Proposed Initiative:
This initiative proposes to create a Professional Development School Program (PDS) as a committed and dynamic partnership with the School District of River Falls (SDRF) in the short term and other area schools in the long term, to provide high quality pre-service teacher preparation and in-service professional development as a model for excellence in preparing preservice teachers.

Proposed by:
Mary F. Wright & Geoffrey Scheurman, TED; Supported by CEPS Dean

What strategic goal does this initiative support?
Distinctive Academic Excellence; Innovation and Partnerships

Describe how the initiative supports the goal(s).
G1) This initiative underscores distinctive academic excellence as a selective, guided approach to teacher training. The NCATE Blue Ribbon Panel report recommends that teacher preparation programs be grounded in supervised clinical practice, embedded throughout coursework. The PDS will scaffold inquiry and critical reflection, in sync with upcoming accountability measures such as the new Teacher Performance Assessment (TPA). The PDS will focus on key attributes of effective teaching. G3) This initiative focuses on innovation and creativity through interaction with cross-disciplinary multi-age and disciplinary cohorts. The PDS’s co-teaching model will engage both teacher candidates and teacher leaders in coplanning, co-teaching and co-assessing instruction in the classroom. Weekly school-based seminars will create an engaging learning community in which teachers and pre-service teachers reflect on best practices. Fundamental to the PDS is the sharing of research and resources.

Based on the definition of university-wide initiative, indicate how the proposed initiative has a university-wide impact.
Because teacher preparation programs, involving middle, secondary and K-12 teacher licensures, reach across colleges under the umbrella of the College of Education and Professional Studies in varied professional fields (Social Studies, English, Music, Art, Phy Ed/Health, Science, Ag Ed); this university wide initiative will involve undergraduate representation from three colleges: CEPS, CAS, CAFES. Faculty and administration from four departments or programs (i.e., English, Broad Field Social Studies, Music, and Teacher Education) have already demonstrated support in spirit by participation in exploratory activities, including the pilot co-teaching practice currently underway. The PDS will engage departments and techniques faculty in providing input and feedback to the program. The PDS will stimulate action research in the field, potentially engaging faculty in mentoring undergraduate research in education. UWRF faculty could contribute ideas and volunteer expertise on school sites.
Please provide a set of benchmarks and/or indicators of success to support your initiative.

1. The candidate’s progress and the PDS are continuously assessed based on data: student outcome data, candidate artifacts and reflections, structured observations of candidate’s classroom skill by PDS supervising teachers.

2. P-12 student learning as indicated by teacher performance assessment pilot reflection, embedded in the teacher candidate’s e-portfolio would measure success in clinical practice.

3. Number of students enrolling or seeking to enroll in the program would indicate success. A full multi-age cohort (two semesters of practicum and one semester of student teaching) would be comprised of about 25 students.

4. We anticipate teacher candidate success in obtaining employment in the professional field post graduation by working so closely with school personnel.

What elements are involved in the initiative?
Sustainability, Inclusiveness, Human Capital, Technology, Facilities, Finance

Indicate how each element would be/would not be affected by the initiative.

- **Sustainability:** This initiative relates to sustainability by utilizing local funds of knowledge as a base for practitioner research and practice. This model lessens the demand on external use of supervisors by utilizing practitioners in the field as teacher leaders/supervisors. The initiative will reduce travel cost and emissions by utilizing teacher leaders as supervisors in the field.

- **Inclusiveness:** The PDS initiative will include a weekly seminar as a site for inquiry, reflection and dialogue regarding issues such as culturally relevant and social justice pedagogy. Teaching ALL students will be a priority, and the seminar will address integrating curriculum to accommodate students, addressing students with special needs such as: ELL, Special Education, and Gifted and Talented. The PDS will bridge the knowledge gap between practitioner and professor, evening the playing field of education with the joint commitment of improving student, teacher and teacher candidate effectiveness.

- **Human Capital:** This initiative would initially involve the commitment of faculty and time in the development of organization and supervision for this program. It will require a re-assigned time for a half time faculty coordinator, who would also serve a university liaison for the program. Typical PDS Director/liaison responsibilities would include 1) coordinating activities and meeting periodically with Central Office Administrators; 2) facilitating the development of mentor teachers through inquiry work (action research); 3) teaching weekly seminars on school sites; 4) visiting and observing in classrooms throughout the year as requested; 5) coordinating efforts of placements with mentor teachers, interns, and principals; 6) conducting research to document the work of the internship; 7) providing reports to university for DPI or CAPE documentation; and 8) seeking grant funding. As a partner, the RFSD would also provide a Teacher on Special Assignment (TOSA) to support the PDS.

- **Technology:** This initiative will have a minor impact on technology. Future mandates such as Teacher Performance Assessment (TPA) will require the student teacher to videotape teacher performance in the classroom. This will be necessary for all teacher candidates once TPA is implemented in the fall of 2015, for the state of Wisconsin.

- **Facilities:** This initiative will have no impact on existing facilities on campus. There will be space necessary at each school site for the weekly seminar. This space has
already been found and agreed upon by school district administrators at the middle and high schools.

- **Finance:** There will be initial costs to starting the program. This initiative proposes a ½ time each semester re-assignment for directing the program and serving as university / school liaison. Longterm projections support potential for a self-sustained program, as modeled by the University of Minnesota State Mankato, which utilizes future graduates as interns in the field, allowing teachers to rotate TOSA responsibilities. The Educator Preparation Program Council is in the midst of exploring a curriculum redesign, with one of the goals being to reduce credits to degree. This could potentially allow more release time for clinical supervision in the schools. Current coursework, field experience, and subsequent FTE issues could potentially be absorbed into the program in cost effective ways.

- **Other:**