



PDS SERVE

Rethinking the 3Rs: Renewing, Reimagining, and Revitalizing School-University Partnerships

5th Annual PDS SERVE Conference

October 1 – 2, 2021 ♦ Western Carolina University

Professional Development Schools Southeastern Regional Vision for Education (PDS SERVE) is pleased to hold its fifth annual conference on the campus of Western Carolina University on October 1–2. The purpose of the conference is to provide a space for dialogue and discovery about genuine collaborative partnerships between P-12 institutions and institutions of higher education.

Conference Focus and Theme

PDS SERVE invites proposals that address at least one of the following four strands:

- Preparation of Teacher Candidates
- Collaboration with P-12 Teachers
- P-12 Student Learning
- Research That Informs the Field

Within each of these strands, we expect presenters to address the conference theme: **Rethinking the 3Rs: Renewing, Reimagining, and Revitalizing School-University Partnerships.**

- Simultaneous renewal is a core concept in school-university partnership work. The learning that occurs at all levels in genuine school-university partnerships catalyzes continuous renewal in individuals, institutions, and the partnerships themselves. In addition, today's moment offers a unique opportunity for our professional community to undergo renewal as we reflect on lessons learned during the past year. What has the process of **renewing** looked like in school-university partnerships through and beyond the pandemic? How has site-based research informed the renewal of P–12 student, teacher candidate, and school-university faculty learning?
- Creativity has been a perennial hallmark of the school-university partnerships featured at the PDS SERVE annual conference. Teachers and university faculty connect and collaborate in imaginative ways as they promote student learning, support the development of teacher candidates, and generate new knowledge about the practice of P – 12 education. How are partners **reimagining** their relationships, goals, and priorities in 2021? How are members of the profession and other stakeholders reimagining teachers' roles and responsibilities and the ways we prepare preservice teacher candidates to fulfill them?
- For many, returning to school in the fall will feel like a spring awakening as on-campus instruction resumes in most places and teacher candidates are welcomed back to school sites. Partnerships once constrained by COVID-19 protocols have an opportunity for revitalization. How have teachers and university faculty sustained their collaboration during the past year, and how are school-university partnerships **revitalizing** their work going forward? How are partners' research agendas and site-based initiatives finding new energy and vitality?

SCHEDULE AT A GLANCE

October 1, 2021 (Friday) – Pre-conference

October 2, 2021 (Saturday) – Main Conference

- 8:00 – 9:00** Registration and Check-in in the University Center (UC)
- 9:00 – 9:45** Morning General Session (in the UC Grand Room)
- 10:00 – 10:45** Morning Concurrent Sessions I (in Killian)
Turn-and-Talk Tables – 15-minute rotations (Hybrid/online in the UC Grand Room)
- 11:00 – 11:45** Morning Concurrent Sessions II (in Killian)
Online/Virtual Session II
- 12:00 – 12:45** Networking Lunch (in the University Center)
- 1:00 – 1:45** Afternoon Concurrent Sessions III (in Killian)
Online/Virtual Session III
- 2:00 – 2:45** Afternoon Concurrent Sessions IV (in Killian)
Turn-and-Talk Tables – 15-minute rotations (in the UC)
- 3:00 – 3:30** Closing (in the UC)
- 3:30 – 5:00** PDS Research Forum – Optional (in Killian)

PRACTICAL INFORMATION

Conference Venue

The conference will be held on the main campus of Western Carolina University, the westernmost institution in the University of North Carolina system, located just over 50 miles west of Asheville in Cullowhee, NC. For a map and more information, visit <https://www.wcu.edu/discover/locations/index.aspx>.

WIFI

University Guests have access to the WCU-Guest network. Guests will be able to connect to our network by reading and agreeing to the acceptable use policy. This network is open to all users.

Area Information

For lodging, dining, and area information, visit: www.mountainlovers.com or <https://visitncsmokies.com/>. Many hotels in the Cullowhee/Sylva/Dillsboro area offer a “WCU” rate. Be sure to ask for this rate when making your reservations.

Thank You!

On behalf of the PDS SERVE Board of Directors and the 2021 Conference Committee, thank you for participating in the conference and for all you do to support and sustain effective school-university partnerships. Enjoy the conference, and plan to join us next fall at the 6th annual PDS SERVE conference!

