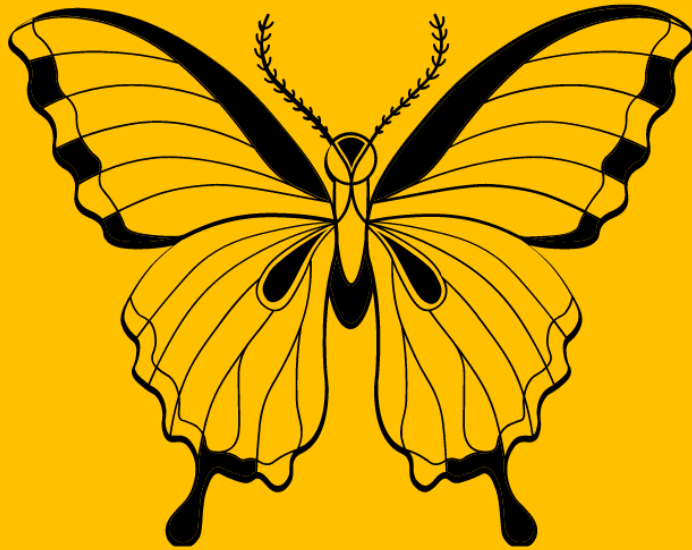


# The Professional Development School Leveled Up: The Immersive District/College Teacher Pipeline

How a PDS model was expanded to a total district-wide IHE partnership to improve achievement, equity, and engagement for all stakeholders including curricular designs, creative scheduling, and shared learning spaces.

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TEACHER EDUCATION ASSEMBLY  
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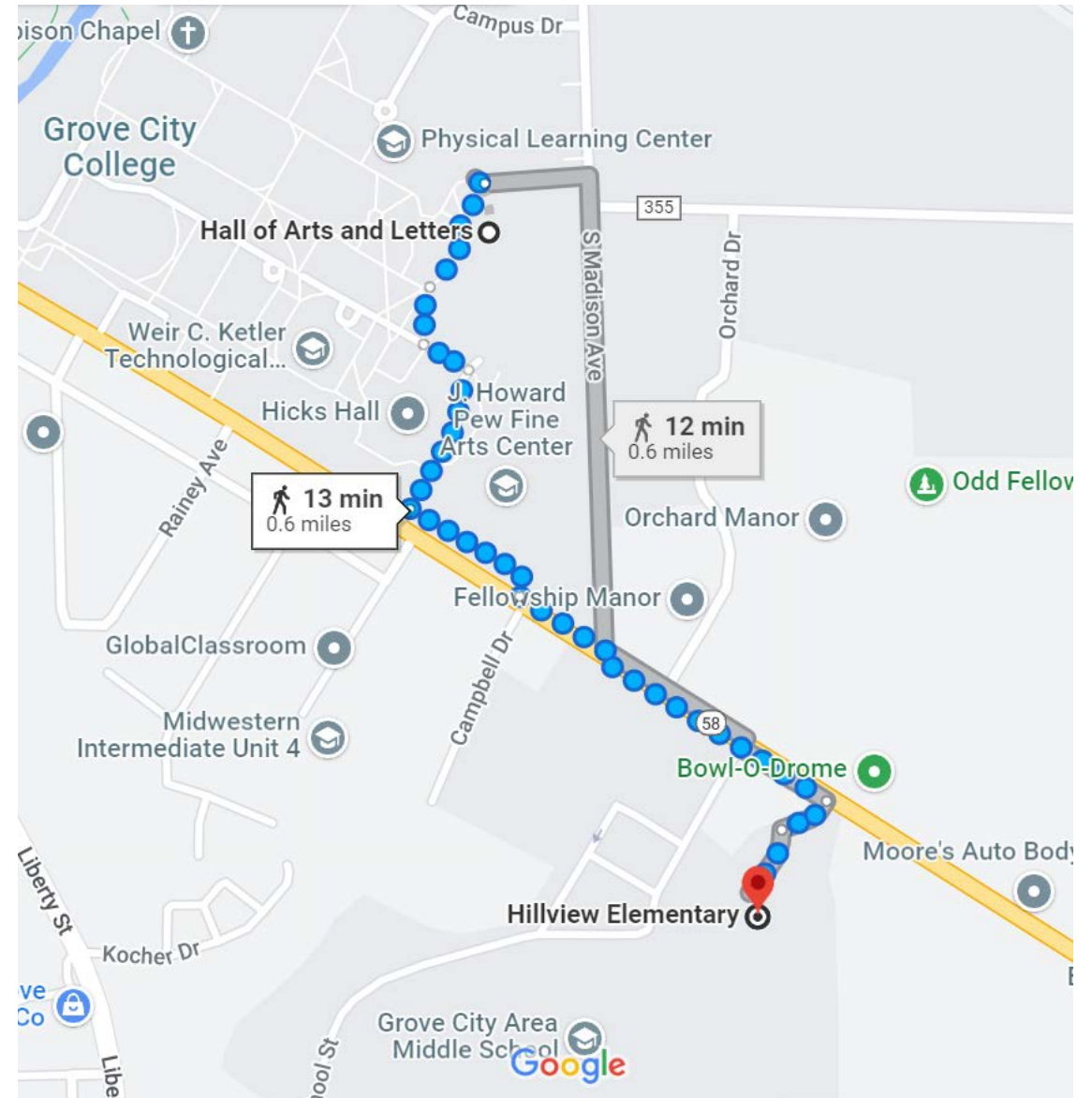
NIKKO POOLE

