

# *The Penn State–State College Elementary Professional Development School Collaborative: A Profile*

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**ABSTRACT:** The 2009 Professional Development Schools National Conference recognized the professional development school partnership between Pennsylvania State University and State College Area School District for its meritorious partnership work over time and so named it one of the three recipients of the first-ever National Association for Professional Development Schools Award for Exemplary Professional Development School Achievement. This article describes the work of this renowned school–university partnership as it relates to the nine essentials of professional development school work.

The purpose of this article is to present a profile of the elementary professional development school (PDS) collaborative between Penn State University and the State College Area School District. A comprehensive overview of our PDS work is beyond the scope of this article, so our intent is to provide a glimpse of those features that seem to make a difference in the outcomes that our collaborative produces for a variety of stakeholders.

Our portrait is divided into five sections: The first provides a brief history of our partner-

ship and articulates the goals that lie at the heart of our collaboration. The second focuses on the day-to-day work of the collaborative in terms of educating preservice teachers, providing professional development for veteran teachers and teacher educators, and nurturing innovative practices. The third describes the various support structures that are necessary to sustain and enhance the core work of the collaborative. The fourth explains how we evaluate and disseminate our practices. The final section summarizes what we see as our proudest accomplishments.

## History and Goals

The relationship between Penn State's College of Education and the State College Area School District was not very collaborative when initial discussions began in 1993 about the development of a partnership. After 5 years of planning, working together on small projects, and building interpersonal and interinstitutional relationships, our PDS partnership started in earnest in the fall of 1998 with 14 interns and mentors in two elementary schools.

The mission of our elementary PDS collaborative, which encompasses and extends the mission of each partner, is expressed by our four goals: first, enhance the educational experiences of all learners; second, ensure high-quality induction into the profession for new teachers; third, engage in furthering our own professional growth as teachers and teacher educators; and, fourth, educate the next generation of teacher educators.

## The Core Work of Our PDS Collaborative

As suggested by our goals, three major foci constitute the heart of our work as a PDS collaborative: preparing future teachers, engaging veteran teachers and teacher educators in ongoing professional development, and nurturing innovative practices that influence our work as well as that of others. In carrying out these functions, we constantly strive to enhance the educational experiences of children and engage in preparing the next generation of teacher educators.

### Preparing Future Educators

Each year, approximately 60 senior-class elementary education majors participate as interns in the PDS program. These interns are placed in 10 elementary and 2 middle schools in the State College Area School District. Interns agree to abandon the Penn State academic calendar and follow the school district

calendar instead. The internship year opens with a 2-week all-day orientation to the internship, called Jumpstart. Interns begin working with their mentor teachers on the first in-service day and continue until the last school day for students, in June. During the fall semester, interns are enrolled in four methods courses—science, social studies, math, and classroom learning environments—as well as a field experience. They spend 4 days a week in their classrooms; the 5th day is devoted to two methods classes that are conducted in a school setting. In addition, interns have methods class after school each week and spend time in a partner classroom at a different grade level.

During the spring semester, interns spend 5 full days per week in their classroom and partner classroom, attending one or two after-school seminars per week. Each intern also conducts a teacher inquiry project with the support of her or his mentor and professional development associate (PDA; title for what is often called the *university supervisor*, the intent of which is explained in the section on innovative roles). In the beginning of the year, interns spend time observing their mentors and other teachers and engaging in individual and small-group instruction using plans developed by the mentor teacher. As the year progresses, the interns assume full responsibility for planning instruction and engage in coteaching with their mentors. Our PDS advocates a coteaching model, as opposed to individual teaching, for the majority of instructional time because we believe that coteaching reduces the student-to-teacher ratio and enhances learning experiences for all students (Goal 1).

During the school year, interns fully participate in all school activities, including Back to School Night; student-led goal-setting conferences in the fall and spring; schoolwide faculty meetings; weekly grade-level meetings; periodic unit-planning meetings with mentors, other teachers, and curriculum support personnel; response-to-intervention activities; all professional development and in-service activities; and individualized education plan and instructional support team meetings. They also participate in Parent–Teacher Orga-

nization meetings and other school community activities and gatherings.

