, at the university and the school district levels, have supported salaries of PDAs, materials, and events for professional development and community building, conference registration fees, and other travel expenses. Perhaps even more importantly, both university and school district employees are recognized, supported, and well-regarded for work done related to the PDS, making the dedication and sharing of resources meaningfully recognized. As described previously, shared human resources in the partnership include university and school personnel, formally and informally involved in the PDS, who offer their time and expertise to the partnership. For example, over the past several years, a university faculty member has provided professional learning opportunities to interns and district teachers focused on reflective writing. Additionally, the director of the College of Education's technology initiative has supported the partnership in implementing technology-based innovations. Elementary principals and district teachers who are not mentors (including instructional support staff, special education teachers, English Language Learner teachers, librarians, etc.) routinely share their knowledge and professional skills at intern meetings, seminars, and workshops. In this PDS the university and school district make strong commitments to contributing and sharing resources that support the success of the partnership, in turn creating rich experiences for interns, teachers, and teacher educators who ultimately impact elementary school students.

Rewards and Recognitions

PDS partners are formally recognized for their commitment and contributions throughout the school year within the partnership. In August, for instance, PDS interns are formally introduced and welcomed alongside new teachers at a district-wide induction ceremony, and are then invited to participate in the professional development offered to classroom teachers throughout the school year. Also in August, the PDS community comes together

for a special opening ceremony during which the Dean of the College of Education and the Superintendent of Schools, as well as others, welcome members of the PDS community and share their appreciation for the partnership. Then, mentors and PDAs are recognized for their dedication and efforts.

A time-honored tradition in our PDS is the annual Pinning Ceremony, held at one of the university's conference facilities. Interns, mentors, PDAs, and university and school district administrators attend this capstone event at which various partners (including interns) share reflections on the year and noteworthy transitions (e.g., retirements, returns to classrooms for reassigned teachers, and graduate student graduations) are celebrated. Most importantly, interns are recognized ceremonially for the successful completion of their internships and welcomed into the teaching profession by receiving a symbolic lapel pin from their mentor teachers.

Partners regularly nominate or apply for state and national PDS awards as well. In recent years, four graduate student PDAs have won dissertation awards (Coon-Kitt, 2015; Mark, 2016; Higgins, 2017, 2018) from NAPDS and the Pennsylvania Association of Colleges and Teacher Educators, as well as an emerging PDS leadership award (Morgart, 2018) from NAPDS.

PDS partners are also recognized in less formal ways. Classroom teachers reassigned to the PDA role for 2 to 3-year terms gain valuable experiences and knowledge as teacher educators while supporting interns and working on the PDA team. When they return to their classrooms, their expertise as school-based teacher educators is recognized as they are offered the opportunity to support new teachers as Teacher Induction Associates. This recognition helps former PDAs integrate their PDS teacher education experiences into their return to the role of classroom teacher. Additionally, after their Penn State graduation in May, when interns return to their SCASD classrooms to finish the school district's academic year, the school district offers opportunities for interns to guest teach in mentors' classrooms, recognizing their successful entry into the teaching profession.

The ways in which resources, rewards, and recognitions are shared in the PSU-SCASD PDS acknowledge the respective and collaborative work to which we dedicate ourselves to in our partnership. By reliably sharing responsibility and taking joint ownership, our PDS is better able to focus efforts on the teaching and learning of partners (including children).

The Preparation of Future Educators

Essential 2: A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community.

Interns in the PSU-SCASD PDS are prepared as learners and teacher leaders through active engagement in a welcoming, collaborative school community (NAPDS Essential 2). Interns spend an entire district school year (August - June) in classrooms and are treated as first year teachers, with all the access and responsibility that comes with being a member of a school's

faculty. Through the PDS community's inquiry stance, interns are expected to assume hybrid roles as SCASD teachers and PSU students. Using the systematic and intentional approach of practitioner inquiry to study their emerging classroom practices, interns learn alongside their elementary students and mentor teachers. Within this community of learners, interns actively engage children in their methods course assignments and ongoing inquiries, with the support of mentors and PDAs (e.g., Lloyd, Coon-Kitt, Hassinger, & Roth, 2018; Lloyd, Coon-Kitt, Margusity, Romig, & Hall, 2017).

