



SU PDS University liaison, SU student intern and mentor teacher collaborate

## Prince Street School + SU = Student Success

"Collaborating with Salisbury University will lead to success" is the belief at Prince Street Elementary School. During spring 2001, Prince Street joined the network of Wicomico County schools that have formed a partnership with SU as a beginning PDS site and introduced the PDS concept to school staff members.

Prince Street teachers launched the PDS partnership by serving as mentor teachers for 10 University students.



PDS collaboration

## Worcester County PDS: 'Differentiating Instruction For Student Success'

The Worcester County PDS initiative has permanent moorings in four schools including Showell Elementary (preK-3), Berlin Intermediate (4-6) and Stephen Decatur Middle (7-8), and in the future Stephen Decatur High Schools, all located within a five-mile radius in the northern end of the county.

In all schools, the theme of "Differentiating Instruction for Student Success" unifies the PDS initiative. Using the innovative value-added internship model that stresses collaboration between interns and mentors, veteran teachers and teacher candidates, the PDSs seek to refine and implement instructional strategies to maximize student success. In this model, both interns and mentors remain fully involved in instruction

throughout an internship and share the roles of lead teacher and support teacher in the classroom. Field experiences begin before the student teaching internship with placements in foundations and methods classes, some of which are taught on site, so that interns become fully integrated into the professional staff of the PDS school. PDS faculty are frequent adjunct instructors and team-teaching colleagues in professional education courses taught on campus as well.

The University liaison and a team of supervisors and school-based representatives, who have worked together for more than five years, ensure the network of support and communication for SU students.

## Partnerships Blossom In Dorchester County

Salisbury University and Choptank Elementary School in Dorchester County have formed a partnership to develop a collaborative, education community that supports the learning needs of all stakeholders including students, parents, teachers and University interns. County initiatives and University efforts work to enhance student achievement as both parties examine common and different strategies. This collaboration was evident during Choptank's parent education night where mentor teachers and interns promoted the school's math curriculum and presented math lessons to parents in an effort to increase elementary students' math achievement.



Mentor teacher and SU student intern work with parents

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SU student intern works with students

## Interns In Somerset County Learn To Work In Teams

One of the many things that Salisbury University interns learn during their pre-service teaching experience is to work in grade-level teams for planning. The interns work with their mentors, as well as other teachers and specialists, to plan lessons for all students at a particular grade level.

Many schools use the team concept to maximize human and material resources for students. The opportunities for team planning in Somerset County PDS sites offer interns preparation for similar situations they may encounter in teaching. PDS interns participate in team meetings to plan exciting lessons for students.

Somerset County's PDS is unique in that it spans two school buildings. Princess Anne Primary School serves students in Pre-K through second grade and feeds into Westover Elementary, which serves students in third through fifth grades. The interns in this PDS program receive experiences at both of these schools. Future plans for the Somerset PDS program include expanding to a middle and high school. The importance of PDS continues to grow for the students of Somerset County Public Schools.



SU student intern and mentor teacher team-teach in the classroom

## Seidel Challenge: You Can Help

When Sam Seidel, with his wife Marilyn, endowed Salisbury University's School of Education and Professional Studies in 1997, he said, "The real goal of the endowment is to get good people into education." As a former teacher and coach, he knew how profoundly a dedicated and inspirational adult could affect the lives of children. Said one of Seidel's own former students, U.S. Senator Paul Sarbanes: "Sam imparted values, values which still guide me in my professional and personal life."

The Seidel Challenge Campaign, with a goal of reaching an endowment of \$1 million for scholarships for students wanting to teach, will help Maryland meet its critical teaching shortage.

By contributing to the Seidel Challenge Campaign, you help ensure our children are served by a new generation of teachers who guide with intelligence and lead by example.

For more information on how you can make a gift or a pledge to the Seidel Challenge Campaign, contact Al Mollica, SU Vice President of Advancement, 1120 Camden Avenue, Salisbury, MD 21801, or call 410-546-6939.



