

**Secondary English
Professional Development School**

Guidebook

for

The State College Area School District
and
The Pennsylvania State University
Collaboration

PDS Website
www.ed.psu.edu/englishpds

ANGEL
SCASD-PSU Secondary English PDS
cms.psu.edu

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TABLE OF CONTENTS

Welcome!	3
A Guide for the Guidebook	3
Who's Who in the PDS	3
Our PDS Mission	4
PDS Beliefs and Goals	4
Characteristics of the PDS	4
An Inquiry Culture	5
Literacy Theory	7
PDS Roles: the Intern	8
Intern Projects	9
Mentor Responsibilities	12
Consultant Responsibilities	12
PDS Schedule and Components	12
PDS Goals and Activities Framework	15
PDS Inquiry Goal Setting Form	16
PDS Reading Log	17
Consultant Meeting Log	18
Observation Log	19
Absence Form	20

Welcome to the PDS

Congratulations on your decision to spend a year interning in the State College Area School District! The year ahead of you is going to be foundational in your development as a teacher, and as you work closely with your mentor, the PDS associates, the PDS consultants, and your fellow interns our hope is that you will be constantly learning. At this point you may be feeling a variety of things as you look forward to the coming year, ranging from excitement to apprehension. The purpose of this guidebook, developed in collaboration over several years of PDS experience, is to help allay some of those fears by giving you an idea of what the forthcoming year may entail for you. **Since one of the central tenants of the PDS philosophy is that no two interns' experiences will be identical, think of this guidebook more as informative than prescriptive.** This is not a map. Rather, it is sextant that can help you continually position yourself as you create your own map, one that will be as individual, creative, and as lively as you make it to be.

A Guide for the Guidebook

As you read through this guidebook, and indeed as you intern throughout the year, you will most likely encounter terms, phrases, and concepts that are new or somewhat unfamiliar. Part of learning to be a teacher is learning the discourse, and the PDS is based on acquiring this discourse through immersion and negotiation, rather than lecture and memorization. Feel free to ask questions, look for clarification, research your questions, and share your inquiries, because the process will generate new layers of understanding for everyone. Asking questions will not make you look dumb; asking questions will allow us to increase our knowledge base. As a community of learners comprised of interns, mentors, consultants, and supervisors an integral part of our collaboration involves asking questions: of our students, our teachers, our colleagues, our readings, and ourselves. **Constructing ideas through exploration and negotiation, instead of finding the right answers will be helpful to keep in mind as you journey throughout the coming year. Sometimes, the questions we pose only lead to more questions, never answers.**

Who's Who in the PDS

The PDS is comprised of a unique collaboration between four sets of people: secondary school students, novice teachers, (interns) veteran teachers, (mentors and supervisors) and university teachers, (consultants). The collaboration provides all opportunities for the educators to develop as professionals, but **the central purpose of the PDS collaboration is to continually improve the literacy learning experiences of the students in our classrooms.**

What is the PDS?

If you ask five people this very question, you are most likely going to receive at least six different answers. While at first this may seem confusing, it may help to remember that the PDS is different for each individual participating in the program. The flexibility and ambiguity of the program is its chief beauty, and also its most challenging component. Here are some guiding beliefs for the PDS that may provide a framework for your work as a member:

Our PDS Mission

In order to construct a community of learning, all members of the State College-Penn State Secondary English Professional Development Partnership promote collaboration, reflection, and praxis, embrace diverse identities and literacies, and seek shared knowledge, agency, and equity.

We believe:

- Literacy uses and experiences shape possible identities and relationships.
- Our community of learners includes students, mentor, interns, supervisors, and consultants.
- Collaboration involves co-planning, co-teaching, and co-questioning.
- Reflection involves self-reflection and dialogue using both written and spoken forms.

