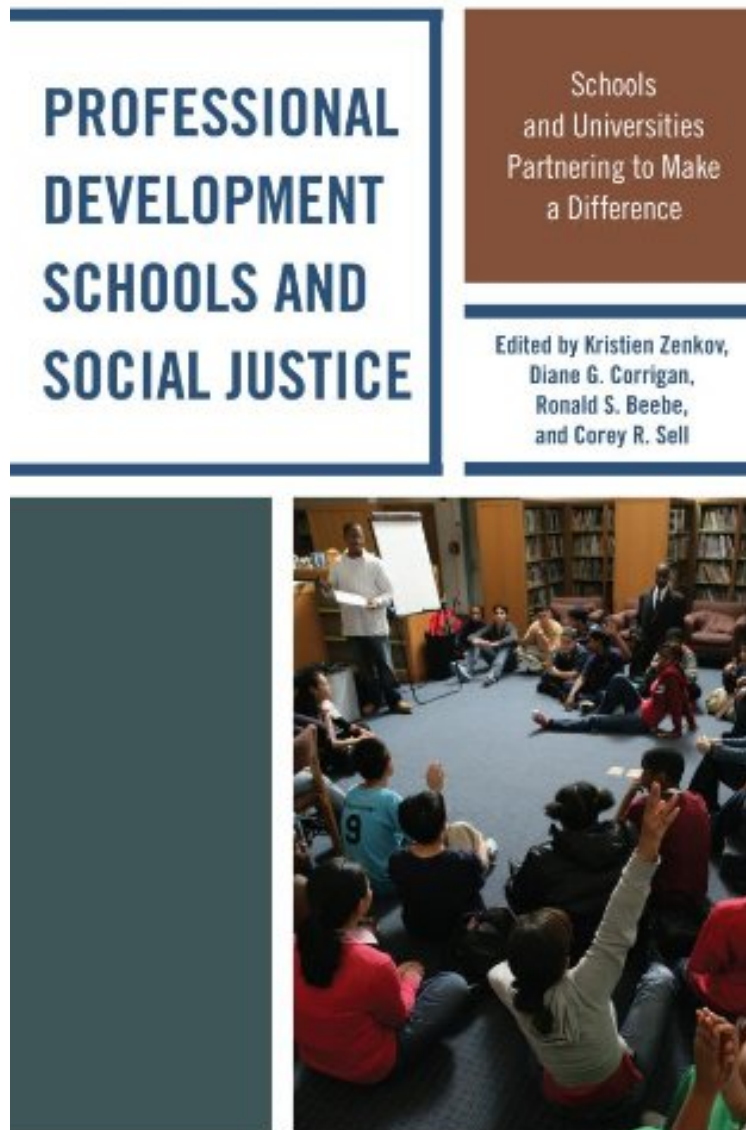


(Download ebook) Professional Development Schools and Social Justice: Schools and Universities Partnering to Make a Difference

# Professional Development Schools and Social Justice: Schools and Universities Partnering to Make a Difference

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**From Lexington Books : Professional Development Schools and Social Justice: Schools and Universities Partnering to Make a Difference** before purchasing it in order to gage whether or not it would be worth my time, and all praised Professional Development Schools and Social Justice: Schools and Universities Partnering to Make a

Difference:

This book extends the national discussion about the Professional Development School (PDS) movement of the past three decades. The volume highlights school/university partnerships; focus on collaborative activities that endeavor to promote social justice in and across P-12 and university classrooms, educational institutions, and communities. *Professional Development Schools and Social Justice: Schools and Universities Partnering to Make a Difference* guides veteran teachers, undergraduate and graduate pre-service teachers, and university faculty to understand how the PDS model might be oriented toward social justice ideals. Co-authored by school- and university-based educators, each chapter details the social justice work of specific partnerships and provides concrete instructional and curricular methods for application within both teacher education and PK-12 settings. Readers are provided insight into a range of elements of Professional Development Schools, including the development of PK-12 and teacher education curricula, processes of program implementation, and research and data collection.

*Professional Development Schools and Social Justice* makes a significant contribution to answering the frequently asked question, "What does it mean to be a Professional Development School?" The authors, an impressive collection of P-12 and college/university educators engaged in PDS collaborations, argue that because of their collaborative and inclusive approach, PDSs hold great potential for creating a more just and equitable educational system. The strength of the work lies in descriptions of concrete examples that already exist toward this end and in the passion the authors bring to the national dialogue about the politically contested purposes of education. (Bruce E. Field, Inaugural President, National Association for Professional Development Schools, University of South Carolina)

About the Author  
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