

## **Activities of Former SDP University Partnerships**

### SUNO and the New Orleans Public Schools, LA – started 1991

1. Student teachers assigned to grades 1-8.
2. Students enrolled in reading, arts, physical education, elementary, math and health methods provided assistance to classroom teachers 1-6.
3. Pre-service teachers were required to observe daily operations in a Comer school and assist the teacher.
4. Speech and hearing majors and their supervisor conducted screenings of students.
5. Social work interns were assigned to schools.
6. A mobile social work team was created.
7. SUNO would identify school needs and work to match SUNO faculty to support those needs.
8. In addition to school site support services by SUNO students, the partnership offered teacher certification support and training as well as invitations to SUNO educational seminars.
9. The assigned Comer liaison attended SDP meetings and provided feedback.
10. The liaison also assisted the Comer staff in training educators from the Comer schools.

### Washburn University and Topeka Public Schools, KS – started 1992

1. Staff from the Education Department facilitate team and committee meetings in schools – they also conduct training in schools
2. Serve on the SDP district Steering Committee
3. Meet and work with principals
4. Meet and work with new principals and staff
5. One person – 1/4<sup>th</sup> time to work with district Comer office
6. All staff integrates child development into their coursework

### Eastern Michigan University and Detroit Public Schools, MI – started 1994

1. College of Education provided student teachers, pre student teachers, administrative support, family parent team support, student counselors plus College of Education staff for the Comer Children Leadership training  
The students and staff from the College of Education cover areas – pre-school, elementary and secondary levels- special education, physical education, leadership (administration) and counseling.
2. The College of Health and Human Services provides student nurses, occupational therapy and physical therapy students.
3. The School of Social Work provides Social Work Interns.
4. Increased number of placements in Detroit Comer schools.

Long Island University/C.W. Post and the Westbury Public Schools, NY – began discussion - 1996

1. Hosts Yale training
2. Assists school teams
3. Provides professional development at schools in the areas of: literacy, technology, library/media and guidance and counseling.
4. Offered discounted graduate courses and programs to Westbury teachers
5. Serve on the SDP district Steering Committee
6. Attend school functions and retreats
7. Hosts meetings to build partnerships – matching district need with the professors' areas of specialties
8. New course for pre-service teachers – integrating the SDP developmental pathways and principles
9. University education department staff meetings uses the guiding principles – also hold discussions on integrating this into all classes
10. Greater number of field placements into the district

Drury University and the Springfield Public Schools, MO – started 1996

1. Director of the Developmental School Program (Comer Facilitator) is assigned to .5 faculty in the School of Education and Child Development and .5 coordinating efforts with the three partnering schools.
2. All faculty in the School of Education and Child Development work with and within the partnering schools.
3. The principals at the partnering schools are members of the Teacher Education Council and the Teacher Advisory Council.
4. The practicum component of the methods courses is taught within the schools with the faculty members and teacher co-teaching the class.
5. Teachers at participating schools are granted tuition remission for graduate courses at Drury in exchange for working with pre-service teachers in field experiences and methods courses.
6. Principals and teachers of the schools often serve as adjunct professors for the School of Education and Child Development at Drury.
7. All courses in the School of Education and Child Development have components of the SDP reform model incorporated into it.
8. The course “Home, School, Community: The Comer Process” is a required course for all students pursuing an M.Ed.
9. Undergraduate students are taken to Yale University to participate in the training of the SDP reform model.
10. Drury University co-hosts a conference with SDP in Springfield, MO that addresses issues plaguing urban schools.

InterAmerican University Ponce, Puerto Rico – started 2005

1. Created local School Development program training team
2. Hosts Yale training and provides training for local schools
3. Translates documents into Spanish and shares throughout SDP network
4. Assists school teams
5. Provides professional development at schools in identified areas of need
6. Attend school functions and retreats
7. Hosts meetings to build partnerships – matching school needs with the professors' areas of specialties
8. New course for pre-service teachers – integrating the SDP developmental pathways and principles
9. University education and humanities department staff meetings uses the guiding principles – also hold discussions on integrating this into all classes
10. Offers 101 leadership course for students and faculty