PDS Beliefs and Goals

As a community, we seek to:

- Allow future teachers to be immersed in all aspects of teaching
- Make the “pre-service” experience more like the first year of teaching, with extra support
- Test pedagogy in action, put theory into practice, and co-develop and implement curriculum
- Promote better relationships and communications between communities, secondary schools, and universities
- Improve instruction in public secondary schools
- Afford mentor teachers the opportunity to examine pedagogy in a supportive community
- Inform and rethink teacher education through practice
- Promote scholarship and inquiry as part of teaching activities
- Bridge the gap between universities and secondary schools through collaboration
- Create reflective practitioners
- Encourage collaboration between faculty at all levels of experience
- Create synergy and transform theory into practice
- Reduce isolation and uncertainty
- Create equal access for students and increase student consciousness
- Encourage new teachers to seek collaboration
- Develop a whole faculty identity for interns: a broader view of institution and access to the school year’s history and culture
- Continually improve curriculum through co-planning and multiple viewpoints of pedagogy
- Increase access to successful literacy practices
- Develop a collegial identity for interns, mentors, supervisors, and consultants
- Transform theory about literacy pedagogy into classroom practice and publish about our experiences
- Promote collaboration as a form of democracy
- Humanize education for and with alienated students
- Enact educational reform by changing the program for teacher education, and thereby changing institutional structures
- Advance inquiry as a form of classroom learning, instead of bits of knowledge in class containers
- Construct a community of practice, professional development, and reflective practitioners

Characteristics of the PDS

The PDS is an apprentice model of teacher education with a year-long full-time commitment that enables and rewards the mentor's time and energy investment in the intern as a co-teacher. For the intern, classroom experience functions as the basis for readings on literacy pedagogy and theory. For all members of the collaboration, various meetings support discussion about teaching, reflection on experience, and evaluation of new approaches to instruction.

The PDS is about needs. Students have more needs than a teacher ever has time or energy to fill. Teachers have intellectual needs too. Teachers like to talk about content, they like to brainstorm ideas for instruction, and they like to hear other perspectives on a student or class experience. Interns also have and fulfill these needs.

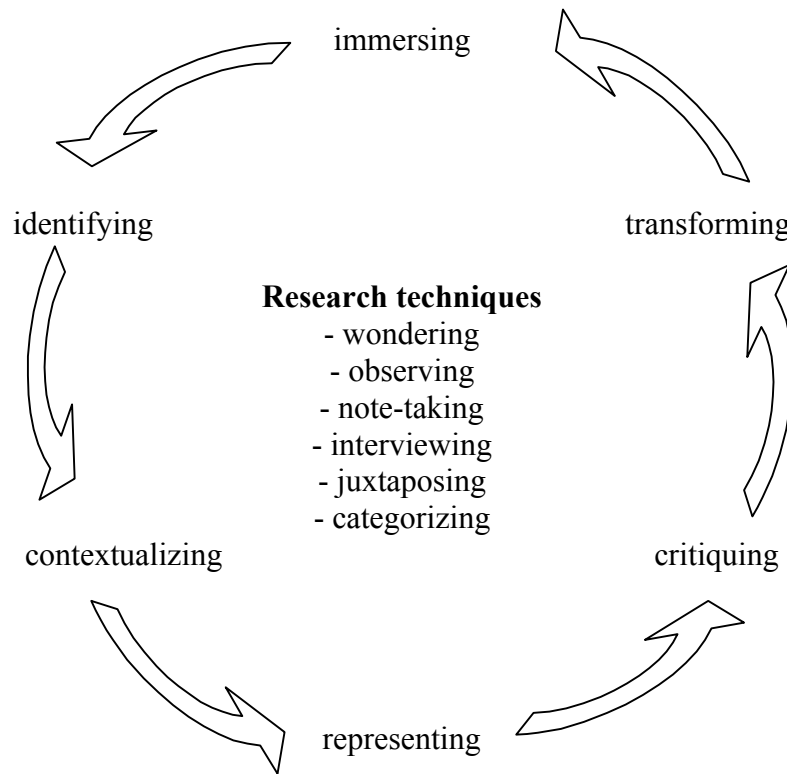
The PDS is about trust. We begin with the assumption that we care about the same thing – students. No one person has all the answers, but through being open, trusting, sharing, and planning with colleagues we can together create more informed action, thus transform classrooms.

The PDS is about magic. Serendipity, chance, luck, spontaneity – the world is anything but a uniform and orderly place. Ideas are always in contest, interpretations are multiple; socially we must share experience to construct knowledge. Students are highly inventive and the best classrooms tap into this generative spirit. Co-teaching automatically takes knowledge out of the realm of pre-authorized truth and supports a dynamic experience between two teachers exploring the world – comparing notes, offering multiple hypotheses or interpretations, setting up an environment for thinking and inventing ideas about the world. The important knowledge students in the past may have memorized can become embedded in the larger magic of creative and critical inquiry.