Each intern contributes in a significant way to the school district as a whole. Through the social studies methods course, every intern designs and films a public service announcement that focuses on an issue of importance to elementary children—bullying, making friends, not smoking, for example. The interns then use the announcement with their students and with other classes within the building to promote awareness of healthy choices and healthy lifestyles. Another social studies activity asks each intern to study a hero and to create two examples of extraordinary social studies materials for use at a designated grade level to help students understand the life and contributions of this famous individual. The hero project activities that the interns create are then shared with all elementary and middle school teachers in the district at an in-service day during the spring semester. Through their social studies and science methods courses, all the interns serve as teachers for a field trip to a local state park that was once the site of an iron furnace. The interns lead science activities focusing on the water quality and health of the local stream, and they facilitate a simulated archaeological dig under the supervision of the park ranger, who has expertise in archeology. All district fifth-grade students participate in the field trip.

Finally, many of our interns participate in and even lead special activities at the various schools, including service learning projects, environmental projects, and a host of all-school assemblies and special events.

## Professional Development

Professional development occurs on an ongoing basis for mentor teachers, administrators, curriculum support personnel, doctoral students, and university faculty, in a variety of ways. All professional development activities are open to all school personnel. As explained in the section on collaborative structures, professional development teams composed of preK–12 and university faculty plan, deliver, and evaluate professional development experi-

ences, some of which are offered as graduate-level courses. To date, such courses have been offered in science, mathematics, social studies, classroom learning environments, teacher inquiry, technology, and mentoring. Courses are offered for variable credit and typically include class meetings, readings, journal writing, and a follow-up project that requires application of ideas to the classroom context.

From the inception of our PDS partnership, teacher inquiry has stood at the center of our work, as a form of professional development and knowledge generation. Each PDS intern conducts a teacher inquiry project and reports on it to the larger community at our annual Teacher Inquiry Conference. As a condition of becoming a mentor, each mentor teacher agrees to engage in inquiry on an annual basis in one of three ways: by conducting one's own inquiry project, by conducting a collaborative inquiry project with the intern, or by supporting the intern's inquiry. Mentor teachers who conduct their own inquiries or conduct joint inquiry projects with their interns also present their findings at the conference. Inquiry in the PDS is not limited to mentors and interns. Principals, curriculum personnel, doctoral students, and university faculty also conduct personal inquiry projects each year and present their findings at the conference. Abstracts of all teacher inquiry projects and copies of inquiry papers from 2004 to the present may be found on our PDS website (<http://www.ed.psu.edu/pds>). Engaging in and supporting teacher inquiry is a powerful form of job-embedded professional development.

In 2004, we recognized that we could expand our focus on job-embedded professional development by creating opportunities for critical friends groups. We secured money from a small grant to provide training in such work for 24 teachers, administrators, doctoral students, and university faculty. Formation of critical friends groups immediately followed the intensive training, although we use the label *conversation-as-inquiry groups* given that *critical friends groups* implies an additional form of inquiry-oriented, job-embedded professional development. Conversation-as-inquiry

groups are still functioning within the PDS and so include participants from a variety of roles within the school district and university.

We regularly engage in job-embedded professional development through weekly intern and PDA meetings and monthly mentor and principal meetings. These meetings involve problem-solving activities focused on identifying, collecting data on, thinking through, and taking action on problems, issues, and questions regarding our day-to-day practice, which is fraught with complexities and dilemmas. We take those complex dilemmas seriously and so provide opportunities to reflect on them as a community. We share what we learn through these meetings with the larger PDS community through other collaborative structures, such as SLICE (a committee composed of individuals from a variety of organizational roles) meetings and PDS retreats (we describe these structures later).

We also provide role-taking opportunities with support for various individuals within the PDS community. Each year, three classroom teachers are released from their teaching responsibilities to serve as PDAs. These individuals serve in the role for a period of 2 or 3 years and then return to their classroom teaching responsibilities. They assume new roles, such as supervising interns, teaching methods courses, supporting teacher inquiry, and facilitating mentor and intern meetings. Taking on these new roles within the supportive context of the PDS community creates a powerful learning opportunity. This potential for powerful professional development was a strong motivator for both partners in creating a temporary PDA role, as opposed to a permanent one. We see this role as an opportunity to enhance the leadership skills of the classroom teachers who assume it. Research studies conducted over the past 4 years have examined PDAs who have returned to their classrooms. These studies indicate that time as a PDA not only enhances one's teaching skills but also provides a teacher with a much broader perspective on teaching and learning, thereby serving as powerful motivation to assume additional leadership roles within the school and district.

