Traditional professional development sessions for teachers used to come in the “sit and get” format – teachers sat and listened to a speaker discussing ways to improve their craft. Effective professional learning has changed substantially to participative formats, ongoing learning beyond one workshop session formats, and job-embedded opportunities to practice the new learning, according to Dee Taylor, former project director for the Network for Enhancing Teacher Quality (NET-Q) grant.

Chris Diffley, professional development coordinator at Meadowcreek High School in Gwinnett County, also believes that teachers should have more engaging forms of professional development to truly gain a new and practical perspective of their work. “We don’t encourage the ‘sit and get’ model in the classroom, so why should we do that for our teachers?” Diffley said. “We need to think about how to get teachers actively engaged in their learning, because we want it to be truly effective.”

It was this attitude that permeated the NET-Q Summer Institute, which took place on June 16 at the Loudermilk Center in downtown Atlanta. Diffley and other representatives from P-12 schools, colleges and universities led discussions and activities throughout the institute, giving attendees the chance to highlight the work they’ve done with NET-Q – a collection of customized grant initiatives designed to prepare and support teachers for the demands of teaching high-need subjects in high-need schools – and plan upcoming grant work. “We wanted participants to network with educators in the NET-Q community and see research in action, such as the math and special education teams who worked all year long in teacher residencies in the metro area and at Albany State University,” said Taylor.

The institute provided a special keynote luncheon session by Nancy Dana, professor of education at the University of Florida, and concurrent sessions for new and veteran teachers, along with school leaders. The Institute also presented new teachers and those preparing to become teachers, such as early childhood education student Natalie Farthing, the opportunity to discuss challenges teachers face before they set foot in a classroom themselves. “They offered practical and relevant information – scenarios that would really happen in the classroom and ways to address those issues,” Farthing said.

**NET-Q Summer Institute Presentations:**

- Leading with Passion and Knowledge: The Principal as Action Researcher
- Dr. Nancy Dana, Professor of Education – University of Florida
- Coaching and Supervision in Real Time
- Dr. DaShaunda Patterson, Clinical Professor, Educational Psychology and Special Education - Georgia State University
- Kid Talk
- Dr. Wayne Pettett, CST—Mimosa ES, Fulton County Schools
- Displaying Data to Brag about our Students and our Teaching
- Dr. Paul Alberto, Regents Professor and Program Coordinator, Educational Psychology and Special Education-Georgia State University
- CCLCs: Much More Than Just Another Meeting
- Ms. Chris Diffley Assistant - Meadowcreek HS, Gwinnett County Schools
- Keynote Presentation: Teacher Inquiry: The Gift of a Professional Lifetime
- Dr. Nancy Dana, Professor of Education – University of Florida
- How to Get Started With Your Own Action Research
- Dr. Nancy Dana, Professor of Education - University of Florida
- What to Do About the Kid Who…. (Classroom Management Suggestions)
- Dr. DaShaunda Patterson, Clinical Professor, Educational Psychology and Special Education - Georgia State University
- NET-Q EVAL Team and School District Research Teams
- Dr. Bill Curllette, Evaluation and Research Professor of Counseling and Psychological Services—Georgia State University and the NET-Q Evaluation Team
- Working Effectively with K-12 English Language Learners
- Dr. Gertrude Tinker-Sachs, Associate Professor, Middle-Secondary Education, Georgia State University

**Dr. Nancy Dana, Professor of Education – University of Florida delivering keynote presentation.**

**Dr. DaShaunda Patterson, Clinical Professor, Educational Psychology and Special Education and NET-Q Project Director conducting a break-out session.**

**Dr. Gwen Benson, College of Education Associate Dean for School and Community Partnerships and NET-Q PI and Pier LeFlore, NET-Q Business Manager**
NET-Q Evaluation

Descriptive Information

- NET-Q builds on the PDS2 project that was active during years 2005 to 2009.
- A total of 53 high-needs, K-12 schools are included within the NET-Q partnership from 6 urban and 3 rural school systems.
- Non-Caucasian groups make up 93% of the students that are included in the NET-Q partnership.
- Of the approximately 51,000 students in the NET-Q partnership schools, over 40,000 students are eligible for free or reduced lunch.
- Faculty members and Coaches-in-Residence deliver professional development to teachers in these schools based on requests.