An Inquiry Culture

One term you will hear tossed around quite a bit throughout the year is “inquiry.” You might be unfamiliar with this term, or wonder how it applies to you. Inquiry as used within the context of the PDS primarily means that you will learn things as you go through your teaching year by virtue of the fact that you need to know them. Rather than being introduced to information that may or may not be relevant to you at a given time, the inquiry model tries to develop a form of learning where knowledge is urgent because it arises from needs or questions or curiosities within your everyday activity. Although this may seem different from some of the traditional learning you have encountered up to date, chances are you use the inquiry model already in your daily lives, possibly without even knowing you're doing so. Every time you search for information to find out something you want to know, you're using the inquiry model. A central goal of the PDS is to generate a culture of inquiry to improve the literacy development and learning of students, interns, mentors, consultants, and supervisors. The following inquiry model presents strategies to structure our activities.

Figure 2-1: Inquiry Strategies



Beach, R. & Myers, J. (2001). *Inquiry-Based English Instruction: Engaging Students in Life and Literature*. New York, New York: Teachers College Press, p. 19.

Inquiry learning is characterized by:

- A community of learners in which members with a range of experience and knowledge contribute with equal power and voice
- A negotiation of the purposes and consequences of each activity for personal identity, social relationships, and greater shared understanding
- Potentially infinite directions for members to organize experiences to serve/question personal/community valued learning purposes
- A strong reliance on first-hand experiences, and the analysis of patterns in those experiences to generate knowledge (experience ideas/texts in action instead of just adopting ideas/interpretations already defined)
- Inviting all members to share descriptions of their experience to expand and share the base for analysis, not to establish right and wrong answers
- Authoring and sharing symbolic representations of the ideas synthesized through experience (talking, writing, drawing, filming, documenting, etc.)
- Continuous questioning by all of the value of particular words, actions, and artifacts to accomplish desired activities and knowledge

- Continuous revision of activity and knowledge to better serve the immediate interests and needs of all community members (embracing change and the local), and to facilitate the movement of ideas and people across boundaries of space, time, and culture
- Through ongoing social interaction, continually inform each other's understanding and next inquiry

Our Professional Development Collaboration envisions an inquiry culture in which professionals at all levels of experience:

- Seek, invent, and share ideas for classroom activities
- Connect classroom activities to the underlying skills, beliefs, and values constructed by and supporting engagement in the activities
- Analyze the beliefs and values maintained and marginalized in classroom activities
- Critique and negotiate with community members the beliefs and values that should be embraced
- Theorize how new activities might better achieve valued literacy skills, social relationships, and personal identities
- Understand teaching as a way of being and interacting with others that supports continual learning, not as a set of predefined attributes and knowledges that can be reproduced to achieve an end-product state

Literacy Theory

A PDS collaboration in secondary English has a central interest in literacy, and the development of students' literacy abilities. Several scholars have suggested the following ideas about the social and multiple character of literacy, its development, and its consequences.

The very mechanism underlying higher mental functions is a copy from social interaction; all higher mental functions are internalized social relationships.... Even when we turn to mental [internal] processes, their nature remains quasi-social. In their own private sphere, human beings retain the functions of social interaction (p. 164). Vygotsky, L. V. (1981). *The genesis of higher mental functions*. In J.V. Wertsch (Ed.) *The concept of activity in Soviet psychology*. Armonk, NY: Sharpe.

Some years ago I wrote some very insistent articles about the importance of discovery learning – learning on one's own, or as Piaget put it later (and I think better), learning by inventing. What I am proposing here is an extension of that idea, or better a completion. My model of the child in those days was very much in the tradition of the solo child mastering the world by representing it to himself in his own terms. In the intervening years I have come increasingly to recognize that most learning in most settings is a communal activity, a sharing of the culture. It is not just that the child must make his knowledge his own, but that he must make it his own in a community of those who share his sense of belonging to a culture. It is this that leads me to emphasize not only discovery and invention but the importance of negotiating and sharing – in a word, of joint culture creating as an object of schooling and as an appropriate step *en route* to becoming a member of the adult society in which one lives out one's life (p. 127). Bruner, J. (1986). *Actual Minds, Possible Worlds*. Cambridge, MA: Harvard University Press.

Literacy is not simply knowing how to read and write a particular script, but applying this knowledge for specific purposes in specific contexts of use. The nature of these practices, including of course their technological aspects, will determine the kinds of skills (consequences) associated with literacy (p. 136). Scribner, S. & Cole, M. (1981). *The psychology of literacy*. Cambridge, MA: Harvard University Press.

