PDS in 3-D:
Designing, Developing, and Documenting

Ball State University
Professional Development Schools Network
Agenda

History of the Network
Designing a PDS
Developing a PDS
Documenting the work
Reflection
Ball State University

- Located 60 miles northeast of Indianapolis in Muncie, Indiana
- 20,000 students
- 6,500 education majors
- 400 student teachers per semester
- PDS partnerships since 1997-98
- 23 schools and educational sites currently involved in PDS Network
Ball State University
Professional Development Schools Network

- 3 child development centers
- 10 elementary schools
- 1 parochial school
- 2 middle schools
- 5 high schools
- Indianapolis Children’s Museum
- Minnetrista (cultural center)
Improved Student Achievement

Student Achievement in Elementary PDSs

% of students who passed both E/LA and Math

Cowan  Forest Dale  Mitchell  Orchard Park  Rhodes  St. Mary  Storer  Towne Meadow  Washington-Carver  *Wes-Del

Schools
PDS Site Council
PDS Site Council

Membership

- School administrator
- University liaison
- Teachers
- Broad representation of the school
PDS Site Council

- **Responsibilities**
  - Coordinates partnership activities within the building.
  - Reviews and revises yearly goals.
  - Encourages and supports action research.
  - Prepares yearly report.
PDS Network Advisory Council
PDS Advisory Council

Membership

- The Dean of Teachers College
- PDS Network Director
- One representative from each department in Teachers College
- One representative from each college outside Teachers College involved in teacher education
- PDS liaisons
- Adjunct faculty members from each PDS, including building administrators
PDS Advisory Council

Responsibilities

- Approves partnership proposals.
- Facilitates sharing of information among Network schools.
- Facilitates and coordinate research, agendas and initiatives among Network schools.
- Supports initiatives among Network schools.
PDS Governing Board

- **Membership**
  - Dean of Teachers College
  - Superintendents (or designee) from each school corporation and community partner
  - Director of the Network
  - Representatives from state agencies
PDS Governing Board

Responsibilities

- Establishes and reviews policies for organization and operation of the Network.
- Reviews partnership efforts.
- Proposes new partnership initiatives.
History of the Network

1995-96

- Explored the concept.
- Brought John Goodlad and Linda Darling-Hammond to campus.
- Visited other university PDSs.
- Applied for grants.
• 1996-97

- Invited university faculty, university administrators, interested superintendents and school representatives to informational meetings.
- Brought Dr. Richard Ishler to campus.
- Invited school corporations to volunteer to participate.
1997-98

- Organized the PDS Network.
- Designed a formal structure with representatives from Ball State and five school corporations.
- Hired an interim director.
- Identified six schools as PDSs without any formal proposal.
How will we know that a partnership is truly a professional development school?

- Create guidelines for the development of PDSs.
- Measure progress.
- Adopt a set of standards.
- Design an assessment system.
1997-98

- Hired a director.
- Developed a handbook.
- Required formal statements of interest from potential partners.
- Required formal proposals.
- Approved seven proposals bringing the Network to a membership of 13 sites.
- Each PDS was assigned a university liaison.
- Adopted the NCATE draft standards for PDSs.
How will we know that each PDS is meeting the standards?

- Written proposal to become a PDS will have specific goals.
- Yearly progress reports will be reviewed.
- Self-study will be followed by an on-site review.
- The Advisory Council will regularly assess the Network.
Why are standards important?

- The serve as a teaching tool in developing the PDS relationship.
- They provide a uniform system for assessing the design and developmental progress of each partnership.
- They serve as the framework for research.
- They are used to assess the work of the Network and each PDS.
Process

- Submit a statement of interest
- Research professional development schools
- Ask questions
  - Why would we want to do this?
  - How is this different from how we have been doing things?
  - What would we gain?
  - What would we want our partnership to look like?
  - What do we want to accomplish?
University appoints a liaison

- Responsibilities
  - Serve as a member of the PDS Site Council.
  - Design and implement preservice teacher seminars.
  - Meet with adjunct faculty to monitor plans for preservice teacher activities.
  - Meet with preservice teachers to monitor progress in achieving proficiencies.
  - Monitor the overall implementation of the preservice teacher program.
Communicate the preservice teacher program to prospective university students.

Recruit preservice teachers.

Assist with the preservice teacher selection process.

Monitor preservice teacher progress in fulfilling certification requirements.

Conduct workshops and provide technical assistance for cooperating teachers.

Engage actively in the professional development of the school/site.

Initiate and/or facilitate action research.

Identify and pursue resources that facilitate professional development activities.

Serve as a member of the PDS Network Advisory Council.
Identify a Site Council

- **Membership**
  - School administrator
  - University liaison
  - Teachers
  - Broad representation of the school
PDS Site Council

- **Responsibilities**
  - Coordinates partnership activities within the building
  - Reviews and revises yearly goals
  - Encourages and supports action research
  - Prepares yearly report
Identify teacher leaders

- Responsibilities
  - Serve as adjunct faculty
  - Coordinate School Site Council meetings.
  - Represent the PDS site in PDS Network activities.
  - Implement the preservice teacher program at the building level.
  - Assist in developing schedules for preservice teachers.
  - Monitor each preservice teacher's progress.
Responsibilities

- Meet with the university liaison to discuss preservice teachers and program.
- Assist university liaison in identifying resources in the building.
- Facilitate the development of resource materials for use by preservice teachers.
- Serve as the BSU faculty contact, if needed, when BSU liaison is not in the building.
- Encourage and support action research within the building.
- Serve as a member of the PDS Network Advisory Council.
Characteristics of a PDS

- Teacher preparation
- Staff development
- Research
- Student Achievement
Study the NCATE Standards for Professional Development Schools

- Standard I: Learning Community
- Standard II: Accountability and Quality Assurance
- Standard III: Collaboration
- Standard IV: Diversity and Equity
- Standard V: Structures, Resources, and Roles
Develop a Proposal
Submit proposal to Site Council

- Executive Committee reviews proposal
- Committee may recommend revisions or may recommend membership in the PDS Network
Documenting
What is a progress report?

- Specific goals for each year addressing
  - Teacher preparation
  - Professional development
  - Student learning
  - Research
- Summary of progress toward meeting the goals
- Goals for the next year
When does a PDS have a site review?

- After a PDS has been a member of the PDS Network for three years
- Within five years after the first site review
- Upon request
What is a self-study?

Prior to the site visit, the PDS being reviewed gathers evidence of progress toward meeting each of the standards.
What is an on-site review?

- One-half day visit to the PDS by a review team
- Team validates self-study
- Team makes recommendations
- Team completes written report
Who is on the team?

- University administrator
- University liaison
- PDS faculty member
- PDS administrator
- Network director
What happens during the site visit?

- Each team member is responsible for one standard.
- Team members interview teachers, administrators, teacher candidates, parents, students, the university liaison and others involved in the partnership.
Team members look at each standard and determine the stage of development based on the evidence they gather from looking at artifacts, interviews, and the self-study.

Team shares their assessment with the PDS site council verbally prior to writing the report.
What is in the written report?

- Statements describing the work toward each standard
- Commendations
- Recommendations
Standard III. Collaboration
Standing: Leading
Conclusion:
All staff members of Rhoades are assigned to support teams that mentor interns, with one teacher serving as the core teacher. This support team works collaboratively to provide the most appropriate and beneficial experiences for each intern.
What is the impact of this assessment process?

- Reinforces the positive outcomes from the partnership
- Celebrates progress
- Provides impetus for changes
- Can be used to determine if the partnership should continue as a PDS relationship.
For more information about the Ball State University PDS Network….

www.bsu.edu/pds