Overall Program Evaluation

- As part of the evaluation of our professional development school implementation, we wanted to know the extent to which certified personnel in our school partners perceived National Council for Accreditation of Teacher Education (NCATE) Professional Development School (PDS) standards being present in our implementation. To help accomplish this, we created a fidelity survey with 30 items to assess the degree of implementation of each standard, which we administered on the Internet to certified personnel in NET-Q former PDS schools and matched comparison schools. Below are some of the results:

  ⇒ As seen in the graph, scales for four of the five NCATE PDS standards showed statistically significant mean differences between the NET-Q former PDS schools and comparison schools for the following standards: Collaboration; Learning Community; Equity and Diversity; and Structures, Resources, and Roles. Since we have seen similar findings in previous years with PDS2, we infer program effectiveness viewed from the perspective of NCATE PDS standards.

  ⇒ A new research finding was that in less developed PDSs, the NCATE PDS Roles and Responsibilities dimension merged with the NCATE PDS Collaboration dimension, whereas in more developed PDSs they were separate factors.

  ⇒ The fidelity survey provides a vehicle for building partnerships between universities and school systems. Currently, we are providing the fidelity survey for a replication study in another PDS setting in New York State. This effort represents dissemination from the NET-Q grant.
Day on the Hill: COE representatives visit D.C. to discuss educational issues

The American Association of Colleges for Teacher Education’s (AACTE) Day on the Hill event on June 21-22 presented an opportunity for representatives from the COE and members of Congress to come together to discuss current educational issues. “Day on the Hill allows us to talk to our representatives about what’s going on in their districts and the need for continued support of key educational issues,” said Gwen Benson, COE associate dean for school and community partnerships. Benson attended the event with Dean Randy Kamphaus; Joyce Many, associate dean for academic programs; Libburn Middle School Principal Gene Taylor; Gregory Coleman, math instructional coach at Thomasville Heights Elementary School; and Erin Blinck, a 2010-11 teacher resident in the COE’s Network for Enhancing Teacher Quality (NET-Q) grant.

The COE delegation met with six members of Congress from Georgia and discussed a number of education-related topics, including grant funding and the renewal of the Elementary and Secondary Education Act, which focuses on funding for teacher education programs. During the two-day event, Benson and Blinck also had the opportunity to discuss the NET-Q grant and its impact on Georgia’s K-12 schools and universities. The entire article can be found at http://education.gsu.edu/main/6058.html

GSU faculty visits South Africa to expand the Professional Development School Network

Gwen Benson, Susan Ogletree, Susan Easterbrooks, Julie Washington and Gwen Williams presented at the International Education Association of South Africa, held August 31-September 4 by the Durban Institute of Technology in Durban, SA. Dr. Randy Kamphaus presented a keynote address on the globalization of higher education. Benson and Ogletree presented on Professional Development School activities linked to increased student achievement, and Easterbrooks and Ogletree presented information on special education and meeting individual student’s educational needs; Washington and Williams provided a seminar around linguistic and writing issues for students learning a second and often third language. Over 300 participants from 18 different countries attended.

The Georgia State University delegation also visited the town of Ixopo with the Chancellor of Durban Institute of Technology, Dr. Ela Gandhi, and Kanya Padayachee, local peace activist, located in the bush about an hour and a half outside of Durban, South Africa. Benson, Ogletree and Washington presided over a meeting of 45 principals in preparation for the visit of Hayward Richardson, clinical assistant professor of educational leadership in the Department of Educational Policy Studies, during the week of September 19. Easterbrooks and Williams met with 45 teachers and provided an hour and a half presentation on how to meet students’ individual learning needs.

