



Murray State University

PROFESSIONAL DEVELOPMENT SCHOOL



MURRAY STATE
UNIVERSITY

College of Education and Human Services



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Teacher Quality Institute



Dear Colleagues,

The Murray State University College of Education and Human Services is piloting a clinically-based approach for preparing teachers. We have researched this concept in other universities across the nation and found it to be highly effective in preparing teacher candidates. We are now ready to implement this model in our region.



The Professional Development School model allows teacher candidates to begin the school year with mentor teachers in host schools. They will have a unique opportunity to serve as “junior faculty members” for an entire school year alongside highly capable master educators. The year-long internship epitomizes the ideal of “learning by doing,” and our aim is that our graduates will be fully prepared as competent, confident and committed educators to meet the challenges that teachers face today.

We want the year-long internship experience to be rewarding for our mentor teachers and of real benefit to host schools. The educators in our local school districts are central to the MSU teacher preparation program as they share their expertise and daily professional experiences with teacher candidates. Districts will benefit from having these “junior faculty members” in schools and students will benefit from the added assistance in the classroom. Teacher candidates, mentor teachers, university supervisors, as well as the school liaisons, principals and College of Education and Human Services support staff will collaborate as a team to provide a constructive learning experience for both the teacher candidates and students in the partnership schools.

The Professional Development School model is a year-long field experience designed to help our students develop their knowledge, skills and dispositions to become highly effective teachers who can make a positive impact on the achievement and overall success of P-12 learners. The Professional Development School model provides the candidate with an entire year’s perspective of teaching and allows teacher candidates to work directly with one mentor teacher throughout the entire year. The teacher candidate will participate in all aspects of teaching with the support and guidance of the professional development team.

Education is a noble calling that entails both challenges and responsibilities. As educational leaders, teacher candidates are expected to uphold the highest standards of the profession as they relate to students, families and communities. The Professional Development School model will provide teacher candidates with an authentic experience that will ultimately benefit the teacher candidate, students, school, district, university and community.

Sincerely,
David Whaley, Dean



PROFESSIONAL DEVELOPMENT SCHOOL

DEFINING CHARACTERISTICS OF PROFESSIONAL DEVELOPMENT SCHOOLS (PDS)

- Improved academic achievement
- Shared vision for developing exemplary teachers
- Cohort based
- Carefully planned year-long internship
- MSU Teacher Candidates present from first day to last day of the district's school year
- School -Based Educator engaged at a much deeper level in developing a new teacher
- Strong relationship between Murray State College of Education and Human Services, local district, school and community
- Comprehensive coaching model
- In-depth reflection and evaluation system
- Incorporation of MSU classes at PDS school site
- Districts have opportunity to hire PDS teacher candidates
- Improved professional learning for school and university faculty and teacher candidates
- Increased support for new teachers
- University liaison assigned to each district/school
- Competencies focused on Kentucky Teacher Standards, Danielson Framework for Teaching, Characteristics of Highly Effective Teaching and Learning
- Exceeds all teacher education requirements

Vision

To create a university-school district partnership network focused on student learning through the development of quality teachers.

Mission

The mission of the Murray State University Professional Development School model is to create a strong collaborative program between district and university faculty committed to developing exemplary teachers and improving P-12 learning.

TRADITIONAL MODEL

Extended Practicum

- 90 hours clinical experience
- 24 tutoring hours & 2 hours ELL instruction
- Begins after the opening of the school year
- Practicum teacher differs from mentor teacher
- Limited exposure to PLC process
- Receives a snippet of one semester
- Partial view of entire school year

Middle School Student Teaching

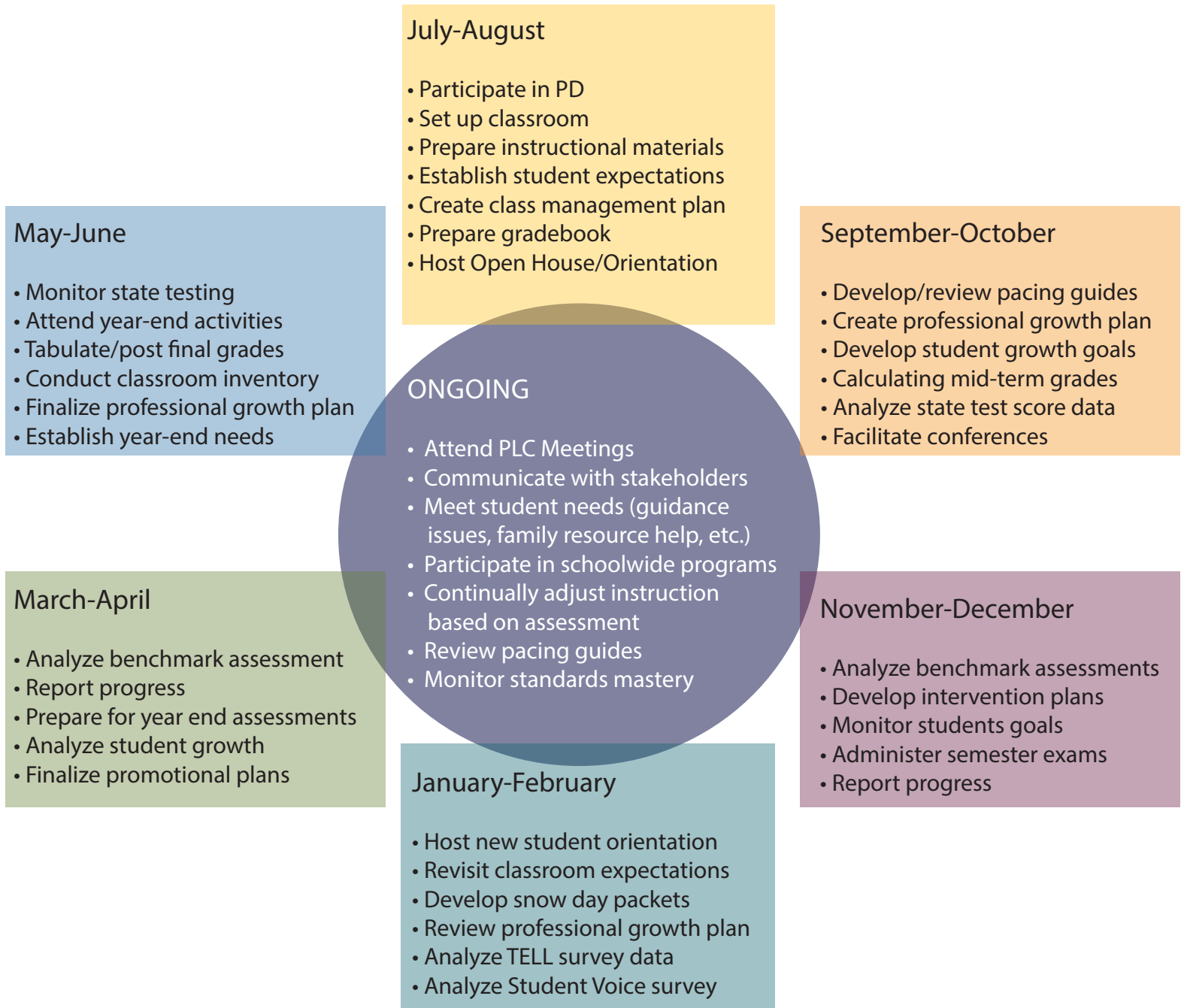
- 14 weeks of instruction
- Mentor teacher differs from practicum teacher
- Follows University calendar
- No experience in opening & closing of school
- Isolated PLC/collaborative experience
- Limited view of students' academic progress