SU student intern works with students

# PDS Passages

*Collaborative Corridors Where Salisbury University and Local School Systems Prepare Interns, Offer Continuous Professional Development and Improve Student Achievement*

## What Is A Professional Development School?

A Professional Development School (PDS) is a place where future teachers, practicing teachers and Salisbury University (SU) faculty members work together in a collaborative effort to create a learning environment that meets the needs of all participants.

### What Is The Purpose?

The purposes include collaborating to identify, develop, test and refine practices that promote student performance, and to support the initial preparation of pre-service teachers and continuing professional development of current teachers.

### Who Benefits?

Future teachers working in a PDS participate in a yearlong internship and have the opportunity to take part in all aspects of a teacher's school life. Practicing teachers participating in a PDS have opportunities for continued professional development. SU faculty participating in a PDS

benefit through having increased involvement in the local schools. Students benefit through additional resources in terms of the number of adults working with them to improve academic achievement. Local school systems have the opportunity to participate in the preparation and potential hiring of future teachers.

### What Is The Focus?

Each PDS is unique in character and may have a special area of focus such as reading, technology, math, special education, early childhood education, differentiated instruction or career preparation.

### How Can I Find Out More?

For additional information about the Salisbury University PDS Program, please call the Seidel School of Education and Professional Studies Field Placement Office, 410-548-2585, or visit our Web site at <http://seidel.salisbury.edu/~educatio/pds/>.

PDS Passages

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1101 Camden Avenue  
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SU student intern

# The SU PDS Network



SU student intern works with elementary school students

The Regional Professional Development School is a network of Professional Development Schools established by Salisbury University and Dorchester, Somerset, Wicomico and Worcester county public schools. Since its inception in 1997, the Regional Professional Development Schools have provided numerous benefits to all stakeholders: K-12 public school students, pre-service teachers, and school and University educators.

The efforts of school and University faculty, combined with the energy that beginning teachers bring to their work, have had a positive impact on the K-12 public school students in PDSs. In some classrooms, teachers, interns and University faculty have worked together to provide instruction for students. This collaborative model has the immediate effect of providing a higher teacher:student ratio and increased student achievement.

The PDS network consists of elementary, middle and/or high schools in each county that have elected to work in close partnership with teacher interns and their supervisors from Salisbury University. Classroom teachers in each participating PDS agree to provide

support for beginning teachers. SU faculty work with school personnel to coordinate and deliver professional development for school faculty.

The professional development provided for school faculty has taken many forms. For example, classroom teachers have been invited to be guest instructors in the senior seminar class and have also taught collaboratively with SU faculty. As visiting faculty members, teachers share their insights about children and teaching, and gain a new perspective of their role in the classroom. Other forms of professional development include workshop sessions on cooperative learning, special needs students, technology, and effective practices in teaching.

The PDS model is a template for a rich and rewarding partnership for both the surrounding school systems and SU. As the Regional Professional Development School Network continues to develop and evolve, the positive impacts can only be enhanced. Public school students, classroom teachers, and University faculty have much to share with one another about learning and teaching in this educational community.



PDS collaboration

## Partnership Prepares Students For Diverse Experiences

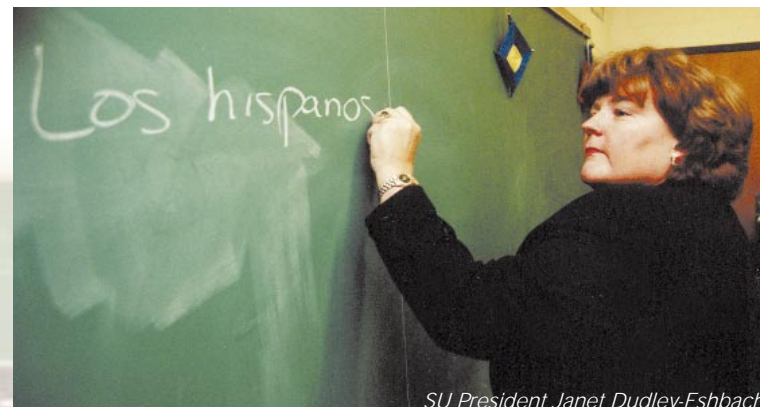
The Pinehurst Elementary and Salisbury University PDS project, launched during 2000-2001, offers a year-long internship for teacher candidates. The course, Instructional Techniques for Inclusion (EDUC 415), is offered on site and includes field experiences.