Beginning in the fall of 2016, our PDS used *embedded weeks* to foster inquiry-oriented learning opportunities for interns and PDAs (Lloyd, Coon-Kitt, & Wolkenhauer, 2018). During a typical week in the fall semester, PDS interns spent four days in their school classrooms and a fifth day in university methods courses. For three designated embedded weeks, however, interns spent the full week in their internship classrooms. They gained uninterrupted periods of time to be fully immersed in their classrooms and schools and to build stronger relationships with mentors and children. During this time, interns observed and taught for an entire school week and were afforded leadership opportunities as they shared and collaborated with faculty at staff meetings. These weeks also provided occasions for interns to situate ideas and questions from methods courses within their classroom contexts and to return to methods, after an embedded week, with new or revised ideas and questions. In these ways, embedded weeks brought an immersive inquiry experience for our interns. Further, embedded weeks allowed PDAs to better support interns' development because, as they spent additional time in interns' classrooms, they identified opportunities to fine-tune the focus of supervision and make explicit connections between methods course activities and classroom experiences. Embedded weeks afforded us unique opportunities to prepare future educators to learn and lead as full-time teachers while continuously maintaining their roles as students of practice.

Our PDS is committed to the preparation of future educators by embracing their active engagement in the school community. PDS interns are an integral part of SCASD. District employees, children, and parents welcome, and have grown to expect, PDS interns and their PDAs as active participants in elementary school classrooms and buildings. Interns are viewed as co-teachers; they work daily within a professional triad (intern, mentor, PDA) to learn to best meet the needs of the students in their classrooms and to engage as effective school, district, and PDS colleagues.

Professional Development for All Partners

Essential 3: Ongoing and reciprocal professional development for all participants is guided by need.

Our PDS offers ongoing, reciprocal, and responsive professional development for all participants guided by the partnership's inquiry lens (NAPDS Essential 3). PDAs, mentor teachers, interns, and other PDS colleagues are continuously inquiring into daily practice to support intern development,

promote teacher and teacher educator professional learning, and enhance elementary student growth.

One influential professional development opportunity occurs through co-instruction of Penn State's content area methods courses (mathematics, science, and social studies) and a Classroom Learning Environments course. Teams consisting of university faculty members, graduate students, and reassigned SCASD teachers co-teach these methods courses during fall semesters. For example, the instructional team for Classroom Learning Environments in the 2018-2019 academic year consisted of a tenure-line professor, a reassigned second grade teacher, and a doctoral student. With expertise in practitioner inquiry, the university professor helped to reframe the structure of the course to introduce inquiry at the beginning of the internship, instead of at the end, as is more typical, as a way for interns to gain perspective and experience into managing elementary classrooms. The reassigned teacher was, in turn, able to share stories of practice and provide specific insider knowledge about schools and students. The doctoral student, who was studying teacher learning with the university professor and had elementary teaching experience in another state, brought valuable fresh perspectives in both theory and practice. Since each instructional team member had different insights into the course subject matter as well as varying degrees of experience working with preservice teachers, co-teaching the course provided opportunities for each of them to develop new understandings of both content and pedagogy in teacher education.

Professional development from methods course co-teaching does not end with the instructional team. Interns enrolled in methods courses take what they learn in class to their internships (e.g., observational frames, small group talk moves, etc.). Because all supervising PDAs are also methods co-instructors, interns receive in-the-moment professional support in their classrooms and schools. Mentor teachers, who also benefit from what interns bring to the classroom, can offer additional insights and support as interns develop their own practices. Furthermore, while in classrooms observing the mentors' and interns' instructional practices and children's experiences and learning, PDAs gather ideas to incorporate into methods course activities.

Because methods co-instruction ultimately reaches many members of the PDS community, it is one of the most powerful professional development opportunities we offer. Together, methods co-instructors, mentors, PDAs, and interns use ideas developed from this teamwork to continuously inquire into teaching practices that have meaningful impact on the learning of K-4 students.

The cyclical nature of PDS work generates authentic professional development throughout university coursework and classroom experiences, for multiple roles in the partnership. Additionally, responsive, ongoing, and job-embedded professional development is regularly offered through partnerships between PSU and SCASD personnel based on needs and interests such as district and university initiatives, research, and

national trends. By learning together, we can best ensure the growth of our partnership.

