DeKalb High School PDS Guidebook

Overview

In June of 2011, the new DeKalb High School opened its doors at 501 West Dresser Road. DeKalb School District 428 and Northern Illinois University have developed a partnership high school that will achieve national recognition for the following accomplishments:

- **World-class student achievement** “Achievement” includes academics, activities, and citizenship.
- **Rigorous curriculum** that matches expectations of higher education and the workplace.
- **Superior preparation of pre-service teachers**, whose skills match the needs of today’s classrooms, including proficiency in skills for improving achievement of low-achieving students. Four NIU colleges are involved – Liberal Arts and Sciences, Visual and Performing Arts, Health and Human Sciences, and Education.
- **Excellence in professional learning** that supports DHS and NIU faculty in their pursuit of globally competitive student achievement.
- **Joint research and co-teaching by DHS and NIU faculty.**

History

In 2008 DeKalb School District 428 and Northern Illinois University formed a partnership (DHS-NIU Partnership) to develop and implement a professional development school (PDS) at the new high school facility planned to open in 2011. The partnership is structured as a PDS aligned with NCATE Standards for Professional Development Schools with a focus on the full implementation of the Three-Tiered Model (3TM) as an instructional and behavioral model.

As part of the PDS planning process, in February 2009, more than 60 community members defined characteristics of 21st century success for high school graduates. The DHS-NIU Partnership continues to work toward that vision. With higher student achievement and globally competitive graduates, the community will gain a more highly skilled workforce, the ability to attract high-quality jobs, and an increased sense of pride.

The DHS-NIU partnership uses a professional development school structure, benefiting high school students, NIU pre-service candidates, and the faculty and staff of both institutions. The changes in curriculum, teaching methodologies, and organizational arrangements are presenting transformational opportunities at both institutions.
For more information about each partner

The following NIU colleges are involved in the PDS:

– College of Liberal Arts and Sciences
– College of Visual and Performing Arts
– College of Health and Human Sciences
– College of Education

Websites of each partner

DeKalb High School  http://moss.dist428.org/schools/dhs/Pages/default.aspx
NIU College of Education  http://www.cedu.niu.edu/index.shtml
NIU College of Health and Human Services  http://www.chhs.niu.edu/
NIU College of Visual and Performing Arts  http://www.vpa.niu.edu/cvpa/
NIU College of Liberal Arts and Sciences  http://www.niu.edu/clas/

Benefits to each partner

To NIU

- The PDS is a superior model for NIU students preparing for careers in secondary education. Research shows that new teachers trained at PDS sites perform like second or third year teachers.
- NIU faculty will experience the realities of today’s classrooms and bring first-hand knowledge into NIU courses.
- Engagement with DeKalb CUSD 428 schools creates partnerships that enhance student learning and strongly benefit the community thus attracting faculty and students to NIU.
- NIU faculty will share best practices, engage in collaborative inquiry, carry out joint research, and co-teach with DHS faculty.
- More sites are close to campus for clinical experiences with PDS sites now operating at Founders and DHS and developing at the middle schools.

To the district

- DHS students receive additional attention from NIU students who participate in extended clinical experiences and who also assist in classes, tutor DHS students, and help with activities.
• DHS will focus to improve academic student achievement through excellent co-teaching. Co-teaching with NIU faculty is an opportunity for joint research and collaborative inquiry.
  • Faculty can consult will NIU faculty on implementation of the three-tiered model (3TM).
  • DHS faculty and staff will go on field trips with NIU faculty to high school professional development schools (PDS).
  • Faculty and staff have the opportunities to attend the national PDS conference (NPADS) and learn about best practices for school-university partnerships and about the PDS model.
  • An NIU liaison will help manage PDS activities at DHS.
  • NIU classes will be taught at DHS in a real life, state of the art facility.
  • Opportunities and resources will increase for differentiated instruction, tutoring, and instructional supports.
  • Implementation of best teaching practices will receive immediate feedback for all learners.
  • Professional development for all teachers will increase.
  • Well-prepared teacher candidates will enter the workforce ready to meet the demands of teaching with experience as a professional.
  • Collaboration occurs between professionals in the field at DHS and at the university level.
  • Processes that enhance our ability to monitor progress towards our district and building goals will be created.