Teacher candidates experience a wide range of special education placements within this PDS school, including early childhood, special education program, self-contained programs for severe and profound students, resource room settings and an inclusion program.

The Pinehurst PDS offers pre-service teachers an opportunity to learn firsthand

about the culture and processes of inclusion. They see inclusion instruction modeled by general and special education teachers working together to provide education for diverse learners. During their placements, pre-service teachers in EDUC 415 also help instruct students, thus coming in contact with a wide range of student needs.

Working at Pinehurst prior to the student intern experience gives SU students a very unique bonding experience with a very unique school community. This partnership also supports the professional development of practicing teachers at Pinehurst Elementary.



SU President Janet Dudley-Eshbach

## From The SU President's Desk:

Salisbury University is an active member of Maryland's network of Professional Development Schools (PDS). Indeed, we have been a leader in shifting emphasis in teacher education from its traditional classroom-based course of study to the preparation of teacher candidates serving as interns in participating PDSs.

The PDS model of teacher education is a recognized innovation in national school reform efforts, one that has been shown to lead to greater student success. Maryland adopted the PDS concept following a 1995 report by the Maryland Higher Education Commission and the Maryland State Department of

Education, both of which called for a strong academic foundation to link changes in teacher education programs with school improvement efforts throughout Maryland. The report, *The Redesign of Teacher Education*, identified the PDS model as the best structure for bringing together reform in teaching and learning.

Salisbury University has developed a vibrant Professional Development School Network in partnership with Dorchester, Somerset, Wicomico and Worcester counties. As we look to the future, our goal is to provide a minimum of 30 PDS sites over the next few years. I invite regional school systems and individual schools to join our network and be a

part of this exciting opportunity to connect teacher education and school reform efforts.

Thank you for your interest in this important initiative. I look forward to working with many of you as SU helps contribute to the development of a strong educational system based on knowledgeable and experienced teachers.