PROGRAM

8:00 – 9:00 Registration and Check-in in the University Center (UC)

9:00 – 9:45 Morning General Session (in the UC Grand Room and online)

Zoom link: <https://wcu.zoom.us/j/88204913590>, Meeting ID: 882 0491 3590

- Call to order – David C. Virtue, Conference Committee Chair
- Greetings and updates from NAPDS – Rebecca West Burns
- Keynote address – “Response & Responsibility of School-University Partnerships in a Time of Crisis,” Kim K. Winter, Dean of the College of Education and Allied Professions, Western Carolina University

10:00 – 10:45 Morning Concurrent Sessions I (in Killian)

Regular Session I-A: “Culturally Relevant Pedagogy with Young Learners: Revolutionary Love in Action”

Location: Killian 107

Presenter(s): Michele Myers, Alexandra Jenkins, & Sara Suber

Description: Socialization begins at birth and continues throughout our lives (Sensoy & DiAngelo, 2017) and is so internalized that it is often invisible to us. We only recognize it when the norms of our culture are disrupted. Revolutionary teachers and teacher educators do not shy away from topics that require us to unpack our ‘isms’. In fact, they create curriculum that centers such topics. Revolutionary love is humanizing and powerful and steeped in actions that fights for liberation and justice as it disrupts the social construction of anti-blackness and white supremacist patriarchy (Johnson, Bryan, & Boutte, 2018). Salaam (1979) pushes us to love our students beyond a superficial, surface-level stance by describing revolutionary love as both interpersonal and political. Learning for Justice (n.d.) developed a social justice framework which helps those who are engaged in social justice organize our thinking. It includes four domains: identity, diversity, justice, and activism. The framework offers a systematic approach to anti-bias, social justice, and civil rights education and makes complex topics easier to understand—and teach. This presentation is designed to share the work of two revolutionary teachers and a teacher educator who are not afraid to do this work with young children.

Regular Session I-B: “College to Career: From University Leadership Preparation to Professional Leadership Success”

Location: Killian 108

Presenter(s): Will Rumbaugh

Description: University leadership preparation programs (LPPs) develop in aspiring leaders (who are P-12 teachers) what they will need to know and do in areas specific to educational leadership (e.g., school improvement). These LPPs do not, however, develop in their candidates those broad competencies that will help them succeed as professional executive leaders. How do LPPs work with P-12 institutions to build into leadership development the competencies needed to not only gain a leadership position but also to become an increasingly successful leadership professional?

This session will present a case study, investigating a single aspiring leader’s journey of development to look at the current LPP model and explore ways that school districts and university LPPs can collaborate to infuse career competencies into the professional preparation of school and district leaders. Through the case study, the session will focus on the National Association of Colleges and Employers (NACE) career readiness standards that address career development needs. These NACE standards provide “a shared understanding of what is needed to launch and develop a successful career, a common vocabulary by which to discuss needs and expectations, and a basic set of competencies upon which a successful career is launched” (from the NACE website).

Regular Session I-C: “The Revised NAPDS Nine Essentials: What’s New and How They Impact You”

Location: Killian 116

Presenter(s): Rebecca West Burns

Description: In 2021, The National Association for Professional Development Schools released the second edition of the Nine Essentials - a guiding document that frames what distinguishes PDSs from other school-university partnerships. The purpose of this presentation will be to share the revised essentials,

highlighting what is new and how those changes may affect you and your partnership. Audience members will have the opportunity to engage in conversation with leadership from the National Association for Professional Development Schools to ask questions, provide feedback, and share ideas about next steps for advancing PDSs.

Regular Session I-D: “Establishing PDS Research Agendas Within and Across the Southeast and the Nation”

Location: Killian 118

Presenter(s): Melissa A. Baker, Rachele Curcio, Joseph R. Feinberg, & Susan Ogletree

Description: This session will showcase the Southeastern PDS Research Consortium which seeks to promote research and scholarship related to work occurring in PDS sites and PDS networks across the Southeastern United States in an effort to develop a Southeastern PDS research agenda that informs the national PDS research agenda. The session will also highlight the American Education Research Association-Georgia State University collaboration to construct and promote the national PDS research agenda. Join us to learn more about these efforts and how you can contribute them!