Local teachers and principals expressed the following:

- Great need for principal development
- Great need for teacher development around the English language and strategies for teaching reading to students (75% of third grade students are illiterate and unable to read or write their mother tongue language or English) which is of great concern to everyone….it is a cultural issue
- Great concern that there are students who are not enrolled in school because there is not enough room
- Concern over lack of funding to build new buildings or refurbish older buildings
- Interest in partnering with universities to produce qualified teachers for their learners
- As in the U.S., high-need areas include the need for mathematics, science and accounting teachers
- Great need for content area training for teachers currently teaching in these high-need areas
NET-Q Spotlight: Principal William Bradley

Will Bradley is currently the principal of Banneker High School in Fulton County. He has been actively involved in the NET-Q grant as well as in the former PDS grant. During the origination of the PDS grant, Mr. Bradley was principal of Woodland Middle School. He believes that the work of the NET-Q grant is so significant because it directly aligns with his goal of improving the quality of teachers in his own school, as well as within the cluster. He also believes that Georgia State University has one of the best teacher preparation programs because of the qualitative differences between GSU educators and those from other teacher preparation programs. According to Mr. Bradley, “Teachers from GSU have not only a mastery of content, but also have a set of pedagogical skills that is so very necessary in education today.”

As a result of his involvement with NET-Q, Mr. Bradley has teachers and administrators who have a deeper understanding of Cross Career Learning Communities (CCLCs) and the protocols that are used to take ownership of data and work collaboratively for the benefit of students. Banneker High School has been the host site of NET-Q teacher residents in science and mathematics. Mr. Bradley believes that hosting teacher residents is an ideal opportunity for teachers to interact with residents in non-threatening collaboration. In the one year that they spend as a resident, the teacher residents grow to understand the culture of Banneker High School and then are typically asked to join the faculty. “The NET-Q teacher residency program produces teachers who are better prepared content-wise and highly qualified,” said Mr. Bradley.

Mr. Bradley has spoken at numerous conferences about successful ways to grow teachers through professional learning. He has worked extensively with Bill Curllette and the NET-Q data team at GSU and has recently been invited to present in Hawaii on the Problem-Based Learning initiative that he has supported at Banneker.

NET-Q Summer Pathway Scholars Program

The 2011 Pathway Summer Scholars Program is a NET-Q initiatives designed to support teachers and administrators interested in starting or continuing a graduate program in the College of Education at GSU. Each year, Pathway Scholars are recommended by his/her principal to represent the school. Each scholar is assigned to a GSU faculty member and hired as a Graduate Research Assistant. The scholars are often matched with faculty based on their research interest. As a GRA, they are paid a stipend for their work and receive a tuition waiver.

Over the summer semester, the Pathway Scholars work with faculty at various levels learning about the early stages of developing a research project or working to modify a project that has already started. This work is then conducted during the school year in the Scholars’ classroom to help inform their body of knowledge and improve their practice with students. This year, each Scholar will collect the data and summarize the results as part of a final Pathway requirement. Scholars are allowed to participate in the program for a maximum of two years and often will take the second year to improve or advance their level of research. Between 2007-2011, 50 participants have received Pathway Awards representing 18 PDS/NET-Q Schools.

Summer 2011 Scholars:
Danielle Allen, Sheryl Bell, Genia Bernard, Erin Blinck, Jennifer Gardner, Rishaundra Gartrell, Natasha Jewell, Alicia Lepianka and Grace Young.
Beecher Hills Elementary: An IB World School

Beecher Hills Elementary School is a small P-5 school located in southwest Atlanta. In August, Beecher Hills Elementary School, a NET-Q school, became the second Southside Atlanta Public School to become fully authorized as an International Baccalaureate World School offering the Primary Years Programme. The International Baccalaureate (IB) Primary Years Programme (PYP) focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. At the heart of the programme’s philosophy is a commitment to structured, purposeful inquiry as the leading vehicle for learning. The PYP is a challenging programme that demands the best from both motivated students and teachers.

Principal Crystal M. Jones believes that the implementation of the PYP framework will help Beecher Hills achieve its mission of developing compassionate, balanced, lifelong learners who are both locally and globally-involved citizens.

The school’s IB designation was earned through an intensive review and evaluation of Beecher Hill’s curriculum and staff by the Geneva, Switzerland-based organization that authorizes IB programs in schools throughout the world.

Authorization as an IB World school demonstrates to all that the children of Beecher Hills are exposed to quality instruction based on the Georgia Performance Standards and a challenging program of international education and rigorous assessment. “The teachers and parents of Beecher Hills wants everyone to know that the Beecher Hills community works hard to provide our students with a rigorous world class education in the city of Atlanta on the southwest side of town,” Principal Jones acclaims proudly.

