

Measuring the Achievement of Professional Development Schools

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ABSTRACT: Universities systematically use assessments to evaluate programs of teacher education. The Professional Development Schools Partnership was a well-established collaboration with more than 11 years of work with area schools. However, two questions became the center of a discussion for evaluating, monitoring, and identifying the accomplishments of the professional development school network: first, “Was there a measure of how far we had really come?”; second, “What exactly has our Professional Development Schools Partnership accomplished?” In an effort to answer these questions and learn about the growth of the organization, the board created a task force to develop assessment tools and put into place a systematic process for evaluation that would over time inform the partnership of growth, strengths, and areas of needed improvement. Two evaluative tools and scoring guides provided valuable insight toward how effectively the partnership had fully implemented standards for professional development schools. Data were collected and analyzed to provide a vehicle for decision making.

Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it.

—Milne (1926, p. 3)

The impact of professional development schools (PDSs) on preservice teachers is well documented and supports the position that interns at PDS schools achieve higher than do interns assigned to non-PDS schools (Castle, Fox, & Souder, 2006; Darling-Hammond, 2007; Levine, 2002; Snyder, 1999). Teacher leadership developed within PDSs also contributes to the overall success of the PDS program (Darling-Hammond, Bullmaster, & Cobb, 1995). Building individual and organizational capacity for assessing the impact

of PDSs is important toward monitoring the growth of the partnership (Reed, Kochan, Ross, & Kunkel, 2001). An analysis of the partnership can contribute to identifying strengths and areas of needed improvement to effect a simultaneous renewal of energies and resources (Bullough, Kauchak, Crow, Hobbs, & Stokes, 1997).

The National Council for Accreditation of Teacher Education initiated a process for assessing and evaluating PDSs, resulting in the publication of the *Standards for Professional Development Schools* and the *Handbook for the Assessment of Professional Development Schools* (Trachtman, 2007). A self-study process helps PDS partners to evaluate and determine the program’s quality of experiences. Evaluating and analyzing PDSs in terms of the council’s stages of development and successful practices contributes to understanding the effectiveness of the PDS program (Reed et al., 2001).

Phase 1 focuses on structural considerations; Phase 2 examines the climate; and Phase 3 analyzes the degree to which the five standards have been implemented and reviews intended and unintended consequences. Using multiple sources to document the growth and change in PDSs can add to the ability of the organization to make informed decisions for improvement (Teitel, 2001).

Background

The Professional Development Schools Partnership in this Midwest region was well established, with more than 11 years of collaborating with rural area schools. Just as Edward Bear in the book *Winnie the Pooh*, the PDS partnership seemed to be bumping along just fine . . . or was it? Everyone was working hard; the PDS faculty (university and

school) and interns seemed to be excited and satisfied with the experience. Yet was there a measure of how far they had really come? This question became the center of a discussion for evaluating, monitoring, and identifying the accomplishments of the PDS network. Two questions provided the stimulus to “stop bumping for a moment and think”: first, “What exactly has our Professional Development Schools Partnership accomplished?”; second, “How are we doing?”

As a result of these conversations, the board created a task force to create assessment tools and to put into place a systematic process for evaluation in 2006–2007 that could be used over time to inform the Professional Development Schools Partnership of growth, strengths, and areas of needed improvement. These initial documents were planned and implemented on the basis of the PDS learning model agreed on by the board (see Figure 1).

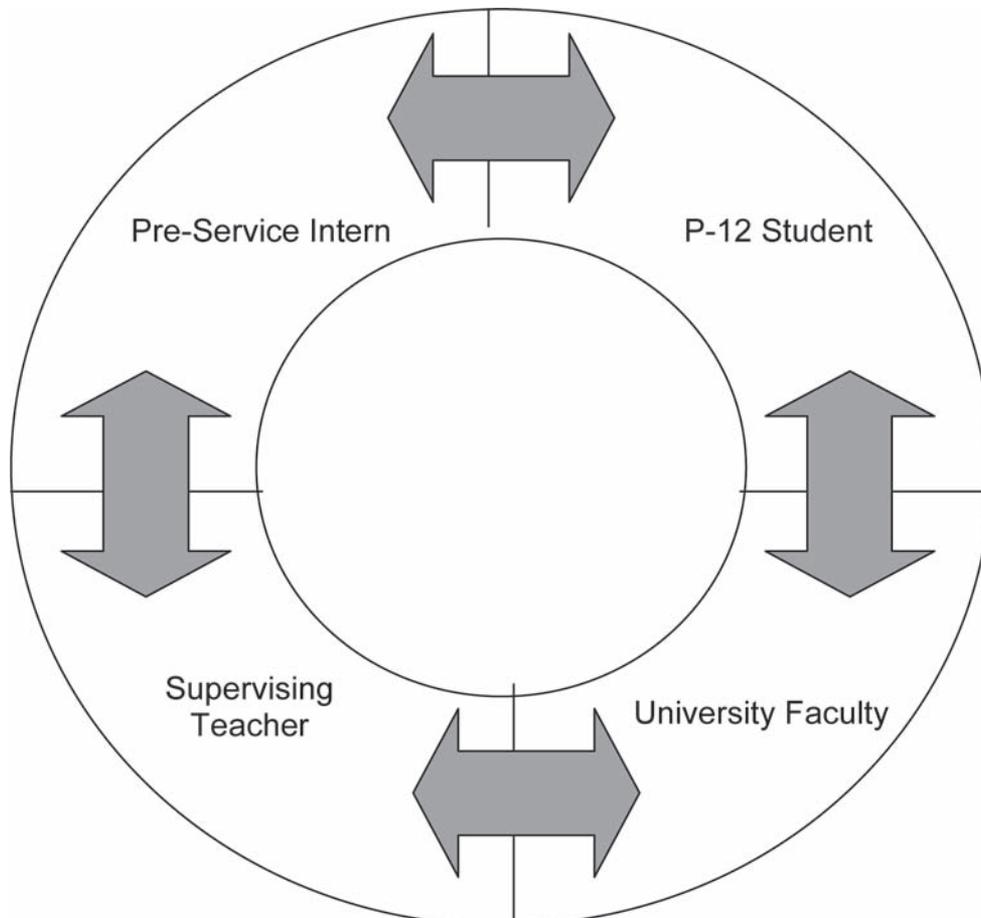


Figure 1. Professional development schools learning model.