Turn-and-Talk Tables – 15-minute rotations (Hybrid/online in the UC Grand Room)

TT I-A: “School - University Partnerships Supporting Middle Grades Teacher Preparation: Lessons Learned from Cases Around the World”

Location: Table 1/Zoom: <https://wcu.zoom.us/j/87280730226>, Meeting ID: 872 8073 0226

Presenter(s): David C. Virtue, Cheryl R. Ellerbrock, & Katherine Main

Description: This session will focus on insights about school-university partnerships that support the preparation of middle grades teachers in countries around the world. The presenters will share findings related to partnerships drawn from a comprehensive metasynthesis of case studies of 15 middle grades teacher preparation programs in 11 countries: Angola, Australia, Canada, Democratic Republic of Congo, Guatemala, Japan, Norway, Spain, Turkey, Uganda, United States. The institutional settings vary from large state-sponsored institutions to small, private institutions. During this turn-and-talk session, the presenters will describe the overall project and highlight findings related to the structure of school-university partnerships, factors that affect partnerships, and promising practices in the context of partnerships. The presenters will pose a series of conversation starters (i.e., questions and discussion prompts) to promote dialogue among attendees about the implications of the insights from the case studies for partnerships in their own programs.

TT I-B: “Pivoting Toward Possibility”

Location: Table 2/Zoom: <https://zoom.us/j/2690214661?pwd=akZXSkNGaVprSHF4YUVJeU5ndkJJZz09>, Meeting ID: 269 021 4661, Password: 937938

Presenter(s): Aisja Jones & Stephen Thompson

Description: Purpose: Provide a space for classroom teachers to talk about how they mentored preservice teachers during the pandemic.

Objective: Brainstorm ways classroom teachers can mentor preservice teachers during the pandemic.

Partnerships: University/school partnership; Liaison/teacher partnership; preservice/school site partnerships. Engagement: Participants will record responses on an interactive technology tool.

This session is about having a conversation among colleagues about positive experiences they had with university partners before the pandemic that continued through the pandemic. These conversations will guide participants to think about their impact for this coming year upon preservice teachers. By the end of this conversation participants will set a goal that involves mentoring a preservice teacher through their university partnerships.

TT I-C: “Life after PDS: How Do We Reinvent Partnerships in the Wake of Formal Agreements?”

Location: Table 3/Zoom: <https://zoom.us/j/4167782499?pwd=aWJzWkx2TkswVXFid3JONWZHaGRhQT09>, Meeting ID: 416 778 2499, Passcode: LLEDDH

Presenter(s): Allison U. Nealy

Description: PDS partnership can be challenging to sustain. The purpose of this session is to explore ways to reimagine and reinvent partnerships once formal agreements between the university and the school

district have begun deteriorating. The session objectives are to (1) identify at least two next-steps for personnel on both sides of the partnership when formal agreements are terminated; and (2) identify at least two roles that university faculty can play in local schools outside the parameters of a formal PDS partnership. This session will address the conference strand of reimagining relationships and goals. The format will be a Turn & Talk. This format will be most conducive to sharing experiences and ideas on how to move forward once a PDS partnership is dissolved.

11:00 – 11:45 Morning Concurrent Sessions II (in Killian)

Regular Session II-A: Virtual Viewing

Location: Killian 107

Presenter(s): NA

Description: In-person attendees can use guest wifi access to view virtual sessions from a personal device.

Regular Session II-B: “Co-Developing School and District Leaders: A Fulton County School System and Georgia State University Partnership”

Location: Killian 108

Presenter(s): Will Rumbaugh

Description: The purpose of this session is to share the journey of one major urban school system’s aggressive efforts to build its leadership pipeline. The goal of the session will be to explore ways in which universities can customize their programs to meet the unique needs of a school district in developing teachers to assume different leadership roles within their own district. The Fulton County School System is taking advantage of its CARES funding to build a comprehensive plan to select, train, and supervise leaders. And a major portion of the Fulton County plan is to partner with Georgia State University to produce leaders ready to navigate the issues and context that they will confront in Fulton County. The 45-minute session will follow a Campfire format: there will be a 25-minute description of the partnership between Fulton County and Georgia State (including video interviews of Fulton teachers and leaders), while the audience will access the Google Slides Q&A feature to ask questions during the introductory presentation; in the remaining 20 minutes of the Campfire format, the focus will shift from the presenter to the audience, with the presenter-as-facilitator inviting comments, insights, and questions.

