

# The Pennsylvania Governor's School for Teaching - PGST

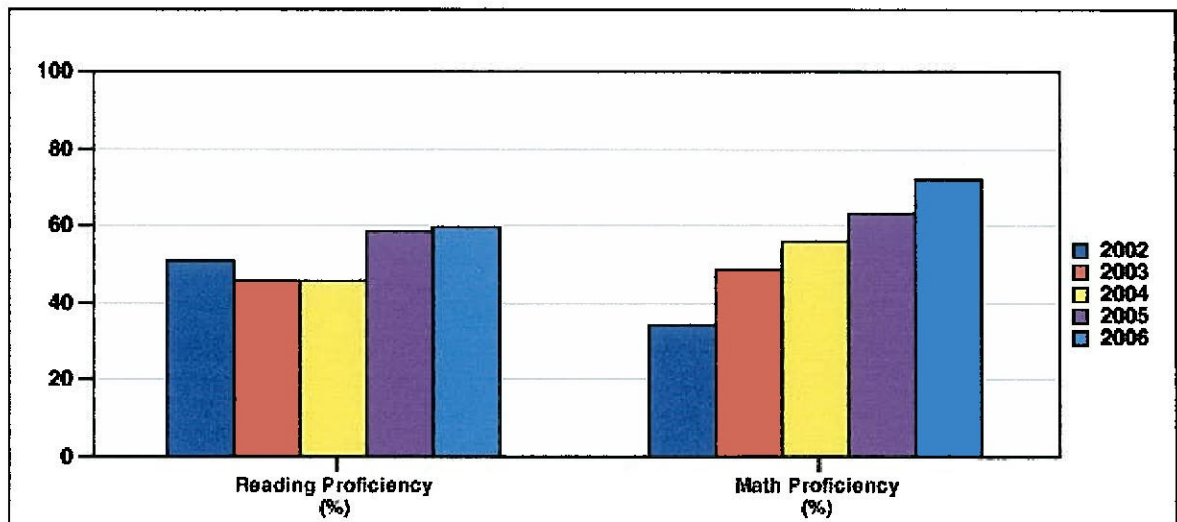
The mission of the PA Governor's School for Teaching (PGST) is to prepare students entering their senior year of high school to become teachers or to better understand the roles of teachers. This is accomplished through a rigorous educational program under the guidance of current university, elementary and secondary high school teachers. It is then applied practically through three weeks of hands-on teaching experience in which Governor's School students teach elementary and middle school students from a local economically disadvantaged school district. This provides Governor's School students an opportunity to implement educational theory in a classroom setting.

We believe this is a valuable program as it gives future teachers a head start on their career and a comfort level in teaching students from disadvantaged schools as well as an opportunity to design solutions for struggling and able students using a design team approach. We appreciate the interest of the House Education Committee in PGST. Given our experience, we would like to offer a potential model to meet the goals that you have mentioned as we present the PA Governor's School for Urban Teaching model (PGSUT). We believe that urban educators need to have more expertise and more maturity, so we propose to keep the current Millersville model and then build on the experience in a second program.

We know PGST is an effective model based in experience. The high school students, as teachers, are able to effect tangible changes for children in our partner school, an economically disadvantaged school, Park Elementary School in the Columbia School District. Park Elementary School (57% economically disadvantaged) has been named a PA model school with improvement in both reading and math scores over time. While we do not claim responsibility for this success – we do know that we contributed to it. PGST's gifted high school students have consistently developed unique approaches to instruction and have focused on the problems of this at-risk school. Since 2003, all Park Elementary students were invited to attend the Kids' College designed by PGST. While working with Park students over the summer, PGST students design unique kinesthetic learning plans and develop basic skills practice. This allows the children from Park School to continue to learn over the summer. Thus the resources provided to PGST by the PA legislature serve a population of 100 children from the Columbia School District. The results of school improvement are available here and represent the commitment to learning fostered by Park's Principal, Deborah Wallace.

**Table 1: Park Elementary PSSA Scores from [www.schoolmatters.com](http://www.schoolmatters.com)**

## How Students at Park Elementary Performed on State Reading and Math Tests over Time



## **Pennsylvania Governor's School for Urban Teaching – PGSUT**

We propose preserving the unique role of PGST at Millersville University, while developing an additional PGSUT at Temple University with a targeted response to the real demands for talented teachers in urban schools.