To call these capabilities practices is to say that an individual's ability to think is dialogically defined, that is, constituted by (a) other people in particular forms of social relationship, (b) the physical objects (utensils, tools) and symbols (words, numbers) with which the individual interacts, directly or vicariously, in doing the thinking (p. 529). Erickson, F. (1984). School literacy, reasoning, and civility: An anthropologist's perspective. *Review of Educational Research*, 54(4), 525-546.

Every literacy is learnt in a specific context in a particular way and the modes of learning, the social relationships of student teacher are modes of socialization and acculturation. The student is learning cultural models of identity and personhood, not just how to decode script or to write a particular hand. If that is the case, then leaving the critical process until after they have learnt many of the genres of literacy used in that society is putting off, possibly for ever, the socialization into critical perspective (p. 140). Street, B. (1995). *Social Literacies: Critical approaches to literacy development, ethnography, and education* New York: Longman.

PDS Roles

Interns

As an intern you might sometimes wonder what, exactly, it is you are supposed to be doing. Although the answer to that question will vary from intern to intern, it might help if you keep in mind that, at its most elemental, the PDS is a collaboration between a novice teacher (intern) and a veteran teacher (mentor) to better serve students. Take advantage of this apprenticeship model to learn from your mentor – although you might not always agree on everything, and that's okay. In fact, difference is the engine of learning. Always remember that your students are your most powerful and lasting teachers. As you work in a collaborative, co-teaching environment, you will have the unique opportunity to learn by reflecting with your mentor about shared work with students. Make the most of this opportunity. **The more you focus on inquiry into your students' literacies and learning, and the less you focus on your own lack of knowledge as a teacher, then the more you are likely to develop as a professional educator.**

How Do I Be A “Good Intern?”

Past mentors composed the following list of ideas to help interns be successful:

- Take initiative. Don't wait for answers to find you, seek out information.
- Make the cognitive shift from thinking as “student” to thinking as “teacher” early in the school year. See yourself as a professional, and act accordingly.

- Do your part in building relationships of mutual trust and support, working to be good partners with your mentor teacher and others.
- Hold an inquiring stance, and learn how to question without being critical, learn how to be questioned without being defensive.
- Actively create a vision of what kind of teacher you want to be.
- Demonstrate confidence in front of the classroom and in meetings. If you don't always *feel* confident, learn how to fake it!
- Understand and value the fact that each intern's experience is unique; realize that negative comparisons ("I'm working harder; s/he isn't doing the same things") are counter-productive.
- Know that the greater your personal investment, the greater the return.
- Be self-directed. Be able to know your own needs and learn how to ask for help and support from mentors, supervisors, and consultants.
- Be open to questions.
- Be open to change.
- Read voraciously.
- Find ways to be a resource to your mentor.
- Don't worry about your grade. Instead, work to *learn* as much as possible, and trust that the grade will take care of itself.

Intern Projects

Throughout the year you will be working on various projects as a part of your PDS responsibilities. These projects are not assignments, but are supportive activities for your work with students.

Journaling and Note-Taking/Making: Writing is possibly the single most influential activity in constructing one's teaching life as a reflective inquirer. Writing can be shared in the form of a dialogue journal between intern, mentor, and supervisor. It is best if done on a daily basis using paper journals, notes to others, or email, and should be done after teaching experiences. End-of-week summary reflections can be extremely helpful to build larger themes of knowledge. Beyond generating knowledge, sharing your reflective writing as a component of lesson plans, belief statements, classroom stories, and articles for other teachers, these texts are powerful demonstrations that will be valued by prospective employers.

Professional Reading: Articles and books will be shared by PDS members throughout the year, and should be received with the implicit promise to be read and referenced in a future face-to-face or electronic conversation. Keep a log of readings with the dates, titles and page numbers of books or articles you read during the year. The importance of reading is not so much to repeat what you have read, but to connect it to experience and other ideas. A form to record your readings is in the appendix.

Weekly Consultant Email: Each week you will meet with one of the university consultants of your choice. You will then send an email sharing your thoughts as a continuation of the discussion, connecting your experiences to important ideas, and follow-up actions you took, or will take, as a result of the meeting. This email is not a summary of your meeting but rather a continuation. This email should go to your supervisors and the consultant with whom you met. A form to record your meetings and emails is in the appendix.