Regular Session II-C: “The Evolution of Renewal: Reimagining an M.Ed Program for a PDS Cohort That Supports and Aligns with the Practice-Oriented and Teacher Leadership Tenets of School-University Partnerships”

Location: Killian 116

Presenter(s): Elizabeth Hale, Lindsay Gallon, Rebecca West Burns, & Lauren Gibbs

Description: This presentation describes the ongoing work at the University of North Florida in transforming an M.Ed program to prepare teacher leaders in PDS network schools by creating a practice-oriented and job-embedded curriculum. Presenters from Tiger Academy charter school and the UNF College of Education will share steps taken to intentionally move away from traditional graduate coursework toward a program that responds to teachers’ current practice needs and focuses on teacher leadership development. This model reflects three intentional aspects of teacher development: teacher-led inquiry, social justice practice and student engagement. Specific examples will be given of coursework and assignments that are influenced by and strongly integrated with curricula, classroom environments and community events specific to each schools within the PDS cohort. Through focus group findings, participants will hear how teachers experienced this type of M.Ed program. Presenters will also share ongoing challenges of this work including navigating bureaucracy and donor funding needs, balancing practice versus research, and supporting faculty to revise traditional coursework. Finally, this session will discuss the implications of this work for the field of teacher education including retention, teacher pay, and how PDS networks both support and enhance effective and meaningful higher education for practicing teachers.

Regular Session II-D: “Leveraging Grants to Revitalize School-University Partnerships”

Location: Killian 118

Presenter(s): Joseph R. Feinberg, Susan Ogletree, & Gwendolyn Benson

Description: Grants are an important avenue to revitalize school-university partnerships. The Georgia State University presenters for this session will highlight how grant funding has helped enhance school-university partnerships in Georgia over the last decade—principally through large federal TQP grants, such as PDS2, NETQ, CREST-Ed, and NURTURE. Participants will learn about the grant writing process and how to manage and evaluate grants.

Online/Virtual Session II

Online/Virtual Session II-A: “Presenting On-Air Lessons During a Pandemic: Reaching Students in K–5”

Zoom Link: <https://ucmo.zoom.us/j/95158749225?pwd=bFJlV1hjNHZNS1BVeHJhcDRjK2Z6dz09>, Meeting ID: 951 5874 9225, Passcode: 291940

Presenter(s): Angela J. Danley

Description: A. Purpose: To share how one teacher education program at university in central Missouri collaborated with the local PBS television station (KMOS) during the shutdown due to COVID-19. Three teacher candidates developed lessons for K-5 students not only across the state but throughout the nation. B. Goals/Objectives: Discuss how one teacher education program at the university in central Missouri provided on air lessons for K-5 students while sharing the successes and challenges in preparing the lessons for on air teaching. C. Description of the Partnerships: These on air lessons reached over 38 counties in the state of Missouri which in return reached partnering school districts within the early childhood and elementary program. D. Format for the Session: The audience will be encouraged to brainstorm ways they could also meet students in preK-12th grade settings by partnering with universities and the local television station. Additionally, there will be a question and answer session for the participants and the PPT will have visuals to keep the audience engaged. Resources from PBS will be shared along with clips of the lessons that were aired.

Online/Virtual Session II-B: “Reimagining and Redesigning Induction Support through a School-University Partnership Action Research Study”

Zoom Link: <https://zoom.us/j/96852216996?pwd=M0cwblhkMmJlVb1vWZxOUF3clhOQT09>, Meeting ID: 968 5221 6996, Passcode: 956572

Presenter(s): Erica Gilbertson, Michael Harris, Sonia Janis, Kristina Lerch-Batson, & Marsha Thomas

Description: Members of a University of Georgia (UGA) and Clarke County School District (CCSD) action research team will share findings from a two-year collaborative study that made a significant impact on induction teacher support. The session’s objectives are to share evidence-based, impactful induction supports that the partnership designed and implemented; share how the partnership leveraged action research to develop induction support interventions that responded to new teachers’ needs within the context of a global pandemic; share how the partnership’s focus on relationships and community-building (informed by social network theory) at multiple levels within a school system facilitated transformative change. The study was conducted in the context of the Professional Development School District (PDS) partnership between UGA and CCSD in Athens, GA. The partnership formed in 2009, and over the years, supported and enhanced P-12 learning experiences and clinical practice in teacher education. The partnership has included many initiatives, including professors-in-residence, a K-8 summer learning program, dual language immersion collaboration, and on-site courses. The session’s format includes discussing the study’s findings by sharing data that was analyzed, alongside personal narratives from action research team members. Presenters will also use discussion prompts to facilitate interactive dialogue and learning with attendees.

