I. **Definition and Purpose:** The Professional Development School model is a partnership between school-based faculty and college-based faculty to establish a collaborative learning community with its main goal of increasing student achievement. A PDS necessarily implies a break from conventional ways of doing business for all parties offering new and otherwise unlikely opportunities for school and college faculty to develop more refined skills as instructors, to advance intellectual inquiry in an immediately relevant context, and ultimately, to increase student learning through more authentic engagement.

It is hoped that a foundation of shared interest, mutual commitment, and trust would be established that would encourage collaboration between the teacher, administrator, college professor, teacher candidate, and child. Frequently, but not exclusively, a professional development school centers on providing teacher candidates with a more authentic classroom experience to better prepare for entry into the profession. A PDS should also give school faculty an opportunity to engage in applied research with college colleagues that will deepen and inform instructional practice for all participants. College faculty not only have a practical setting from which to conduct research which might have a comparatively immediate impact on student learning, but also have access to a real world environment that instructors can use to bridge the sometimes seemingly insurmountable gap between theory and practice that looms for teacher candidates.

This PDS partnership is also committed to meeting NCATE (National Council for the Accreditation of Teacher Education) standards of: 1. learning community, 2. accountability and quality assurance, 3. collaboration, equity, and diversity, and 3. structures, resources, and roles. PDS partnerships work toward a four-fold mission:

- The preparation of new teachers
- Faculty development
- Inquiry-directed improvement of practices
- Enhanced student achievement

II. **History:** The emergent Cortland PDS grew out of a desire of the Cortland City School District to optimize the preparation of teacher candidates from SUNY Cortland’s teacher education programs while, at the same time, offering faculty development to its teaching staff. This concern brought administrators from the district and the college together to consider how a PDS might enhance the well established partnership that these two institutions have enjoyed for many years. For the duration of the 2006 – 2007 academic year, this core group of administrators met to formulate a plan for how such a PDS might be organized and put into practice. In August, 2007, Roberta
Trachtman, a nationally recognized PDS expert, provided training to the core group of district and college administrators, and to a larger group of faculty from both institutions.

Initially, the Cortland PDS funded three pilot programs carried out in the Cortland City schools in the 2008-2009 academic year: The Unified Teaching and Learning Initiative, The Cortland Reading and Writing Collaborative, and The SUNY Cortland and CECSD Mathematics Partnership. These projects involve both faculty development and teacher preparation in reading, writing, math, and special education. Research data reflecting an increase in student achievement has been collected for some projects. After a successful first year, the 4 elementary projects have expanded its teacher participation for the 2009-2010 school year.

The Cortland PDS has a new adolescent education project in mathematics, “A Partnership in Supporting Student Discourse in Mathematics Classrooms”. This four-year project is designed to provide secondary math teachers with new technology and research for teaching math. The program will also provide teacher candidates who are fulfilling their field experiences with these alternative teaching approaches.

It is hoped that these PDS programs will serve as the basis for future preparatory and field-based options for SUNY Cortland candidates. The College’s many district partners can be assured that the same rigorous standards will be applied to all teacher candidates to determine readiness for student teaching, and that the PDS process should only help faculty to refine candidate preparedness for field placement.

III. Structure: The Cortland PDS has a tripartite organizational structure: an administrative Core Group, a Project Directors Group, and the PDS Coordinator. Each of these groups comprises a different tier of the organizational hierarchy and are defined as follows:

a. **Core Group** – The Core Group consists of leaders from both district and college who can make policy, resource, and personnel decisions collectively for the PDS and within their respective institutions. The Core Group oversees the planning, implementation, and evaluation processes of the PDS. The Core Group will make final determinations about PDS program and implementation.

b. **The Project Directors’ Group** – The Faculty Advisory Group at the second tier of the PDS structure consists of both college and school-based faculty who serve as project directors for the current 4 elementary and secondary PDS projects. They assist the Coordinator in decision-making in refining PDS policy and procedures, and to help faculty planning groups develop new PDS projects. They are also charged with evaluating their projects for future improvements and for seeking external funding to expand their projects for the future.

c. **PDS Coordinator** – The primary role of the PDS Coordinator is to serve as liaison between the Core Group, Faculty Advisory Group, school district, and college community to maintain collaborative partnerships. Faculty
planning groups, consisting of district and college faculty who are interested in developing new PDS projects, meet with the Coordinator for guidance. At the end of the planning period, proposals for review by the Core Group will be submitted. The Coordinator manages resources, supervises on-site operations, facilitates the development of new projects, and insures program integrity. The Coordinator reports to the Assistant Provost for Teacher Education and conducts Core Group meetings.

IV. **Request for Proposals (RFP):** A request for proposals is announced in January. Each proposal for the 2010–2011 program year of the Cortland PDS must comply with the steps and format outlined below. A 500-word brief outlining the mission and structure of the project must first be accepted by the Core Group. Once the brief is accepted, planners must write the proposal according to the criteria specified in the attached *Criteria for Evaluation*.

V. **Time-line and Procedure for Submitting PDS Briefs for the 2010-2011 School Year:**

- **REQUEST FOR PROPOSALS**
  - Request for proposals are made in early January. On or before March 1st, applicants must submit a 500-word brief on a PDS proposal to the PDS Coordinator.

- **REVIEW OF BRIEF**
  - The PDS Coordinator reviews the brief making suggestions.
  - After any changes, the PDS Coordinator sends it to the applicants' chair/dean, chair/principal for additional review and suggestions.
  - Additional changes must be re-submitted to the PDS Coordinator by the end of March.

- **PDS CORE GROUP REVIEW**
  - The brief is reviewed by the Core Group in mid-April.
  - Rejections/changes are sent back for re-submission by May 1st.
  - The Core Group will accept PDS proposals by June 1st.
  - The Core Group will review all proposals and notify applicants of acceptance by June 30th.

The process for submitting PDS proposals will begin January, 2010 when an official “Request for Proposals” is made. Proposals are expected to involve both college and school district faculty. Before writing a full proposal, a 500-word brief describing the proposed project is required. Include:

- Names of faculty from both institutions who are directly involved with the project and or authors of the PDS project.
The goal/mission of the project – please refer to the PDS section on the NCATE website for inquiry-based goals (www.ncate.org). Project must focus on:

- teacher development, preparation of new teachers, student achievement, improvement of teaching practices to be inquiry-directed

A brief description of the project and how collaboration between the 2 institutions would be conducted:

1. Identify a desired outcome relating to the above NCATE goals. Briefly describe a plan of action to attain these outcomes (an example could involve instructing and demonstrating inquiry-based practices to both teachers and teacher candidates who are completing their field placements).

2. Include how the college and school faculty, teacher candidates, and students will collaborate and directly benefit, citing any research.

3. Describe specific plans for faculty development.

4. Include assessment procedures to chart the progress for both faculty development and student achievement. Please note that IRB approval may be necessary from both college and school district.

5. Include anticipated duration of the project.

6. Estimate how much funding is needed (allowable budget items - books, materials, conferences, teacher stipends/substitute coverage for cooperating teachers. Budget items that are presently not allowed during the academic school year are stipends or release time for professors).

7. Please refer to the *PDS Prospectus and Evaluation Criteria* on the PDS website, www.cortland.edu/pds. This includes format for PDS proposals, including the criteria used for evaluating the proposal.

Submit a 500 - word brief or abstract proposal no later than March 1st to the PDS Coordinator who will make any suggestions for changes. Resubmit the changes to the PDS Coordinator who will then submit the brief to your chair/principal or chair/dean. Each may list any concerns or recommended changes that must be made
by the end of March. Resubmit the brief to the PDS Coordinator who will present it to the Core Group for review in mid-April. Notification of acceptance of briefs will be in mid-April; any changes must be made by May 1st. Written PDS proposals are due within one month of the brief’s acceptance, no later than June 1st. The Core Group will announce proposal approval by June 30th.

VI. Format for PDS Proposal:

1. Title.
2. Names of authors and planners, affiliation. Both school district and college collaborators should be listed.
3. State the mission and vision of the project in concrete measurable terms. This response might include a paragraph or two of mission statement followed by a list of measurable goals for the program. When identifying program-specific goals consider the general NCATE/ PDS goals of:
   a. improved student learning
   b. inquiry-directed improvement of practices
   c. professional development for teachers and faculty
   d. enhanced preparation of teacher candidates
4. Brief Description of the Program. In no more than one word-processed page, describe the essentials of the program.
5. How will this program strengthen the partnership between CECSD and SUNY Cortland?
6. How will this program improve student learning and have a positive impact? What assessments will be used to track improvements?
7. How will this program improve teacher candidate preparation in their pedagogy classes and/or field placements? How will this be measured?
8. How will this program expand and improve the skills of district teachers? How will this be measured?
9. What research opportunities will this program create? Identify at least one research project that will emerge from this project and state how this research will be publically presented.
10. What resources and personnel will be required to implement this program? Be specific. Where will the program be carried out (building, facilities, rooms)? When will it take place (day and times)? What, if any, special equipment will be needed? Who will be responsible for each program element?
11. Identify a “common ground” of pertinent literature and practices to be explicitly taught to teachers and teacher candidates. Prepare a bibliography that documents support for the proposed interventions in the relevant literature.
12. Prepare a budget for implementation of this program. The budget should address each of the following (if relevant to your project):
a. personnel costs (salaries, stipends, etc.) Please note that stipends and release time for college faculty during the academic year are discouraged
b. materials and equipment
c. conference, travel, presentation costs

13. How will this program be evaluated? What measurable outcomes that address the mission (goals) identified previously will show the program has been successful? Develop an evaluation plan that specifies how the program success will be determined. In addition to this summative assessment scheme, each evaluation plan should include formative assessments that will allow refinement of program in process.

14. Briefly describe a plan to pursue external funding to continue/expand the project. Identify at least one possible grant source to support this project.

VII. Criteria for Evaluation of Professional Development School Proposals – IMPORTANT - To view the criteria that the Core Group uses to evaluate PDS proposals go to the website: www.cortland.edu/pds. Click on “Cortland Enlarged School District PDS”, and then click on “PDS Evaluation Criteria for 2010 Proposals”.

VIII. Guidelines on Resources
i. Although both institutions are committed to supporting the PDS, specific monetary contributions to the project have not been finalized. Planners should attempt to develop realistic, but resource-modest proposals.

ii. Monetary resources will be considered for supplies, materials, personnel, professional development, and other expenses for clearly supported proposed program activities.

iii. Every effort should be made to utilize resources that already exist within either institution. Making use of existing in-kind resources might include but not be limited to space utilization, materials already used for current programs, redeployment of faculty, classroom placements, in-kind services, vehicle use, laboratory facilities, and course vouchers.