Innovative and Reflective Practices

Essential 4: A commitment to innovative and reflective practice is shared by all participants.

Recognizing that innovation often requires cycles of inquiry and reflection, partners in the PSU-SCASD PDS are committed to continuously deliberating on what is, and is not, working in our PDS (NAPDS Essential 4). All partners are encouraged to participate in bringing up new ideas, developing promising ones, and recognizing when initiatives have failed or are no longer viable.

Through regular opportunities for community reflection, the PSU-SCASD PDS is persistently seeking innovation in teaching and learning. Much of this time is structured through meetings and retreats. PDAs meet weekly for 3-4 hours to reflect and develop promising ideas related to the teaching of interns, supervision, professional development for district teachers and PSU graduate students, and overall PDS health. Mentor teachers, instructional coaches, and school and district administrators are then invited to join in these discussions regularly, at least once every other month. Additionally, surveys, interviews, and focus groups are systematically used throughout the year to give partners (including interns, parents of K-4 learners, and children) time to reflect and share innovative ideas outside of meetings. Finally, the instruction of methods courses and seminar is always done collaboratively among PDAs and in consultation with other partners from both PSU and SCASD. Co-teaching assignments rotate each semester, so that coursework is consistently reflected upon, adapted, and further developed given instructors' areas of expertise and desired growth and the needs of current interns and district students.

One innovation that has grown from the reflections of PSU-SCASD PDS is that of the nature and structure of interns' spring seminar and what that has meant for the learning of both interns and PDAs. We reflected on our desire for spring seminar (during interns' second semester of teaching in their classrooms) to be authentic professional development that helps raise teacher leaders by tapping into the diverse and abundant expertise within our PDS structure. After many cycles of trying, researching, and reflecting on new structures and routines over several years, our current seminar is organized as an inquiry community. The literature makes evident that by using practitioner inquiry within community, teacher educators can support preservice teachers' work within challenging educational structures and policies, while also teaching them to reflect on, and act for, necessary educational change (Cochran-Smith & Lytle, 1999; Glickman, Gordon, & Ross-Gordon, 2013). We have found that the intentional development of an inquiry community requires specific, long-term, and sustained pedagogical actions by teacher educators (PDAs) that teach interns how to explicitly reflect and engage in professional dialogue through practitioner inquiry. As we develop seminar for intern learning,

therefore, we simultaneously develop a program of professional development for PDAs. PDAs engage in weekly *PDA Learning* connected to teacher education practices within an inquiry community. Together, we study topics related to seminar, issues of teacher education, problems of practice, and our own practitioner inquiries. Many PDAs have no prior preparation as teacher educators before entering this role when reassigned from their elementary school classrooms to serve as PDS teacher educators, or entering graduate school fulltime. *PDA Learning* has become critical in our development as effective teachers for the many facets of teaching and learning we do with the interns and other educators we work with.

The PSU-SCASD PDS recognizes that innovation is time intensive, collaborative, and requires trial and error. We are committed to cycles of sharing ideas, trying innovations out, and reflecting on them so that we may continuously develop promising ones and acknowledge when others have not worked as hoped. These shared reflective practices drive innovation in our partnership.

Examining and Sharing Best Practices

Essential 5: Engagement in and public sharing of the results of deliberate investigations of practice is shared by respective participants.

Our PDS uses multiple avenues to examine and share best practices within our local PDS community as well as on a national level (NAPDS Essential 5). Related to the innovation and reflection cycles shared in the previous section, public sharing of the work being done in the PDS is considered essential for growth and development. We share through formal and informal ways in person, as we have already discussed in this narrative, but also by engaging in public work by utilizing Google environments. In this way, members of the PDS can have both live and asynchronous access to meeting notes; teaching, learning and research plans, products, resources and materials; and other working documents.

One important and deliberate mechanism for sharing in our PDS comes through practitioner inquiry. All partners in the PSU-SCASD PDS have opportunities to regularly engage in inquiry into their teaching practices. During their internships, interns are invited into this community of inquirers by engaging in multiple cycles of inquiry in the fall semester that lead to a spring semester-long inquiry experience (Higgins & Wolkenhauer, 2019). In our PDS, we conceptualize inquiry as the development of a passion-led wondering, collecting and analyzing data, acting on what is learned, and sharing inquiry work publicly. A hallmark experience within the community is an annual inquiry conference at which all partners, and particularly interns, are invited to share the results and implications of inquiry with an audience of district and university faculty members and administrators, school board members, PDS alumni, and the community at large.