Organizational chart

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<thead>
<tr>
<th>University Office of Teacher Certification</th>
<th>214 Williston Hall</th>
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<tbody>
<tr>
<td>University Coordinator and J.D. Bowers</td>
<td>815-753-7829</td>
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<tr>
<td>Assessment Coordinator Carrie Zack</td>
<td>815-753-0847</td>
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<td>PDS Coordinator Tris Ottolino</td>
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<tr>
<td>PDS Liaison DeKalb High School Susan Callahan</td>
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<td>PDS Liaison Founders Elementary School Tris Ottolino</td>
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<td>Office Support Specialist Carol Patch</td>
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<td>Program Evaluator Kristin Brynteson</td>
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Glossary of Terms

Collaborative inquiry

Collaborative inquiry is classroom-based research inspired by teacher-generated questions about the effectiveness of instructional approaches, sequencing of learning activities, and appropriateness of instructional materials. In a PDS, action research might consist of a collaborative activity between a high school and a university faculty member or among a professional learning team (PLT), or it might be inspired by the atmosphere of questioning and discovery that naturally occurs when a teacher mentors teacher candidates in clinical or student teaching experiences. Action research is one of the research-based tools that teachers and schools can use when developing and testing instructional interventions.

Clinical experiences

Clinical experiences are professional learning in a real-world setting. In teacher preparation programs, clinical experiences take place in schools. The DHS Professional Development School provides multiple opportunities for real-world learning about the teaching and learning process. Early clinical (ILAS 201) students engage in focused observations of daily lessons, classroom management routines and strategies, collaborative meetings, and inclusion and differentiation. Second clinical (ILAS 301) students begin to gain experience in working directly with students and teaching lessons, and the also continue to learn about the broad spectrum of student diversity in today’s schools. Students who participate in STAR Tutoring (ILAS 300) gain extensive practice in scaffolding, reading strategies, and supporting students’ emerging study skills.

Co-teaching (in student teaching)

Co-teaching is a model of student teaching in which the pre-service teacher (intern) and the in-service teacher (mentor) collaborate in the planning and delivery of instruction in a year-long program. This model provides a rich and rigorous teaching experience for teacher candidates, allows mentor teachers to remain actively involved in their own classrooms, and enhances the quality of learning for P-12 students. Because co-teaching is a year-long, intensive program, the co-teaching partnership enables cooperating teachers to provide consistent mentoring and gives teacher candidates the time and support necessary to learn strategies and gain the skills and confidence required to teach successfully. During the second semester of the partnership, the NIU co-teacher gradually assumes a leadership role in the planning and delivery of lessons, culminating in a period of day-long, independent teaching. NIU co-teaching candidates must apply to participate in this program and are formally interviewed by a
panel composed of high school and university faculty members. Mentor teachers and their pre-service co-teaching partners are also required to attend a number of training workshops, prior to and during the year-long, co-teaching experience.

**University Liaison**

A university liaison is an NIU employee who coordinates PDS activities in the high school and works to improve the PDS relationship. The university liaison is expected to spend considerable time in the high school collaborating with the building site coordinator, school administrators, and faculty and interacting with NIU clinical students. The university liaison represents the university on the Site Council and on appropriate faculty committees and coordinates any collaborative inquiry-based activities within the high school.

**ILAS 201, 300, 301**

See Clinical Experiences.

**Intern**

An intern is the NIU pre-service teacher who is part of the year-long, co-teaching team. In traditional programs, this candidate is referred to as a student teacher.

**Mentor teacher**

A mentor teacher is the DHS in-service teacher who is part of the year-long, co-teaching team. In traditional programs, this teacher is referred to as a cooperating or supervising teacher.