Ben Carson Reading Room Project at L.O. Kimberly Elementary School

The Ben Carson Reading Project is the second initiative of the Carson Scholars Fund. The primary purpose of the program is to provide funding and support to local schools so that they can create a nurturing environment for children to feel safe and secure as they develop their reading skills. Each room is filled with hundreds of books for students to explore from a variety of authors, topics and genres. The Reading Room is decorated with attractive, eye catching artwork based on Dr. Carson’s “THINK BIG” philosophy. The cozy environment encourages students and their families to come together to recognize the importance of reading. The Ben Carson Reading Project is seeing some amazing results. Last year, students logged over 15 million minutes of independent reading in the Ben Carson Reading Rooms. The Ben Carson Reading Project nurtures the entire school and allows students to develop the skills necessary to become lifetime readers and learners.

L.O. Kimberly was selected to house a “Ben Carson Reading Room,” and will hold its grand opening on December 12, 2011. Delta Air Lines will fund the “Ben Carson Reading Room Project” for a minimum of ten years. The funding will assist with purchasing books, furniture and reading incentives. The reading room will be open during the school day and available to all students that attend Kimberly. The theme for the reading room will be Reading Across America. It will have several murals depicting well-known American landmarks; there will be student friendly seating, furniture, and an array of reading genres and materials for students to do independent reading.
Are you ready to read?

This question was addressed to all of Kimberly’s students in first-fifth grades, during its first annual Success For All (SFA) reading rally. The SFA reading program for grades one–five is a research-based program that is designed for students to have an uninterrupted 90 minute reading program at their developmental level. The students are assessed every eight weeks and placement of reading level will change depending on the students performance on formal assessments, class assessments, participation in class, and reading response participation (reading homework). During the SFA Reading Rally students were “pumped-up” about reading by viewing and learning their new SFA theme song, “Gotta Keep Reading.” Students were also encouraged to return their reading response forms (with parent signatures) daily. Students who return their forms for 20 days will receive a reading certificate and a Super Reader Treat, and those who turn in forms for 40 days of reading will receive a reading certificate and a Top Reader Reward.

Albany Partners Are Doing All of This and More....

Teacher Resident Closing Ceremony May 2011
Denise Allen, teacher resident and Ella Robertson, mentor teacher from Carver Elementary School (Terrell County School System) presented the teacher resident’s project that focused on Does the Teacher Resident Model Impact the Academic Achievement of Students with Disabilities in Language Arts. This was the closing ceremony where both residents and mentors were awarded certificates for their work in the NET-Q project. Gwen Benson, College of Education Associate Dean for School and Community Partnerships and NET-Q PI and Gwen Williams, Georgia State University’s NET-Q Liaison/ Project Coordinator to Albany State University presented awards.

CCLC Summer Institute at ASU
Albany State University joined the CCLC NET-Q peers this summer during their five-day summer training coordinated by Gwen Williams (Georgia State University ASU Program Coordinator) and taught by Dr. Daaiyah Saleem, lead CCLC facilitator. Teacher Resident Mentors and site-based teacher leaders in the NET-Q schools convened to learn the Critical Friends Group Protocols. Like the metro-Atlanta CCLCs, they will be equipped to bring work to the table and leave with answers. The CCLCs address challenges, classroom issues and successes, as well. The new CCLC groups will meet each month and also will connect via the new electronic platform called edWeb to continue professional networking beyond the monthly meetings. Dr. Kim Fields, department chair in the College of Education at Albany State, continues as our NETQ Co-PI and key liaison for ASU. New members to the ASU NET-Q year 3 team are Dr. Mitchell Mathis (who provides the leadership for the mentor teachers) and Dr. DaShonera Griffin (who leads the Teacher Residents’ research and work in schools).

Albany State Launches NET-Q Leader Residency
ASU is building leadership capacity! Teacher leaders who are aspiring school leaders who will work a full year under the guidance of school mentor-coaches. Those educators selected to be a part of this first cohort of Leader Residents are Shereca Hughley in Terrell County and Richard West in Calhoun County.
Nesbit Elementary, Gwinnett County Partners

Nesbit Elementary in Gwinnett County implemented school-wide CCLC groups last year that allowed all staff members (certified and classified) to be a part of a CCLC. Nesbit sent two groups through 5-Day Institutes and the school is now embarking on a new challenge of doing a 5-Day Institute during the school year. Their focus is to make the CCLC work more prevalent in their building so they are taking their leadership team through the 5-day training. Susan Swars has served as a coach in residence and worked beautifully with the 4th grade teachers last year and are looking forward to having her back for the 2011-12 school year! Gwinnett schools are finding CCLCs powerful for their work and are embedding it in their school culture.