Data Collection

The tools designed to evaluate the partnership were based on the standards for the National Association for Professional Development Schools' five levels of implementation (Trachtman, 2007) and the standards for teacher preparation in the state of Missouri (Missouri Department of Elementary and Secondary Education, 2006). Data collection began in the spring of 2007 with evaluations completed and analyzed over a 2-year period ending in the spring of 2008. Four school district sites involved in the Professional Development Schools Partnership completed the Professional Development Schools Program Evaluation and the Intern Evaluation as part of the College of Education's annual data collection, which evaluates the effectiveness of field-based programs and their impact on student learning (preK–12) and the developing skills of preservice teachers.

The PDS internship program is part of the senior-block experience before student teaching. Students are placed in a classroom within an elementary or middle school and assigned to a district supervisor. University supervisors work in cooperation with the district supervisor at the building site. During the summer institute, university and district faculty set goals, plan activities for the school year, and create a calendar for the school year.

The Professional Development Schools Program Evaluation

The Professional Development Schools Program Evaluation was used to evaluate the progress of the Professional Development Schools Partnership in fully implementing the partnership. A scoring guide was created to reflect these standards (see Appendix A). At the four PDS district sites, university and school faculty completed the scoring guides to provide insight into how the five standards were evidenced in the collaborative work of the partnerships and to identify the PDSs district site's stage of development.

Information was gathered from classroom teachers, administrators, and university faculty. Individual school districts and the average for the four school districts in the partnership were assessed on their progress along the continuum of fully and effectively implementing the national PDS standards. The self-reporting instrument uses a ranking system (*does not meet, progressing, meets, exceeds*), which is then converted to a 4-point scale for data analysis. In addition to ranking the five standards, participants were asked to discuss the strengths, note the areas of needed improvement, and add any comments that would provide a deeper understanding of the collaboration.

Instrumentation

As mentioned, the instrument is based on a Likert-type scale (0 = *does not meet*, 3 = *exceeds*). Participants could also respond with *not observed*. Four PDS school sites provided feedback using the assessment documents. One school site did not provide data in the spring of 2007.

Participants

A total of 136 evaluations were completed over the 2-year period: 63 in the spring of 2007 and 73 in the spring of 2008. District teachers completed all but 3 evaluations: District administrators completed 2 (spring 2007), and a university faculty member completed 1 (spring 2007). There were no district data for one school site in the spring of 2007.

Procedures

The director of the Professional Development Schools Partnership distributed the surveys to the university faculty for each building site in the spring of 2007 and 2008. The university faculty distributed the surveys to the district faculty and administrators. The director then collected the surveys from the sites, and quantitative and qualitative analysis was conducted.

Findings

Quantitative results. The average score for each standard based on the compiled school district surveys (spring 2007 and spring 2008) was examined to assess the progress of the Professional Development Schools Partnership's efforts to fully implement the national standards for PDSs. Table 1 shows the average per standard and the level at which each standard was met. The range was from 2.23 for Standard 2 (accountability and quality assurance) to 2.33 for Standard 3 (collaboration). All the standards were at the level of *meets*.

The individual averages per school district were calculated, offering a unique look into how each district was progressing in its development on the continuum of fully implemented standards. This information was shared with the districts and thus served as a basis for goal setting and decision making for sustenance and improvement of current programs. Although the differences between the 2007 and 2008 results were not significant (see Table 2), there was a trend toward increasing levels of implementation among the standards

Table 1. Average Score for Compiled School District Surveys: Spring 2007 and 2008 Combined

| Standard | Average Score |
|---|---------------|
| 1: Learning community | 2.30 |
| 2: Accountability and quality assurance | 2.23 |
| 3: Collaboration | 2.33 |
| 4: Diversity and equity | 2.29 |
| 5: Structures, resources, and roles | 2.30 |

Note. Level of implementation for each standard: *meets*.

in the combined average scores per standard for all school districts (see Figure 2).

Qualitative results. Participants answered three open-ended questions regarding the strengths that the Professional Development Schools Partnership offered, the areas of needed improvement that were warranted, and any additional comments. For the combined 2007–2008 PDS program evaluation, there were 88 responses recorded as program strengths and 33 for areas of needed improvement. The additional comments were categorized as strengths or areas of needed improvement and were included in the number of responses recorded. An analysis of these comments offered information about the Professional Development Schools Partnership in terms of strengths and areas of needed improvement.

Regarding strengths, the 88 responses were sorted according to the national standards (Standards 1–5). Of the responses sorted, 72 comments related to Standard 1 (learning community); 7 were identified with Standard 3 (collaboration); and 9 were connected to Standard 5 (structures, resources, and roles). No comments were linked to Standard 2 (accountability and quality assurance) or Standard 4 (diversity and equity; see Table 3).

The open-ended questions provided insight into the effectiveness of the program based on participant comments. For Standard 1, statements characteristic of the participants were as follows: “an excellent opportunity for prospective educators to work collaboratively with veteran teachers in a real world setting prior to student teaching” and “Book Study Groups provided professional development opportunities for the supervising teachers,

Table 2. Professional Development School Program Evaluation: Spring 2007 and 2008

| District | Spring | Standard 1 | Standard 2 | Standard 3 | Standard 4 | Standard 5 |
|----------|--------|------------|------------|------------|------------|------------|
| 1 | 2007 | 1.99 | 1.98 | 1.50 | 1.99 | 2.08 |
| | 2008 | 2.47 | 2.29 | 2.47 | 2.20 | 2.47 |
| 2 | 2007 | 2.45 | 2.20 | 2.36 | 2.45 | 2.49 |
| | 2008 | 2.33 | 2.33 | 2.49 | 2.41 | 2.25 |
| 3 | 2007 | 2.29 | 2.23 | 2.36 | 2.23 | 2.29 |
| | 2008 | 2.44 | 2.03 | 2.29 | 2.22 | 2.15 |
| 4 | 2007 | 2.11 | 1.94 | 2.11 | 2.35 | 2.18 |
| | 2008 | | | | | |

Note. See Table 1 for standards.

