

**PDS Executive Council Meeting
November 6, 2013
Desoto Unified School District Administration Building**

Present: Monica Dutcher, Jeff Harkin, Katie Martin, Cari Davis, Charlotte Anderson, Matt Brungardt, Coleen Marney, Steve Ludwig, Tyler Harnett, Lisa Pelkey, Carol Wickoren, Tammy Motti, Scott Sherman, Patti Winkler, Josie Herrera, Karri Mazzapica, JD Rios, Maggi Schoonover, Karla Reed, Eva Tucker-Nevels, Sally Roberts, Nicole Singleton, Joe Novak

UKanTeach Program:

- The UKanTeach program is a joint effort between the School of Education and the College of Liberal Arts and Sciences to train secondary math and science teachers (6-12). This program has replaced the SOE teacher preparation in those areas. Students now major in their content area in CLAS and the SOE provides the pedagogy for teacher licensure. It is very important to get them involved in PDS as well as involving KU's unified early childhood program to place students in PDS sites. We need to discuss this as a group, how should this be done, and KU welcomes your ideas.

Announcements:

- National Association of Professional Development Schools (NAPDS) is in late March in Las Vegas and we are encouraging PDS members to attend if possible. Joe attended last year and witnessed staff, students, and faculty attending.
- Kaitlin Lugo, a PDS student, was chosen for the Teacher of Promise Award. KCMO is recruiting the KUPDS students. Wednesday (11/6) was career day at KU. Interview day occurs in March and many school districts come with contracts and incentives on that day. 40% of teachers in KS are at retirement age and as the economy bounces back those teachers will retire. That will allow for jobs for new teachers to get in the door.

The PDS model:

- PDS is in transition from what it was within the 5-year teacher education program and it will take more than a year to get it where we want it. The goal is how can we better serve schools and growth of professionals.
- We need to continue having a discussion about the goals and mission of PDS and talk about the structure of it. Should there be an executive board consisting of a President, Secretary, student reps, etc.? Why have students been excluded and how can we get them more involved in the overall PDS program? KU students are already interested in PDS so why not get them more involved?

Transition from the 5-year to the 4-year PDS model:

- KU has transitioned from a 5-year program to a 4-year program and this has caused several issues around the secondary students' participation in PDS. The Fall semester of their senior year for students in the secondary programs of history/government, English Language Arts, and foreign language are as follows:
 - Take an advanced methods course in their area with a connected practicum in the schools (4 credit hours total) that goes for 16 weeks.
 - Take 6 additional credit hours of SOE courses that meet for the entire semester—C & T Reading & Writing across the Curriculum, Advanced Special Education Methods.
 - Take 3 credit hours of ELPS Law and Governance
 - May be taking up to 6 additional hours of content courses.
- Thus, secondary students are in coursework and practicums during the time the PDS students were normally in the schools. In the past in the 5-year program, the students were going to their PDS Spring placement schools 2 days a week. Is there a reason why the practicum could not occur in the students' PDS school? This is something we can discuss at the university level. The issue may be distance if the student is assigned to a KC area school.
- Because of this change for the secondary students, they will need more time and support in January to get orientated to the school, students, and clinical supervisors. This is going to be an ongoing issue for PDS. KU is aware of this and the way the secondary students participate in the PDS program for the Fall might have to be altered. The elementary schedule has not changed and the interns are able to be out in their schools a minimum of 3 hours per week.
- Stop day for the fall semester is December 13.
- KU cannot require them to go out after stop day. Finals are December 16-20 so maybe they can get some hours in during that time but it would need to be their choice since we cannot schedule anything during their finals week.
- Student teachers/Interns are expected to begin their spring placements the day the teachers come back in January. The actual beginning of the KU spring semester is January 21. Student teachers/Interns only get the school district's spring break and must follow their school's calendar. The last day for interns is May 2. The KPTP is due on May 7 by 5:00 p.m.
- Secondary students will not be ready for teaching in the spring. Extra time will be needed for clinical supervisors to meet with interns. It is important for the interns to be involved in workshops that are essential to their placements. Because they are starting their internships earlier in the semester, they are gaining 5 weeks from the old 5-year model where students didn't begin until the end of the first week in February. Hopefully this additional time will provide a way to orient them to the building, their students, and get them ready to teach.

- Next year elementary students can be placed in the same school for both placements if they choose to.

Student Teaching Seminar:

- All KUPDS students are taking a seminar connected to their student teaching in the spring and we would like to identify schools that will allow the seminar of 47 students to occur onsite. We are also looking for teachers, administrators, etc. to help present on different topics. This will allow the teachers to be seen as professionals and leaders. An invitation will be sent out with the dates and topics to invite staff to participate in this great opportunity for the interns.

Co-Teaching Training:

- Co-teaching training has occurred with PDS partners and some have been done with the whole teaching staff. Paraprofessionals were also at some of the trainings and really appreciated being included.
- PDS students are excited about co-teaching in their spring placements.
- The second part of the co-teaching will take place in December.
- Teachers and interns will complete a survey at the end of the spring semester to see if co-teaching has made a difference in teaching and learning.

Mentor Teacher Induction:

- Karri Mazzapica explained how she conducts her induction for KUPDS clinical supervisors. This gives them insight into what to expect so that everyone is on the same page. Some examples include the attendance policy for interns. Interns should not be sitting at a desk at any time and should be allowed to take on responsibilities. There is a system in place to address issues that occur and who to contact. Argentine has another meeting in January to go over lesson plans with the interns and to inform them that they must be turned in on Friday to their clinical supervisor because they are reviewed weekly by administration. That allows the administrators to review prior to the actual Monday due date. Interns are given a flash drive with all the information and handbooks that are important. This is a time for them to ask questions. Once a month there is a meeting with the committee in the school to improve PDS and to keep everyone in the loop. There is collaboration between all parties involved. Placement information: PDS students are grouped together and not just randomly placed within the school.
- Mike Wilhoit put together a newsletter with the photos and information about the PDS interns that will be in the building in the spring. Merriam Park will put something together to welcome the interns. Tammy Motti schedules a monthly meeting to go over any curriculum or specific topics with the interns and clinical supervisors.
- JD Rios informed the group that JC Harmon will have 16 student teachers there in the spring. Not all of them are from KU. PDS is all about best practice

and he hopes all the teachers and student teachers can experience it. His suggestion is that the induction process shared by Karri should be universal for all staff and student teachers in the building. There is a need to have all his staff prepared for a PDS model. It should be an orientation for all mentor teachers and not just PDS mentors. This is also true for Co-teaching; it can be for all.

Suggestions and discussion:

- Joe asked whether we should elect someone to be President of the PDS Executive Council or keep it like it is? KU does not want to be running the show and would like for the council to lead while KU facilitates. The consensus of the group was to have it remain the way it is—KU led and asking input from the group for agenda items.
- Should we have different sessions for elementary and secondary school at the meeting? There could be one for elementary to discuss issues that pertain to them and one for secondary. They would happen concurrently. We would come back together at the end and share and eat.
- KU Guest Speaker- Dr. Reva Friedman –Tiered instruction and rethinking how teachers and administrators think about and deal with learner’s challenging behaviors.

Next meeting scheduled for February, 2014