## Innovative Practices

Many innovative practices mark our PDS initiative, including the use of the responsive classroom approach, a strong emphasis on teacher leadership as a tool for improving practice, and thematic units that integrate social studies and language arts. Space limitations force us to limit our focus to three innovative and reflective practices, which are the signature pedagogies of our PDS work: the use of teacher inquiry as a means to promote the development of adaptive expertise, the use of technology to enhance student learning and preservice teacher development, and the use of inquiry-oriented science teaching to promote students' conceptual understanding and scientific reasoning.

From the inception of our partnership, teacher inquiry has been a cornerstone of our work. As noted previously, all interns conduct a teacher inquiry project each year, as do many mentor teachers and PDAs. The purpose of conducting teacher inquiry, however, is not simply to complete a project. Our intention is to promote the development of an inquiry orientation toward teaching that will result in the development of adaptive, as opposed to routine, expertise (Hammerness, Darling-Hammond, & Bransford, 2005). Teachers who have an inquiry orientation toward their practice are problem finders and problem solvers: They continually ask questions about their practice and its impact on students. They collect and analyze data systematically to study the impact of their practice. They learn from colleagues, as well as from the professional literature, and they share what they learn from their systematic inquiry with their colleagues. They are knowledge generators as well as knowledge users. Completing the inquiry projects provides an opportunity for interns and mentors to begin using the inquiry-oriented skills with support. Through teacher inquiry, our entire community focuses on assessing and improving its impact on learners.

In our PDS, we use technology for two purposes—supporting the growth and development of interns as teachers (e.g., electronic

portfolios, video analysis of teaching) and enhancing children’s meaningful learning of core subject matter (e.g., webquests, real-time data collection devices, concept mapping). For the past 3 years, the College of Education has provided each PDS intern and PDA with a Mac notebook computer and associated software. PDS faculty reconceptualized assignments and in-class experiences to fully integrate this powerful digital tool set. Interns’ teaching now reflects innovative and effective uses of technology, and mentor teachers report the benefits of having tech-savvy interns in their classes. The positive findings associated with the pilot laptop initiative in the PDS have resulted in the large-scale adoption of the initiative within the rest of the elementary teacher education program.

In addition, interns develop two types of electronic portfolios that promote reflection on their growth as beginning teachers. One type asks them to provide evidence that they have met or exceeded each performance standard on the Penn State Teacher Education Performance Framework, including substantive justification. The second type asks them to develop a unique platform of assertions about high-quality teaching and to provide evidence and justification for the efficacy and appropriateness of each assertion. Interns revisit each electronic portfolio so that they can reflect on their progress and development. Finally, mentors and interns are now using Studiodcode, a sophisticated digital video analysis tool, to study their teaching and its impact on students. Although our partnership is marked by the use of innovative practices across subject areas, science is probably the area for which we have the most powerful example of innovative practice. From the beginning of the partnership, we have focused on engaging students in scientific inquiry as a means to promote deeper understanding of science concepts. This does not mean simply hands-on activities. Inquiry-oriented science involves students’ developing questions and hypotheses, designing and conducting experiments to answer questions and test hypotheses, analyzing the resultant data, and then justifying their

conclusions with appropriate evidence and argumentation. Asking students to justify their ideas with evidence has become the hallmark of science instruction in our PDS and a norm in elementary classrooms. Such inquiry-based science teaching strategies, as codeveloped by university faculty and mentor teachers, have been published in *Science & Children* and integrated into district science curricula.

## Supporting the Core Work: Structures, Roles, and Shared Resources

The process of carrying out the significant endeavors described in the previous section requires a tremendous amount of underlying structural and cultural support. The development of collaborative structures, the creation of new roles, and the sharing of resources are important considerations in supporting our work.

### Collaborative Structures

In contrast to the designers of most PDS sites across the nation, who define each school building as a separate PDS, we made a conscious decision to conceive our PDS as one community—a community of mind that is geographically distributed across buildings. We believe that such a collaboration is a powerful vehicle for innovation, inquiry, and reflection. Because we define ourselves as one community, we find it important to create a variety of mechanisms to encourage collaboration across buildings to sustain our single community. These collaborative structures play a tremendously powerful role in achieving our four goals. The appendix depicts these structures.

