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## **ANALYSIS OF A CLINICAL MODEL TO PREPARE AND RETAIN CLASSROOM READY TEACHERS**

### **Abstract:**

The teaching profession worldwide is experiencing declines in qualified teachers, and the challenge of preparing teachers who will remain in the profession continues to be daunting. The United States is no exception, where enrollment in teacher education programs has decreased and the attrition rate shows that many new teachers leave the profession within their first four years. One effort to provide the preparation of teachers to be “classroom ready” or “learner ready” includes an emphasis on clinical practice. While there are many forms of clinical practice, one model that has shown positive results is the Professional Development School (PDS). By definition, a PDS is a partnership with a shared research focus, designed to improve teacher preparation, enhance professional development for teachers, and improve student achievement.

This presentation will focus on a case study analysis of one PDS model that has sustained excellence in teacher preparation and teacher retention. Key elements of this model will be described, including establishment of a formal memorandum of understanding between the school district and college of education, identification of essential standards, development of an annual implementation plan, and formation of a communication plan. Other elements of the model include strategies for selection of teacher candidates; a curriculum that includes co-teaching and shared supervision by the university and the school; the participation of teacher candidates in a year-long internship that includes involvement in the school district new teacher induction process. Data on teacher candidate employment and retention, and the instructional impact of professional development will be shared. Each element that contributed to the sustainability of the PDS partnership and enhanced the preparation and retention of teachers will be identified. The perspective will be that of the leadership team that formed and maintains the partnership.

### **Keywords:**

Teacher preparation; clinical practice; teacher retention, professional development school

**JEL Classification:** I20, I21, I29