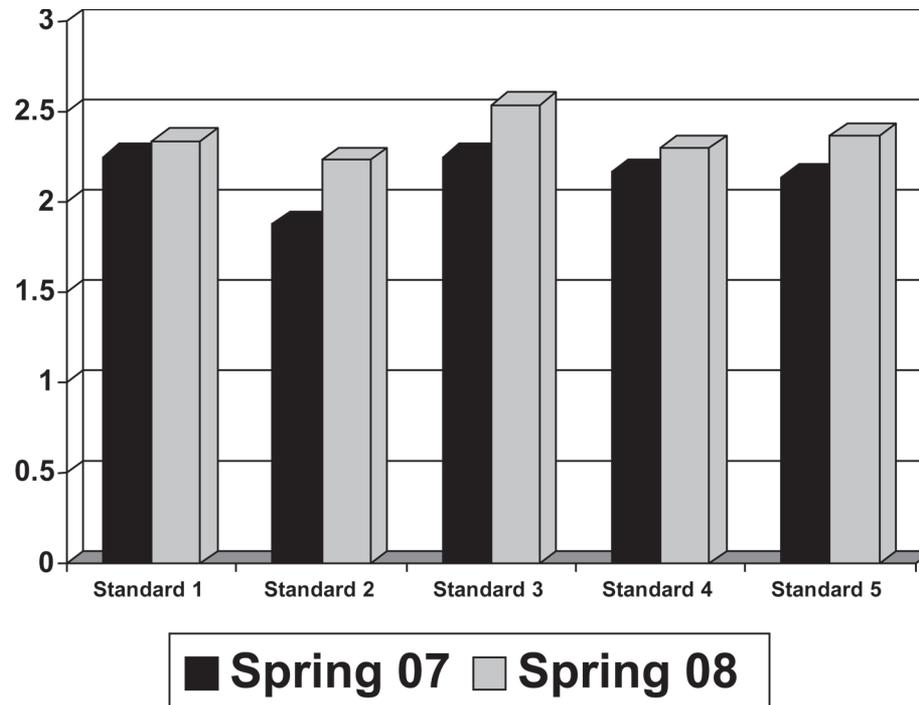


Figure 2. Professional development school program evaluation spring 2007 and 2008.

the university faculty, and the interns.” For Standard 3, comments included “I love the collaboration and the sense of development we experience together. The program has improved for us every year with more teachers volunteering to participate—very positive” and “The program benefits the students in the public school setting, the classroom teacher and the university students.” Participants’ remarks typical of Standard 5 were characteristic of the following: “Most communication between [university] faculty and school district faculty is clear, swift, and complete. Problems are dealt with effectively, and I am always satisfied with the quality of PDSs students joining my classroom.”

Regarding areas of needed improvement, 33 responses were coded as such (see Table 4): Standard 1 (learning community) had 7 responses; Standard 2 (accountability and quality assurance) included 10 comments; Standard 3 (collaboration) had 1 remark; and Standard 5 (structures, resources, and roles) had 15 comments. There were no responses coded for Standard 4 (diversity and equity). A response characteristic of Standard 1 was “Because of our school calendar this year it was hard to get to know and work with the students [from the university]. Would like to have more prof. development for the teachers at the schools from the university.” For Standard 2, many respondents commented on the Intern Evaluation:

The evaluation criteria don’t fit what the student had time to do. Most of his time was spent observing. He taught one lesson and I don’t feel that was enough to be able to properly evaluate him using the current evaluation form; and the PDSs student evaluation forms should be given to the supervising district teacher before the PDSs students are gone!

Table 3. Narrative Comments Regarding Strengths: 2007–2008 Combined

| Standard | <i>n</i> |
|---|----------|
| 1: Learning community | 72 |
| 2: Accountability and quality assurance | 0 |
| 3: Collaboration | 7 |
| 4: Diversity and equity | 0 |
| 5: Structures, resources, and roles | 9 |

Table 4. Narrative Comments Regarding Areas of Needed Improvement: 2007–2008 Combined

| <i>Standard</i> | <i>n</i> |
|---|----------|
| 1: Learning community | 7 |
| 2: Accountability and quality assurance | 10 |
| 3: Collaboration | 1 |
| 4: Diversity and equity | 0 |
| 5: Structures, resources, and roles | 15 |

There was only one comment for Standard 3: “opportunities to present to college classes.” Standard 5 reflected frustration with scheduling and expectations:

As stated earlier, it would be helpful if PDS teachers have assignments guidelines and specifics in order to best assist students in selecting instructional materials; and scheduling was a problem this year. I am quite certain that two out of my three candidates (PDS) did not get the observation hours needed.

Discussion

The quantitative data from the program evaluation indicated that all national standards were being met, with a trend of improvement for each standard for the combined average score of the four school districts in the partnership. The qualitative data provide an in-depth look at what the strengths and areas of needed improvement are for the Professional Development Schools Partnership and so offer insights into how to further the partnership’s goal of attaining the highest levels of implementation. The following conclusions are based on the qualitative analysis.

Standard 1: Learning Community

The rural Professional Development Schools Partnership is a learning-centered community with interns and district/university faculty focused on increasing the learning capacity of preK–12 students, interns, and faculty. Some sites have strong inquiry-based practices that include study groups and ongoing professional development. There is also an identified need

that strong inquiry-based practices may not consistently be institutionalized across all PDS sites. Additional investigation into this need is warranted. For the PDS to continue to build the capacity of the organization, a consistent approach needs to be strengthened toward encouraging and facilitating ongoing inquiry-based investigations among interns and district/university faculty, which will help the PDS partnership continue to move on the continuum to full implementation at the *exceeds* level.

Standard 2: Accountability and Quality Assurance

The PDS partners have developed assessments, collected information, and are in the process of identifying how best to use the survey results to inform the program. There is feedback reported that indicates that the current Intern Evaluation for the PDS experience before the student-teaching block may need revision to better mirror the experiences of the interns at this level. There were no comments (strengths or areas of needed improvement) regarding the assessments as a vehicle for informing and guiding future work of the Professional Development Schools Partnership. Because continuous assessment and evaluation of goal achievement are a vital link to the impact on preK–12 student learning, it may be helpful to examine the systematic process for examination of how much the PDS partnership increases learning for all.

Standard 3: Collaboration

There is a sense that PDS partners collaborate through shared ideas and through working together to improve outcomes for preK–12 students. Narrative comments focused on the opportunity to work with others, share ideas, and support the learning of preK–12 students in the classroom. To build the capacity of collaboration for the PDS, consideration might be given to helping PDS partners engage in joint work with reward structures that support collaboration. A systematic recognition and celebration of the joint work and contribu-

tions that each partner has made will enhance the culture for collaboration.

Standard 4: Diversity and Equity

There were no comments (strengths or areas of needed improvement) regarding the policies and practices that support equitable learning outcomes for diverse learning communities for the Professional Development Schools Partnership. The mere absence of comments may warrant a close examination of the systems in place for analyzing data to address the gaps in achievement among ethnic, racial, gender, and socioeconomic groups, which would include the assessment of interventions and an identification of supports in place to provide equitable learning opportunities and outcomes for students. Currently, the Professional Development Schools Partnership is exploring the addition of new partnerships with diverse community populations.