We have jointly created three related but separate types of structures that encourage collaboration, reflection, and communication. The first type sustains our day-to-day work. Its structures include weekly intern meetings, monthly mentor meetings, weekly PDA meetings, and monthly principal meetings. All interns within each building meet on a weekly

basis with their PDAs to discuss how their work is progressing and to address any issues, questions, or concerns. Mentors and PDAs within each building also meet on a monthly basis, either before or after school, to address mentors' issues and questions as well as interns' progress. During their weekly meeting, all PDAs discuss ongoing PDS activities and address any issues at their respective buildings. Finally, monthly principal meetings, attended by all building principals, focus on issues or questions that arise about general PDS activities and provide opportunities to foster principals' professional growth through activities such as common readings and critical friends group protocols.

The second type of collaborative structure in our PDS provides a forum for stepping back to reflect on our current work and develop a coherent vision for future efforts. Collaborative structures of this type include PDS retreats, SLICE group meetings, professional development teamwork, and our PDS alumni group. PDS retreats are held each semester and serve as the forum in which the community as a whole reflects on its work, sets an agenda for the future, and makes decisions about broad PDS issues. Decision making about the PDS in general resides in this whole-community meeting, with all decisions made through consensus, as opposed to voting.

The SLICE group, which meets every 6 weeks, was formed to help bridge the district curriculum and content methods courses, and it includes curriculum personnel, principals, teachers, doctoral students, and university faculty. This group also works each fall to plan the fifth-grade field trip previously described.

Professional development teams were established in 1999 after the 1st year of PDS implementation, when it became apparent that simply changing the location of methods courses from the campus to the school site was not sufficient in adapting them to take full advantage of the powerful opportunities that could be afforded by school–university collaboration. Changing the location was symbolically important, but the content of the courses had to be adapted as well. Teams consisting of university faculty, teachers, principals, and

curriculum support personnel were created to redesign the intern methods courses and to help deliver and evaluate the redesigned courses. In addition, the professional development teams support interns and mentors in conducting teacher inquiry in the various content areas.

Our PDS alumni network is the final collaborative structure that provides reflection and vision. The College of Education at Penn State has established an affiliated program group for our PDS alumni, which entitles them to a seat on the Board of Directors of the College of Education Alumni Society and which provides funding to support PDS alumni activities. Our alumni have created a dedicated space on our PDS website; they publish a PDS alumni newsletter; and they have conducted two PDS alumni reunions. They provide valuable information to us concerning their level of preparation for entry into teaching, and they consistently suggest ideas that would improve the quality of our program. In addition, they act as resources, assisting new interns in securing teaching positions.

The third type of structure that we have created celebrates our PDS work and unites and strengthens our community. In addition to the annual Teacher Inquiry Conference, three events celebrate and ritualize our work—the Community Picnic, the Opening Ceremony, and the Pinning Ceremony. They are embedded in our yearly PDS calendar, and participants from all levels of our PDS partnership attend them. Rituals and celebrations are critical events in the life of any community and so play an essential role in binding members of the PDS community. The PDS Community Picnic occurs every August at a local park. All members of the community, including mentors, PDAs, principals, teachers, and interns, attend the event and enjoy potluck picnic food and an opportunity to greet one another and begin a soft transition into the new school year.

During the 1st week of the school year, the whole community comes together in an opening ceremony to welcome the interns to the PDS. Each intern stands with her or his mentor and pledges to follow the National Educa-

tion Association’s professional code of ethics. In addition, university and school district administrators share remarks and articulate their commitment to and support for the PDS partnership. Methods PDAs also provide a quick overview of each methods course.

The final event of the year is our treasured Pinning Ceremony. At this evening dinner, mentors pin their interns with a special PDS pin—specifically, the National Association for the Education of Young Children’s Circle of Children. Remarks are then shared by interns, mentors, administrators from the university and district, and a member of the Board of School Directors. To commemorate the school year after the formal dinner, school cohorts perform skits and songs, often depicting inside jokes that poke fun at us as a community.

## New Roles

Creating a PDS partnership typically requires the development of new roles, given that the PDS is a hybrid organization that lives at the intersection of two bureaucratic organizations—namely, a school district and a university—that have compatible but differing purposes and needs.