Electronic Discussion Board: A significant opportunity to discuss important issues about teaching and literacy on an individual time schedule. The ANGEL environment is used for this activity. Mentors, interns, consultants, and supervisors can access the discussion and request a topic for group discussion. (Macintosh users need to access ANGEL with Safari, and PC users need Explorer: angel.psu.edu)

Video Documentaries: Interns will author a minimum of one video documentary. A short video analyzing data collected from classroom work to present an important idea about literacy and pedagogy. These are published on the PDS website.

Unit Plans: While units are often developed collaboratively throughout the year, interns must compile at least one representative unit for which they had primary teaching responsibilities. This unit will include daily plans, daily reflections on classroom activity, and materials used in the unit (excluding copies of novels and long texts). Consider compiling this plan electronically so it can also be part of your professional electronic portfolio.

*this does not imply one unit is sufficient

Case Study: A documentation of focused work with one or more identified students, describing the nature of the special needs, instructional adaptations employed, student growth and learning, and recommendations for future teachers. The case study can be a consistent journal describing interactions with identified students, or a more formal paper that synthesizes what you learned by working with identified students.

Competency Binder (Portfolio): A three-ring binder of evidence that supports your achievement of all of the Penn State Teacher Competencies. You can add evidence as the year progresses noting how it demonstrates your achievement of a specific competency. You will turn in this binder at the end of the year, so make copies of any documents that you wish to keep. Card dividers will be provided for this binder.

You may also wish to develop a professional portfolio as a paper and/or website version. As you plan a professional (electronic) portfolio consider how you will organize the content. You may want to use National Council of Teachers of English standards for English teachers as an index with references (links) to materials that demonstrate how each standard is illustrated.

Your PDS activities will generate materials on the following, thus they might be included in your competency binder and/or professional portfolio as evidence.

Resume

Philosophy

- Pedagogical goals
- Literacy perspective

Reflections

- Weekly consultant emails
- Journals
- Emails with supervisor/mentor

Inquiry projects (videos, paper, & presentation)

- Focusing question
- Variety of data and artifacts
- Analysis: claim, evidence, warrant
- Connection to theory
- Import for student learning and literacy

Case study of special needs student

- Student profile
- Classroom context
- Adaptations implemented, evidence, and consequences
- Consultations and meetings
- Future recommendations for student learning and literacy
- Appendix of artifacts

Curricular materials

- Unit plans
- Daily lessons with reflections
- Specific materials that illustrate a range of classroom literacy activities

Documents: certification, clearance, transcripts. A professional electronic portfolio is a website in which you design and present your work as an English language arts teacher.

Inquiry Paper and Presentation: The first Saturday of May (or last of April) will be the SCASD-PSU PDS Inquiry Conference. At this conference interns and interested mentors will present classroom inquiry projects. The presentations are 20 minutes in length. This conference includes elementary school PDS interns and mentors, and parents are often invited. Teachers from other school districts often attend as well. Based on this inquiry presentation, or on another inquiry project from the year, interns must write a paper suitable for publication. Graduate students and University Scholars use this paper as part of their M.Ed./thesis requirements.

To-Do List

The following general “To-Do List” supports an inquiring stance for interns within the busy school life of a full time apprentice teacher. Select activities that can help you achieve your weekly goals.

- Observe and Reflect
 - visit other classes
 - keep personal journal
 - dialogue with mentor, consultant, and supervisor
 - two-column format of description and analysis
 - Analysis:* note incidents that seem critical to make sense of them, and explore why you noted the incident in the first place
- Write for Portfolio
 - have a box, notebook, or other receptacle for your yearlong collection
 - teaching philosophy: what are my beliefs about teaching?
 - case study
 - inquiry paper (remember difference between project and stance)

- unit plans
 - student work
 - professional documentation and references
- Post and Respond
 - general discussion boards
 - seminar specific discussion boards (in seminar folders by topic)
 - NCTE national English teacher discussion boards
- Talk through Experiences
 - daily work with mentor in class and preparation
 - attend all PDS meetings
 - talk with other interns, friends, and family
 - Trust:* be sure to honor at all times the trusting relationship between mentor and intern
- Gather Artifacts for Analysis
 - videotaping classroom
 - student work
 - teaching materials
- Read to Inquire and expand the basis for thought and action
 - keep readings identified within each seminar topic folder with due dates

Mentor Responsibilities

Mentors attend a weekly PDS inquiry meeting on Thursday, and a monthly meeting with their intern and supervisor. Mentors can also take half-day releases each nine weeks for collaboration, or visiting other English colleagues. Mentors should submit the appropriate request for guest teacher forms to their building secretary, and mail a copy of the form to Mary Nasatka or Chris Merritt for record keeping.