12:00 – 12:45 Networking Lunch (in the University Center)

1:00 – 1:45 Afternoon Concurrent Sessions III (in Killian)

Regular Session III-A: Virtual Viewing

Location: Killian 107

Presenter(s): NA

Description: In-person attendees can use guest wifi access to view virtual sessions from a personal device.

Regular Session III-B: “University Teacher Candidates’ Transition to Teacher in a PDS Setting”

Location: Killian 108

Presenter(s): Tia Kimball & Pat Grant

Description: This session will discuss the impacts of the University of North Florida's year-long Jacksonville Teacher Residency (JTR) program at an elementary PDS on first-year teachers' practices and experiences. Funded through a grant from AmeriCorps, the JTR program aims to better prepare teacher candidates via multiple avenues of support, including targeted professional development and pairing TCs with clinically trained mentors from pre-planning to the end of June. The PDS, Kings Trail Elementary, is a Title I school whose ELL population comprises 38 percent of the student body. The presenters interviewed four graduates of the JTR program, two of whom now work at Kings Trail and two of whom work in schools with similar demographics. The presenters will share how the newly minted teachers viewed their residency preparation and the connections they made between their residency and their classroom practice. This session will share feedback from former Residents and will reflect on (discuss? Or another verb?) the ways in which the data obtained from this case study can be used to reimagine year-long residency experience at a PDS to improve both student and teacher outcomes.

Regular Session III-C: "See How We Did It: A Collaborative Documentary of a PBL Rube Goldberg Machine in a 7th Grade Classroom"

Location: Killian 116

Presenter(s): Nancy Luke & Amanda Clapp

Description: This session describes a collaboration between a teacher educator, a Science teacher, and their seventh graders as they created a Rube Goldberg machine. Project/Problem-Based Learning formed the foundation of students' learning as they developed, in small groups, ideas for performing an action using Rube Goldberg machines they co-planned and created. The two teachers (one from a lab middle school and the other from its partner university) collaborated on the planning and process of creating a documentary of the project from start to finish. Students were at the center of the documentary's creative process through the use of grant purchased cameras and an online editing program to put the media they captured (e.g., photos and video) together. Students volunteered to be interviewed throughout the process and to record their work using digital tools. In addition to content knowledge across the curriculum (e.g., Science, Math), students developed collaboration, creativity, communication, and critical thinking skills and digital literacy while using technology tools. The 4Cs were also a key part of the planning and implementation by the two project teachers. The process will be described, the final documentary screened, and time for Q&A and discussion will be included in this presentation.

Regular Session III-D: "Establishing PDS Research Agendas within and across the Southeast and the Nation"

Location: Killian 118

Presenter(s): Melissa A. Baker, Rachelle Curcio, Joseph R. Feinberg, & Susan Ogletree

Description: This session will showcase the Southeastern PDS Research Consortium which seeks to promote research and scholarship related to work occurring in PDS sites and PDS networks across the Southeastern United States in an effort to develop a Southeastern PDS research agenda that informs the national PDS research agenda. The session will also highlight the American Education Research Association-Georgia State University collaboration to construct and promote the national PDS research agenda. Join us to learn more about these efforts and how you can contribute them!

Online/Virtual Session III

Online/Virtual Session III-A: "Mitigating Rural Teacher Shortages: The Conceptualization of a Responsive Teacher Preparation Program Within a School-University Partnership"

Zoom Link: <https://us02web.zoom.us/j/88418579584>, Meeting ID: 884 1857 9584

Presenter(s): Amber J. Adgerson & Stephen Thompson

Description: This session will showcase the framework for an innovative, responsive, and equitable teacher preparation program located within a state with a substantial rural teacher shortage. This session will also provide the space for other school-university partnerships (SUPs) to discuss how they may also begin to reimagine the SUP to renew teacher preparation. Session participants will learn about the novel SUP between a large, southeastern university and two rural school districts from the perspectives of

program leaders and teaching residents affiliated with the program. Complexities in teacher recruitment, advancement, and retention within rural school districts will be shared. Mitigating structures such as the application of equity and diversity in the form of responsive and fluid advisory, recruitment, attendance to social emotional learning, social media campaigns, K-12 student programming, and monetary support will also be unpacked. Implications for remote learning-based teacher preparation and diverse pre-service teacher populations will be captured through discussion. Significant consideration of contextual factors will be provided throughout, and the session will end with a question-and-answer protocol in which the program leaders, teaching residents, and session participants will brainstorm the ways in which other teacher preparation programs can provide support for SUPs.