As noted earlier, the PDA was one of the new roles that we created at the beginning of our partnership. Our intent in using this term was to communicate that everyone in the PDS is committed to supporting the learning of preK–12 students, preservice teachers, veteran teachers, and teacher educators through ongoing job-embedded professional development. Some PDAs teach methods courses to interns; others serve as classroom supervisors for mentors and interns; and a third group teaches methods courses and supervises in classrooms. Both university and preK–12 faculty play all three types of PDA roles. By mutual agreement (as noted in a memorandum of understanding between the two partners), three classroom teachers are released full-time each year to serve in the PDA role, along with doctoral students and university faculty.

The PDS cofacilitator is the second innovative role shared by preK–12 and university faculty. In the initial years of the partnership,

the facilitator or director of the PDS was a university faculty member. As our partnership matured and our focus on teacher leadership strengthened, we realized that it was important, both symbolically and operationally, to have cofacilitators. Since that time in 2004–2005, classroom teachers and university faculty members have worked collaboratively as cofacilitators who organize and oversee the day-to-day logistics of the PDS operation.

## Shared Resources

The university and the school district share resources in a number of ways. Each partner maintains line items in its budget as they pertain to the partnership. One of the costs that the partners share is that for teacher PDAs, who are released from their classroom duties to engage in full-time PDA work. For two of these PDAs, the university pays the cost of replacing the veteran teachers with beginning teachers (including salary and predictable benefits). The school district totally absorbs the cost for releasing the third veteran teacher. Each year, one of the released PDAs serves as PDS cofacilitator.

A second group of shared costs revolves around intern selection. Preservice teachers who wish to become part of the PDS during their senior year experience a two-part application process. In the first step, they complete an online application. Teams comprising five individuals, four teachers/administrators and one university faculty member, rate each application. The second step of the process consists of an after-school interview with a team of five individuals of similar composition. The university pays the costs for the development and maintenance of the electronic application system, whereas the school district compensates mentor teachers for their after-school time during the interview process.

The school district and university also share the financial costs for a variety of events throughout the year. The school board and the State College Area Education Association pay the cost for an induction day professional development experience, including a luncheon to which new hires within the school district

are invited, as well as PDS interns and all PDAs. In turn, the university provides the financial support for the annual Teacher Inquiry Conference, the Opening Ceremony, and the Pinning Ceremony.

Disseminating the work of the PDS on a state level and a national level is an important goal of our partnership. Universities typically provide funding for faculty members to make presentations at national conferences, given that this is an expected part of the tenure and promotion process. School districts, however, often have great difficulty in providing the financial resources to allow staff members to make presentations at national conferences. Fortunately, the school district and the university have effectively worked together to support travel to local, state, and national conferences. In recognition of the difficulty in finding funds to support teacher presentations at national conferences, PDS alumni, mentor teachers, administrators, curriculum personnel, university faculty, and others created a PDS Endowment Fund within the State College Area School District Community Endowment in 2008. The endowment has already reached the minimum level of \$25,000 and will begin supporting teacher travel to national conferences in 2010.

## Evaluating and Disseminating Our Practices

We have developed a variety of mechanisms, internal and external, to examine the impact of our practice. The annual Teacher Inquiry Conference serves as a powerful mechanism for reporting on approximately 80 teacher inquiry projects conducted by mentors and interns to examine the impact of their practices. One teacher inquiry, conducted by a pair of mentor teachers, won the 2002 Teacher Research Award from the Northeast Educational Research Association, whereas a second teacher inquiry, completed by a principal, won the 2008 Claudia Ballach Teacher Research Award from the PDS Special Interest Group of the American Educational Research Association.

We also conduct a yearly evaluation of our PDS efforts. All interns and mentors complete a detailed questionnaire that provides formative assessment data about the various aspects of the PDS. Those data are used to make changes in the program each year. In addition, on an annual basis, we survey all parents whose children have been taught by interns. Over the 11 years of the PDS, more than 4,000 parents have responded to the survey. Based on a scale of 1 to 5 (with 5 being the most positive), all parental survey items show a mean higher than 4.0, with more than half the responses for each item rated as 5. This demonstrates remarkable parental support.

