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# CULTURAL COMPLEXITY IN URBAN EDUCATION: A LONG TERM PROFESSIONAL DEVELOPMENT SCHOOL COLLABORATION

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**Cultural Complexity in Urban Education: A Long Term Professional Development  
School Collaboration**

**Synopsis:**

The Springfield College Education Department and Kensington International School have celebrated twelve years in a Professional Development School Partnership which has effected change in the college's preparation of pre-service teachers, in the growth of professionalism of experienced teachers, and afforded opportunities for scholarly research by college educators in a local urban school. The benefits of partnering and research opportunities are documented in this poster presentation.

**Cultural Complexity in Urban Education:  
A Long Term Professional Development School Collaboration**

Springfield College and Kensington International School formed a professional development school partnership in 2002 to successfully impact student success, provide mentoring opportunities and better prepare pre-service teachers. Over a twelve year period there has been strategic fluid programming that included the establishing of a Lab School, a mentoring program to address literacy and goal setting through resilience education, ongoing professional development, establishment of Professional Learning Communities, book studies, free college courses offered to teachers using accrued PDP's (professional development points), and monitoring the academicians and individuals from all disciplines to discover, to nurture, to create and to inspire, providing opportunities to discuss and explore recent findings in related fields of studies and research. The PDS partnership has evolved into a new Clinical Partnership which transforms the teacher accreditation program using tiered interventions (RTI) to respond to the challenge of more rigorous and outcome-oriented program evaluation criteria as described by the Council for the Accreditation of Educator Preparation (CAEP) (Heafner et al., 2014).