Online/Virtual Session III-B: “A Panel Discussion on the Promise and Possibilities for Laboratory School Partnerships”

Zoom Link: <https://wcu.zoom.us/j/89674174180>, Meeting ID: 896 7417 4180

Presenter(s): Holly Pinter & David C. Virtue

Description: The session will spotlight The Catamount School (TCS), the lab school at Western Carolina University. TCS is a lab school for 6–8th graders operated in partnership with Jackson County Schools and located on the campus of Smoky Mountain High School. The school emphasizes problem-centered teaching, applied learning, and social-emotional development grounded in a personalized approach. The school is a clinical site for programs in the College of Education and Allied Professions. Panelists will describe the programs at TCS, including the missions of the school, the organizational and operational structure, and the planning and implementation of partnership activities. During the session, audience members will be invited to pose questions for panelists and engage in dialogue about the school.

2:00 – 2:45 Afternoon Concurrent Sessions IV (in Killian)

Regular Session IV-A: “The Evolution of Trauma-Informed Care: Lessons Learned from the Pandemic”

Location: Killian 107

Presenter(s): Carrie E. Lorig, Aleksandra Krupina, & Kris Varjas

Description: Trauma-informed care (TIC) is a strengths-based framework that aims to recognize and respond to the impacts of traumatic stress (Hopper et al., 2010). TIC emphasizes the physical, psychological, and emotional safety of students, teachers, caregivers and other educational professionals by infusing trauma awareness, knowledge, and skills into a school’s organizational culture, policies, and practices (NCTSN, 2017). The pandemic’s toll on student, teacher, and caregiver mental health and well-being continues as the need for TIC is amplified. The subsequent system-wide shift in schools towards prioritizing wellness provides a crucial opportunity to conceptualize the impact TIC and its on-going evolution can have. In partnership with Project NURTURE, our team focuses on providing professional development on trauma and TIC with K-12 school personnel and community stakeholders. We seek to reimagine educational service-delivery and teacher preparation efforts to include ongoing instruction on trauma awareness and TIC implementation. We will address lessons learned from our work, the important roles of teachers, school psychologists and PD providers in mediating potential traumatic impact of the pandemic. We also will discuss ways in which a continued commitment to TIC is beneficial for schools and their partners for service delivery at the universal (Tier 1) level post-pandemic.

Regular Session IV-B: “Catching our Breath: Revitalizing a Partnership and Regaining our Strength”

Location: Killian 108

Presenter(s): Parthenia Satterwhite, Tracee Walker, Mary Jade Haney, Shondra Morriss, & Jennifer D. Strickland-Poole

Description: Goals of this session are to highlight: 1) the successes and challenges of maintaining a PDS partnership during the pandemic, 2) the ways that the team was able to stay connected and continue to engage in professional development, and 3) the methods that the team has embraced to rejuvenate their partnership and continue their work. The partnership is composed of Jennifer Strickland-Poole, PDS liaison and teacher candidate supervisor from the University of South Carolina; Parthenia Satterwhite, Principal; Tracee Walker, Clinical Adjunct; Shondra Morriss, Coaching Teacher; and Mary Jade Haney, Media Specialist at Horrell Hill Elementary School. Ms. Strickland-Poole also teaches courses on-site and has practicum students who observe in classrooms for other courses. Presenters will share a PowerPoint

presentation and participants will have the opportunity to engage in discussion and reflective activities (can be modified for online or face-to-face engagement).

Regular Session IV-C: “Explore – Learn – Grow: Renewing the Project Discovery Talent Search Partnership for College Access”

Location: Killian 116

Presenter(s): JennieV. Dowdle Sorrells

Description: This session will explore the partnership between Western Carolina University’s College of Education and Allied Professions and 14 regional middle and high schools served by the WCU Talent Search Project, Project Discovery. Project Discovery is funded by the U.S. Department of Education Talent Search Program. The service area includes many rural schools and communities in western North Carolina as well as the Qualla Boundary of the Eastern Band of Cherokee Indians. The session will provide an overview of the Project and highlight programs and services provided to Project participants that are primarily low-income first-generation college bound students. Services include academic advising, college and career counseling, financial literacy, connections to tutoring, college visitations, assistance with college and financial aid applications, and adventure-based learning programs. Session participants will be invited to participate in an interactive activity where required and allowable services from the code of federal regulations are paired with specific examples of services and activities along with the university resources or departments that the Project collaborates with for those services.