Standard 5: Structures, Resources, and Roles

The Professional Development Schools Partnership has established structures that support the learning and development of preK–12 students, candidates, faculty, and other professionals. The PDS roles are well defined, and resources are provided to support the PDS work. Ongoing communication will strengthen the coordination of the programs and thereby alleviate some of the struggle, with clarification of expectations for intern scheduling and assignments.

A recurring theme that emerged from the comments was an affirmation of the work of this partnership. Words used over and over in relation to the PDS program included *valuable*, *wonderful*, *strength*, *excellent*, *enjoy*, and *asset*. Participants believed that districts benefited by seeing strategies taught by the PDS interns and that the university faculty and interns got a chance to experience a real classroom. Classroom teachers were provided opportunities to showcase their expertise and build the emerging skills of a future educator.

The Intern Evaluation

The purpose of the Intern Evaluation was to determine the PDS interns' competencies based on the knowledge, skills, and dispositions required of teacher education candidates in the state of Missouri. A scoring guide was created to reflect these standards (see Appendix B). In addition, the data afforded an opportunity to monitor the developing skill level of pre-service teachers as they continued their work in partnering schools, beginning with their senior-block PDS experience and culminating with their student-teaching experience. The creation of this assessment tool established a baseline for future comparison. Eleven standards were assessed with the ranking scale (*does not meet*, *progressing*, *meets*, and *exceeds*) and then converted to a scale to ascertain to what degree the intern was meeting expectations.

Participants

A total of 240 evaluations were collected over the 2-year period: 139 in the spring of 2007 and 101 in the spring of 2008. All evaluations were completed by teachers employed in four school districts. Eight PDS building sites within the four districts reported data for this review. No district data were collected for one school site in the spring of 2008.

Procedures

The director of the Professional Development Schools Partnership distributed the Intern Evaluation at the same time that the Professional Development Schools Program Evaluation was distributed to the university faculty (in the spring of 2007 and 2008), who then distributed the surveys to the district faculty. The PDS director facilitated collection of both surveys. Quantitative and qualitative analysis was conducted after data collection.

Results

The average scores for 2006–2007 across the 11 standards on the Intern Evaluation ranged

from 1.79 (classroom management) to 1.97 (reflective practitioner; see Table 5). The average scores for 2007–2008 ranged from 1.60 (communication) to 1.80 (diversity; see Table 5). Tables 6 and 7 show the average scores for each certification standard established in the state of Missouri. These data assessed

the developing skills of preservice teachers. A review of lowest scores for each standard by site for 2006–2007 shows one standard reporting two sites at or above *meets*: classroom management. In 2007–2008, the certification standard with the least number of sites at *meets* was, again, classroom management.

Table 5. Intern Evaluation: Comparison of Average Scores, 2006–2007 to 2007–2008

| Standard | Teacher Competencies ^a | 2006–2007 | 2007–2008 |
|----------|-----------------------------------|-----------|-----------|
| 1 | Content knowledge | 1.73 | 2.03 |
| 2 | Learners and learning | 1.72 | 2.05 |
| 3 | Curriculum | 1.66 | 2.01 |
| 4 | Planning/instruction | 1.75 | 2.02 |
| 5 | Classroom management | 1.72 | 2.12 |
| 6 | Communication | 1.60 | 1.92 |
| 7 | Assessment | 1.75 | 2.08 |
| 8 | Technology | 1.62 | 1.94 |
| 9 | Diversity | 1.80 | 2.02 |
| 10 | Reflective practitioner | 1.76 | 2.22 |
| 11 | Professional relationships | 1.69 | 2.02 |

^aMissouri standards for teacher education programs, established by the Department of Elementary and Secondary Education.

Table 6. Missouri Certification Standards, 2006–2007

| Site | Standard | | | | | | | | | | | M |
|------|----------|------|------|------|------|------|------|------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 1 | 1.79 | 2.09 | 1.79 | 1.93 | 1.64 | 1.85 | 1.90 | 1.70 | 2.07 | 1.79 | 2.07 | 1.87 |
| 2 | 2.25 | 2.13 | 2.25 | 2.25 | 2.25 | 2.25 | 2.13 | 2.13 | 2.07 | 1.79 | 2.07 | 1.87 |
| 3 | 1.83 | 1.83 | 1.80 | 1.70 | 1.70 | 1.83 | 1.70 | 1.75 | 1.60 | 2.16 | 1.83 | 1.79 |
| 4 | 2.00 | 2.08 | 2.08 | 2.00 | 1.83 | 2.17 | 1.88 | 2.25 | 1.90 | 2.29 | 1.86 | 2.03 |
| 5 | 2.27 | 2.36 | 2.50 | 2.18 | 2.36 | 2.45 | 2.33 | 2.45 | 2.36 | 2.09 | 2.30 | 2.33 |
| 6 | 1.71 | 1.71 | 1.86 | 2.14 | 1.71 | 1.43 | 2.00 | 2.00 | 1.71 | 2.00 | 2.00 | 1.84 |
| 7 | 1.49 | 1.41 | 1.43 | 1.35 | 1.35 | 1.45 | 1.32 | 1.34 | 1.29 | 1.67 | 1.48 | 1.42 |
| 8 | 1.67 | 1.61 | 1.59 | 1.81 | 1.50 | 1.75 | 1.50 | 1.47 | 1.64 | 1.61 | 1.75 | 1.63 |
| M | 1.88 | 1.90 | 1.91 | 1.92 | 1.79 | 1.90 | 1.85 | 1.89 | 1.85 | 1.97 | 1.93 | 1.89 |

Note. See Table 5 for standards.

Table 7. Missouri Certification Standards, 2007–2008

| Site | Standard | | | | | | | | | | | M |
|------|----------|------|------|------|------|------|------|------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 1 | 2.00 | 2.00 | 1.60 | 1.42 | 1.85 | 1.71 | 1.33 | 2.00 | 1.71 | 1.66 | 2.00 | 1.75 |
| 2 | 2.60 | 2.30 | 2.00 | 3.00 | 2.00 | 2.60 | 2.00 | 2.00 | 3.00 | 3.00 | 2.30 | 2.44 |
| 3 | 2.20 | 2.20 | 2.25 | 2.20 | 1.40 | 2.50 | 2.20 | 2.40 | 2.30 | 2.20 | 2.20 | 2.19 |
| 5 | 2.44 | 2.44 | 2.40 | 2.55 | 2.22 | 2.33 | 2.40 | 2.33 | 2.55 | 2.57 | 2.50 | 2.43 |
| 6 | 1.63 | 1.63 | 1.80 | 1.73 | 1.63 | 1.78 | 2.00 | 1.63 | 1.63 | 1.78 | 2.20 | 1.77 |
| 7 | 2.25 | 2.25 | 2.00 | 2.25 | 2.25 | 2.33 | 1.66 | 2.00 | 2.33 | 2.25 | 2.50 | 2.19 |
| 8 | 2.00 | 2.05 | 1.93 | 2.23 | 1.82 | 2.06 | 1.71 | 2.00 | 1.85 | 2.13 | 2.14 | 1.99 |
| M | 2.16 | 2.12 | 2.00 | 2.20 | 1.88 | 2.19 | 1.90 | 2.05 | 2.20 | 2.23 | 2.26 | 2.11 |

Note. See Table 5 for standards. No data for Site 4.

