

- Read the Introduction and Chapter 1 in *Working with Student Teachers: Getting and Giving the Best* (pages 1-20).
- Review Section 1 (General Information) and Section II (Personnel and Responsibilities) in the Professional Development School Procedures Book.
- Watch the Department of Education video about the ESU Professional Development School program at <http://www.youtube.com/watch?v=evs46vOg0gA>
- Read the Overview of the Emporia State University Professional Development School Program that follows.
- Complete the assessment which follows the Overview.

Overview of the Emporia State University Professional Development School Program

Since the early 1980's, there has been a strong call nationally for change on all levels. The Teachers College at Emporia State University has long been an advocate for change and an initiator of change. The addition of the Professional Development School program provides ESU's elementary teacher candidates with the opportunity to study their profession in a school setting where university and school faculty collaborate and where the administrative structure encourages professional development and empowerment of all participants.

Until the PDS program became mandatory for all elementary education majors in the fall of 2003, students could choose to apply for the PDS program or to participate in a more traditional, campus based teacher education program. Currently, all elementary education majors must complete a year-long internship in the PDS program. The intern works at a different grade level during each of the two semesters of the internship. Prospective interns are assigned to a PDS site following a selection process which includes a personal interview.

Benefits of the Professional Development School Program

Although the main purpose of the PDS program is to provide clinical opportunities for preparation of new teachers, the PDS program has so much more to offer. The PDS program allows for the development of innovative teaching practices as university faculty and classroom teachers collaborate on new methods and approaches to instruction. The PDS program provides university faculty with opportunities to conduct research and to bring real life examples from the PDS classrooms into the university settings.

For PDS mentor teachers, the PDS program offers opportunities to reflect on their teaching and reasons for teaching decisions. Serving as models for PDS interns encourages conversation about teaching and how to best meet the needs of diverse students in inclusive classrooms. The PDS program also provides inservice opportunities for mentor teachers and principals. According to one of the principals of a PDS site, “ Our mentor teachers work closely with the interns and we all learn and grow professionally as we help train the future teachers.”

For PDS interns, the outcomes-based PDS program provides opportunities to merge theory into practical applications in the classroom. Interns receive frequent, focused feedback on their teaching from trained mentor teachers as well as university faculty. Interns have a variety of experiences with planning lessons, implementing appropriate instructional strategies, and assessing the results of their teaching. Dr. John Heim, Superintendent of the Emporia Unified School District notes, “Our administrators are always impressed with the skills and knowledge of

the Emporia State University student interns working in the Emporia district. The PDS program allows interns to become knowledgeable about curriculum and effective practices.”

For the PDS program to be effective, positive impact on the learning of elementary students must also result. Dr. Alison Banikowski, Associate Superintendent of the Olathe Unified School District and a member of the team that developed the ESU PDS model observes, “Through this collaborative effort, we know the children in our district will benefit from the ‘extra set of hands, eyes, and ears’ in the classroom offered by the presence of the ESU student interns.

History of the ESU Professional Development School Program

During the 1992-93 school year, representatives from The Teachers College met with teachers and administrators from the Olathe Unified School District to design the model for the ESU Professional Development School. The PDS program began in the fall of 1993 at Countryside and Pleasant Ridge Elementary Schools in Olathe with 20 interns. Dr. Jean Morrow, currently Chair of the Department of Early Childhood/Elementary Teacher Education, served as the first coordinator for the Olathe PDS program.

During the 1995-96 school year, representatives from The Teachers College and the Emporia Unified School District met to discuss developing the PDS program for the Emporia School District. In the fall of 1996, the PDS program began in Emporia with six interns at William Allen White Elementary School and expanded to Logan Avenue Elementary School during the 1997-98 school year. Dr. Larry Lyman served as the first coordinator of the Emporia PDS program.

The Olathe and Emporia PDS programs operated in addition to a more traditional, campus based teacher education program. In 1998, after conversation with both the Emporia and Olathe districts about the high quality of the interns being produced by the PDS program, the Dean's Office set a goal that by the year 2003, all elementary teacher education majors would participate in a year-long, clinical experience at a PDS site. During the 2009-2010 school year, the ESU PDS program had interns placed in sites in eleven Kansas school districts.

Dr. Tes Mehring, Vice President and Provost of ESU, was one of the original planners of the PDS program. Dr. Mehring has observed: "It has been very exciting to work collaboratively with classroom teachers in designing and implementing the Professional Development School. Their willingness to model and explain effective teaching is providing ESU's interns with unique insights into the blend between theory and practice that takes place in classrooms on a daily basis. The ongoing dialogue between classroom practitioners and university faculty is shaping the future of teacher education."

Community College Partnerships

In 2002, ESU began the first of its community college partnership programs in elementary education with Kansas City Kansas Community College. The community college partnership programs encourage place-bound and non-traditional teacher education students by providing opportunities to complete their teacher education program closer to their homes. A second community college program began at Butler Community College in 2004.