PAC-TE welcomes  
you and encourages  
you to:

1. Cast your vote for the open seats on PAC-TE's Board of Directors before you leave the conference, if possible.
2. Register for the Spring Conference, March 22 today and receive a \$10 discount.

# Background on the Development of the PDS Model

- GCC Education and GCASD have enjoyed a robust partnership for over 30 years.
- In the last 20 years the partnership has been strongest at Grove City Hillview Elementary School.
  - Hillview Principal = Adjunct Faculty at GCC
  - More than a part-time faculty: An architect of the special education program
  - The partnership with GCC special education program propelled the return of children with significant needs to the district.



# Historical GCC Curricular Approaches with Partnership

- Embedded, spiraling fields with the methods courses:
  - Reading workshop
  - Novel Unit Fields
  - Social Studies Unit Fields
  - Ed Tech tools with district integration
  - One to one Tier 3 Interventions with Reading tutoring
  - Special Ed fields across high incidence, life skills, emotional support, etc.
- Connections between the EEC PreK and Kindergarten to support parents and align curriculum
- The traditional partnership focused on one school.

# From 2018 to Present

- New opportunities to engage more deeply:
  - GC Education Faculty on School Board (at the urging of the district educators)
  - Greater engagement at the Middle School
  - GCC Education Faculty consult with Middle School scheduling and curriculum initiatives
  - LUMA Human Centered Design Training focusing on Early Childhood Access and Quality
  - District participation and engagement in curriculum review and in future program planning (Huberman & Miles,1984)
  - School health and safety plan coordination, district strategic planning participation
  - National Center for Education and Economy participation on excellence in educational systems

# Present endeavors, opportunities

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- A high school renaissance in leadership, staffing, and scheduling with an open door and shared space.
  - Lunch and learn
  - Enrichment ILPs
  - A vision for Act 48 Professional Development and Preservice teacher preparation (Blackburn, Senita)
- Expansion of staffing and deliberate elevation of educator expertise
- An elementary program with a teacher lab space in the building, building out opportunities for real time, professor lead observations and micro-field experience (McDonnough & Matkins, 2010)
- A community based early care initiative (both education and health) through a partnership between universities, health system, and the YMCA
- A district-wide semester long field experience program with a focus on mentorship and the need to share in building the teacher pipeline.





# Challenges/Opportunities

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- Moving special education from a PreK-8 focused partnership to a greater high school focus
- Moving the middle
- Coordination of field experiences
- Making best use of district provided spaces
- Building capacity on both side, GCC and GCASD for shared expertise



# References and Contact Information

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Huberman, A.M. & Miles, M.B. (1984). *Innovation up close: How school improvement works*. New York: Plenum.

McDonnough, J.T. and Matkins, J.J. (2010), The Role of Field Experience in Elementary Preservice Teachers' Self-Efficacy and Ability to Connect Research to Practice. *School Science and Mathematics*, 110: 13-23. <https://doi.org/10.1111/j.1949-8594.2009.00003.x>

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