**Professional Development School (PDS)**

A Professional Development School is one in which the faculty from the school and the university work collaboratively. The goals overtime are to improve, teaching and learning through the following:

1. upgrading education of pre-service teachers
2. providing professional development for experienced teachers
3. conducting field-based research
4. providing contemporary experience in the schools for university faculty
Inherent in the PDS model is the notion of school sites evolving as models of excellence and centers of inquiry through collaboration between school and university faculties over time.

Professional Development Schools will be governed by the Professional Development School model and the National Council for Accreditation of Teacher Education (NCATE) standards for Professional Development Schools will serve as the guide for accountability.

- **Standard I: Learning Community** The partnership is a learning-centered community that supports the integrated learning and development of P-12 students, candidates (pre-service teachers), and partners through inquiry-based practice. The partners share a common vision of teaching and learning grounded in research and practitioner knowledge.
- **Standard II: Accountability and Quality Assurance** The partners are accountable to themselves and to the public for upholding professional standards for teaching and learning.
- **Standard III: Collaboration** Partner institutions systematically move from independent to interdependent practice by committing themselves and making a commitment to each other to engage in joint work focused on implementing the partnership mission.
- **Standard IV: Diversity and Equity** Professional educators and candidates develop and demonstrate knowledge, skills, and dispositions resulting in learning for all P-12 students.
- **Standard V: Structures, Resources, and Roles** The partnership uses its authority and resources to articulate its mission and establish governing structures that support the learning and development of P-12 students, candidates, faculty, and other professionals. The partner institutions ensure that structures, programs, and resource decisions support the partnership’s mission.

Professional Development Schools will typically include the opportunity for course work to take place in a building or buildings within the district. The district and the university will share the responsibility for equipping the room with technology and materials. The faculties from the university and school will collaborate on pre-service course content and delivery.

Each Professional Development School will have a liaison from the university to serve as the connection between the two institutions.

**Professional Development**

Professional development is the ongoing learning of in-service teachers and university faculty. All teachers are expected to continue their professional development throughout their careers. Teachers often take college courses at the graduate level to fulfill their professional development requirements or attend school-approved workshops or conferences, but they can also use experiential learning (such as
supervising a clinical student or mentoring a student teacher) to continue their education. University faculty engaged in the preparation of pre-service teachers need to stay updated on the current P-12 curricula, methodologies, and state and federal mandates. The opportunity for university faculty to observe, plan, and teach in the P-12 setting allows them to stay up-to-date on the current state of education, and a PDS structure provides many such opportunities.

Three-Tiered Model (3TM), Response to Intervention (RtI)

3TM is a collaborative and responsive model of instructional delivery. The 3TM three-tiered framework, or 3TM, is designed to provide immediate support as needed to children who are experiencing difficulties in daily classroom learning. The 3TM multi-tiered system of instructional delivery provides research-based instruction for all students and provides appropriate instructional and behavioral interventions as part of the regular classroom routine. In a 3TM model, student learning is monitored by frequent and ongoing formative assessments that give teachers data on the effectiveness of their instruction and ensure that all students are performing at or above expectations.

At DeKalb High School, 3TM includes the PBIS program for behavior expectations and interventions, a summer bridge program for incoming 9th graders at risk of not graduating from high school, a freshmen experience to provide additional supports for the freshmen transition, STAR tutoring, daily flex periods for providing additional content area supports, and other student specific interventions.

Building Site Coordinator

The building site coordinator is the DHS faculty member who coordinates the activities of NIU clinical students and the DHS faculty who welcome them into their classrooms. The building site coordinator also works with the University Liaison to coordinate the STAR tutoring program and any other NIU-DHS collaborative programs, research, or professional development.

STAR Tutoring

STAR tutoring is an after-school tutoring program staffed by NIU pre-service teachers from the College of Liberal Arts and Sciences. NIU students who are selected for STAR tutoring are required to enroll in ILAS 300 (Tutoring Internship) for one credit hour. This course provides training in tutoring strategies; readings, discussions and presentations on topics relevant to the students whom the tutors serve; and continuous supervision, feedback, and evaluation by a university instructor. STAR Tutors are completing majors in academic fields (math, English, history, Spanish, and science). They bring content expertise to their work with high school students and also serve as excellent role models. The STAR tutoring program is open to any and all DHS students who may use the tutoring services as often as they like.
FREQUENTLY ASKED QUESTIONS

How will DHS students know they are in a professional development school?