PROFESSIONAL DEVELOPMENT SCHOOL MODEL

- MSU Teacher candidate present from beginning of school to the end
- Year-long placement provides true perspective of teaching
- Engaged with School-Based Educator for full year
- Spring placement & orientation
- Recognized as part of school's instructional team
- In-depth reflection & evaluation
- Improved professional learning experience
- Integrated into the school community
- Districts have opportunity to hire PDS candidates



TEACHER CANDIDATE CLINICAL EXPERIENCE ENHANCEMENTS



One Continuous Model

PROFESSIONAL DEVELOPMENT SCHOOL

District/School

The district/school is provided an opportunity to hire a more developed teacher candidate with a robust set of skills and teaching dispositions.

School and student achievement levels in the Professional Development Schools are raised.

Professional Development School teacher candidates provide an extra set of hands in the classroom and at school events.

Schools are recipients of value-added benefits from MSU faculty including on-site professional learning, access to new research, and an understanding of College of Education and Human Services programs.

Middle level students appreciate and learn from the role modeling offered by the Professional Development School teacher candidates.

School-Based Educator

School educators participate in a partnership that provides a comprehensive coaching model designed to improve classroom instruction.

School educators are energized by having new, idealistic teacher candidates in their classrooms.

School educators gain collaborative expertise and competencies through co-teaching partnerships to support new teachers.

School educators enhance their leadership ability through innovative professional learning designed to influence future teachers.

School educators provide university faculty with valuable feedback regarding content and pedagogy.

MSU Teacher Candidate

Teacher candidates have the opportunity to implement innovative practices throughout the clinical experience over an entire school year in the same setting.

Practice in teaching occurs directly in the public school classroom and exposes the teacher candidates to authentic experiences.

Teacher candidates link educational theories more closely to the practice of teaching while fostering collaborative inquiry.

Teacher candidates participate in diverse (poverty, special needs, gifted, ethnicity, ELL) clinical experiences over an extended amount of time.

Through rigorous preparation the teacher candidates have an opportunity to showcase their skills and dispositions for future employment.



STAKEHOLDER BENEFITS

University Educator

MSU educators, by forming a collaborative team with public school faculty, will gain firsthand knowledge of innovative practices, trends and issues impacting P-12 schools.

Murray State University educators provide increased opportunities for inquiry in order to gather data related to action research projects.

Murray State University educators will assess the need for and facilitate delivery of professional development in the Professional Development School.

Murray State University educator in residence is fully integrated into the school culture facilitating all aspects of the clinical experience in the school.

MSU educators will serve as a liaison between the College of Education and Human Services degree programs and district personnel.

MSU Benefits

The Professional Development Schools model is a streamlined approach to teacher education making it a seamless transition from student to professional.

The successful Professional Development School model provides additional evidence of MSU's status as a premier public university.

MSU is the avenue for development of leadership at all levels and locations within the partnership to implement the strategic plan.

The university community has increased opportunities for authentic research and inquiry projects through the clinical internship of MSU students.

MSU plays a vital role in the advancement of the Kentucky Rising initiative by assuring an abundant supply of highly effective teachers.

Community Benefits

The development of a high quality teacher insures that all students receive a quality education to meet the competencies demanded of a 21st century workforce.

Regional students can remain connected to home communities at various levels and have an opportunity to impact them after graduation.

Community is educated on the goals and initiatives and becomes incorporated into the everyday work and mission of the partnership.

A deeper commitment to the success of the community is instilled in all participants in the partnership. Successful schools create economic ventures.

The Professional Development School partnership provides the building blocks for a dynamic educational system.





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