



# Stronger Together: Growing our Community of Practice

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EDPREPLAB SPRING CONVENING

JUNE 2021



# Introductions and Quick Poll

How many partner schools do you work with?

How many initial licensure candidates do you graduate each year?



Imagine a dream clinical site, what are the attributes and components of the ideal site for clinical practice?

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# Questions for Consideration

What is the shared language of classroom practice at the university that moves candidates towards teaching for deeper learning?

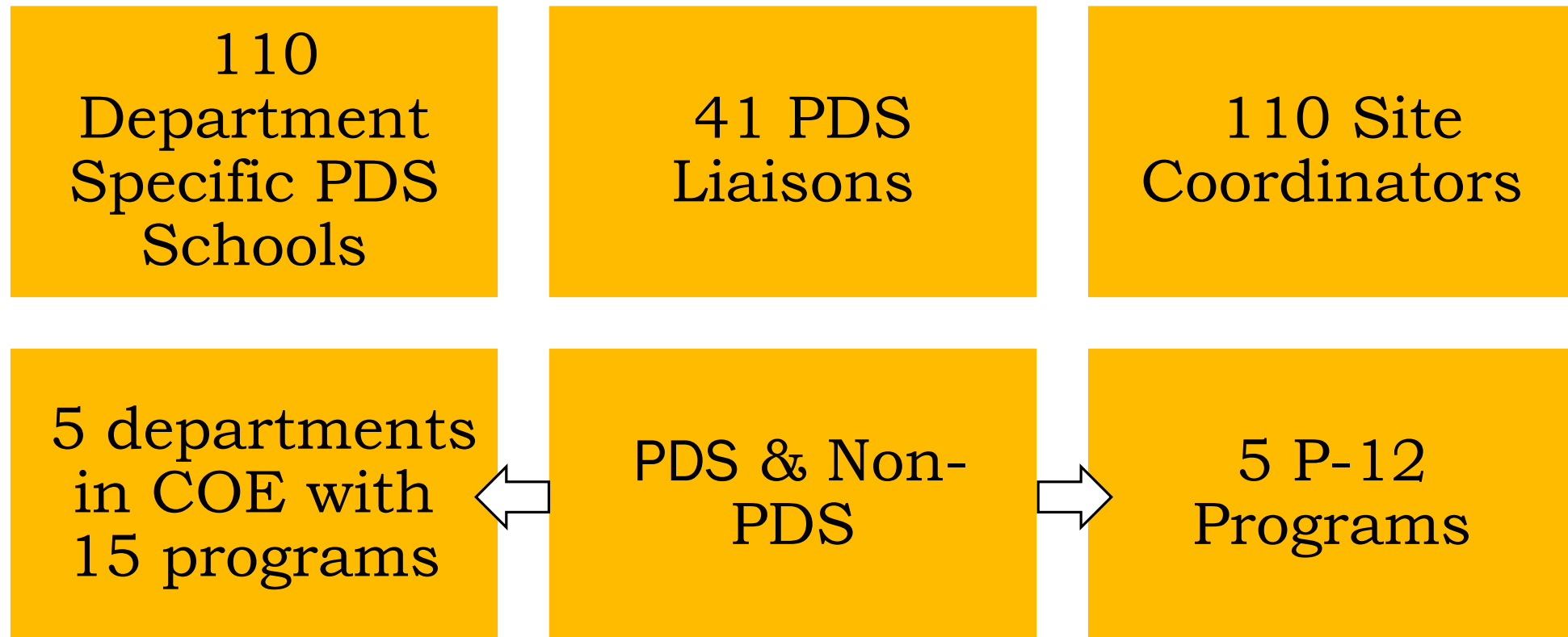
What is the shared language of classroom practice in your P-12 partner schools that moves candidates towards teaching for deeper learning?

What structures are in place to develop a shared language between IHEs and P-12 partner schools around the practice of teaching?

How do we integrate those structures into existing and long-standing partnerships in ways that are mutually beneficial?

# Current PDS Model

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# Redesign Process

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MEETINGS WITH COE FACULTY AND  
SCHOOL-BASED PERSONNEL



VISITS WITH EDPREPLAB NETWORK  
MEMBER INSTITUTIONS



DISCUSSIONS WITH DISTRICT  
LEADERSHIP

# Redesign Goals

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Transition from department specific PDS sites to TU sites

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Reduce the overall number of PDS sites

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Transition from PDS Liaison to Partnership Facilitator

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Improve communication and quality of placements

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Examine intersection between university and district initiatives

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Develop of Shared Language

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Align professional learning and collaboration

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# Redesigned Model

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60 COE PDS  
Sites across  
5 Clusters

5  
Partnership  
Facilitators

60 Site  
Coordinators

Partner  
Schools



# Recommittal Process

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## PDS Commitments

- Administrative support is key to a successful Professional Development School (PDS).
- Each PDS should identify one site coordinator who will work closely with Towson University.
- Schools should strive to provide ten (10) effective mentors across all departments.

## Process

- Schools will commit to the above and “recommit” to be a PDS
  - Placement data will be provided to schools for last 3 years
  - Schools will be selected based on multiple factors
  - PDS and Partner Schools
- Some districts prefer to select the schools based on our needs

# Towson “Identity” Sheet

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- What do we want to bring to a partnership?
  - High-leverage practices
  - Practice based pedagogies
  - Culturally responsive pedagogies
  - Literacy best-practices
- What are we looking for in a partnership?
  - Shared language of classroom practice
  - Commitment to cultural diversity
  - Commitment to mentor training

# Proposed Purpose Statement

The Center for Professional Practice fosters mutually beneficial partnerships that work collaboratively to support high-quality, research-based, innovative professional learning for candidate preparation, faculty, and school-based personnel to support the academic, social, and emotional development, reflective of the diverse needs of all P-12 learners.

# Center Priorities

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PD/growth Opportunities for all PDS Partners

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Strong Communication

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Preparation and Support for the Mentoring/  
Coaching Role

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Collaboration Opportunities  
for Interns, School-based Staff, and TU Faculty

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Recognition/Incentives for Mentors  
and Partnerships

# Center Priorities

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- Implement a shared understanding of effective instruction
- Offer flexible and differentiated opportunities for engagement
- Focus on culturally responsive pedagogy
- Develop clear expectations for mentors and candidates
- Develop a clearly defined approach to preservice teacher development

# Center Priorities

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- Build a framework for dialogue that promotes a strong understanding of expectations between program and schools
- Promote and support opportunities for collaboration including grants, sharing opportunities, and research projects.
- Build capacity for quality mentorship and coaching for those providing feedback to interns while they are practicing to teach (school-based mentors and TU faculty)

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