In addition to conducting internal inquiries and evaluations, preK–12 and university faculty regularly engage in conducting research studies that assess the impact of their work. They routinely present the results of their studies at state and national conferences and, as noted earlier, have published these studies in a variety of scholarly journals focused on teacher education, including the *NAPDS Journal*, *Action in Teacher Education*, the *Journal of Teacher Education*, *Teachers College Record*, and the *Journal of Research in Science Teaching*, as well as in state journals, such as *PA Teacher Educator*. Since 1999, eight doctoral students at Penn State have completed dissertations on the PDS and its impact, one of which (Silva, 1999) won the Outstanding Dissertation Award from the Association of Teacher Educators. In addition to disseminating our work through conference presentations, publications, and our PDS website, we regularly support emerging PDS sites as they struggle through the process of developing a high-quality PDS. During the last several years, we have hosted visitors from several school–university partnerships in Pennsylvania so that they might gain a better understanding of our work; we have also traveled to other sites to provide consultation and support. Finally, we have played a significant role in the founding and maintenance of the PA PDS Network.



## Proudest Accomplishments

We are proud that we have created a new organism, the PDS: a community of mind that strives to operate on a deeply embedded set of norms and values, including continuous inquiry into our practice and its impact, a commitment to putting children and their welfare above all else, ongoing learning and development for all participants through inquiry, shared decision making, mutual respect, promoting and honoring teacher leadership, focusing on people's strengths and what people can contribute (as opposed to what they cannot), forgiveness when we fail to live up to our ideals, and a strong sense of optimism that allows us to persevere and overcome barriers.

We are proud that we have been able to create a community whose accomplishments have been recognized with three national awards and that this recognition has been shared across all the various roles and functions within the community. We are proud that we have developed a community that has been resilient enough to grow and prosper despite the turnover of a number of key individuals, including one school superintendent, one assistant superintendent, three principals, one college dean, two college department heads, and two university faculty who served in the roles of PDS director and cofacilitator.

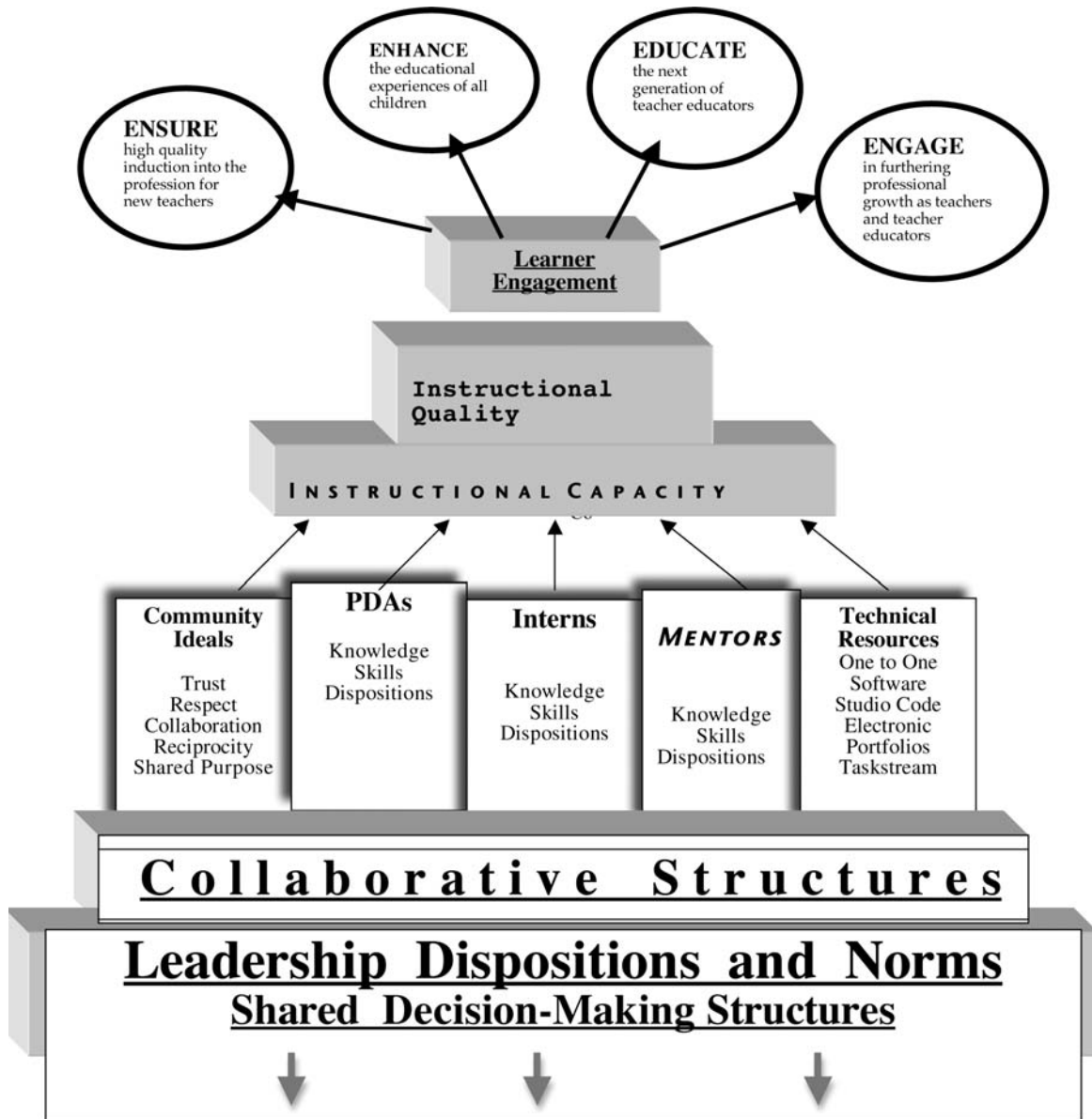
We are proud that we have been able to build our PDS community from 14 interns and mentors in 2 elementary schools to 60 interns