A DHS student might work with a STAR tutor after school, see a teacher candidate observing in a classroom, benefit from co-teaching by DHS and NIU faculty, learn from an NIU student teacher, see NIU students in a classroom learning from NIU faculty during part of the day, participate in a teachers’ research project, or notice NIU students assisting with lunch-time or after-school activities.

What will this cost?

- The costs of the PDS are shared and minimal.
- Faculty and staff from both institutions were compensated for their time in the planning process.
- Time of administrators was/is donated.
- Promotional materials (brochures and posters) were/are paid for by NIU.
- Facilities on District 428 property are used free of charge for partnership activities.

What is the division of responsibilities between District 428 and NIU in the PDS?

428 Administrative support, identification of cooperating teachers, coordination of professional development, support for research projects; space for NIU classrooms; technology as needed and affordable

NIU Faculty liaisons to each building, PDS Coordinator, identification of faculty to teach NIU courses in the school; pay for cooperating teachers; transportation for clinical observers and student teachers, delivery of professional development, participation in research projects; joint DHS-NIU attendance at professional conferences; technology as needed and affordable

What is the time commitment for DHS and NIU faculty and staff?

- Time commitments will vary depending upon what aspect of the PDS in which they are involved. Participation in the co-teaching model will involve slightly more time than participating in the traditional student teaching model of one semester.
- Depending upon the scope of the project, collaborative inquiry and research endeavors will require varying time commitments.
• Preservice Committee and Site Council committees are collaborative groups comprised of personnel from both District 428 and NIU with time commitments of approximately 1-2 hours per month.

What unique features and experiences are available at the DHS-NIU PDS?

Experience in a nationally-recognized program
This PDS will focus on implementing the three-tiered model of instruction designed to raise the performance of struggling students at every level. DeKalb CUSD 428 has received state and national recognition for this model of the “Response to Intervention” mandate.

Multi-disciplinary collaboration
With the goal of meeting the needs of all learners, the PDS is a multi-departmental and multi-college partnership focused on collaborating, innovating, and supporting new programs at the state of the art DeKalb High School, which opened in 2011.

Utilization of the co-teaching model for student teaching
Participants can choose the year-long, co-teaching model, whereby co-teachers not only work together, they reflect together to improve their instruction and strengthen their relationship, the outcome of which is an enhanced learning experience for all involved.

What is the DeKalb CUSD #428 Research Approval Process?

1. Complete the “Application to Conduct Research”. This is available on the Human Resources Website, or by contacting Dr. Kelly Summers: Kelly.summers@dist428.org

2. The “Application to Conduct Research” is considered complete when the form itself is completed and it is accompanied by:

   • proof of IRB approval from the sponsoring institution of higher education
   • any and all consent forms used in securing permission
   • any correspondence used in securing permission and/or subjects
   • any and all survey instruments, interview questions, data collection tools, etc

3. The completed Application to Conduct Research must be submitted to Dr. Kelly Summers, Coordinator of 3TM, Assessment and Research, by October 1 or February 1 of any school year. This is in accordance with Board Policy

4. The Research Review Committee will meet and review the Application to Conduct Research within four weeks after the submission deadlines.
5. Researchers will be notified, via email, of the Research Review Committee’s decision regarding the acceptance or declination of the Application to Conduct Research.

6. The opportunity to conduct research in District 428 is contingent upon not only receiving approval from the Research Review Committee, but additional factors such as availability of subjects, approval of the building principal, consent of any participating teachers, potential to interrupt instructional time, and available resources.

For further information, please contact:
Dr. Kelly Summers, Coordinator of 3TM, Assessment and Research: Kelly.summers@dist428.org

Where can I learn more?
http://www.niu.edu/dist428partnership/dekalbhs/index.shtml
Or contact Tris Ottolino, 815-753-9092
tottolino@niu.edu