Strengths and Areas of Needed Improvement

The following information reflects the analysis of the data for the 11 standards used to assess the interns, based on state requirements for teacher competencies. Upon review of the data collected by the Intern Evaluation for all sites in 2006–2007, the lowest score recorded was 1.29 (*progressing*), for diversity. In 2007–2008, 1.33 (also *progressing*) was the lowest score recorded, for assessment. In review of the average scores for the 11 standards, classroom management (1.79, *progressing*) was the lowest average for a certification standard in 2006–2007. In 2007–2008, the lowest average for a certification standard was also classroom management (1.88, *progressing*). The highest average score out of the 11 certification standards reported in the 2006–2007 data was reflective practitioner, at 1.97 (*progressing*). The highest average score for 2007–2008 was professional relationships, at 2.26 (*meets*).

In comparison of the 2 years of data collected (2006–2007 and 2007–2008), all certification standards were rated higher in 2007–2008. Table 8 shows the percentage change in scores. The data show that the greatest increase of score was for the diversity standard, with an increase of 22.4%, followed by communication, with a change of 20.4%. The least percentage change in standard scores included assessment (5.2%), curriculum (8.2%), and classroom management (8.8%). However, eight of the Missouri certification standards have a 15% increase in scores from 2006–2007 to 2007–2008.

Discussion

The quantitative data from the Intern Evaluation indicate that all Missouri certification standards were being met at the *progressing* level or higher. The 2007–2008 data show a significant increase in scores, with all but two Missouri certification standards being met at the *meets* level: classroom management and assessment. The percentage change in score documentation demonstrates a significant percentage of increase in the overall averages for Missouri certification standards. The following analysis of data will help us improve our interns' overall experience and achievement during their field experience.

Interns' scores for Missouri certification standards, 2006–2007. The PDS interns scored the highest in reflective practice and the lowest in classroom management. The overall average of 1.89 demonstrates a rating of *progressing* toward building teaching expertise based on the Missouri standards for teacher education. The current assessment for the education unit at the university is the development of a student portfolio that supports the growth of preservice teachers as reflective practitioners. The results of this study support previous findings from an analysis of portfolio entries, which found the lowest rating for interns in the area of management of a classroom, in both instruction and behavior. These data also align with current feedback from all levels of field experience, supporting the need for faculty to provide additional classroom management strategies and experiences for interns in this area. The baseline data provide an opportunity to compare

Table 8. Missouri Certification Standards: Percentage Change in Scores, 2-Year Comparison

| Site | Standard | | | | | | | | | | |
|------|----------|------|-------|-------|-------|------|-------|-------|-------|-------|------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 | 11.7 | -3.4 | -10.6 | -26.4 | 12.8 | -7.6 | -30.0 | 17.6 | -17.4 | -7.3 | -3.4 |
| 2 | 15.6 | 8.0 | -11.1 | 33.3 | -11.1 | 15.6 | -6.1 | -6.1 | 33.3 | 40.8 | 8.0 |
| 3 | 2.0 | 20.2 | 25.0 | 29.4 | -17.6 | 36.6 | 29.4 | 37.1 | 43.8 | 1.9 | 20.2 |
| 5 | 7.5 | 3.4 | -4.0 | 17.0 | -5.9 | -4.9 | 3.0 | -4.9 | 8.1 | 23.0 | 8.7 |
| 6 | -4.7 | -4.7 | -3.2 | -19.2 | -4.7 | 24.5 | 0.0 | -18.5 | -4.7 | -11.0 | 10.0 |
| 7 | 51.0 | 59.6 | 39.9 | 66.7 | 66.7 | 60.7 | 25.8 | 49.3 | 80.6 | 34.7 | 68.9 |
| 8 | 19.8 | 27.3 | 21.4 | 23.2 | 21.3 | 17.7 | 14.0 | 36.1 | 12.8 | 32.3 | 22.3 |
| M | 17.3 | 15.8 | 8.2 | 17.7 | 8.8 | 20.4 | 5.2 | 15.8 | 22.4 | 16.3 | 19.2 |

Note. See Table 5 for standards. No data for Site 4.

subsequent data collections as a continuous review of the developing skills of interns.

Interns' scores for Missouri certification standards, 2007–2008. Table 7 shows a significant improvement of intern ratings for 2007–2008. Intern scores increased in all but two standards: classroom management and assessment. Table 8 documents a significant percentage increase in 8 of 11 standards, demonstrating a 15% or better increase. Two standards had a 20% or better increase: communication and diversity. Exploring the underlying factors that contributed to the increase could help to identify ways to address identified areas of needed improvement. In both sets of data (2006–2007 and 2007–2008), classroom management is the lowest rating for interns. Future research by university faculty in the targeted areas of classroom management will be beneficial for course development and implementation of best practices (see Tables 9 and 10).

Table 9. Average Lowest Score for Intern Evaluation per Professional Development School Site, 2006–2007

| Site | Category | Score |
|------|-------------------------|-------|
| 1 | Classroom management | 1.64 |
| 2 | Assessment | 2.13 |
| 3 | Diversity | 1.60 |
| 4 | Classroom management | 1.83 |
| 5 | Reflective practitioner | 2.09 |
| 6 | Communication | 1.43 |
| 7 | Diversity | 1.29 |
| 8 | Technology | 1.47 |

Table 10. Average Lowest Score for Intern Evaluation per Professional Development School Site, 2007–2008

| Site | Category | Score |
|------|-----------------------|-------|
| 1 | Assessment | 1.33 |
| 2 | Classroom management | 2.00 |
| 3 | Classroom management | 1.40 |
| 5 | Classroom management | 2.22 |
| 6 | Content knowledge | 1.63 |
| | Learners and learning | 1.63 |
| | Classroom management | 1.63 |
| | Diversity | 1.63 |
| | Technology | 1.63 |
| 7 | Assessment | 1.66 |
| 8 | Assessment | 1.71 |

Note. No data for Site 4.