We believe that Pennsylvania's investment in PGST has served well the immediate and long term goal of making a positive difference for our schools. We feel support of the PA House of Representatives Education Committee and appreciated your presence in our community at Millersville. We fully support your concept that there should be a PA Governor's School for Urban Teaching. We propose that PGSUT make use of the PGST model, conceptualized for Transformative Learning, and develop that model in a way that recognizes the specific challenges and opportunities that accompany teaching in urban settings.

The model which we support is a second level program which builds on experience– a program to develop the teaching talent further – that targets a middle and early high school group from designated Philadelphia neighborhood partner schools and gives the Governor's School students the opportunity to teach what they learned in their earlier Pennsylvania Governor's Schools of Excellence (PGSE) experience.

Each PGSUT teaching team will consist of two PGST alums, three alums of the specific PGSE programs, and three recent graduates of urban high schools with an interest in teaching but no prior PGSE experience. (See the table below.) In short, eight teams of graduates of PGSE programs (each team focused on the content of one program) will work together to plan, instruct, and assess learning for the target adolescent students from the School District of Philadelphia. Each team will be guided by a mentor teacher who is an urban specialist and a university student counselor. By placing together "design teams" of student educators who are, as a result of their previous PGSE experience, pedagogy specialists, content specialists and specialists in the context of Philadelphia urban school experience, we anticipate enhanced learning among the teams as well as for the target adolescent student population.

This new initiative known as the PGSUT would be designed to support all areas of instruction currently focused on by the Governor's Schools.

- This is a new model, one that exemplifies the interdisciplinary and interconnected efforts needed to improve basic instruction. It would be the first Governor's School program to serve students who have completed high school. As described above, five students would be invited to apply to teach what they have learned in any Governor's School of Excellence (PGSE) schools in the teaching and the content topic schools and to share with three peers from the urban schools in a collaborative teaching model.
- All current Governor's Schools serve either grades 10 /11 or Grade 11. This school would be unique in its grade 12 focus.
- Students would teach in teams of eight students and would be supported by a counselor – a college education major or PGSE graduate, and a mentor teacher with expertise in the discipline and with urban school experience.
- Students would be paid a stipend to teach – this would apply the allocation for recruitment to providing a salary. Students would apply as a summer position.
- The program would need to be funded at the level of PGST at Millersville or higher based on the costs of operation in the urban setting. (\$248,000 plus the costs of stipends for students \$70,000)
- The program design depends on the appropriate funding structures for all PGSE schools.
- This program has potential to bring talented teacher to the urban setting.

**PGSUT Pennsylvania Governor's School for Urban Teaching Model**

<b>Teaching Department</b>	<b>PGST Graduates interested in Teaching Gr.12</b>	<b>PGSE Graduates Interested in Teaching Gr.12</b>	<b>Urban High School Graduates interested in teaching Gr.12</b>		<b>University Student Counselors</b>	<b>Mentor Teachers (Urban School Master Teachers)</b>
<b>Agricultural Science</b>	2	3	3		1	1
<b>Arts (Visual)</b>	2	3	3		1	1
<b>Arts (Performing)</b>	2	3	3		1	1
<b>Global Entrepreneurship</b>	2	3	3		1	1
<b>Health Care</b>	2	3	3		1	1
<b>Information, Society and Technology</b>	2	3	3		1	1
<b>International Studies</b>	2	3	3		1	1
<b>Science and Mathematics</b>	2	3	3		1	1
<b>Total</b>	16 PGST Gr.12	24 PGSE Gr. 12	24 Urban School Students Gr. 12	64 Total Students	8 PGSE Alumni Staff	8 Mentor Teachers Staff

**New model of PGSUT contains several unique elements.**

**1. Recruiting New Teachers among High School Students:** As with all Governor's Schools, students are selected from all over PA who are interested in a career focus, teaching for example. In the new model, PGSE alumni are selected from all parts of PA and urban students are selected from Philadelphia.

**2. Recruiting Diverse Teachers:** Each Governor's School focuses on specific populations which allow diversity to be nurtured. As you have identified in your legislative package, for PGST, the focus is boys ("Call Me Mister") as elementary teachers and students of color who can serve as needed role models in schools. It makes sense to support an early approach to the recruitment of teachers, especially in these two areas of need.

**3. Providing Quality Educational Opportunities for Urban Students:** The third area of need for teachers, and which you identify in your package, is the retention factor. Research reveals that it is possible to retain teachers when they feel they are making a difference. We use the money you give us to create a program for a partner school. We choose to provide a program for the Park Elementary School in the Columbia School District. In the time we have worked with Park, they have been named a PA model school. That is – they score one standard deviation above the norm on PSSA when compared with like schools. While we do not claim to be the only reason, we are part of the reason, I am sure. I believe this model makes that possible. When a difference is seen, retention is more likely.

