The Benedum Collaborative is an organization focused on the "simultaneous renewal" of education in public schools and in the preparation of new teachers that includes the following three goals:

*To redesign teacher education* -- University and public school professionals collaboratively deliver a *five-year* teacher education program, culminating in a *bachelor's degree* in a content specialization and a *master's degree* in education.

*To establish Professional Development Schools* -- Professional Development Schools (PDS) provide “sites of best practice,” a “culture of inquiry” and “empowered communities” for the professional development of teachers and teacher education students.

*To establish collaborative strategies and relationships to make these changes last* -- This new profession culture is built on mutual respect for the knowledge, creativity, and experiences that participants share in the collaborative work.

The following beliefs guide the work of educators in Professional Development Schools:

- All in a Professional Development School are learners.
- All in a Professional Development School have the opportunity for success.
- The organization of Professional Development Schools encourages all to be empowered.
- A Professional Development School fosters an environment of mutual respect.
- A Professional Development School promotes curriculum that evolves from continual renewal and that reflects the school’s vision.

*Professional development schools provide a context for the simultaneous renewal of teaching practices and teacher education. The Benedum Collaborative’s core purpose is to create and provide exemplary professional development, beginning with high quality teacher education, continuing through an educator’s entire career.*

One of the goals of the professional development school concept is to generate and provide a knowledge base to help public schools in West Virginia become:

- Sites of innovation and experimentation to create "best practice."
- Places that work collaboratively to be "centers of inquiry" where research and development on best practice and best professional development and preparation occur.
- "Empowered communities" where all stakeholders share in decision-making and participate in determining the learning needs for students.

*As professional development schools, these thirty-one K-12 partners, in conjunction with the faculty at West Virginia University, can provide a valuable resource to the professional development of educators throughout West Virginia’s public schools.*
Clinical Experiences in PDS for Teacher Education Students

The major components of the teacher education program occur over a five-year period as students move through increasingly intensive, classroom-based, teaching experiences.

<table>
<thead>
<tr>
<th>Program Component</th>
<th>Time Frame</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteer Experiences</td>
<td>Years 1 and 2</td>
<td>60 hours in an education setting</td>
</tr>
<tr>
<td>Tutor Experience</td>
<td>Year 3</td>
<td>2 hours/week in a PDS engaged in teaching/learning activities</td>
</tr>
<tr>
<td>Participant Experience</td>
<td>Year 4</td>
<td>7 hours/week fall; 12 hours/week spring in PDS engaged in teaching/learning activities</td>
</tr>
<tr>
<td>Internship</td>
<td>Year 5</td>
<td>Entire fall semester engaged in full teaching responsibilities in a PDS</td>
</tr>
<tr>
<td>Professional Development Semester</td>
<td>Year 5</td>
<td>Spring semester: 135 hours of professional service in PDS</td>
</tr>
</tbody>
</table>

★These experiences provide the students with more than 1000 hours of valuable “hands-on,” practical learning experiences in their preparation for teaching.★

Key Components of the Five-Year Teacher Education Program

★ Bachelor's in the Content Specialization, Master's in Education -- Students complete a rigorous program of study in the content areas that prepares them to teach their subject matter.
★ Sequential Curriculum -- Each education course or learning experience builds on the ones before it, and provides increasing levels of complex teacher knowledge used in practice.
★ Mastery of Content and Pedagogy -- Students learn content by teaching in classrooms where university faculty and public school teachers model exemplary pedagogy.
★ High Admission and Retention Standards -- Students are reviewed through admission and retention processes that include multiple indicators at multiple points in the program.
★ PDS Experiences with Best Practices -- Exemplary public school teachers in Professional Development Schools mentor teacher education students in practical classroom experiences.
★ Inquiry Project -- Students design and complete an inquiry project that serves to deepen their understandings of learning and to assess the impact of their teaching.
★ Cohort Groups -- Students are admitted into a cohort group that becomes a strong support community. These cohort groups learn and teach together as professional colleagues.
★ Portfolio Development and Assessment -- Students are assessed through their ability to document and exhibit what they know and how they apply that knowledge in practice.

★Benedum Collaborative teacher education students learn to teach in a demanding program that makes them highly marketable, professionally attractive graduates.★