Supervisor Responsibilities:

Supervisors will observe and meet with interns every other week (more frequently if deemed necessary). They will meet as a triad with mentor and intern at least once per month. They will facilitate the Thursday Inquiry Duty periods.

Consultant Responsibilities

Each consultant serves as a resource to interns and their mentors, being available one half day each week, alternating between morning and afternoon. The consultant is available to discuss literacy and pedagogy issues, to support intern inquires into teaching and learning, to help the intern brainstorm curricular ideas, to help locate curricular materials, to suggest pedagogical readings, and to provide general support for professional development. Further, the Consultants will act as a support for each intern's formal inquiry project: formulating / framing questions, collecting and analyzing data, writing and presentation of inquiry. Consultants will receive the intern's email response generated after each weekly meeting.

PDS Schedule and Components

Daily Schedule: Although this is flexible and individually evolving, throughout the year you will have one preparation period in common with your mentor, and one additional period for inquiry reading and writing – protect that daily hour. As you begin the year, you will work as a co-teacher in four instructional periods. Your initial period assignments below (order will vary):

- 1: Mentor Prep
- 2: Co-teaching with Mentor
- 3: Co-teaching with Mentor
- 4: Small Group Inquiry Meeting/Wednesday Seminar/Observation
- 5: Inquiry Reading and Writing Time
- 6: CTI – diverse student experience co-teaching
- 7: Co-teaching in CTI or with Mentor
- 8: Lunch

Weekly Schedule: Regular meetings are fundamental to collaboration and sharing experience to construct knowledge. Mentors are assigned a PDS duty period in order to schedule a weekly meeting with their intern and associate to engage in consistent goal setting. This PDS duty period is also the time for a weekly small group inquiry meeting on Thursday facilitated by the district supervisors.

Collaborative Teaching Initiative (CTI): Interns serve as support teachers in specially designed inclusion classes with a heterogeneous mix of students: one third special education identified students, one third reading identified students, and one third non-identified students. These classes are scheduled in various subject areas. Support is provided in learning to work with diverse student needs, using IEP's, planning curricular adaptations, reading and writing across the content areas, and co-teaching strategies. One of the first tasks interns complete is the synthesis of IEP's for identified students in the class to provide the teacher with a one page summary of the student's needs and recommendations.

School Schedule and Absence Policies: Interns and associates follow the school district schedule for holidays, vacation, and in-service activity, and school policies for personal days (2) and sick days (10). Professional activity days are not limited and provided upon request. Please complete the appropriate form (copy from appendix) and submit it to District Associate Mary Nasatka or Chris Merritt.

Registration in University Courses

Interns will be registered into the PDS courses according to the table below:

Semester	Fall 2002 (15 cr)	Spring 2003 (18 cr)	Summer 2003 (3 cr)
Undergraduates and Graduates	LLED 411 sect 002 LLED 480 sect 002 CI 495E (6 cr)	CI 412W sect 005 CI 495G (9 cr)	CI 501 (Undergrads may graduate Sp - re-enroll as non-degree)
Undergraduates only	LLED 420 sect 002	LLED 412 sect 002 CI 495C sect 009	CI 501 as advanced standing undergrads
Graduates only	LLED 520	LLED 512 LLED 596 (3 cr.)	

All interns must take the CI 501 course and will pay summer tuition for 3 credits in May/June of the internship year; please include this course in your financial planning. In previous years, interns have found it very difficult to take other courses during the school year. Please plan to complete all remaining degree/certification requirements in the summer to avoid additional stresses during the school year. Please feel free to talk to Jamie Myers or one of the consultants for advice if needed. Also, another stress related issue is part time employment. We highly discourage outside work and encourage you to seek financial aid.

Inquiry structures

Our PDS has many structures for interaction. Through these structures, all participants can develop their knowledge about teaching and learning the language arts. These structures engage us in various forms of social reflection on our experiences, and on the experience of others provided in articles and books. The structures seek to create an interaction between practice and theory, not by forcing more theory into the classroom, but by building theory out of classroom experience in comparison to practice theorized by others in various readings/writings.