Research (including inquiries) from the PSU-SCASD PDS is also regularly published in book chapters and journal articles and by co-facilitating conference presentations. Partners from

our PDS have published articles in NAPDS publications (e.g., *PDS Partners* and *School-University Partnerships*) as well as in journals for the broader teacher education community (e.g., *Teaching and Teacher Education*) and discipline-specific periodicals (e.g., *Teaching Children Mathematics*). In addition to presentations each year at the annual meetings of the National Association for Professional Development Schools, PDS partners have presented at the annual meetings of the American Educational Research Association, the Council of Professors of Instructional Supervision, the Association of Teacher Educators, the International Congress of Qualitative Inquiry, the Association of Mathematics Teacher Educators, the International Conference for the Association for Science Teacher Education, and others. Professional meetings offer occasions to share our work with colleagues from across the country and to learn from others engaged in related teacher education efforts.

One other recent innovation that has given us greater opportunity to share teaching practices within our community is through the use of *Learning Labs* (see, e.g., *Teacher Education by Design*, 2014). In SCASD, Learning Labs have developed in response to collaborative inquiries undertaken by district instructional coaches and PDAs. Most recently, PDS partners who participate in Learning Labs visit the classroom of a teacher who has a teaching practice he or she wants to share with others, or who wants to invite others into learning a new strategy with an instructional coach. Visitors begin by watching the teacher or coach try out the strategy, for example, reading strategy conferences, with a group of children. Next, an experienced teacher from the visiting group gives the strategy a try. Finally, all of the visitors, including interns, try out the teaching strategy. Finally, the group of partners then come together to debrief the experience and discuss implications of practice. This job-embedded mechanism for sharing professional practice has become a powerful way for educators at all experience levels in the PDS to teach, learn, and reflect together. Additionally, it has been a way for district teachers who are not currently mentoring interns to engage with the PDS learning community.

Engagement in, and public sharing of, our work in the PSU-SCASD PDS is woven into the tapestry of our community. By sharing practices within and beyond our partnership, we believe we hold one another accountable and can better reflect and learn from the work we do, while more meaningfully engaging with the work of other PDSs and teacher education programs.

Conclusion

As of the beginning of the 2018-2019 school year, the PSU-SCASD PDS has worked with nearly 1,000 interns in more than 200 elementary school classrooms. In turn, the educational experiences of thousands of elementary students have been enhanced by the presence of highly committed preservice teachers. SCASD mentor teachers' pedagogical expertise and innovative classroom practices have provided rich contexts for children's learning and interns' development in the PDS. Furthermore, teacher educators from both SCASD and PSU

have contributed to a pervasive culture of learning and inquiry that expands each year.

Over 20 years, our PDA co-instructor and supervisory teams have been comprised of more than 75 diverse hybrid educators: reassigned classroom teachers, retired teachers, graduate students, and tenure-track and fixed-term university faculty. These PDAs, along with other PDS colleagues, have worked together to prepare teacher candidates who are highly sought after upon graduation. More than 90% of the 2016-2017 class of interns are currently teaching in their own classrooms in the 2017-2018 academic year.

Guided by a comprehensive mission (Essential 1), the PSU-SCASD PDS works collaboratively across institutions using structures of collaborative decision-making and by sharing resources and recognition (Essentials 7, 8, 9). By doing so, we are able to provide high-quality preparation for future teachers and responsive professional development for practicing educators (Essentials 2 and 3). In this second decade of partnership work, we continue to strive for innovation by reflectively examining our practices (Essentials 4 and 5). We are honored to have this work recognized by the National Association of Professional Development Schools' Exemplary PDS Achievement Award, and are pleased to have had the opportunity to share this award narrative. We look forward to continuing Essential-grounded work in our third decade of PDS partnership. ^{SUP}

Acknowledgments

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Mary Jayne Coon-Kitt recently retired as the coordinator of the PDS partnership between Penn State and the State College Area School District elementary schools.

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Rachel Wolkenhauer is an Assistant Professor of Education at Penn State, where she works with prospective teachers, classroom teachers, and doctoral students and conducts research about practitioner research and teacher learning in school-university partnerships.