

**Executive Council Meeting
February 19, 2015
KU Edwards**

Present: Carla Alen, Darcy Swan, Cho Wendling, Tammy Motti, Carol Wickoren, Geoff Markos, Cari Davis, Jeff arkin, Katie Martin, Monica Dutcher, Canise Salinas, JD Rios, Maggi Schoonover, Karri Mazzapica, Laura Evertt, Josie, Herrera, Britt Pumphrey, Kirsten Wondra, Coleen Marney, Deb Martin, Tyler Harnett, Karla Reed, Anna Stubblefield, Nicole Babalola, Sally Roberts, Joe Novak

PDS Students and placement information for 2015-2016

- Next month we will have numbers for PDS Student Placements. March 6- Applications due for student teaching placements. Spring Break- Dr. Novak begins to sort applications and get numbers.
- Tammy is willing to get the numbers and names of teachers in her building that are willing to take student teachers with Carla (at district level).
- Students don't get choices of where they get placed, district or school. They don't get to pick their placements. PDS students are a little different. PDS tries to place students in their choice schools if possible. Joe has the authority to make those decisions.
- Elementary students will know their placement before they leave for summer. They should introduce themselves to the clinical supervisor before going home for summer break. Student teachers are required to start when the teachers report back from summer break and attend any professional developments offered that the clinical supervisor attends.
- Perhaps we need to look at research benefits of being placed in one school for one year vs. two placements over student teaching experience. We need to hear the benefits or downfalls of the yearlong site placements.
- Elementary must have a primary and intermediate placement for licensure reason.
- Principals- please be thinking about how many students you want to take. Principals need to set limits and parameters for what you want. If we have too many applicants per school we could implement interviews.
- There is a need for orientation for groups of interns with (10-12 students). This worked well with Liberty Memorial. The students need collaborative support from the staff, site rep, and administrators.
- Tammy- Merriam Park has a supportive element for the interns. They meet every week to have open discussions. This is a way to ensure the students feel supported or have someone to reflect with when they struggle.

NAPDS Presentation in Atlanta

- Jeff at Liberty Memorial and Dr. Novak will present on SPED collaboration. Please email Dr. Novak if you have something you want him to bring back from NAPDS conference. There are many ideas shared at this conference.

Co-Teaching: How's it going?

- Carol Wickoren- Co-teaching is going well. She uses one teach, one assist the most with her intern. There should be a balancing with time out of the room so interns can feel what it is like teaching on their own.
- Dr. Novak- co-teaching isn't the ONLY thing you should do with the interns. It doesn't have to happen all the time. Only use it where it fits best according to student's needs.
- Three elements: Co-planning, co-teaching, co-reflection. This must happen in order for co-teaching to be a success.
- How does PDS continue training on co-teaching with staff? How do we help other staff understand it? Is Joe going to come out to do refresher sessions? We need more support for co-teaching. Student teachers need more information and practice with it to be successful. They really didn't know what it would look like. KU needs to do a better job with training the students on the co-teaching model.

Student Teaching Policies and Procedures

- Currently there isn't an option on the intent to student teach application to remain for one year or have two different placement. This will be implemented next year.
- If you get a not-so-good intern this is placed with you, you are not going to be stuck with them all year. You can always call us (KU) and can we change their arrangements.
- HR in Lawrence has moved students to different schools with different support systems. If that is not the right environment for the student, we find an acceptable clinical supervisor that will help the student grow and develop into a good teacher. It does help and make a difference.
- There has to be a procedure for clinical supervisors to pass information to someone that can make a decision on a student that is an issue or not working out. You should speak to the site rep, university supervisor, principal (if they want to be involved), KU PDS (Sally, Nicole, Joe). Sally: I'll clarify the hierarchy of who to go to in an order that is clearer.
- The student teacher handbook contains the expectations for what KU sets for the student teachers. Please refer to it
- Carrie At Argentine sits down with the clinical supervisors, principal and interns and goes over the expectations and hierarchy. Everyone hears the message at the same time in the same place.
- Please contact Sally directly if there is a problem with the way the student is dressed so she can provide assistance for the student to get appropriate clothing.

Upcoming Items for KUPDS

- Money: \$300-\$350 for PDS related resource/per building. Please send a request in the next two weeks to Joe. That's our way of saying thank you.
- "Teacher Preneurs"- Dr. Novak would like to have a chapter per

school. Would come to the next meeting to talking about shared leadership and teachers that lead but don't leave. The author will Skype in during the meeting.

- PDS Newsletter: Questions will be emailing out to administrators and clinical supervisors about what makes the PDS program a good fit and their experiences. Please send any pictures to Nicole to be included in the newsletter.
- J.D: I think we've lost the Professional Development School concept. We should be an action research entity. We should be more of a community of action researchers.

Problem Solving/Feedback/Revisions for PDS Handbook

- Karla- University should make sure all middle and secondary students know how to teach Lang. Arts because literacy is taught in every subject. This is required with the new Common Core Standards.
- What is KU's PDS model? There are so many models. We as a group need to define what that is.
- Currently, the KUPDS Model is:
 - a school with students who have needs
 - entire school embraces having student teachers as partners
 - usually more than one student teacher in your school
 - co-teaching is experienced by everyone
 - prek-12 cohort that work together and are supportive
- Students are not asked to do any additional coursework to be in PDS. We need to share why choosing PDS is better than the traditional model. What is really differentiating PDS? If it is preparing teachers better, why aren't all students choosing it? Is the other traditional placement inferior to the PDS placements? Are they being given specialized training for ELLs, Children of color and poverty? Is it expected that we have enhanced practices from them because they're PDS students?
- The previous Director of PDS, Flora, had a great program. We should work on how to re-write the ideal program for KUPDS. We need to establish the role of the university and the role of the schools.
- The first challenge is to write out what sets PDS students apart. Then we can tackle the roles of each stockholder.
 - Collaborative qualities are a necessity in any school that sets PDS apart.
 - We need to re-look at the Undergrad Coursework so that it meets the school needs.
 - SPED component
 - Collaborative cohort model
- We need to have the structure of PDS with the non-negotiable components from KU.
- Could we set apart a cohort time in the districts that they get that training or support? Perhaps an imbedded time during each week for half a day for

professional development for student teachers with KU faculty leading and school faculty leading. This will allow the KU faculty to see what they are doing in the schools to help with teacher training and the school faculty can learn about the new researched methods for teaching.

- Small group time editing the provided KUPDS handbook with veterans in each group to help identify what was done that was positive.
- Lunch and dismissal