



Murray State University

PROFESSIONAL DEVELOPMENT SCHOOL

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” 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.

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
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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 ENHANCEMENT

May-June

- Monitor state testing
- Attend year-end activities
- Tabulate/post final grades
- Conduct classroom inventory
- Finalize professional growth plan
- Establish year-end needs

July-August

- Participate in PD
- Set up classroom
- Prepare instructional materials
- Establish student expectations
- Create class management plan
- Prepare gradebook
- Host Open House/Orientation

September-October

- Develop/review pacing guides
- Create professional growth plan
- Develop student growth goals
- Calculating mid-term grades
- Analyze state test score data
- Facilitate conferences

ONGOING

- Attend PLC Meetings
- Communicate with stakeholders
- Meet student needs (guidance issues, family resource help, etc.)
- Participate in schoolwide programs
- Continually adjust instruction based on assessment
- Review pacing guides
- Monitor standards mastery

March-April

- Analyze benchmark assessment
- Report progress
- Prepare for year end assessments
- Analyze student growth
- Finalize promotional plans

November-December

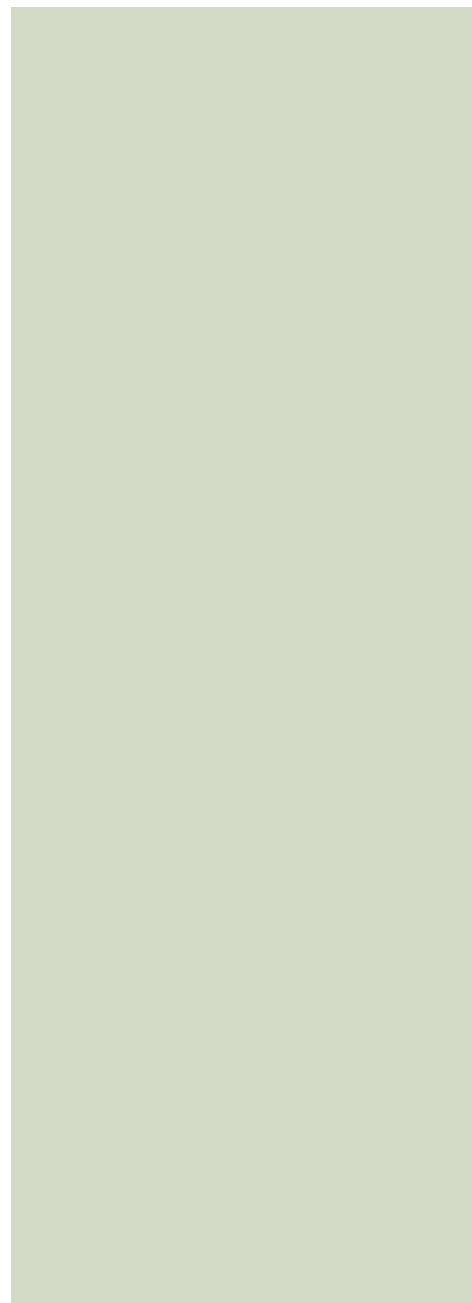
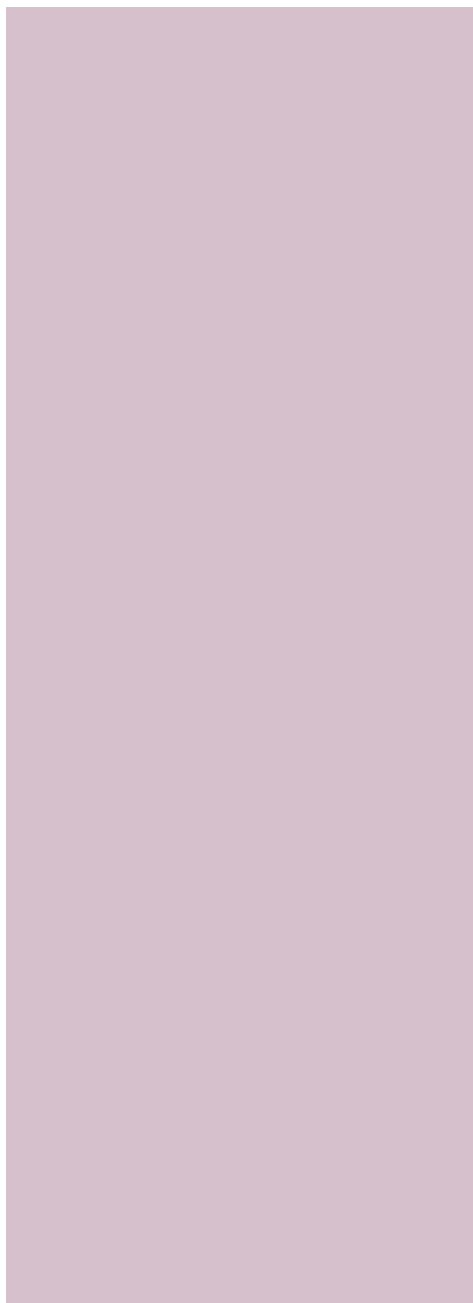
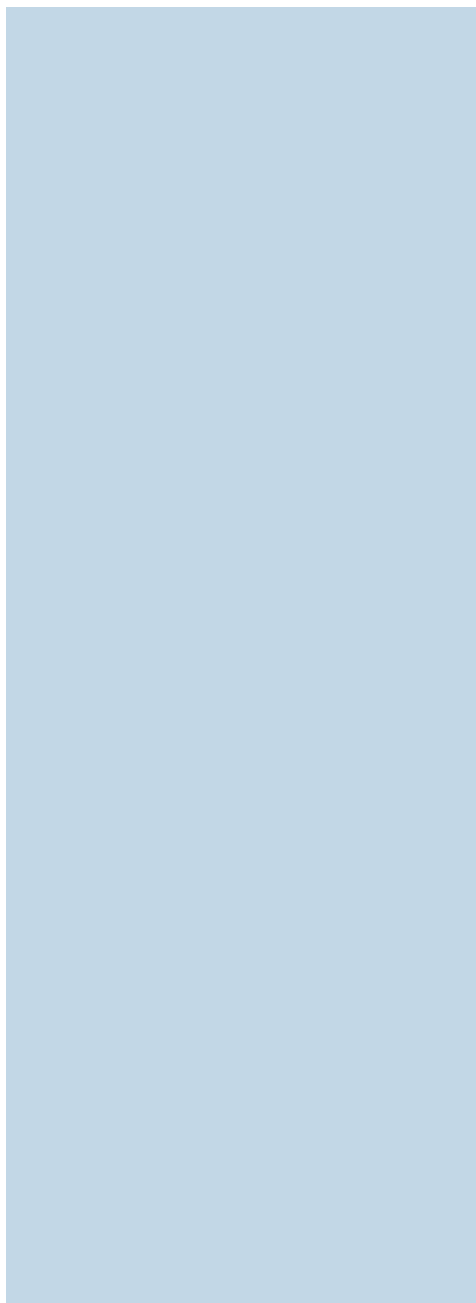
- Analyze benchmark assessments
- Develop intervention plans
- Monitor students goals
- Administer semester exams
- Report progress

January-February

- Host new student orientation
- Revisit classroom expectations
- Develop snow day packets
- Review professional growth plan
- Analyze TELL survey data
- Analyze Student Voice survey

One Continuous Model

District/School



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.

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MSU Benefits

Community Benefits

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