

Sabbatical Report  
Merilyn Buchanan

Associate Professor, Education  
School of Education  
California State University Channel Islands  
Fall 2011

Purpose

The sabbatical leave for Fall 2011 had several overlapping and related purposes: data collection from school personnel, writing a sample book chapter on the Organizational Structure of Professional Development Schools (PDSs), completing a book proposal. Alongside these goals was the preparation and submission of proposals for the annual national conference of NAPDS.

The work carried out during the sabbatical period expanded the original plan by taking advantage of two opportunities. One was the publication of a 'Blue Ribbon Panel Report', Transforming Teacher Education Through Clinical Preparation, a set of influential recommendations facilitated by the National Council for Accreditation of Teacher Education (NCATE), which will have significant impact for teacher credentialing programs in the CSU through Chancellor Reed's participation on the panel. The second was the decision in England to implement the clinical preparation model advocated for in the Blue Ribbon report and to move many responsibilities from teacher preparation away from Institutes of Higher Education to professional development school sites. Both were important factors for the planned book that was the focus of the initial sabbatical proposal.

Summary of Activities Completed

Research

Interviews took place with university and school faculty and administrators from PDS partnerships in three states (CA, FL, PA) to discover patterns in the organizational structures that support the school and university faculty in creating

PDS partnerships. The stories told form the basis of a book chapter. The manuscript is being submitted as a sample chapter with the book proposal.

### Writing

The goal of writing a book chapter as a sample chapter was met. The goal of preparing a book proposal was also met, though not completed until after the sabbatical period. Chapters and chapter outlines were solicited and secured from twelve authors. Five of the completed manuscripts were submitted together with the prospectus for the book: rationale, section and chapter outlines, as well as the feasibility and contribution to the field sections.

### Presentations

Four conference presentations were given related to models of clinical preparation of teacher candidates in professional development school placements. One was invited by the Southern California Profession Development Schools conference. I was asked to provide a summary of the Blue Ribbon Report and discuss implications for clinical preparation models for PDSs and IHE credentialing programs. As a result of the conference proposals that I submitted three papers were delivered at the National Association of Profession Development Schools (NAPDS) annual conference. The topics included CI's pilot clinical co-teaching model (presented with three students teachers and a cooperating teacher from UPS); collaboration with a PDS to ensure rigorous selection of teacher candidates; and a description of the model of clinical training model being implemented in the newly designated 'Teaching Schools' in England.

### Additional Accomplishments

After comprehensively investigating the NCATE 'Blue Ribbon Panel, publication which reported on "Clinical Preparation and Partnerships for Improved Student Learning' , I visited several of England' s initial "Teaching Schools' (analogous with medical clinical training "Teaching Hospitals'). The goal was to understand better how IHEs work with school site faculty to prepare teacher candidates, and the new roles and responsibilities that faculty must assume. This visit has led to a

research and professional development relationship with one particular school.