DeKalb County Leadership Series

DaShaunda Patterson, clinical assistant professor and NET-Q project director, will be presenting at one of the upcoming Leadership Series sessions organized by DeKalb County’s Professional Learning Department. Her presentation is entitled The Network for Enhancing Teacher Quality (NET-Q): An Approach to Enriching the Workforce. This presentation will detail the ways in which specific components of the NET-Q initiative address these priorities overall, highlight ongoing activities through our partnership with NET-Q schools in DeKalb County, and discuss future considerations related to Teacher Quality in local schools. The Lecture Series will feature presentations on current (research-based) areas of education that are the main focus in DeKalb County, the state and the nation. The Lecture Series will be held at the DCSS Administrative and Instructional Complex (AIC) Auditorium, 1701 Mountain Industrial Boulevard, Stone Mountain, Georgia 30083.

NET-Q Teacher Residents 2011-2012

<table>
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<tr>
<th>First Name</th>
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<th>County</th>
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<td>Meadowcreek HS</td>
<td>Science</td>
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NET-Q residents, faculty and teachers learn to create “Safe Spaces”

On September 22, a group of this year’s NET-Q residents and faculty attended Safe Space Training at the College of Education at Georgia State University. Organized by NET-Q faculty member Dr. Alyssa Dunn, clinical assistant professor of urban teacher education, the group spent two hours learning what it means to create “safe spaces” for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ) students in schools and classrooms. The NET-Q family welcomed COE faculty from Early Childhood Education, Middle-Secondary Education, and Counseling and Psychology; faculty and students from nearby Kennesaw State University and several local teachers in NET-Q partner schools.

Safe Space Training is designed to teach educators and school personnel how to establish a harassment-free school climate of tolerance and social justice by raising awareness about issues affecting LGBTQ youth and families. Ken Jackson, of the Georgia Safe Schools Coalition, and Em Elliot of Georgia Equality facilitated the session.

For more information about how to establish Safe Spaces in schools and classrooms, please see: www.georgiasafeschoolcoalition.com and www.georgiaequality.org.

Building Metro-Atlanta’s Teacher Capacity: Cobb County’s Teacher Residents

Lindley Middle School, Floyd Middle School, and Pebblebrook High School

Cobb County’s NET-Q schools are assisting with the year long internship of three science teacher residents. The residents work under the direction of a master teacher who mentors them in the classroom and total school life of a teacher at Lindley Middle, Floyd Middle and Pebblebrook High School. Pictured below are some of the NET-Q teacher residents busy in the classrooms teaching, preparing and accompanying students to connection classes. Cobb’s teacher residents are communicating with parents early into this semester to promote parental support needed to bring about excellence from their students in the classroom.

DeKalb Office of Professional Learning Hosts Meet and Greet for Teacher Residents