**4. Mentoring New Teachers:** The fourth area of need you mention is mentoring. PGST supports mentoring and offers seasoned teachers the opportunity to learn and appreciate the mentoring role. The mentor's role is to be present in a young teacher's first experience of teaching. It is different from teaching. PGST nurtures mentoring and allows teachers to practice that form of leadership while the high school students teach. Thus, universities could provide credit to mentors for this experience. This would be a unique approach to teaching the mentor role not currently available.

Thus, if provided through the PA Governor's Schools for Urban Teaching, all of the objectives of this legislative package are nurtured early. This kind of early intervention pays off in giving confidence and pedagogical skills to teachers who will be inspired by diversity and focused on transformative learning. In addition, another local school – this time in Philadelphia, will benefit from the bounce of your funds to their place. I have no doubt that the school, if fully included, could be developed into a model school over time. It is amazing what the energy of PA's brightest students, focused on an objective, can accomplish if given the opportunity.

This new model depends on support and funding for the entire Governor's Schools of Excellence Program and supports the mentoring and development of Pennsylvania's brightest minds applied to overcome our most important challenge – making our schools places where every student can meet their full potential.

Budget information is provided in this package. Budget for PGST is currently \$248,000 and this depends on support from Millersville in waiving fees for administrative and other operational costs. If this program is to have a full-time Director, it requires providing a salary commitment from Temple University for work provided to that faculty member to create a full time position. These and costs of urban housing, dining and transportation costs should be considered in funding this new initiative. It is likely that cost of operating this program will be higher in Philadelphia.

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## **PENNSYLVANIA GOVERNOR'S SCHOOLS OF EXCELLENCE**

### **BUDGET FACTORS**

The line item for the Pennsylvania Governor's Schools of Excellence covers the following:

- I. Year-round program coordination services (1 full-time and 2 part-time employees working for 8 Governor's Schools plus associated activities):
  - A. Public information services: materials development, website maintenance, information line (telephone), public e-mail, presentations, etc.
  - B. Archive maintenance, alumni database management.
  - C. Application and brochure development, mailings and communications with schools (nearly 1,000 in database) and intermediate units (29).
  - D. Processing student records (nearly 4,000 applicants in 2007)
  - E. Coordinating selection process communications and reporting, within PGSE organization, to applicants, to intermediate units and schools.
  - F. Coordinating inter-program communications and activities.
  - G. Research and development on program policy.
  - H. Reportage and support for state office as requested.
  - I. Cost of office and technology to support above activities.
  
- II. Contracts for 7<sup>1</sup> of the 8 Governor's Schools, providing for each (currently calculated at \$3,880 per pupil enrolled in a 5-week program):
  - A. Year-round administrative office, personnel and support services; evaluation and reportage; curriculum development; faculty and staff recruitment and selection; student selection process; calendar and facilities development; recruitment, presentations and related travel.
  - B. Summer payroll for all faculty, residential life staff, part-time staff and adjuncts.
  - C. Curricular Facilities: appropriately equipped classrooms, labs, studios, meeting rooms, presentation spaces, large group activity spaces.
  - D. Room and board for students and residential life staff, and other faculty or staff as necessary.
  - E. In-service raining for faculty and staff.
  - F. Pupil transportation.
  - G. Pupil identification services (room keys and access to libraries, computer accounts, etc.)
  - H. Instructional materials.
  - I. Technology support.
  - J. Communications.
  - K. Residential life activities and services (including access to campus security as needed, dispensary services, etc.)
  - L. Printing and duplicating.

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<sup>1</sup> The contract for the Pennsylvania Governor's School for Health Care is funded by the Department of Health.

# The Pennsylvania Governor's Schools of Excellence

The Commonwealth of Pennsylvania offers its academically and artistically talented high school students the special opportunity to spend a summer engaged in a learning adventure unavailable to them in their local schools. Each year, thousands of students compete for selection to one of the eight Pennsylvania Governor's Schools of Excellence, which are five-week long, full-scholarship, residential programs on college campuses. Selection is based entirely on the merit of the student's performance in an application.

The initiative to develop such programs began in the late 1960's when education officials became concerned about the lack of educational opportunities and college and career counseling for artistically talented students. A federal grant underwrote a three-year project that demonstrated the importance of providing to talented adolescents a sustained, intensive, sophisticated, experiential learning experience under the mentorship of master artists. The project underscored the fact that creativity and acuity were enhanced when peers from diverse backgrounds worked together and shared one another's enthusiasms. Furthermore, a significant number of participants reported that because of the role models, information and guidance provided, they were able to make informed decisions about their future as artists and arts advocates that could otherwise not have made.