Assessment is also an area identified as one for growth in this research. The PDS faculty is currently reviewing their unit's assessment program. The education faculty have decided to implement the Teacher Work Sample as the primary assessment, which will focus faculty and interns on assessment and the use of assessment to make appropriate instructional decisions. Future course development will focus on instruction based on current research and the knowledge of effective assessment strategies. Developing the interns' understanding and application of effective assessment practices during field experience and in their own classrooms will support emerging skill levels.

Continued analysis of the Intern Evaluation results will include an analysis of the qualitative data, the narrative comments made by district and university faculty and administrators. These data will help to validate our quantitative findings and lead us to more informed decisions when making changes in our PDS program.

Future Considerations

Data for this first series of evaluations were completed in the spring of 2007 with additional data collection through the spring of 2008. The information gained from these assessments has provided concrete evidence for answering the questions "What exactly has our Professional Development Schools Partnership accomplished?" and "How are we doing?" There is now a measuring stick that can gauge progress over time and determine if the Professional Development Schools Partnership is steadily moving forward in its efforts to fully implement an effective collaboration between the university and public schools. Data are being collected for interns in their initial experience in PDSs, as followed by data collected for the same interns in their student-teaching experience. The goal in this collection is to determine the growth of individual interns in their experience in the PDS setting, as well as to attain the overall growth of interns involved in the Professional Development Schools Partnership. The surveys have been refined to better communicate direc-

tions to the participants completing them, and a consistent timeline has been defined for data collection, analysis, and reporting.

A renewed sense of vision is at the forefront of efforts at the schools and the university for future work that focuses on the national standards for professional development schools and the 11 standards for teacher candidates in the state of Missouri. Information from the data collection is helping to make informed decisions based on hard evidence.

The PDS board is committed to establishing a systematic process for ongoing assessment of the Professional Development Schools Partnership. In support of this effort, it will make the following considerations to further refine and establish an effective evaluation that will provide information for decision making and advancement in effectively implementing a PDS program.

Establish a continuous cycle for PDS program review. Review the program vision, mission, and goals based on alignment with PDS national standards and the teacher competencies identified on the Intern Evaluation. Align the outcome goals with the vision and mission.

Review the mission of the PDS program. Examine the mission as it relates to the university field experience for all teacher candidates.

Review program structure. Include administrator, program components, and program assessment.

Expand and restructure the PDS program. Consider the inclusion of secondary educa-

tion programs of study within the Professional Development Schools Partnership.

Evaluate resources. Evaluate current resources and determine avenues for future obtainment of resources to support and advance the PDS program.

Conclusion

If only we could stop bumping for a moment and think of it . . .

The Professional Development Schools Partnership stopped to consider just how effective its partnership was by creating assessment tools and initiating an evaluation of the PDS program, which included an evaluation tool for program evaluation, as well as an assessment tool for evaluating the developing competencies for interns. The information gained from this 2-year review provided needed baseline data to inform the partnership of its effectiveness and to serve as a catalyst for informed decision making that will build its program and fully implement the national PDS standards. Next steps include completing a qualitative analysis of narrative comments from the Intern Evaluation, refining the assessment tools, reviewing the processes for a continual cycle of evaluation, and using the information gained thus far to make changes in the program to further facilitate increased levels of successful collaboration. ^{SUP}

Appendix A: Professional Development School Program Evaluation

PROFESSIONAL DEVELOPMENT SCHOOL PROGRAM EVALUATION

Role in PDS: District Teacher District Administrator University Faculty Board Member
 Date Completed _____

LEARNING COMMUNITY (STANDARD I)

The PDS is a learning-centered community that supports the integrated learning and development of P-12 students, candidates, and PDS partners through inquiry-based practice. PDS partners share a common vision of teaching and learning grounded in research and practitioner knowledge. They believe that adults and children learn best in the context of practice. Learning supported by this community results in change and improvement in individual practice and in the policies and practices of the partnering institutions. The PDS partnership includes principal and supporting institutions and individuals. The principal PDS partners are members of the P-12 schools and professional preparation programs who agree to collaborate. The supporting PDS partner institutions include the university, the school district, and the teacher union or professional education association(s). Arts and sciences

faculty, other interested school and university faculty, family members, community members, and other affiliated schools are important PDS participants in the extended learning community.

| <i>Not observed</i> | <i>Does not meet</i> | <i>Progressing</i> | <i>Meets</i> | <i>Exceeds</i> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |

Comments:

ACCOUNTABILITY & QUALITY ASSURANCE (STANDARD II)

PDS partners are accountable to themselves and to the public for upholding professional standards for teaching and learning. They define clear criteria at the institutional and individual levels for participation. PDS partners collaboratively develop assessments, collect information, and use results to systematically examine their practices and establish outcome goals for all P-12 students, candidates, faculty, and other professionals. The PDS partnership demonstrates impact at the local, state, and national level on policies and practices affecting its work.

| <i>Not observed</i> | <i>Does not meet</i> | <i>Progressing</i> | <i>Meets</i> | <i>Exceeds</i> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |

Comments:

COLLABORATION (STANDARD III)

PDS partners and partner institutions systematically move from independent to interdependent practice by committing themselves and committing to each other to engage in joint work focused on implementing the PDS mission. They collaboratively design roles and structures to support the PDS work and individual and institutional parity. PDS partners use their shared work to improve outcomes for P-12 students, candidates, faculty, and other professionals. The PDS partnership systematically recognizes and celebrates their joint work and the contributions of each partner.

| <i>Not observed</i> | <i>Does not meet</i> | <i>Progressing</i> | <i>Meets</i> | <i>Exceeds</i> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |

Comments:

DIVERSITY & EQUITY (STANDARD IV)

PDS partners and candidates develop and demonstrate knowledge, skills, and dispositions resulting in learning for all P-12 students. PDS partners ensure that the policies and practices of the PDS partner institutions result in equitable learning outcomes for all PDS participants. PDS partners include diverse participants and diverse learning communities for PDS work.

| <i>Not observed</i> | <i>Does not meet</i> | <i>Progressing</i> | <i>Meets</i> | <i>Exceeds</i> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |

Comments:

STRUCTURES, RESOURCES & ROLES (STANDARD V)

The PDS partnership uses its authority and resources to articulate its mission and establish governing structures that support the learning and development of P-12 students, candidates, faculty, and other professionals. The partner institutions ensure that structures, programs, and resource decisions support the partnership's mission. They create new roles and modify existing roles for P-12 students, candidates, faculty, and other professionals, to achieve the PDS mission. The partnership effectively uses communication for coordination and linkage with the school district, university, and other constituencies and to inform the public, policy makers, and professional audiences of its work.

| <i>Not observed</i> | <i>Does not meet</i> | <i>Progressing</i> | <i>Meets</i> | <i>Exceeds</i> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |

Comments:

Appendix B: Assessment— Professional Development School Intern Evaluation

Purpose

To demonstrate professional development school (PDS) intern competency on the knowledge, skills, and dispositions required of students at the end of the PDS internship.

