

Professional Development Schools

Minutes PDS Fall Institute November 8, 2010 Minnetrista Cultural Center

Attendance:

Apple Tree Child Development Center: Jennifer Adams, Kimber Conner, Erin Donovan, Michelle Eldridge; CUMNS Kids: Amy Myers, Robin Radtke; Huffer Memorial Children's Center: Erica Serf, Iva Sumwalt, Wendy Tungate; Forest Dale Elementary: Mary Podany, Stephanie Rypel; Mitchell Elementary: Ron Purtlebaugh; Rhoades Elementary: Mary Hendricks, Marcy Schuck; Storer Elementary: Ingrid Raad Grubb, Sue Atherton; Wes-Del Elementary: Tracy Shafer, Lisa Teagle; Anderson High School: Linda Gibson, Barb Lumbis, Lucinda McCord; Muncie Central High School: Anny Delk; Muncie Southside High School: Mark Flodder, Elaine McDonald, Becky Thompson; Wilson Middle School: Becky Carr, Sherri Dyer; Muncie Community Schools: Ermalene Faulkner; Indianapolis Children's Museum: Jeanette Booth, Michele Schilten; Minnetrista Cultural Center: Stephanie Dilk; Ball State University: Karen Dowling, John Jacobson, Susan Johnson, Peggy Lewis, Nancy Melser, Jill Miels, Judy Miller, Laurie Mullen, Tom Schroeder, Linda Taylor, Bonnie Turner, Lynette Varner, Vanessa Wyss.

1. Welcome and Introduction

- a. After a brief welcome by Peggy Lewis, everyone introduced themselves and stated their school and PDS affiliation.
- b. Huffer Memorial Children's Center was recognized for
 - i. MP3 Kindergarten Enrichment program
 - ii. Expanding program to begin taking newborns to 12 yrs
 - iii. New construction completion
 - iv. Submitting proposal to NAPDS conference
- c. Storer Elementary was recognized for receiving a Bell Grant to fund an upcoming music and dance program for all grades.
- d. Dean Jacobson welcomed the group with remarks summarizing the work that has been done over the past year in the redesign of the PDS model. He expressed the importance of the work that would be done during the session to move the program forward,

2. Clinical Practice Network Redesign

- a. Peggy Lewis introduced the work for the day by displaying the following quote by Pam Grossman:
 - "...research suggests that the nature of schools in which prospective teachers are placed can affect their opportunities to develop knowledge, skill, and confidence. Given their importance for the development of effective teachers, such placements should never be left to chance." Learning to Practice: The Design of Clinical Practice in Teacher Preparation
 - i. Each group briefly discussed reactions to the quote and then shared reactions. Comments included a discussion about the meaning of "the nature of schools" and how the people within the school may

- dictate the nature of the school; the perception and meaning of "chance" as it relates to student placement seems to be more controlled in a PDS setting.
- ii. Judy Miller explained the scale of annual student placement needs at BSU. She commented that approximately 75% or our students are given "random placements" for student teaching given the current size and structure of our school partnerships. She explained the impact created by practicum and observation placements in our schools and some of the factors entering into placement selection for students. She also commented that this year a record number of students have requested a PDS placement, emphasizing the growing recognition of the program and perceived value to students.
- b. Feedback on redesign from 3 groups
 - i. A <u>summary</u> of the feedback from the **Spring 2010 PDS Institute** was distributed. Groups reviewed the information.
 - ii. Dean Jacobson discussed the focus group meeting that brought both PDS and non-PDS administrators together to discuss the potential in school/university partnering. <u>Notes</u> from that meeting were reviewed.
 - iii. Tables produced by the BSU Redesign Committee were presented. It was explained that each table was divided into 3 sections, A, B, and C, denoting 3 categories of partnering. Similarities and differences between categories were discussed. (Museum partners were made aware that a separate, fourth category exists for community partners.)
 - iv. A <u>venn diagram</u> correlating the 3 distinct pieces of information (PDS, Administrator, and BSU Redesign) was discussed. It was highlighted that much of the feedback falls into the center, showing a common interest and sense among groups. The information that is not in the center promotes ideas that might be specific to the stakeholders and offers unique ideas to be considered in the redesign.
- c. Lunch provided by the PDS Network.
- d. Examine and Refine
 - i. Groups were asked to analyze the categories for each of the 6 section on the tables reviewed before lunch, consider information from the other 2 sources as well as any other information, to look for discrepancies, missing pieces, additions that need to be made, and concerns that exist. Responses were briefly discussed and results collected.
 - ii. Groups considered the last table, School/district contributions, and began formulating information to include in the table. Those results were collected and will be collated and distributed.

3 Announcements

- a. Jill Miels described the study she is implementing to locate and survey former PDS students. PDS sites will be contacted to help with information about the students.
- b. Dates for PDS basketball games were announced. As soon as tickets are made available, Peggy Lewis will notify sites. Tickets given on a first-come, first-serve basis.
- c. Implementing RTI Successfully in Your Middle/High School is a new publication presented by Dr. Lynn Staley. It is a compilation of stories from educators in Yorktown, IN.

- d. Peggy Lewis reminded everyone to take advantage of joining NAPDS. Membership comes with conference attendance or by joining without attendance.
- e. Everyone was encouraged to join the **Ball State University PDS** group on Facebook.
- f. The NAPDS Conference is Mar 10-13 in New Orleans.
- g. Dean Jacobson and Peggy Lewis both thanked everyone for their efforts and contributions.

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