and more than 60 mentors in 10 elementary and 2 middle schools (i.e., sixth grade). Given the expansion, we are proud that we have been able to maintain the sense of community and the values that were the original basis for the PDS community.

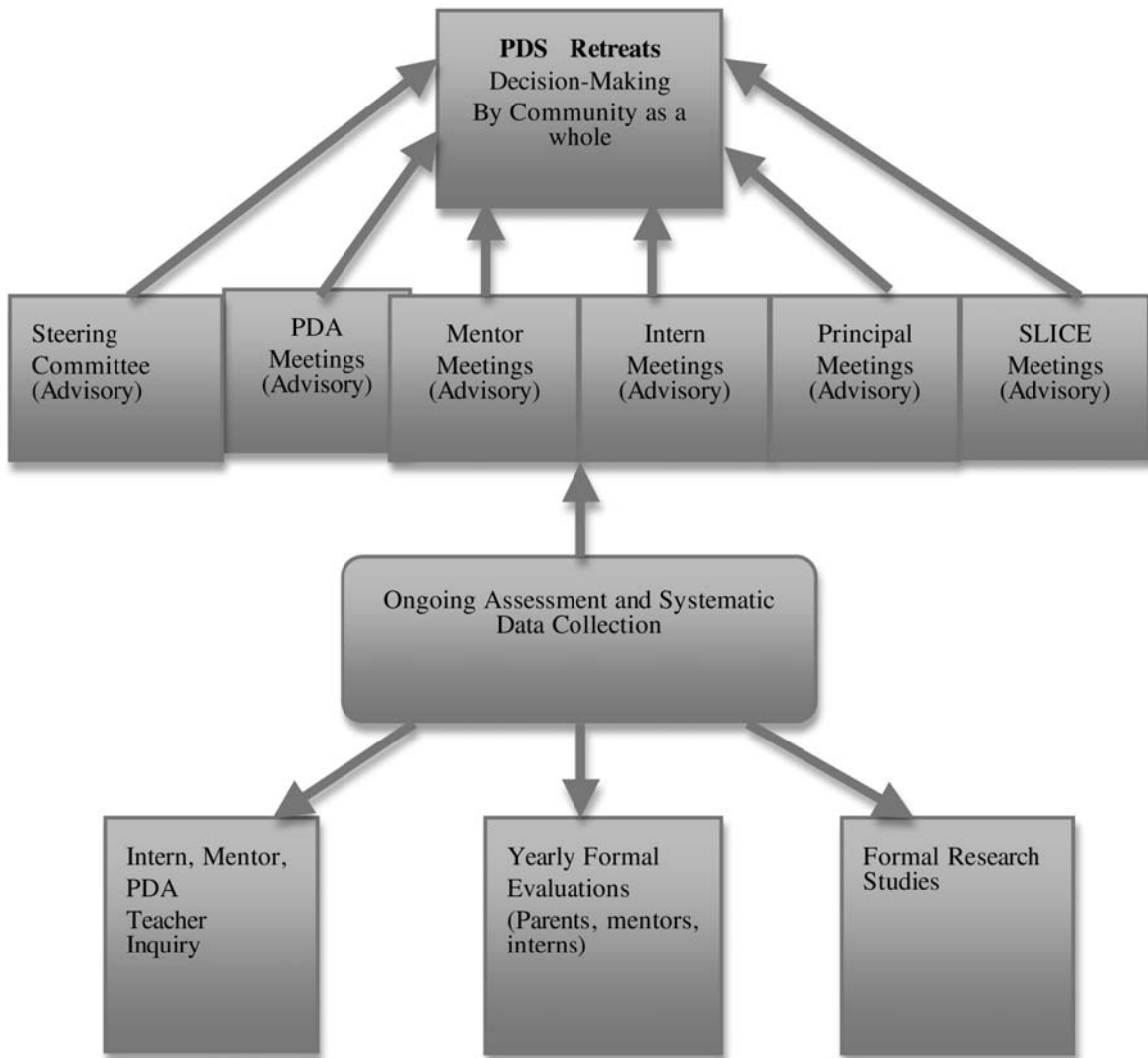
Finally, we are immensely proud of the potential long-term impact of our PDS preparation program at both the graduate level and the undergraduate level. Alumni who earned their doctoral degrees while teaching or supervising in our PDS are working as teacher educators who are involved in PDS work in West Virginia, Ohio, Illinois, New York, Maryland, and Idaho. Our past success in preparing doctoral students to do partnership work has stimulated Penn State's involvement in the Carnegie Project on the Education Doctorate, to redesign the education doctorate (see the Carnegie Foundation's website: <http://cpedinitiative.org/>). We are currently creating a new doctoral program based on the Carnegie principles that will focus on preparing teacher educators for partnership work.