In 1973, the Commonwealth initiated the Pennsylvania Governor's School for the Arts, based on the model of the pilot project. By the early 1980s, the continuing success of that program led educators to suggest that its basic format--five weeks long, residential, featuring expert faculty and facilities, as well as challenging, intensive, experiential instructional activities and individual guidance--could be adapted for other subject or intelligence areas. In the years since, several other programs have been made available to Pennsylvania children. Administered through the Pennsylvania Department of Education, these programs are: The Pennsylvania Governor's School for the Agricultural Sciences, The Pennsylvania Governor's School for the Arts, The Pennsylvania Governor's School for Global Entrepreneurship, The Pennsylvania Governor's School for Health Care, The Pennsylvania Governor's School for Information, Society and Technology, The Pennsylvania Governor's School for International Studies, The Pennsylvania Governor's School for the Sciences and The Pennsylvania Governor's School for Teaching. All of the programs receive basic funding through the Department of Education except the Governor's School for Health Care which is funded by the state Department of Health.

Since 1973, leadership development has been emphasized in all of the programs. Participants have continued to return to the home communities with the spirit of sharing their talents and energies. The achievements of alumni are recognized by many colleges and universities in Pennsylvania, which have set aside merit scholarship monies to award to admissions candidates who have participated in a Governor's School.

The Pennsylvania Governor's Schools of Excellence now count over 18,000 alumni. Many are becoming as visible as actor Kevin Bacon, who attended the Governor's School for the Arts in 1974 or composer Aaron Jay Kernis '75 who won the 1998 Pulitzer Prize for music composition; all have distinguished themselves in a variety of professions, research and scholarship. Most agree with Arts alumnus Mark Oswald, a principal baritone with the Metropolitan Opera Company, who says that if it were not for that summer at the Governor's School, he would never have been inspired to reach as far as he has.

**Cost and Commitment:** The Commonwealth of Pennsylvania underwrites tuition, room and board, and the cost of program materials and activities for 5 weeks for students selected to participate. In return, students are expected to remain in residence, without trips home, for 35 days. Their families are responsible for their transportation to and from the program, their pocket money for 5 weeks, and health care expenses.

**Information:** (570) 524-5244, weekdays, 8 a.m. to 4 p.m., except holidays, or e-mail [pgse@csiu.org](mailto:pgse@csiu.org).

## PENNSYLVANIA GOVERNOR'S SCHOOLS OF EXCELLENCE

### ATTRIBUTES and VALUES

- ☑ **Merit-based Selection Process:** Students are selected solely on the basis of their performance and achievement, demonstrating their readiness for the program.
- ☑ **Publicly Funded Education:** No one is excluded by reason of advantage or disadvantage. It is an economically equal access experience. Anyone who believes he/she is eligible is welcome to apply. Applications are made available in every public and non-public high school in the Commonwealth (nearly 1,000 buildings) and online.
- ☑ **Competitive Selection Process:** Delivers the most committed participants, those who will bring to the table as much as they take away.
- ☑ **Equality and Diversity:** By virtue of the funding and selection processes, Governor's Schools engage economically, socially and geographically diverse peers who share common goals and interests.
- ☑ **Intensive Experiences:** Governor's Schools provide a time and place for students to explore in depth and adapt new skills, techniques, critical thinking and creative processes in their fields of interest. No bells interrupt activities; there is no juggling other homework and a myriad of extracurricular activities for the duration of Governor's School.
- ☑ **Experiential Learning:** Through hands-on experience, students sample the real world in their fields and learn by doing.
- ☑ **Higher Order Thinking Skills and Creative Problem-Solving:** Governor's School students get an unparalleled intellectual work-out unavailable elsewhere.
- ☑ **Mentorship:** The faculty is selected for expertise, knowledge and a background of practical experience in the professional world of the content area, providing role models for students. Teaching assistants and residential life counselors, many of whom are alumni of the programs, are college and graduate students who are pursuing degrees in the content area.
- ☑ **Small Group Processing:** Low faculty/student ratios assure that no one is left behind as the instructional activities engage new, complex and sophisticated concepts.
- ☑ **Community:** Living and learning together for the duration of the program without absences or interruptions from the outside world, students learn to take down the walls between work and play; they learn to negotiate, embrace and learn from their diversity.
- ☑ **Collaboration:** Governor's Schools do not rank or grade students. They work together toward a common goal, not compete against one another.
- ☑ **Safety, Respect and Trust:** Students exercise the freedom to take the creative and intellectual risks that advance their skills and vision, without fear of ridicule or failure.
- ☑ **Leadership:** Governor's Schools help bright, committed youth learn how to share their talents and knowledge to the betterment of others when they return home.
- ☑ **Worldview:** Students leave the Governor's Schools with the building blocks to creating their own worldviews. They are ready to make decisions about the future. They are valued by colleges and universities everywhere because of their track record of intellectual and personal commitment, maturity and openness of vision.

