



THE COLLEGE OF NEW JERSEY
SCHOOL OF EDUCATION

PROFESSIONAL DEVELOPMENT SCHOOL NETWORK





**THE PROFESSIONAL
DEVELOPMENT
SCHOOL NETWORK:
A PARTNERSHIP OF
THE COLLEGE
OF NEW JERSEY
AND SCHOOL
DISTRICTS WITHIN
30 MILES OF TCNJ**

MISSION

The College of New Jersey has developed a strong tradition of preparing exemplary educators, as well as long-lasting relationships with school districts and agencies in the professional community. Based on these existing partnerships and on best practices in teaching and learning, TCNJ invited school districts in 1994 to help establish what would become the Professional Development School Network.

The network's goals are:

- to prepare high-quality teachers and clinicians to enter the profession
- to link theory to effective practice in schools
- to generate new knowledge about teaching, learning, and schooling
- to develop meaningful professional development opportunities that enable practicing educators to best meet the needs of the constituent school districts.

SERVING THE NEEDS OF SCHOOL DISTRICTS AND THE TCNJ COMMUNITY

The PDSN views its role as multidimensional, serving as:

- a forum for information sharing, discussion, and action on important issues of mutual concern including policy, funding, and educational reform initiatives
- a professional development academy for the network's community of practicing educators in the districts and at TCNJ
- clinical settings for preservice education
- a group of focused professional development schools that engage in inquiry within these school settings
- a partnership in preservice and staff development initiatives.

MEMBER INSTITUTIONS

The network is a consortium of over 130 schools in 17 school districts located within 30 miles of the college. The schools offer a diverse range of clinical environments, as they vary in terms of location and the student population they serve; they include urban, suburban, and special needs districts.

SCHOOL DISTRICT LIAISONS

These liaisons represent the school districts at quarterly meetings, providing input on the status of the network's programs, policies, and procedures. The liaisons review decisions made by the network's director and the Governance Council, collaborate with TCNJ on the placement of preservice candidates and are often used as an advisory council to the School of Education. Governance Council members are selected from the liaisons.

GOVERNANCE

The Governance Council is the PSDN's elected policy board and comprises six district liaisons; five college representatives, one of whom is the dean of the School of Education (or designee); and the director of the network (ex-officio). The council presents a slate of nominees to the PDSN liaisons.

The liaisons elect members of the Governance Council to two-year terms.

Governance Council

The council is responsible for:

- seeing that all parties meet their responsibilities as outlined in the articulation agreement
- establishing a formal calendar for meetings
- serving as the review committee to approve proposed research projects
- approving membership in the PDSN
- setting fee structure(s) for participation in the network and its activities
- approving expenditures and overseeing the expenditures of funds.

PSDN DIRECTOR

The director is charged with the oversight of district and TCNJ responsibilities as set forth by the articulation agreement and the Governance Council. The director provides leadership, manages fundraising efforts, coordinates the network's activities, oversees the field placement of all teacher candidates, and directs the work of the Office of Support for Teacher Education and Global Student Teaching (of which the PSDN is a strategic division).

PROFESSIONAL DEVELOPMENT FOR TEACHER CANDIDATES AND IN-SERVICE TEACHERS

Through the network, member schools and districts work to build partnerships with each other.

As an academy for professional development of faculty and staff, The PDSN provides professional development experiences and programs based on current needs, educational research, and best practice to create reflective professionals whose ability to enhance practice will continue to develop over time. These programs are held at the college or at partner school district sites.

- The PDSN recognizes its shared role and responsibility in the development of prospective educators.
- Partner districts provide the primary setting and resources for the college's field experiences that support the development of educators.
- Partners in the PDSN work collaboratively with the college across all academic and clinical experiences to ensure that preservice preparation programs are of the highest quality. College faculty and school district staff serve as clinical faculty in leading the field experiences of the teacher candidates.
- Diverse partner school districts provide opportunities for the college faculty and schools to engage in research.





FIELD EXPERIENCES

The field placements are:

Clinical Field Experience

The teacher candidates work directly with teachers and learners while visiting participating schools and observing teachers in the classroom.

Clinical I/Internship I

Teacher candidates observe and participate in teaching under the direct observation of the host teacher and college supervisor.

Clinical II/Internship II (full-time student teaching experience)

Schools provide the culminating field experience for teacher candidates, who observe and teach every day of the semester. Each candidate works collaboratively with a host teacher and college supervisor, and, under appropriate supervision, assumes full-time teaching responsibilities. Student teachers who participate in Global Student Teaching for half a semester are placed in network schools upon their return to complete the required experience.