Implementation Plan

The forms. The evaluation process includes summative data recorded on the Intern Evaluation form. The items on the evaluation instrument were developed on the basis of the Interstate New Teacher Assessment and Support Consortium and Missouri state standards and organized under the major headings of *knowledge*, *skills*, and *dispositions*. The scoring rubric provides a narrative description of the criteria for determining how to rate each item with the following scale: *not observed*, *does not meet*, *progressing*, *meets*, and *exceeds*. The completed original goes to the university faculty member, who will deliver it to the PDS director, who will forward the data to the Department of Curriculum and Instruction for the department file.

Guidelines for scoring. Every PDS intern should meet the criteria for each standard by the end of the internship. The graduated ratings are designed to demonstrate developmental progress and skill acquisition during the PDS experience. A rating of *not observed* may be used to indicate that behavior related to a standard was not observed or not applicable in a specific lesson. These ratings will not be numerically included in data analysis. The

rating *does not meet* describes a candidate who does not demonstrate the knowledge, skills, or dispositions expected. *Progressing* represents the candidate who has mastered some but not all the components described in the rubric. To achieve a rating of *meets*, a candidate must satisfy each required component in the rubric. *Exceeds* is used for a candidate who meets all the required standards and performs in some ways beyond the skill level normally expected for a student at the end of the PDS internship.

Timeline for administration, analysis, and dissemination of results. The university teacher completes the Intern Evaluation at the end of the intern's assignment. Verbal feedback and a copy of the form should be provided to the intern immediately following the evaluation, if possible, or within 2 working days, if scheduling does not permit immediate debriefing. Although the instrument is summative for the internship, the primary purpose of the developmental feedback is to assist the intern in improving performance. The university supervisor is responsible for assigning the internship grade. One copy of the form is given to the intern, with summative comments and recommendations for ongoing professional development. The original of each form will go to the university department's file.

Internship data will be aggregated in whole and disaggregated by major and certification area each semester and disseminated to professional education faculty representatives for each certification area, as well as to the PDS director. Trends related to interrater reliability and subject area will be identified and referred to the professional education faculty or the Teacher Education Council for discussion. Program-level data will be reviewed at least one time per year to identify areas of strength and need for program improvement.

| <i>Standard^a</i> | <i>Does Not Meet</i> | <i>Progressing</i> | <i>Meets</i> | <i>Exceeds</i> |
|-----------------------------|--|---|---|--|
| Content knowledge | Makes serious mistakes in concepts or principles being taught. Does not provide opportunities for student inquiry. Does not incorporate interdisciplinary learning or relate content to a global perspective. Does not make content relevant to students. | Makes some mistakes in content, but tries to correct them. May have some difficulty elaborating or clarifying ideas or relationships among concepts. Provides minimal opportunity for student inquiry. Attempts to incorporate interdisciplinary learning or relate content to a global perspective. Makes some content relevant to students. | Makes few or no mistakes and displays competence in teaching content to students. Has alternative explanations and can usually address student questions well. Regularly provides opportunities for student inquiry appropriate to the discipline. Incorporates interdisciplinary learning and relates content to a global perspective. | Shows strong knowledge, creativity, and considerable flexibility when teaching content to students. Consistently provides opportunities for student inquiry, including a variety of appropriate discipline-related tools. Consistently incorporates interdisciplinary learning and relates content to a global perspective. Regularly organizes instruction in personal contexts that are relevant and meaningful to students. |
| Learners and learning | Does not create learning opportunities that reflect theories of learning or support the intellectual, social, and personal development of students. Does not relate new information to students' prior knowledge. Does not encourage student responsibility. | Plans limited learning opportunities that reflect theories of learning and supports the intellectual, social, and personal development of students. Attempts to relate new information to students' prior knowledge. Encourages limited student responsibility. | Plans and implements learning opportunities that reflect theories of learning and actively supports the intellectual, social, and personal development of students. Relates new information to students' prior knowledge. Encourages student responsibility. | Skillfully plans and implements learning opportunities that reflect theories of learning and actively nurtures the intellectual, social, and personal development of students. Assists students in relating new information to students' existing schema. |
| Curriculum | Demonstrates consistently poor short- and long-range planning skills. Does not relate plans and activities to state and national standards. Does not evaluate and adjust plans to meet student needs and state standards. | Creates lesson and unit plans but activities are not always cohesive or aligned with curriculum goals or needs and abilities of students. Fails to consistently evaluate and adjust plans according to student needs and state standards. | Creates good lesson and unit plans with activities that are cohesive, aligned with appropriate curriculum goals, and consistent with needs and abilities of most students. Evaluates and adjusts plans according to student needs and state standards. | Creates extremely effective lesson and unit plans with diverse activities showing strong knowledge of students' capabilities and needs as well as knowledge of subject and curricular goals. Systematically evaluates and adjusts plans to meet student needs and state standards. |

