

Professional Development School Standards

Standard 1 Learning Community: The PDS recognizes and supports the distinct learning needs of all participants.

Teacher Preparation:

1. Teacher preparation is linked to the K-12 school instructional program.
2. Interns participate fully in the school community.
3. Interns are placed in cohorts and reflect on learning experiences with peers and the school community.

Continuing Professional Development

1. Mentors reflect on their own practice.
2. All staff support interns
3. There is a focus on improved instruction for all participants.
4. Instruction and campus-based activities are informed by PDS experiences.

Action Research and Performance Assessment

1. All PDS participants are involved in the collection, analysis and use of student data to improve instruction.
2. PDS participants engage in the examination and development of best practices.
3. University courses use performance assessments.

K-12 Student Achievement Priorities

1. PDS participants work together to address state-identified professional development and certification needs.
2. Interns are familiar with state learning outcomes and assessments.
3. PDS participants are knowledgeable of technology and use it in instruction.

Standard 2 Accountability: The PDS accepts the responsibility of and is held accountable for upholding professional standards for preparing and renewing teachers in accordance with state standards

Teacher Preparation

1. Entrance and exit standards for interns are jointly identified.
2. Final evaluations of interns are jointly developed.

Continuing Professional Development

1. University and school faculties are accomplished teachers.
2. They are jointly selected and prepared to mentor and supervise candidates.
3. Intern evaluations of the PDS experience are used for program improvement.

Action Research and Performance Assessment

1. Intern portfolios are required for exit from the teacher preparation program and are based on INTASC standards.
2. The performance of interns, school and university mentors is regularly assessed.

K-12 Student Achievement Priorities

1. PDS participants collaborate to determine the impact of PDS on student achievement.
2. Concerns regarding university faculty, intern, or mentor performance are addressed in a timely and appropriate fashion.

3. All PDS participants assume responsibility for student achievement.

Standard 3 Collaboration: The PDS has a mission that is jointly defined and mutually supported by the university and the school.

Teacher Preparation

1. University and school faculty jointly plan and implement curricula for interns.
2. Intern concerns and suggestions are incorporated into program improvement.
3. Responsible for identifying and evaluating interns and mentors is shared by PDS participants.

Continuing Professional Development

1. PDS participants are involved in steering curricular and other committees focused on teacher preparation across institutions.
2. PDS participants engage in cross-institutional hiring.
3. Professional development needs of faculty and interns are jointly identified and addressed.
4. Professional Development includes support for new and provisional teachers.

Action Research and Performance Assessment

1. University and school faculty jointly identify inquiry projects and plan and implement projects together.
2. PDS participants collaborate on the development of performance assessments for interns.

K-12 Student Achievement Priorities

1. PDS participants discuss student achievement needs/gaps and collaborate on solutions.
2. PDS participants are represented on School Improvement Teams.
3. PDS participants have experience in the development of performance assessments.

Standard 4 Equity: The PDS supports equitable involvement of K-16 faculty and interns, as well as equitable support of student outcomes.

Teacher Preparation

1. All interns are provided equitable access to an extensive internship in a PDS during the course of their professional program.
2. Interns represent and work with students from diverse backgrounds.
3. Experience with students receiving special education services is a part of the PDS experience.
4. Interns support equity in the classroom.

Continuing Professional Development

1. All school staff members have opportunities to participate in PDS activities.
2. PDS supports equity training.

Action Research and Performance Assessment

1. Action research/inquiry opportunities include the study of equity issues.
2. Research findings related to student equity are disseminated and used for program improvement.

K-12 Student Achievement Priorities

1. Interns work with parents and all community members in support of student learning.
2. The PDS provides interns experiences with education that is multicultural.
3. There is a focus on meeting the needs of diverse learners.

Standard 5 Organization, Roles, and Structure: Resources and time are allocated to support the continuous improvement of teaching and learning.

Teacher Preparation

1. PDS organization, roles and structures are communicated to all participants.
2. The PDS is organized and resources are shared to support both student and adult learning.
3. Interns are effectively inducted into the clinical experience.
4. The structure of the PDS and the roles of partners are jointly monitored and evaluated.

Continuing Professional Development

1. PDS work is recognized/rewarded in university tenure and promotion decisions.
2. Mentor teachers are recognized and rewarded for their work.
3. PDS research/inquiry is jointly supported.

Action Research and Performance Assessment

1. Interns and other PDS participants engage in action research/inquiry projects.
2. The effectiveness of teacher learning is authentically assessed and the results used for program improvement.

K-12 Student Achievement Priorities

1. Parents and community members recognize the value of PDS for promoting student achievement.
2. PDS is organized to evaluate its impact on student achievement.
3. PDS is used as a vehicle for the recruitment and retention of teachers.