SERVICES FOR SCHOOL DISTRICTS

Contract Courses for Graduate Credit

The school district and/or the college can request the offering of graduate-level contract courses on or off campus at reduced tuition rates for PDSN teachers. These courses may be specialized to address a specific professional development need. These arrangements can be made through the TCNJ School of Education.

Contract courses must have a minimum of 12 enrollees and be approved by the PSDN director as well as by TCNJ's director of graduate studies and the dean of the School of Education.

School/College Partnerships for Specific Purposes

Ad hoc partnerships are developed between the college faculty and a network school or school district. These requests must be made in writing to the PDSN director and will be forwarded to the appropriate department or staff member.

Research and Development Partnerships

Professors and/or departments are able to form partnerships with a school or district related to their specific field of research. Requests should be made to the PDSN director, who will help identify network schools that may be interested in participating.

In-Service Day Speakers and In-District Consultants

Schools may request half- or full-day staff development programs and/or ongoing consulting programs, presented by TCNJ faculty, at a reduced cost. These requests should be made to the PDSN director who will forward the request to interested faculty members.

Teacher-in-Residence Program

TCNJ School of Education departments may sponsor annual Teacher-in-Residence programs. The college and a partnering school district select a teacher to join the college faculty on an in-residence basis to work with student teachers, JPE students, teacher interns, pre-service teachers, and the partner school's faculty and staff. These programs, funded jointly by the TCNJ department and the district, can be individualized to meet specific needs.

Teachers as Scholars Program

Developed by TCNJ's Professional Development School Network, School of Education and School of Culture and Society (now the School of Humanities and Social Sciences), TCNJ's Teachers as Scholars program connects teachers with these programs in a climate that enriches the teaching and learning opportunities of both groups. These programs are open to all K-12 teachers regardless of certification or teaching assignment and consist of two full-day seminars focused on an in-depth discussion of a scholarly topic.

Professors who lead these seminars demonstrate great passion for and scholarly interest in the featured disciplines and related topics. K-12 teachers who share these interests are invited to apply by contacting their local school district liaisons.

Professors -in- Residence Program

The program is a research-based initiative that benefits practicing teachers, pre-service teachers, and the P-12 students in their classrooms. A faculty member of the TCNJ School of Education spends one day a week at a PDSN school to provide support to teachers and administrators, facilitate professional development, and engage in activities to improve student learning. The program is funded by the participating district.



MEMBERSHIP

School districts must write a letter of interest requesting membership. The Governance Council will review the request and make a recommendation to the general liaison membership committee, which votes on the recommendation. Acceptance is based on the collaborative nature of the network and its overarching goals.

Articulation Agreement

Upon acceptance into the network, the school district and the TCNJ School of Education will enter into a three-year agreement that must be approved by the school district superintendent, the board of education, and TCNJ.

Cost

The college will provide the necessary leadership, support staff, general staff, materials, and facilities. Each district partner is assessed an annual fee at the rate of \$.75 per student based on school district enrollment as of October 15, not to exceed \$3,750. Membership dues and funds collected through network programs, will be used to support current and future initiatives. The Governance Council will determine tuition and fee costs for network and non-network school personnel who participate in program offerings.

PDSN SCHOOL DISTRICTS

Bordentown Regional	Kingwood
Burlington City Public School	Marie Katzenbach School for the Deaf
Burlington County Institute of Technology	Montgomery Township
Cranbury Township	Palmyra
East Amwell Township Schools	Plumstead
Ewing Township	Readington
Hamilton Township	Robbinsville
Hillsborough Township	South Brunswick
Hopewell Valley Regional	South Hunterdon Regional
Hunterdon Central Regional High School	Trenton



TCNJ/PDSN FACULTY REPRESENTATIVES AND ADMINISTRATION

- Suzanne McCotter, Dean, School of Education
- Eileen Heddy, Director, Office of Support for Teacher Education and Global Student Teaching, PDSN
- Louise Ammentorp, Associate Professor, Department of Elementary and Early Childhood Education
- Maureen Connolly, Associate Professor, Department of Educational Administration and Secondary Education
- Solange Lopes-Murphy, Associate Professor, Department of Special Education, Language, and Literacy
- Melanie Phillips, Instructor, Department of Special Education, Language, and Literacy
- Rachael Dawson, Program Coordinator
- Cynthia Fulford, Assistant Director
- George Hefelle, Project Coordinator
- Carla Varlese, Assistant to the Director
- Jennifer Pirone, Certification Assistant