**ATTACHMENT. The Pennsylvania Governor's Schools of Excellence have been providing educational services continuously since 1973. There are 8 programs, of which the Pennsylvania Governor's School for Health Care is funded by the Pennsylvania Department of Health, though the Department of Education manages the development of applications, application processing and student records and educational and policy oversight.**

PROGRAM	INTEREST AREAS	CHARTER YEAR	2006 APPLICANTS	2006 ENROLLMENT	2007-08 CHANGES, INITIATIVES, CHALLENGES
<i>Pennsylvania Governor's School for the Agricultural Sciences</i> Penn State University University Park, PA	Animal science, plant science, environmental science, veterinary medicine, nutrition and food management, horticulture, forestry, economics, technology.	1986	250	64	Program is attempting to restore instructional content that had been reduced due to past flat funding, and to restore student services such as breakfast as the program staff had replaced breakfast with cold foods from a bulk discount store. Program will increase enrollment to 214, in response to high public demand for program.
<i>Pennsylvania Governor's School for the Arts</i> Mercyhurst College Erie, PA June 25 - July 29, 2006	Visual arts, creative writing, dance (balliet, jazz, modern), music (voice, composition, instruments), acting, theater design.	1973	1,480	200	Program will increase enrollment to 214, in response to high public demand for program.
<i>Pennsylvania Governor's School for Global Entrepreneurship</i> Lehigh University Bethlehem, PA June 25 - July 29, 2006	Entrepreneurship, business administration, finance, e-commerce, marketing, management, international commerce, economics, world cultures.	2001	328	53	Program will increase enrollment to 64, in response to high public demand for program.
<i>Pennsylvania Governor's School for Health Care</i> University of Pittsburgh Pittsburgh, PA June 25 - July 29, 2006	Physicians (multiple specialties), therapies (PT/OT, speech, etc.), pharmacy, sports medicine, public health, mental health, nursing, dentistry, other health care professions.	1991	447	110	<i>This program is not funded by this appropriation, but is administered in concert with the other Governor's Schools.</i>
<i>Pennsylvania Governor's School for Information, Society and Technology.</i> Drexel University Philadelphia, PA June 25 - July 29, 2006	Information ethics, commerce and law, social sciences; human-computer interaction design, networking; software design; the web; health care informatics; media, technology and society; artificial intelligence; multimedia technology; analysis and design.	1999	153	52	Up to and including 2005, this program was hosted on two campuses, Drexel University and Penn State. Penn State withdrew its participation for 2006 at a time when applications declined because of public misconceptions about information technology. The program has been renamed, the curriculum has been revised to integrate social sciences, and a recruitment effort has been mounted. In 2007, this program will serve 64 students, in keeping with the current level of application activity. The PGSIST program also provides technological services for the other PGSE programs. Program is revising course offerings, restoring operational service, and restoring staff that had been reduced due to past flat funding.
<i>Pennsylvania Governor's School for International Studies</i> University of Pittsburgh Pittsburgh, PA June 25 - July 29, 2006	World languages and cultures, intercultural communication, global issues, international political economy, global economics, social anthropology, US foreign policy, global citizenship.	1984	438	100	Program is revising course offerings and meeting the rising tide of operational costs related to remaining current in latest research and the advances made in technology and science. Without full funding, the PGSS will need to reduce the number of student participants.
<i>Pennsylvania Governor's School for the Sciences</i> Carnegie Mellon University Pittsburgh, PA June 25 - July 29, 2006	Chemistry, physics, molecular biology, mathematics, computer science, astrophysics, material sciences.	1982	543	100	Program is revising course offering to meet the rising tide of operational costs and restore components that had been reduced because of flat funding.
<i>Pennsylvania Governor's School for Teaching</i> Millersville University Lancaster County, PA June 25 - July 29, 2006	All subject areas, educational processes, educational psychology, human services, leadership.	1990	184	64	