



Fall 2008 PDS Institute

- Welcome
- What Makes a PDS?
- Survey
- NCATE PDS Goals
- Defining efficacy of PDS work

Celebrate!

New Adjuncts, Liaisons, and Administrators

- ✧ Anny Delk, Muncie Central
- ✧ Mary Podany, Orchard Park Elementary
- ✧ Becky Carr, Wilson Middle School
- ✧ Sherri Dyer, Wilson Middle School
- ✧ Wendy Tungate, Huffer
- ✧ Vanessa Wyss, BSU Secondary Education
- ✧ Larry Quarles, Anderson High
- ✧ Jackie Samuels, Muncie Central
- ✧ Amy Myers, CUMNS Kids
- ✧ Stephanie Dilk, Minnetrista

Congratulations!



Celebrate!

Samara Newnam

- ***Storer Elementary*** Grade 5 ELP Teacher
- Muncie Community Schools' ***Teacher of the Year***
- One of top ten finalists for Indiana's 2009 ***Teacher of the Year***



Congratulations!



Celebrate!

Emily Lamb

- Special Education, Wes-Del Elementary
- Special Education ***Teacher of the Year***

Congratulations!



Celebrate!

Diana Badger

- 16 years
- Director of Early Childhood Center
- Dedication to children and families of Delaware County

Congratulations!





Celebrate!

Becky Thompson

- Muncie Southside
- Principal of the Year
- East-Central Region

Congratulations!



Where we started...

Holmes Agenda

- Preparing future educators
- Providing current educators with on-going professional development
- Encouraging joint school-university faculty investigation of education-related issues
- Promoting the learning of P-12 learning



Essentially, What Makes a PDS?

- How do we distinguish between a Professional Development School and a casual relationship referred to as “PDS”?
- The 9 Essentials attempt to lead discussions about how to know if a relationship is indeed a PDS.
- NAPDS maintains that a relationship without all 9 may be a strong, beneficial relationship, but not a PDS.
- The way that individuals meet the essentials may vary, but all need to be in place to justify the distinction of PDS.



Un-Packing the Essentials

- Go beyond the bullet points
- Consider work that is specific to your PDS
- Find your commonalities
- Discover the gaps that may exist



Essential #1

- A comprehensive mission that is broader in its outreach and scope than the mission of any partner and that furthers the education profession and its responsibility to advance equity within schools and, by potential extension, the broader community



Essential #2

- A school-university culture committed to the preparation of future educators that embraces their active engagement in the school community



Essential #3

- Ongoing and reciprocal professional development for all participants guided by need



Essential #4

- A shared commitment to innovative and reflective practice by all participants



Essential #5

- Engagement in and public sharing of the results of deliberate investigations of practice by respective participants



Survey

- Picture of our PDS Network today
- Answer from your perspective
- Your answers are confidential
- Information will not be disaggregated by site, but will be analyzed by group



NCATE PDS Goals

www.bsu.edu/pds

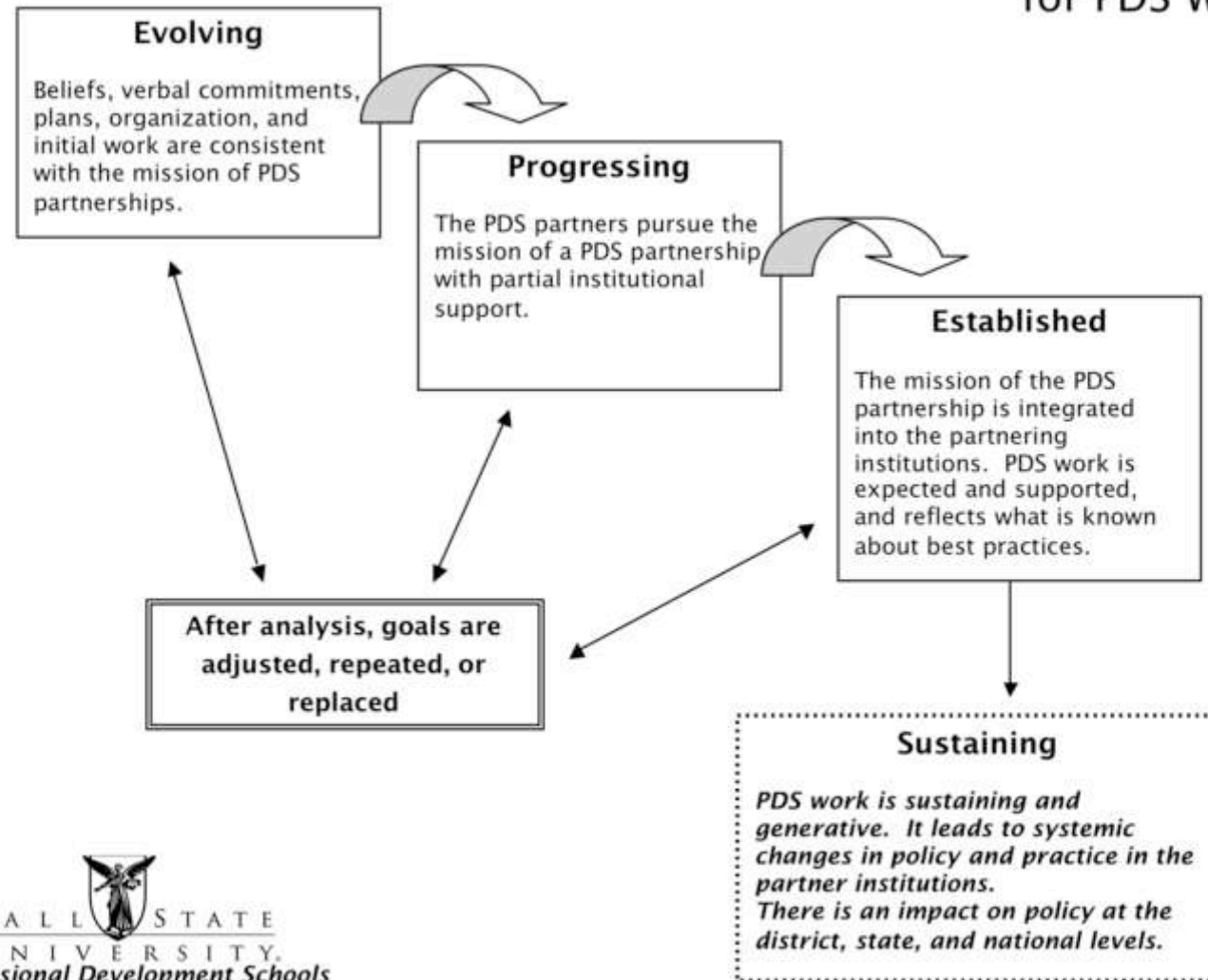
- Goals site link
- Valuable database to evidence what we are doing
- Sharing across the Network

Linking to the Standards

- How do we know it's **PDS work**?
- Reflect on the 9 Essentials philosophical points

How do we define “Established?”

Developmental Continuum for PDS Work





Developing a Self-Evaluation Tool

NCATE PDS Standards

- S1 Learning Community
- S2 Accountability and Quality Assurance
- S3 Collaboration
- S4 Diversity and Equity
- S5 Structure, Resources, and Roles

Goal:

Collaboratively build an evaluation tool

Task:

- For each standard, consider what “**Established**” looks like
- Record your ideas
- Include descriptive words and phrases, specific as well as more general in scope

Conceptual Framework is a Guide



Expert engagement in context = PDS



WHAT GUIDES YOUR PDS RELATIONSHIP?