Regular Session IV-D: “Academy of Future Teachers Shifts to Virtual Instruction”

Location: Killian 118

Presenter(s): Yasmine Bey, Susan Ogletree, & Laurie Forstner

Description: The Academy of Future Teachers (AFT) has shifted to virtual instruction during the pandemic. The AFT program is a PDS collaboration between Georgia State University and P-12 faculty with a commitment to advance equity by increasing the pipeline of minority students into teaching and STEM fields. The purpose of this presentation is to examine the resilience, creativity, and innovation with launching and sustaining the Academy of Future Teachers on a virtual platform. The AFT program is a part of the Professional Development School (PDS) collaborative partnership between the faculty at Georgia State University’s College of Education and local public school district faculty. We will explore key aspects of the transition including utilizing digital applications, promoting social-emotional well-being, fostering community, and cultivating reciprocal professional development in a virtual environment. Strategies for audience engagement include a round-robin discussion, polling the audience about the use of digital applications, and a Nearpod digital application demonstration.

Turn-and-Talk Tables – 15-minute rotations (in the UC)

TT IV-A: “Reimagining Fieldwork in Communities to Learn from Students, Families, & Culture”

Location: Table 1/Zoom: <https://auburn.zoom.us/j/87639209782>, Meeting ID: 876 3920 9782

Presenter(s): Mary Jane McIlwain, Chad Cunningham, Kathleen Sacco, & Madison Strichik

Description: (a) The significance of the session is to demonstrate the value of rural on-site community/neighborhood fieldwork in preservice teacher education. The purpose of the session is to reimagine how PDS engages community to impact preservice teacher education. (b) Objectives are to articulate impacts of community engagement on preservice teachers and imagine other possible implications of neighborhood engagement. (c) The partnership initiative highlighted is a three-year running summer school extension that offers programming in neighborhoods at the invite and cooperation of families. This programming constitutes fieldwork and practicum hours for preservice teachers and allows for ongoing educational work for students after regularly scheduled summer school ends. The communities and host families are varied and culturally diverse and offer faculty and preservice teachers an opportunity to experience and research the assets apparent in the various cultures. (d) Session format would encourage participants to hear our story about neighborhoods and communities we were able to go to with certain resources for a month each of the past three summers with preservice teachers. The session would ask participants to consider places and spaces in their own communities they would like to take preservice teachers and ultimately share those reasons to expand our collective insights.

TT IV-B: “ELearning for All: Experiences Teaching and Interning Remotely via eLearning”

Location: Table 2/Zoom:

<https://zoom.us/j/99201099172?pwd=M0EwNVNVESTZmM1UvVWJ2cnd6eEZOQT09>, Meeting ID: 992 0109 9172, Passcode: 8Smm8B

Presenter(s): Cheryl R. Ellerbrock

Description: This session describes the remote teaching experience of four teacher candidate and school-based teacher educator pairs as they worked together to collaboratively teach mathematics to middle school eLearners during the 2020-2021 school year. Their stories shed light on the ways true collaborative partnerships can endure the various challenges brought forth by the pandemic. Triumphs and tribulations experienced during this yearlong remote internship and key takeaways for future consideration will be shared.

TT IV-C: “Getting Involved with PDS SERVE”

Location: Table 3/Zoom:

<https://zoom.us/j/96852216996?pwd=M0cwblhkMmJVbisvbWZxOUF3clhOQT09>, Meeting ID: 968 5221 6996, Passcode: 956572

Presenter(s): Erica Gilbertson

Description: Attendees will learn about PDS SERVE and ways to get involved with the organization.

3:00 – 3:30 Closing (in the UC)

Zoom link: <https://wcu.zoom.us/j/88204913590>, **Meeting ID:** 882 0491 3590

- Open forum, take-aways – David C. Virtue, Conference Committee Chair
- Announcements from PDS SERVE – PDS SERVE Board
- Closing logistics/thank yous/dismissal – David C. Virtue, Conference Committee Chair

3:30 – 5:00 PDS Research Forum – Optional (in Killian)