| | | | | |
|----------------------|---|---|---|---|
| Planning instruction | Is unable to effectively employ a range of strategies, materials, and technology to teach the subject effectively. Does not engage students in active learning that promotes the development of critical thinking, problem solving, and learning. | Employs a limited range of strategies, materials, and technology to teach the subject effectively. Only occasionally engages students in active learning that promotes the development of critical thinking, problem solving, and learning. | Demonstrates the ability to effectively design and employ a range of strategies, materials, and technology to teach the subject. Usually engages students in active learning that promotes the development of critical thinking, problem solving, and learning. | Demonstrates a highly creative ability to effectively design and employ a range of strategies, materials, and technology to teach the subject. Engages students in active learning that promotes the development of critical thinking, problem solving, and learning. |
| Classroom management | Does not demonstrate an understanding of research-supported practices for motivating students or for managing behavior. Has difficulty engaging students in learning activities. Does not maintain an orderly classroom or effectively manage student behavior. Classroom environment does not encourage active participation and promote positive social interaction. | Demonstrates an understanding of research-supported practices for motivating students and for managing behavior. Has some success engaging students in learning activities. Has established classroom rules and some routines, but does not consistently manage student behavior in all situations. Some class activities encourage active participation and promote positive social interaction. | Consistently models research-supported practices for motivating students and for managing behavior. Often stimulates students' interest and enthusiasm. Has established classroom rules and routines, and effectively manages student behavior in most situations. Varied class activities encourage active participation and promote positive social interaction. | Consistently and enthusiastically models research-supported practices for motivation and behavior management. Student enthusiasm and engagement levels are consistently high across a variety of activities. Established classroom rules and routines effectively prevent student misbehavior and redirect potential problem behaviors. Classroom environment encourages active participation and promotes positive social interaction and self-management. |
| Communication | Does not model effective verbal/nonverbal communication. Does not demonstrate sensitivity to cultural, gender, intellectual, and physical ability differences during classroom communication and in responses to students' communications. Does not support or expand learner expression in speaking, writing, listening, and other media. Does not use a variety of media communication tools. | Attempts to model effective verbal/nonverbal communication. Sometimes demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences during classroom communication and in responses to students' communications. Attempts to support and/or expand learner expression in speaking, writing, listening, and other media. Sometimes uses a variety of media communication tools. | Consistently models effective verbal/nonverbal communication. Consistently demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences during classroom communication and in responses to students' communications. Consistently supports and expands learner expression in speaking, writing, listening, and other media. Consistently uses a variety of media communication tools. | Skilfully models effective verbal/nonverbal communication. Skillfully demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences during classroom communication and in responses to students' communications. Skillfully supports and expands learner expression in speaking, writing, listening, and other media. Skillfully uses a variety of media communication tools. |

(continued)

| <i>Standards</i> | <i>Does Not Meet</i> | <i>Progressing</i> | <i>Meets</i> | <i>Exceeds</i> |
|------------------|---|---|---|--|
| Assessment | Assessment strategies and tools are not aligned with instruction, poorly designed, or not valid for measuring student achievement and growth. Assessment activities are limited in number, type, or scope. Reflection on assessment data does not result in changes in planning or instruction. | Assessment tools are limited, but aligned with instruction and tend to focus on knowledge acquisition and convergent responses. Some variety in assessment measures, including authentic assessment and those requiring higher-level thinking. Reflects on assessment data and demonstrates willingness and ability to make instructional changes based on results. | Assessment tools are aligned with instruction, with increasing emphasis on understanding, reasoning, and divergent responses. Uses a variety of appropriate measures to assess attitudes, understanding, and skill development as well as content knowledge. Regularly uses informal and formal assessment data to match instruction to student needs, plan alternative strategies, and achieve desired student outcomes. | Encourages self-assessment, in addition to using a variety of appropriate assessment tools that emphasize understanding, reasoning, and divergent responses. Uses assessment information to inform, motivate, and direct student learning. Flexibly realigns and differentiates instruction based on assessment data to assist all students in achieving the desired outcomes. |
| Technology | Seldom or never uses technology and media communications to support learning by students. | Occasionally uses available, appropriate informational and instructional technology to support learning by students. | Regularly and effectively uses available, appropriate informational and instructional technology to support learning by students and to enhance productivity. | Integrates instructional technology to achieve goals related to the ability of students to know and use technology to maximize student learning. Effectively uses technology to facilitate assessment of student learning and to enhance personal productivity and professional practice. |
| Diversity | Seldom varies instruction to address developmental and learning-style differences among students. Rarely relates content to the things that are personally relevant to students. | Considers differences among students in planning and instruction by varying instruction to address different learning styles and student interests. Makes some personally relevant connections meaningful to students. | Considers differences among students by varying instruction and by targeting students with distinctly different needs for particular attention, using specialized services when appropriate. Makes many personally relevant connections meaningful to students. | Shows considerable ability in identifying differences among students and planning instruction to meet the specific needs and interests of individuals as well as the general needs of the group, including accessing specialized services when appropriate. Regularly organizes instruction in personal contexts that are relevant and meaningful to students. |

| | | | | |
|-----------------------------------|--|---|---|---|
| <p>Reflective practitioner</p> | <p>Does not use self-assessment and problem-solving strategies for reflecting on one's own practices. Does not reflect on teacher influences on students' growth and learning. Does not seek resources for professional development. Does not use professional ethical standards.</p> | <p>Occasionally uses self-assessment and problem-solving strategies for reflecting on one's own practices. Is developing the ability to reflect on teacher influences on students' growth and learning. Only attends mandated professional development activities. Is aware of, but shows lapses of judgment in using professional ethical standards.</p> | <p>Uses self-assessment and problem-solving strategies for reflecting on one's own practices. Demonstrates the ability to reflect on teacher influences on students' growth and learning. Attends mandated and voluntary activities, but does not seek out additional resources for professional development. Uses appropriate judgment in applying professional ethical standards. Interacts with school colleagues, parents, and educational partners in the larger community to foster relationships that support student learning and well-being. Participates in activities to enhance a positive learning environment. Is aware of students in distress, and seeks appropriate help for them. Works collaboratively with families, school personnel, and community resources to help students reach their full potential.</p> | <p>Regularly uses self-assessment and problem-solving strategies for reflecting on one's own practices. Plans activities based on knowledge of teacher influences to maximize students' growth and learning. Actively seeks out professional development resources and activities. Models ethical behavior and positively influences the ethical behaviors of others.</p> |
| <p>Professional relationships</p> | <p>Does not foster relationships with school colleagues, parents, and educational partners in the larger community. Does not participate in activities to enhance a positive learning environment. Is not aware of students in distress or seek appropriate help for them. Does not work collaboratively with families, school personnel, and community resources to help students reach their full potential.</p> | <p>Interacts with school colleagues and parents, but does not yet foster relationships with educational partners in the larger community. Rarely participates in activities to enhance a positive learning environment. Is aware of students in distress, but does not seek appropriate help for them. Does not go beyond working collaboratively with school personnel to help students reach their full potential. Does not consider families and community resources as part of the process.</p> | <p>Interacts with school colleagues, parents, and educational partners in the larger community to foster relationships that support student learning and well-being. Participates in activities to enhance a positive learning environment. Is aware of students in distress, and seeks appropriate help or prevention for them. Initiates activities that require collaborative work with families, school personnel, and community resources to help students reach their full potential.</p> | <p>Seeks constructive interactions with school colleagues, parents, and educational partners in the larger community to foster relationships that support student learning and well-being. Plans activities that enhance a positive learning environment. Is aware of students in distress and situations that cause student distress and seeks appropriate help or prevention for them. Initiates activities that require collaborative work with families, school personnel, and community resources to help students reach their full potential.</p> |

⁴Each standard has the "not observed" option.

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