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Foreword

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In her examination of *Powerful Teacher Education* (2006), Linda Darling-Hammond concludes that, “Clearly, a key to dramatically successful preparation of teachers is finding ever more effective ways of connecting the knowledge of the university with the knowledge of the school.” (p.185). The seven case studies of excellence in teacher preparation originally published by the American Association of Colleges of Teacher Educators (AACTE) and the National Commission on Teaching and America’s Future in 2000 and examined by Darling-Hammond (2006) created “partnerships with schools that did much more than offer placements for student teachers: engaging in mutual reforms that created common purpose and improved the quality of education in both settings” (p. 288). According to Darling-Hammond, “The more tightly integrated the learning experiences of novices, veteran teachers, and university faculty can become, the more powerful the influence on each other’s practices and capacity for constant improvement.” (p. 185).

Since 1989, the College of Education at Kansas State University has been engaged in similar efforts to integrate knowledge from the university with knowledge from K-12 schools for the mutual reform and benefit of both entities through the creation of the Kansas State University Professional Development School (KSU PDS) Partnership. This special issue of *Educational Considerations* is devoted to documenting the vision, practices, and outcomes of the KSU PDS Partnership during the 25th year anniversary of this collaborative work.

This issue of *Educational Considerations* includes eight examples of efforts within the College of Education at Kansas State University to reform teaching and learning in Teacher Education as well as K-12 public schools through the KSU PDS Partnership. The first two articles set the stage for understanding the theoretical perspectives and practices that enabled the KSU PDS Partnership to develop and flourish. In the first article, *The Development of the KSU PDS Model: 25 years in the Making*, Gail Shroyer, Sally Yahnke, Teresa Miller, Cindi Dunn, and Nancy Bridges, some of the original PDS participants, document the historical context and defining moments of the KSU PDS Partnership from 1989 until 2014. PDS Directors Sally Yahnke and Gail Shroyer set the stage in

the second article, *Theory into Practice: The KSU PDS Model*, for a deeper understanding of the vision, beliefs, premises, and goals that were put into practice as the KSU PDS model developed across time.

The focus of the next two articles is the unique characteristics of the KSU PDS Partnership and the lessons learned from this partnership that may be shared with others interested in teacher education. In the third article, *Changing Traditions: Supervision, Co-Teaching, and Lessons Learned in a Professional Development School Partnership*, David Allen, Mike Perl, Lori Goodson, and Twyla Sprouse, all experienced supervisors, provide details of the unique and very intentional system of joint supervision and co-teaching and share the lessons learned from these practices. In the fourth article, *Blurring the Boundaries: Reflecting on PDS Roles and Responsibilities through Multiple Lenses*, authors Lotta Larson, Amanda Lickteig, Vicki Sherbert, and Deborah Nauerth share a very personal and reflective dialogue regarding the overlapping roles, responsibilities, benefits, impacts, and challenges of PDS work from the perspective of undergraduate students, graduate students, Cooperating Teachers, Clinical Instructors, University Supervisors, and University Faculty.

Examples of the PDS Partnership in action, are illustrated in the next two articles. The fifth article, *Professional Development School Partnerships as a Vehicle for Simultaneous Renewal in Mathematics Education*, authored by mathematics educators Sherri Martinie, Chepina Rumsey, and David Allen, demonstrates how the KSU PDS supervision framework, mutually beneficial roles and relationships, and ongoing professional development projects have been used to promote mathematics reform in teacher education as well as K-12 PDS schools. In the sixth article, *A Professional Development School Partnership in Action: Meeting the Needs of Military-Connected Students and Families*, authors Sandy Risberg, Laurie Curtis, and Lucas Shivers highlight a project that exemplifies the PDS vision in practice by involving teacher educators, PDS schools, community groups, and the military community in finding ways to address an educational population of great importance to all educators.

The final two articles step back and provide a larger perspective on PDS in terms of the benefit and obligations of PDS partnerships for teacher educators and K-12 schools both now and in the future. In the seventh article, *Benefits of 25 years of School District-University Partnerships to Improve Teacher Preparation and Advance School Renewal*, Michael Holen and Dan Yunk, both instrumental in the original creation of the KSU PDS Partnership, provide a synthesis of the benefits of a PDS approach to teacher education for all those involved from district teachers, administrators, board members, and teacher associations to teacher education faculty and administrators, teacher education programs and ultimately teacher education students and K-12 students. In *The History and Future of Professional Development Schools in Kansas*, the eighth article, authors Debbie Mercer, Dean of the College of Education, and Scott Meyers, the Director of Teacher Leadership and Accreditation at the Kansas State Department of Education, explore the state perspective on PDS Partnerships from the unique state system of support to the state vision for PDS partnerships as part of the future of teacher education in Kansas.

We are very pleased to share with you our experiences from 25 years of work with our Professional Development School partners. We hope you will enjoy the stories and lessons learned and that our experiences may provide insights to others engaged in similar partnership initiatives focused on the simultaneous renewal of PK-12 schools and teacher education.



Reference

Darling-Hammond, L. (2006). *Powerful teacher education*. San Francisco, CA: Jossey-Bass.

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