DeKalb County School System (DCSS) Director of the Office of Professional Learning, Sonja Alexander and Assistant Director, Shenandra Price joined with NET-Q District Coordinator, Mina Veazie, to host a Meet and Greet for NET-Q Teacher Residents serving in DCSS Schools. All five of the residents were able to share their experiences with each other while learning more about DCSS structure, operations and instructional priorities from Price. Residents were encouraged to consider DCSS for careers at the conclusion of their residency. The meeting was attended by: Angela Anglin, Tucker MS, Science; Nathalie Farthing, Rock Chapel ES, Special Education; Tiffany Kennedy, Tucker MS, Science; Brianna Perko, Cross Keys HS, Science; and Sabrina Rollins, Tucker MS, Special Education.
Clinical Teacher Education focuses on how to build a school-university partnership network for clinical teacher education in urban school systems serving culturally and linguistically diverse populations. The labor intensive nature of professional development school work has resulted in research institutions being slow to fully adopt a clinical teacher education Professional Development School (PDS) network approach across the entirety of their teacher preparation programs. Faculty have often been hesitant to commit to such models in light of the demands of institutional expectations of publish or perish. In this book, faculty, researchers, and administrators from academia and from public schools involved in a clinical teacher education PDS network discuss their commitment to collaborative clinical teacher preparation and development, and to inquiry in PDS initiatives in urban schools. Clinical Teacher Education serves as an in-depth analysis of the strengths and challenges of establishing school-university networks in metropolitan environments. Many experienced and noteworthy authors contributed to Clinical Teacher Education. The authors hold various administrative and faculty positions in both university and public school settings. In addition to editors Chara Bohan and Joyce Many, chapter authors include, Mary Ariail, Gwen Benson, Lin Black, Donna Breault, William Curlette, Kezia McNeal Curry, Julie Dangel, Mary Deming, Caitlin Dooley, Joe Feinberg, Teresa Fisher, Lou Matthews, August Ogletree, Susan Ogletree, Laura Smith, Susan Swars, Dee Taylor and Brian Williams. In addition, the chapters address a host of issues that arise when working in a large, urban school-university clinical teacher education network. Nine chapters include the following topics: Chapter 1, “Understanding the Complexities Inherent in Large Scale Implementation of the PDS Model by an Urban Research Institution,” Chapter 2, “Professional Development Schools: History, Development, and Content Research,” Chapter 3, “The Work and Insights of Professional Development School Boundary Spanners,” Chapter 4, “Possibilities for Clinical Teacher Education: Four Stories of Field-based Courses Taught at Professional Development School Sites,” Chapter 5, “Examining PDS Partnerships with Survey Items: Assessing Perception of Fidelity of Implementation Using the NCATE PDS Standards,” Chapter 6, “Integrating Inquiry in Clinical Teacher Education Initiatives Across a PDS Network,” Chapter 7, “An Approach to Increasing Student Achievement: Teacher-Intern-Professor Groups with Anchor Action Research,” Chapter 8, “Making a Difference in Teacher Development and High Quality Teaching,” and Chapter 9, “Partnership Building in a Context of Change.”

The term “urban schools” can conjure negative images from movies like Waiting for Superman and Freedom Writers, where directors focus on the perceived problems of urban schools, students, families, and teachers. But rather than looking at an urban classroom in these terms, College of Education Clinical Assistant Professor Alyssa Hadley Dunn wants educators to see students’ potential. Dunn’s new book, entitled Urban Teaching in America: Theory, Research, and Practice in K-12 Classrooms, highlights topics relevant to urban educators and shows how to put theory into practice in the classroom.

“There’s a great need for high-quality teachers in urban schools because traditionally, there has been a lot of turnover in these schools, and urban students need and deserve the very best teachers,” she said. “We framed our conversation around an asset perspective, so we don’t see students in urban schools as coming with problems – we see instead their inherent gifts and funds of knowledge.”

Dunn and co-authors Andrea J. Stairs, assistant professor at the University of Southern Maine, and Kelly A. Donnell, associate professor at Roger Williams University, organized the book into eight chapters that correspond to eight central issues that urban educators should consider: students’ innate resources, positive learning environments, culturally responsive pedagogy, English language learners, inquiry, teaching to the standards without standardization, school bureaucracy and social justice. The authors offer current research and theories on each of these topics, as well as examples of how current teachers apply this information to their teaching – including testimonies from and anecdotes about four COE alumni.

“We wanted to show that real teachers can and do theory and research every day, and each chapter features accounts of teachers who are doing that in their classrooms today,” Dunn said. “The people we asked to contribute share a commitment to social justice in education. They are best in their field and they embody what urban teachers should be.” Dunn hopes that readers see that theory and research don’t have to be disconnected from teaching practice – particularly in an urban context. “We need to think critically about what it truly means to be a teacher,” she said. “You can’t just walk into a classroom with content knowledge – you have to think about how to teach it and how to connect with your students.”

Research Wednesday: NCTAF President

The Research Wednesdays Speaker Series is designed to provide a platform for explorations of new ways of conducting and disseminating educational research. The program also provides an opportunity for discussion around new methods of mentoring doctoral students in an effort to enhance their development as researchers. While the series offers COE faculty members an opportunity to hear innovative and thought-provoking speakers, it also fills an important professional development need by providing access to cutting-edge researchers at the state and national levels.