Constructing knowledge through active participation in a community of practice is an entirely different experience from consuming generalizations about some activity or object in the world. We are most accustomed to education based on the latter as we chunk learning into classes and years, facts and concepts, lectures and tests, skills and practice, and sequences and hierarchies of learning that can only fit an idealized human experience.

Constructing knowledge takes more time and conversation than delivering already processed ideas. Teaching five classes a day makes it difficult to find the time to distill from experience important ideas, share those with others involved in similar experiences, then continually cycle back into action and reflection on these socially negotiated ideas. This process of constructing knowledge is supported by having mentors assigned to a shared PDS duty period for regular inquiry meetings.

The extra energy and time mentors invest in reflection with their intern, thinking aloud as they plan and evaluate, wonder together about students and possible future activities, prepare materials and lessons, debrief and preplan, are all important ways we enact an inquiry practice in our PDS community. We know that this investment provides high returns for students' language development, and the professional development of interns, mentors, consultants, and supervisors.

When supervisors have had the opportunity to participate in classroom activity and reflection it has supported their thinking about pedagogy and literacy. It is unusual having this third person in the room also engage students in learning activity, meet to co-plan and co-assess student work, and share responses to professional readings. But, such activity helps the supervisors to move beyond being outsiders, to supporting the learning of interns and students.

Some of the PDS activities and responsibilities are required for interns and consultants, but are invitations for mentors. Mentors are always welcome to participate in all PDS activities and seminars. Some of the activities take place in an electronic learning environment called ANGEL. This is provided by the university and can be accessed at cms.psu.edu. Mentor's university computer user ids allow for access to this resource as well as all of the library resources available at www.lias.psu.edu.

The chart on the following page summarizes the principal activities of participants according to five inquiry processes: immersing, identifying, contextualizing, critiquing, and transforming (Beach and Myers, 2001).

SCASD-PSU English Professional Development School: Goals and Activities for Interns, Mentors, and Associates

Inquiry Strategies	Building Inquiry Group	Seminars	Consultant Meetings	Supervisor/Mentor Meetings	ANGEL discussion boards (cms.psu.edu)
Immersing	-share experiences with student literacy and learning, school pedagogy & practice	-explore knowledge bases about students, literacy, and curriculum	-discuss observations and seek readings related to a shared interest	-discuss class-room experiences -journals, emails, growth portfolio	-read posts to explore similarities and differences in classroom experiences
Identifying	-plan inquiries into literacy and pedagogy -formulate joint projects and papers	-focus issues for observation, reading, and discussion	-focus shared questions, experiences, and issues for co-teaching and co-inquiry	-find ways to support co-learning and co-teaching activity -intern goal setting	-post questions and critical incidents
Contextualizing	-analyze data from classroom inquiries relative to multiple issues on school, learning, and literacy	-seek a variety of viewpoints through collaborations, readings, and reflexive writing	-discuss reflections to seek different possible meanings for classroom learning and literacy growth	-contribute multiple perspectives to collaboration -share readings to inform practice	-respond to posts -share significant ideas from readings -share resources and classroom ideas
Critiquing	-authoring circle to respond to thinking or writing in progress -support reflection on teaching practice	- formulate positions by negotiating first hand experience with published ideas	-value difference in teaching style -evaluate multiple approaches -apply readings to experiences	-reflect on best practice through co-reflection -evaluate intern goals	-connect ideas to students' literacy activities and learning
Transforming	- collaborate on new curricular plans and teaching strategies - propose presentations to group or field	- write inquiry papers to share knowledge produced with field of English language arts pedagogy	- strengthen learning and literacy (own and students) -collaborate on curriculum ideas and materials	-share successes and strengths through a professional electronic portfolio and classroom websites	-generate curricular ideas -share ideas in ANGEL or on websites

**PDS Inquiry Goal Setting Form
Intern-Mentor-Supervisor**

Most goals are expressed in terms of activities or ideas into which the intern would like to systematically inquire over the next month. Please add this page to the intern's growth portfolio after each goal setting session.

Goals/Activities

Actions/Progress

2005-2006 Consultant Meetings

Week	Consultant Name	Email
9/6		
9/12		
9/19		
9/26		
10/3		
10/10		
10/17		
10/24		
10/31		
11/7		
11/14		
11/28		
12/5		
12/19		
1/9		
1/16		
1/23		
1/30		
2/6		
2/13		
2/20		
2/27		
3/13		
3/20		
3/27		
4/3		
4/10		
4/17		
4/24		
5/1		