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**Neapolitan, Jane E. & Berkeley, Terry R. (2006). *Where Do We Go from Here? Issues in the Sustainability of Professional Development School Partnerships*. N.Y.: Peter Lang Publishing, Inc.**

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The Professional Development School (PDS) initiative has been and continues to be a critical component of educational reform. *Where Do We Go From Here? Issues in the Sustainability of Professional Development School Partnerships* is the third book in a series dealing with the PDS movement and its promise for the future. The challenge of sustainability, a concern for both universities and K-12 schools, is a timely focal point of the book. Jane Neapolitan and Terry Berkeley, research/practitioners, bring commitment and experience to the organization and selected content presented. The knowledge and considerations offered in these chapters will be of interest to school reformers, teacher educators, and those who serve in new and established PDS partnerships.

The book is divided into four distinct sections; (1) inquiry –research—and evaluation, (2) structure, process, and expected outcomes, (3) leadership, and (4) community, diversity, and social justice. Within each section there are three or four chapters addressing the section heading. The final chapter of each section responds to the previous chapters and offers a viewpoint on future direction. The content discussed in many of the chapters serves not only to provide valuable information but guides considerations for reflection and evaluation for one's own partnerships. A valuable contribution of this book is in establishing an appropriate mindset for thinking through PDS accomplishments. The introduction does this by encouraging personally centered thinking by looking at 'where we have been' and 'where we are going'. The centeredness of purpose and forward thinking lends itself to the uniqueness of any professional development school and directs the processing of information in a more personal manner.

The first set of chapters examines the 'landscape' of the PDS research (xi). In Chapter one, Allison Rutter shares a personal metaphor, the development of a Beech tree in the forest, as a visual tool representing the outcome of PDS partnership work over the past years to the present. Her descriptions and use of this analogy is powerful in reviewing the big picture of PDS inquiry, research and evaluation while embedding the ongoing developmental process that is the nature of

PDS. Given the uniqueness of the trees that can be found in the forest, Rutter encourages the reader to use their unique lens as they consider the chapters on inquiry, research and evaluation as it might be applied to their specific settings. Chapter two provides a framework for guiding research initiatives by first identifying and briefly reviewing the eight research methods established in an AERA publication on contemporary research methods in education (Jaeger, 1988). Capitalizing on the developmental interpretation of these methods, Neapolitan and Tunks scaffolds the methods into the identified PDS developmental levels (beginning, developing, at standard, and leading) determined by the NCATE PDS Standards. The process uses the developmental levels to identify and establish the present functioning of a particular PDS in a specific standard area. The authors use that framework to suggest and describe the appropriate research methods suited for each level of growth, thus guiding and facilitating inquiry possibilities for the reader. Vare's chapter three follows with a look at future directions of research, including a call for a more united approach through a national research agenda.

Section two of the book provides the reader with distinct views of PDS, looking at beginnings, capacity building, and reshaping for different outcomes. The infrastructure for Balach's chapter four, includes the National Council for the Accreditation of Teacher Education (NCATE) Professional Development School Standards and the framework of Blooms Taxonomy. Using these two established structures the author describes how a PDS can build capacity so that all potential outcomes are tapped. Balach does this by examination and discussion of the Duquesne University Collaborative PDS partnerships' work. The review provides process and ideas that support further development.

Golez, Symcox and Trachtman provide direction and purpose for PDS efforts by sharing the results of their involvement with PDS. Trachtman's chapter five shares a study that reveals teacher, administration, and university based teacher viewpoints at various stages of development. Although not a new story, the information provided is detailed and thorough offering the reader confirmation of their experiences as well as suggesting additional areas for potential reflection and development for continuing PDS design and outcomes. Chapter six, by Golez and Symcox, reveals a unique approach to PDS where the partnership directs a school based masters programs. The success of this design is shared and practical aspects of how PDS goals can multiply from this centralized focus. A final chapter provides a response framed to look at future aspects of PDS where context and future sustainability elements are identified.

Part three of the book provides a look at an important element to sustaining PDS, that of leadership. From this writer's perspective, this is an area that needs more attention particularly in sustainability. In initial partnerships, it is possible for enthusiasm and innovation to carry the motivation for PDS work, but it takes leadership to identify and facilitate sustainability. Fulmer and Basile provide a chapter investigating distributed leadership within the PDS arena. The authors exam the various PDS leadership roles and discuss implications of this type of leadership for school-principals, schools, and school districts. Berkeley's chapter on leadership provides a view of leadership from the university perspective with the school. Terry Berkeley, has served in various leadership roles within the university with respect to professional development schools. He approaches the discussion through sharing stories and ends with a stage theory of PDS leadership. The concluding remarks of this chapter could serve as a basis for discussion among partners as they reframe or reenergize PDS work. In the repetitive pattern, the last chapter is a response on future directions. In this final chapter, Hartzler-Miller takes a philosophical approach to reexamine leadership through a post-modern analysis.

The final part of the book focuses on a growing concern of diversity and social justice. Sobel and Taylor clearly state the situation of need and discuss their research in this area. Perhaps the most valuable offering is the discussion of the Diversity Responsive Assessment Tool. PDS is brought into the chapter in the final paragraph, suggesting the promise of the PDS model in addressing diversity-responsive teaching practices. The second article discusses standards based teaching in relation to diversity and social equality. Through the NCATE PDS Standard on Diversity and

Equity, Harrell, Ranalho and Beyerbach convey the issues, provide the background, and finally apply the concepts to their own PDS work in communities of Oswego County. This perspective recognizes teacher education and professional development in the schools as benefactors of using such an approach in reviewing and sustaining work in professional development schools. The final responding remarks for future direction are a strong and critical ending to the discussion of this section. Konopak's convincing contribution provides significant food for thought for all education stakeholders and establishes the possibilities for future work in PDS initiatives.

*Where We Go from Here*, is an illuminating book for those engaged in PDS efforts. It provides a center point for discussion of important elements for sustainability. The book makes available information that may serve to inform, stimulate discussion, support inventiveness and create opportunities for nurturing the natural landscape of PDS work.

### **About the Reviewer**

Dr. Kathy L. Church is an associate professor at the Graduate School of Education and Psychology of Pepperdine University. She is presently serves as the Professional Development School Coordinator for the Pepperdine partnership with Manzanita Elementary in the Conejos Valley Unified School District. She is a licensed school psychologist and educator with several years of experience in educational psychology and teacher education. Prior to coming to Pepperdine University, she served as a licensed school psychologist, teacher, and university professor in the Midwest. Her present work is directed at literacy, learning communities, and teacher identity.

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