Thomas Carroll, president of the National Commission on Teaching and America’s Future (NCTAF), was a presenter for this series and discussed improving teacher quality. Carroll leads NCTAF’s efforts to improve teaching quality by empowering educators to transform their schools into 21st century learning organizations. NCTAF is one of the many partners of the NET-Q grant.
NET-Q P-12 School Districts and Schools

Atlanta Public Schools
Beecher Hills Elementary
Ms. Crystal Jones, Principal
Ms. Ovura Crosby, Site Coordinator

Kimberly Elementary
Ms. Carolyn Hall, Principal
Ms. Sherelle Minter, Site Coordinator

Brown Middle
Ms. Joyce Thomas, Principal
Ms. Melanie Alexander, Site Coordinator

Clayton County Schools
Anderson Elementary
Mr. Dennis Wilkinson, Principal
Ms. Carey Hory, Site Coordinator

Martin Luther King Jr. Elem.
Ms. Lisa Sayles-Adams, Principal
Dr. Joannie Griffey, Site Coordinator

Morrow High
Dr. Pamela Pitts, Principal
Ms. Melanie Conner, Site Coordinator

Gwinnett County Schools
Nesbit Elementary
Mr. Clayborn Knight, Principal and Site Coordinator

Lilburn Middle
Dr. Gene Taylor, Principal
Ms. Phyllis Owen, Site Coordinator

Meadowcreek High
Mr. Tommy Welch, Principal
Ms. Adrienne Wylie, Site Coordinator

South Gwinnett High
Mr. Clay Hunter, Principal
Ms. Tina Duncan, Site Coordinator

DeKalb County Schools
Flat Shoals Elementary
Dr. A. Clifton Myles, Principal
Ms. Margaret Smith, Site Coordinator

Cary Reynolds Elementary
Ms. Melanie Pearch, Principal
Ms. Regina Harlem, Site Coordinator

Rock Chapel Elementary
Mr. Patrick Muhammad, Principal
Ms. Winona Archie, Site Coordinator

Tucker Middle
Dr. Kathy L. Cunningham, Principal
Ms. Rose Prejean-Harris, Site Coordinator

Cross Keys High
Dr. Tasharrah Wilson, Principal
Dr. Vanthony Smith, Site Coordinator

Cobb County Schools
Austell Intermediate Elem.
Mr. Patrick O’Connell, Principal
Ms. Lori Beck, Site Coordinator

Skyview Elementary
Ms. Cynthia Cutler, Principal
Ms. Andrea Moon, Site Coordinator

Floyd Middle
Ms. Teresa Hargrett, Principal
Mr. Damian Bounds, Site Coordinator

Lindley Middle
Dr. Sandra Ervin, Principal
Ms. Elayna Wilson, Site Coordinator

Pebblebrook High
Ms. Zinta Perkins, Principal
Ms. Debra Lee, Site Coordinator

Fulton County Schools
Dunwoody Springs Elementary
Ms. Ivy Gainey, Principal
Ms. Patrice Dawkins-Jackson, Site Coordinator
Ms. Natasha Sutton, Site Coordinator

Mimosa Elementary
Ms. Lynn Johnson, Principal
Dr. Wayne Pettett, Site Coordinator

McNair Middle
Mr. Paul Brown, Principal
Mr. Gregory Thom, Site Coordinator

Banneker High
Mr. William Bradley, Principal
Ms. Eugenia Fulton, Site Coordinator

Editors’ Corner

Dr. Dee Taylor, Senior Editor
Network for Enhancing Teacher Quality & Professional Development Schools
Shaila Philpot, Assistant Editor

Our newsletter, NET-Q: Communiqué, is designed to showcase, celebrate and share the great work conducted among our NET-Q partners and our broader PDS communities. Each partner is encouraged to send ARTICLES and digital PICTURES) that inform practice, summarize research-based/evidence-based work, highlight meritorious work and leaders addressing our shared NET-Q goals: Recruit, prepare, develop, hire, and retain high quality teachers (and leaders) capable of serving in high needs schools -- with the ultimate goal of increasing student achievement. Evidence of our commitment to urban and rural settings will be circulated in NET-Q Communiqué each semester. Tell us your stories of how your work demonstrates continuous and relevant change through innovative school-university partnerships. Send your articles, photographs, comments, and suggestions to Dr. Dee Taylor, senior editor - at [netq@gsu.edu].