In the community college partnership program, teacher education students complete general education requirements at the community college site. During the third year of their program, faculty from ESU teach the required classes at the community college site. During the

fourth year of the program, students complete the PDS program in a school district near the community college.

The community college partnership programs require on-going communication between community college and university personnel. ESU advisors at the community college sites assist the students in making a smooth transition from the community college program to the ESU teacher education program.

Recognition for the Emporia State Teacher Education Program

The ESU Teacher Education program has received national recognition for the excellence of its teacher preparation. In 2002, ESU was awarded the Distinguished Research in Teacher Education Award from the Association of Teacher Educators for the Multicultural/Diversity Assessment Project.

In the 2006 report on America's education schools, Educating School Teachers, Dr. Arthur Levine, former President of Teachers College, Columbia University, and President of the Woodrow Wilson National Fellowship Foundation, identified ESU as one of four "exemplary" programs in the United States. ESU was recognized for its curriculum and Professional Development School partnerships. During a visit to the ESU campus, Dr. Levine commented, "ESU is the Camelot for teacher education".

In 2007, the magazine Edutopia identified ESU as one of 10 schools of education "blazing the trail to better practices." ESU was cited for pioneering a system of professional development school programs, creating a university student assessment system to measure student success, and requiring preservice teachers to complete instructional technology courses. The *Edutopia* magazine is published by the George Lucas Foundation.

In 2008, the Distinguished Program in Teacher Education Award from the Association of Teacher Educators was awarded to ESU for the Olathe Professional Development Schools program. Also, in 2008, the Best Practice Award for Collaboration with Community Colleges was awarded to ESU by the American Association of Colleges for Teacher Education for the ESU and Butler Community College partnership.

In 2009, the ESU elementary and secondary reading program was awarded the Certificate of Distinction by the International Reading Association. Also, in 2009, Mrs. Dee Holmes, Director of the Emporia Professional Development Schools program, was awarded the Distinguished Clinician Award by the Association of Teacher Educators.

As a new mentor teacher, you are becoming a part of a collaborative teacher education program dedicated to producing quality future teachers who are prepared for the challenges they will face in today's elementary classrooms. Your willingness to help our PDS interns by sharing your expertise and experiences with them is much appreciated.

Assessment

For questions 1-12, please indicate the letter of the correct response.
For questions 13 and 14, provide a brief written response to the question.

1. Which of the following are required to make the best use of the time an intern spends in the Professional Development School?
 - a. careful planning
 - b. flexibility
 - c. mutual respect

- d. all of the above
2. Which of the following benefits for elementary students have been identified when PDS interns work in PDS settings?
- a. less bullying
 - b. improvement in student attendance
 - c. improvements in student achievement and attitude
 - d. all of the above
3. Which of the following strategies will help sustain productive PDS partnerships?
- a. presenting at conferences
 - b. writing grants
 - c. professional publications
 - d. all of the above
4. When was the first year of the ESU elementary PDS program? (Hint: The program began at Countryside and Pleasant Ridge Elementary Schools in Olathe)
- a. 1993
 - b. 1996
 - c. 2000
 - d. 2003
5. In the ESU PDS program, interns report *directly* to whom?
- a. the Chair of Early Childhood/Elementary Teacher Education
 - b. their mentor teacher
 - c. PDS directors and coordinators
 - d. Block 2 and Block 3 faculty

6. In order to be placed at an ESU PDS site, an interview is required. Who participates in the interview process?
 - a. directors and coordinators of PDS sites
 - b. mentor teachers from PDS sites
 - c. administrators from PDS sites
 - d. all of the above

7. Which of the following is *not* a requirement for admission to Block 2 and the PDS program?
 - a. have required references on file from faculty members from whom the prospective intern has taken classes
 - b. have completed all Block 2 classes before beginning the PDS program
 - c. have a cumulative grade point average of at least 2.75
 - d. have health clearance completed

8. Which of the following are expectations for ESU mentor teachers?
 - a. model effective teaching practices for PDS interns
 - b. demonstrate enthusiasm for teaching and learning
 - c. conference at least weekly with the intern
 - d. all of the above

9. Which of the following skills are required of PDS coordinators and directors?
 - a. effective listening skills
 - b. effective organizational skills
 - c. effective supervision skills

- d. all of the above
10. How many personal leave days does a PDS intern have each semester?
- a. none – there are no personal leave days.
 - b. one
 - c. two
 - d. as many as needed as long as appropriate documentation is provided
11. If interns have questions about PDS policies or procedures, the intern should ask
- a. the Elementary Advising Office
 - b. the PDS coordinator assigned to his or her PDS site
 - c. the mentor teacher
 - d. the building principal at the PDS site
12. Interns are expected to be at the PDS site for the entire school day *except*
- a. for all university holidays
 - b. for lunch
 - c. for attending required classes, seminars, and meetings as noted on the calendar
 - d. for days when parent-teacher conferences are being held
13. What *four* groups of people benefit from productive Professional Development School partnerships? Give an example of a benefit for *each* of the four groups. (4 points possible)

14. What do you feel is the *most important* benefit of the Professional Development School program? Why? (4 points possible)