Sincerely,

Janet Dudley-Eshbach  
President, Salisbury University



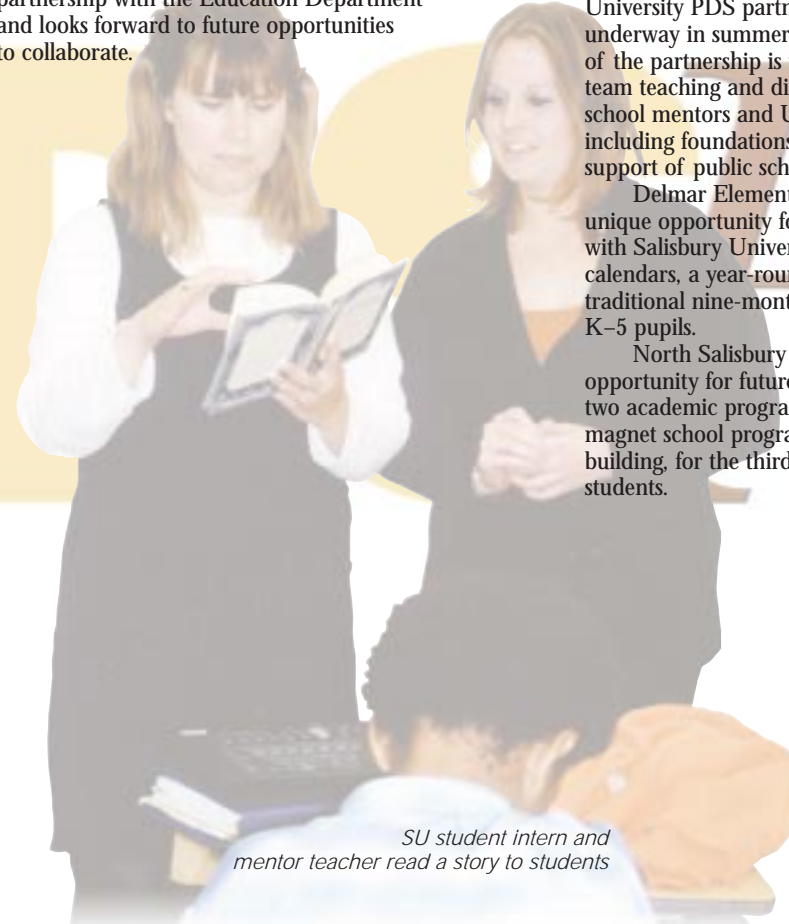
PDS collaboration

## SU And Wicomico County Establish Collaborative Teacher Exchange

Salisbury University and Wicomico County Public Schools established a collaborative teacher exchange that allows one veteran Wicomico teacher to be on loan to SU during the 2001-2002 school year, while a first-year teacher can be hired to teach in a Wicomico County school.

The veteran teacher, whose role is to serve as an SU liaison in PDS sites throughout Wicomico County, also teaches professional education courses in the Education Department of the Seidel School of Education and Professional Studies at SU and supervises student interns.

This memorandum of understanding between Wicomico County and Salisbury University regarding a collaborative teacher exchange is the only one of its kind, to date, in the state of Maryland. SU commends Wicomico County for entering into such a partnership with the Education Department and looks forward to future opportunities to collaborate.



SU student intern and mentor teacher read a story to students

## Did You Know?

Two of East Salisbury's third grade teachers were once PDS interns and are now serving as mentors for current Salisbury University interns.



SU student intern and mentor teacher team-teach in the classroom

## Delmar Elementary And North Salisbury PDS Partnership Formed

The Delmar Elementary School, North Salisbury Elementary School and Salisbury University PDS partnership officially got underway in summer 2001. The primary focus of the partnership is the use of collaborative, team teaching and differentiated instruction by school mentors and University interns, including foundations and methods students, in support of public school student achievement.

Delmar Elementary School offers a unique opportunity for an ongoing partnership with Salisbury University. There are two school calendars, a year-round program and a traditional nine-month program, for grade K-5 pupils.

North Salisbury School provides the opportunity for future teachers to experience two academic programs, a home school and a magnet school program, within the same building, for the third through fifth grade students.

The Delmar-North Salisbury partnership is further distinguished by its active engagement of prospective teacher candidates enrolled in foundations courses, The School in a Diverse Society (EDUC 210) and Learning and Assessment (EDUC 304), in addition to the more traditional engagement of teacher candidates enrolled in methods courses and internships.

The partnership conducted a three-day planning conference in August 2001 and has scheduled after-school workshops on collaborative, team teaching and differentiated instruction throughout the 2001-2002 academic year. The professional development activities support the pupil achievement of all students. The Coordinating Council, comprised of faculty and administrators from both schools and the central office, and University faculty, serve as a governing body for the partnership.



SU PDS liaison provides professional development activities for school faculty

## Pittsville/Willards Form Collaborative Connections With SU

The PDS passage between Salisbury University and Pittsville/Willards schools has already become a busy thoroughfare, with two-way traffic streaming toward the destinations of professional development and student achievement. The 2001-2002 school year began when 25 Pittsville/Willards teachers and administrators attended a two-day workshop on content area reading at SU. Workshop leaders, teachers and interns attended content area reading workshops throughout the school year, earning either Maryland State Department of Education or graduate credit for Reading in the Content Areas: Part I by the end of the spring semester.

Secondary-level pre-service candidates enrolled in a content area reading course gain valuable insights about individualizing instruction, as they tutor seventh and eighth grade students, two hours after school each week. These tutorial sessions provided additional instruction for 16 Pittsville Middle School students during the fall 2001 semester. SU candidates participating in these sessions teach reading strategies learned in their content area reading course.

These secondary methods candidates, as well as elementary candidates who are enrolled in science methods, are actively engaged in observing the classroom routines and instruction of experienced teachers, and offer instructional assistance to their mentor teachers. The goal of the PDS will be to move many of these candidates into intern placements at Pittsville/Willards in the spring.