Describe how the PDS partnership has been a learning-centered community that supports the integrated learning and development of its teachers, P-12 students, pre-service teachers, and university personnel through inquiry-based practice:

Describe how the PDS partnership has demonstrated impact at the local, state, and national levels on policies and practices affecting its work:

Describe how the PDS partnership has committed to engaging with the university to improve outcomes for teachers, P-12 students, pre-service teachers, university personnel, and others:

Describe how the PDS partnership has worked with pre-service teachers to develop and demonstrate knowledge, skills, and dispositions, resulting in learning for all P-12 students who are diverse learners in a diverse learning community:

Describe how the PDS partnership has worked to create and modify structures, programs, and roles to help teachers, P-12 students, pre-service teachers, university personnel and others to achieve its PDS mission:

Describe how the PDS partnership has contributed to the work with school-based resources:
Describe how the PDS school will benefit from continued engagement with the university:

Describe how the PDS school will improve its efforts to demonstrate impact and disseminate results to local, state, and national entities:

Describe the university’s and school’s return on investment in the PDS work: