

**PDS Executive Council Meeting**  
**April 10, 2014**  
**KU—Continuing Education Bldg**

Present: Monica Dutcher, Kirsten Wondra, Deb Martin, Carrie Davis, Kasey Weishaar, Mark Myer, Karen Metz, Scott Sherman, Patti Winkler, Canise Salinas, Jeff Harkin, Catherine Martin, Coleen Marney, Steve Ludwig, Tyler Harnett, Tammy Motti, Josie Herrera, Nicole Singleton, Joe Novak, Sally Roberts

**Announcements:**

- The National Association of Professional Development Schools (NAPDS) conference was in March. Approximately 30% of the sessions were on co-teaching.
- Some of the students doing their practicum in a PDS school have contacted us to change their student teaching/internship to a PDS placement based on the experience they had. This will be a great way to expose students to PDS in their junior year.
- May 2<sup>nd</sup> is the last day of the internship. Students can come back to your school afterwards with your approval.
- A budget has been approved. Funds will be allocated for school initiatives.
- 56 students chose to have a PDS placement in the 2014 – 2015 school year. We will be able to place them all without adding additional sites.
- NCATE visit coming October 25 – 29. KU must get information on PDS and do a site visit. Schools will not have to do anything special for the visit.

**Student teaching/Internships with the PDS model:**

- We should continue with the students spending time in their spring placement starting in October.
- The feedback received shows there is no difference in the 4yr and 5yr students.
- Is it possible to restructure the classes in order to be taught in schools?
- Is it possible to get a flow chart for student courses to see what field experiences are required for each course?
- Site reps should check on interns frequently and be supportive. It really helps the interns.
- It is apparent that interns are not aware of all the requirements a teacher has to meet, which includes testing. This reality must happen during this time. Can interns be evaluated with the tool used for teacher evaluations?

**Interviewing PDS students:**

- Liberty Memorial will conduct interviews to see which students will work better with a certain clinical supervisor.
- This is a great way to get other teachers involved in PDS.
- Should there be criteria for interviews? The essays all start to sound alike and you can't really know what that candidate is really like.

- Some schools mentioned that they have checked Facebook pages of candidates.
- Currently, all students that request PDS are accepted. How can we do a better job at screening candidates?
- We need some important questions to ask PDS candidates?

### **Co-Teaching:**

- Do we want to continue training staff on the co-teaching model?
- Is it possible to record Joe's training that would be available to other staff or train a teacher in the building to be designated as the facilitator?
- Can KU pay for subs in order for teachers to practice co-teaching strategies?
- Joe will train all staff, PDS staff, paraprofessionals, etc. in co-teaching to be exposed to it. If they get a PDS student, they will already know about co-teaching.

### **Clinical Supervisors**

- In the past, clinical supervisors took a mentoring class. It was for 2 days after school or on a Saturday and it was paid.
- Could KU pay tuition or buy mentoring books?
- How can we develop a way for clinical supervisors to be chosen? Develop criteria? Can KU help in screening supervisors? Training is necessary for clinical supervisors on what is required and expected during the placement.
- All sites that have mentoring manuals should bring them to the 1<sup>st</sup> PDS Executive Council Meeting. This will allow us to have a consolidated effort for training/mentoring.

### **Suggestions and discussion:**

- KU Guest Speakers- Drs. Steve White, Karen Jorgensen, Barbara Bradley, and Kelli Thomas
- Students in junior year are in a block schedule. It would be great if the PDS schools would take our elementary students for field placements for 2 weeks or 6 weeks during a specific time.
- Teachers would prefer a schedule in order to plan.
- More teachers would be open to taking a field placement because they do not have to give up control
- Field experience is needed for intermediate grades in the fall and primary grades in the spring.
- A preference would be to have 2 students in one classroom.
- Provide the teacher with what the student needs to accomplish
- Faculty will be in the building as well.
- It would be better if the faculty visit the schools and explain what they want. Teachers would do it because of the benefits.

- Content areas that need field experience: social studies, science, math, literacy
- Dean- Dr. Rick Ginsberg- closing statements and appreciation of the PDS Alliance

**Next meeting scheduled for September 2014**