



The Yearlong Internship as a Catalyst for Building and Sustaining Partnerships

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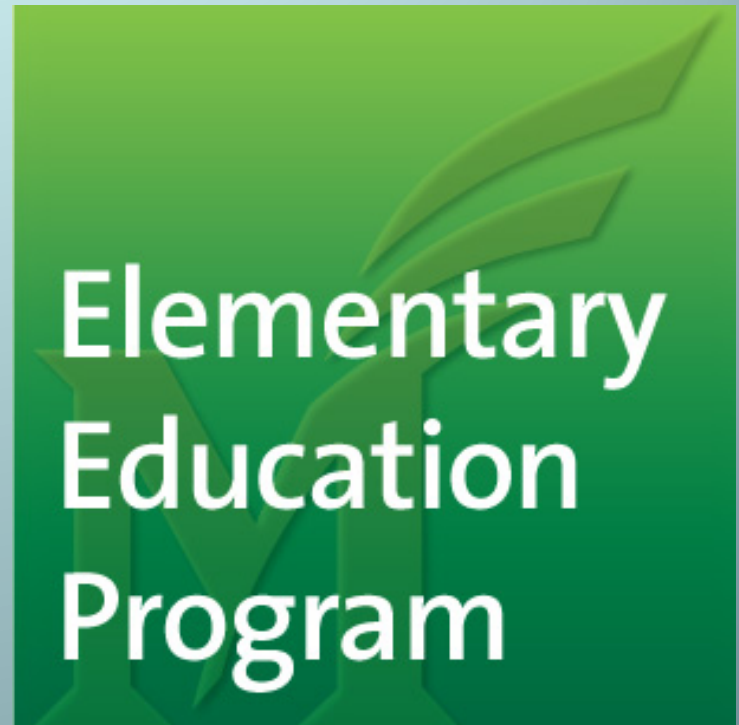



PDS Literature

- Professional Development School (PDS) sites provide rich, collaborative contexts
- PDSs purposefully and simultaneously focus on teacher professional development, preservice teacher education, and P-12 student learning.
- Creating partnerships
 - challenging work
 - Requires time and energy
 - Investment among all stakeholders (teacher candidates, new teachers, administrators, mentor teachers, school staff, and university faculty).

Our Context--Mason

- “Early adopter” of the PDS philosophy in 1991
- Graduate, initial licensure program (39 credit hours)
 - 2 tracks: a yearlong (a yearlong internship) and a semester-long (a 16-week internship)
- All courses include 15 hours of fieldwork—often unstructured
- All field work and internships occur in PDS contexts





Our Context—Westlawn Elementary

Student Population

- 845 Students
 - General Education – 718 students - 85%
 - Advanced Academics – 127 students- 15%
 - English Language Learners - 456 students- 54%
 - Special Education - 101 students– 12%
- Free/Reduced Lunch – 70%

Ethnic Diversity

- Hispanic 507 students - 60%
- Asian – 186 students - 22%
- White – 93 students - 11%
- Black – 25 students - 3%
- Other – 34 students - 4%

School Mobility 19% vs FCPS 12%



Overview of Yearlong Internship

- One placement from August-June with one teacher
 - Fall semester
 - Spring semester
- Five week 'trial' period
- Observations across grade levels and with specialists
- Substitute teaching stipend
 - \$450 for approximately 45 days of availability to substitute
 - Scaffolded across the year

Our Shared Work

A Shared Inquiry Model

University Based
Teacher Educator
University Facilitator

Teacher Candidates

School Based Teacher
Educator

- Advanced Mentor Teacher
- Site Facilitator
- Classroom Teachers
- Specialists

P-12 and
teacher
candidate
learning

Principal
Assistant Principals



Our Shared Work

Teacher Candidates--Immersed in the Culture

- 1 year in 1 grade level
- Opportunities to observe variety of specialists
- Gradual release to independence with co-teaching at the center
- On site and district level professional development
- Strategic substituting

Principal--Breaking Barriers

- Leads teacher candidates through observations of model teachers
- Breaks down barriers/policies to find pathways for teacher candidates to participate in district PD
- Meets regularly with UBTE
- Gets faculty buy-in/recruits highly effective SBTE
- Includes UBTE through office space, swag, mailbox

Elementary Students

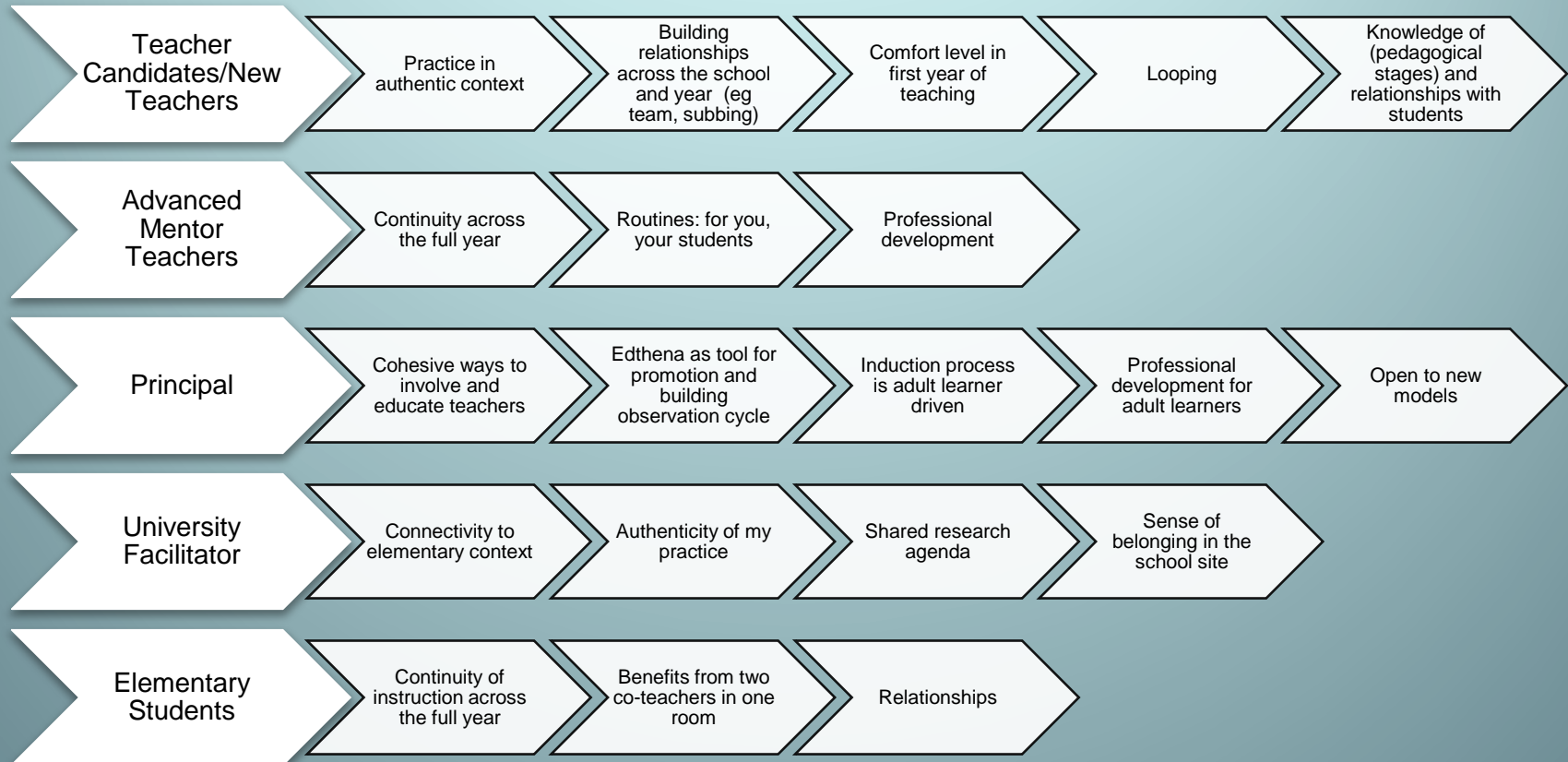
School Based Teacher Educators Informal Professional Development

- Mentor teacher candidates
- Lead seminar for teacher candidates
- Collaborate in program design with university based teacher educators and principals
- All in approach—everyone plays a role in working with teacher candidates

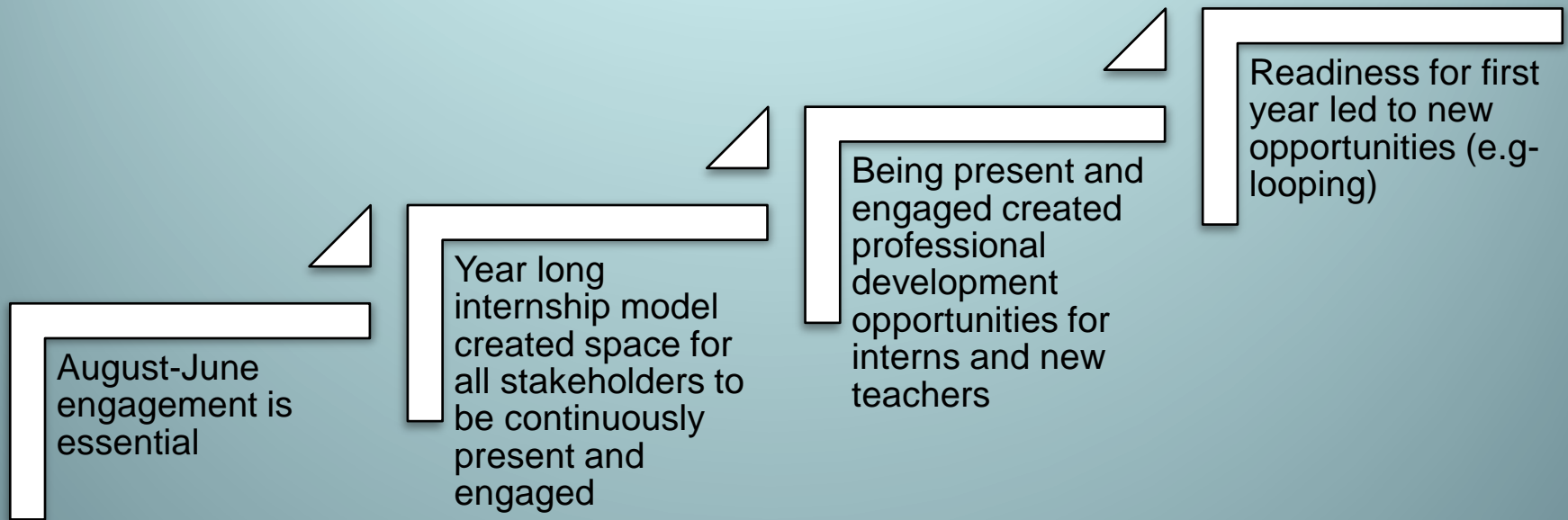
University Based Teacher Educators—Staying Connected

- Observing teacher candidates/engage in clinical coaching
- Stays connected with first year teachers
- Supporting site-based professional development of teacher candidates and school based teacher educators
- One day/week on site
- Building program legacy

Impact of Yearlong Internship



Key Take-Aways/Implications



Questions/Comments

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