
Assessing the PDS Landscape



Ball State University
Professional Development Schools Network

Ball State University

- Located 60 miles northeast of Indianapolis in Muncie, Indiana



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- 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)
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BALL STATE UNIVERSITY
PROFESSIONAL DEVELOPMENT SCHOOLS NETWORK
www.bsu.edu/pds

Governing Board

Advisory Council

Early Childhood

Apple Tree Child
Development Center
CUMNS Kids
Huffer Memorial
Children's Center

Elementary Schools

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

Middle Schools

Shortridge Middle
Wilson Middle

High Schools

Anderson High
Broad Ripple High
Highland Senior High
Muncie Central High
Muncie Southside High

Museums

Minnetrista
The Children's Museum
of Indianapolis

PDS Network Advisory Council

The PDS Network Advisory Council serves as the unit that oversees and coordinates Network activities.



Who are the members of the PDS Advisory Council?

- 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
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What are the responsibilities of the PDS Advisory Council?

- Maintain communication with all partnership stakeholders
 - Approve partnership proposals
 - Facilitate sharing of information among Network schools
 - Facilitate and coordinate research agendas and initiatives among Network schools
 - Support initiatives among Network schools
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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
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Why are standards important?

- Serve as a teaching tool in developing the PDS relationship
 - Provide a uniform system for assessing the design and developmental progress of each partnership
 - Serve as the framework for research
 - Assess the work of the Network
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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

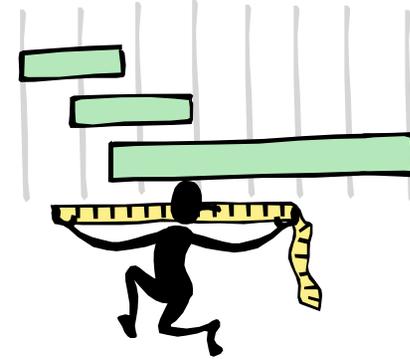
NCATE

The Standard of Excellence
in Teacher Preparation

How will we know that each PDS is meeting the standards?

- Written proposal to become a PDS that identifies specific goals
 - Yearly progress reports
 - Self-study followed by an on-site review
 - Assessment of the Network
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What is a progress report?

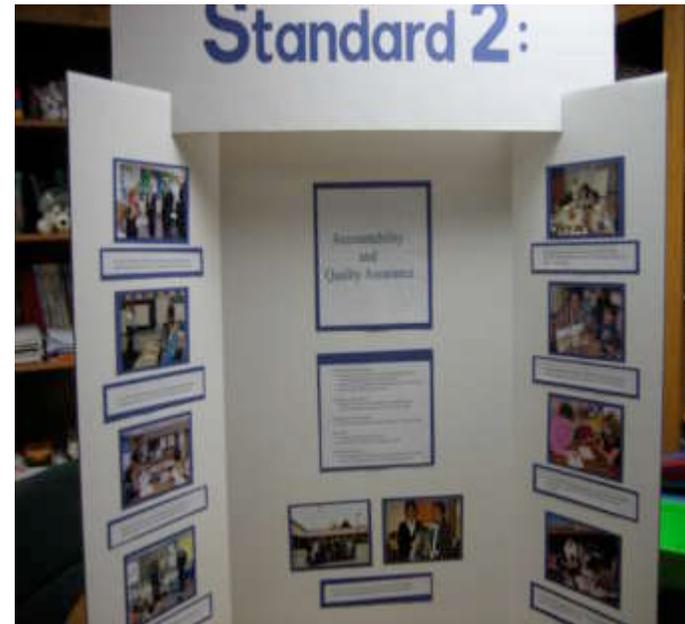


- Specific goals for each year addressing
 - Teacher preparation
 - Professional development
 - Student learning
 - Research
 - Summary of progress toward meeting the goals
 - Goals for the next year
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When does a PDS have a site review?

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

- Statements describing the work toward each standard
 - Commendations
 - