

# Professional Development School

UAFS  
School of Education

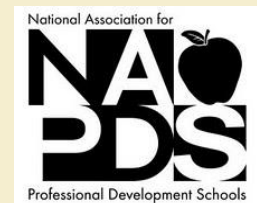
Building Community through  
Professional Development  
School Clinical Experiences

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April 5, 2017



# A Brief PDS Timeline

- Future NCATE/CAEP preparation, fall 2011
- Investigating National Association for Professional Development Schools' Nine Essentials, spring 2012
- Initial conversation with Van Buren School District, spring 2012
- Visit to University of South Carolina College of Education and school-university partnership sites, spring 2012
- Memo of Understanding, fall 2013
- Enlistment of faculty and teacher candidates, fall 2013
- First PDS cohort begins instruction and clinical experiences, spring 2014
- First middle school PDS, spring 2015
- PDS opportunity provided for all first semester seniors, fall 2015
- First Fort Smith Public Schools PDS, fall 2016



# PDS Mission

The mission of UAFS

School of Education Professional Development Schools:

*To enhance the professional practice of university faculty, university candidates, and public school faculty, and to enrich P-12 student learning and achievement.*



## The UAFS PDS adopts the National Association for Professional Development Schools Nine Essentials as guiding principles in establishing and maintaining PDS sites. The Nine Essentials include

1. *A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community;*
2. **A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community.**
3. *Ongoing and reciprocal professional development for all participants guided by need;*
4. *A shared commitment to innovative and reflective practice by all participants;*
5. *Engagement in and public sharing of the results of deliberate investigations of practice by respective participants;*
6. *An articulation agreement developed by the respective participants delineating the roles and responsibilities of all involved;*
7. *A structure that allows all participants a forum for ongoing governance, reflection, and collaboration;*
8. *Work by college/university faculty and P-12 faculty in formal roles across institutional settings; and*
9. *Dedicated and shared resources and formal rewards and recognition structures. (NAPDS 2012)*

# Orientation to PDS sites

- Grade levels: K-5, K-6, 6-8
- Completion and submission of typical internship paperwork
- Role of teacher candidates
- “Field trip” experience tour of the neighborhoods around the school sites
- Overview of school policies
- Faculty/staff ID lanyards



Cindy Mizell,  
Principal

Building orientation

Coordination of  
observation opportunities

Facilitation of involvement  
in school life

Cindy Mizell, M. Ed. NBCT

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# A critical partner in the process: Teacher educators

Tia Smith

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# Observations within Classrooms



- “Seeing course content and teaching strategies “come alive” in classrooms down the hall is the best way to learn!”
- “The transition of content and pedagogy from PDS to my observation site is seamless.”



# Parent Workshops: A two-semester assignment

“Working with parents and guardians has truly made me feel like a teacher.”



# Assistance with PTA-Sponsored Events



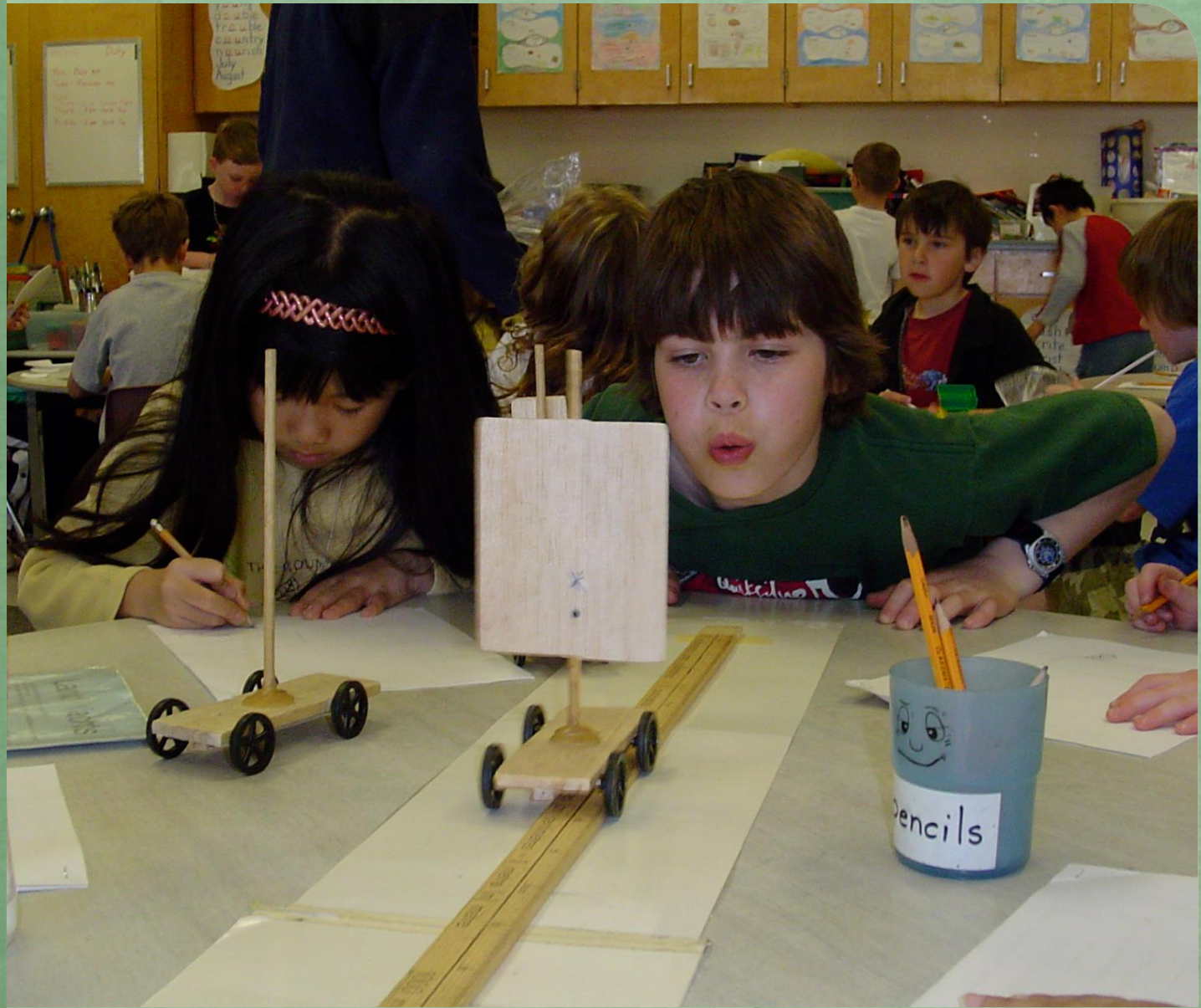


# Partnership with 5<sup>th</sup> Graders pertaining to year-long campus theme





# Science Grant Assistance





# “Teach Around” Learning Celebration



**8:30**-UAFS PDS pre-service teachers arrive at Sutton Elementary  
Unload and set up lessons in safe room.

**9:00**-Grade 4 students arrive.  
(Name tags will be distributed to children before students enter this area.)  
Students are welcomed, and UA Fort Smith pre-service teachers are introduced.

**9:10-9:40**-Learning experience #1

**9:40-9:45**-Transition activity

**9:45-10:15**-Learning experience #2

**10:15-10:20**-Transition activity

**10:20-10:50**-Learning experience #3

**10:50**-Students return to classrooms



# Reflections of Teacher Candidates

- “It was interesting to teach a lesson to students I knew nothing about.”
- “I really enjoyed getting to adapt the lesson with three different groups of learners.”
- “I loved experiencing co-teaching. It was a rich learning experience for the students and us as educators.”
- “I feel that the Teach Around experience was the most realistic teaching experience I have had.”
- “I think that this was a fantastic opportunity for our class to share with students and to say thank you to all the children that we have seen throughout the semester and to give back to the school.”
- “I feel that this experience gave me the confidence I need for internship.”

*“Teachers must  
enjoy what children  
do...”*

*Equally important,  
they must be  
amazed at what  
they do.”*

*Lillian Katz*

*“If you want to produce excellent teachers, they must see excellent teachers.”*

*Lillian Katz*