Alumni who completed their undergraduate teacher preparation in our PDS program are currently teaching in a variety of school settings in 22 states and 4 international countries. We estimate that the 509 interns who were educated through our PDS community during the last 11 years will have the potential to positively affect the lives of more than 318,000 children across this nation and the world. <sup>SUP</sup>

## Appendix. Organizational and Collaborative Structures



## Shared Decision-Making Structures



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**Jim Nolan** is the Henry J. Hermanowicz Professor of Education and Professor in Charge of Field Experiences at Penn State University. His research interests focus on teacher supervision, professional development, educational change, and classroom management.

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**Carla Zembal-Saul** is associate professor of science education at Penn State University. She holds the Kahn professorship in Science, Technology, Engineering, and Mathematics Education. Her teaching and research are grounded in the context of school–university partnerships, where she investigates the development of preservice and practicing elementary teachers' developing knowledge and practices for teaching school science as argument.

**Rebecca Burns** is a doctoral candidate in curriculum and instruction, elementary education, with an emphasis in educational leadership at the Pennsylvania State University. Her research interests include teacher education, professional development schools, supervision, and professional development.

**Jacqueline Edmondson** is associate dean for undergraduate and graduate studies at Pennsylvania State University. Her research is focused on education policy, rural schools and communities, and biography. Her books include *America Reads: A Critical Policy Study* (2000), *Prairie Town: Redefining Rural Life in an Age of Globalization* (2003), and *Understanding and Applying Critical Policy Study: Reading Educators Advocating for Change* (2004).

**Deirdre Bauer** has been a public school educator for 22 years, serving 17 years as an elementary school principal. Her doctoral studies have focused on PDS work and differentiated supervision. She had given several presentations at the local, state, and national levels on these two topics.

**Donna Queeney** recently retired after multiple terms as a member of the State College Area School District Board of School Directors. Dr. Queeney is a lifelong supporter of public education and a member of many local community agencies and service organizations.

**Marion Wheland** is an instructional support teacher at Park Forest Elementary School in State College and an instructor of a social studies methods course for PDS interns.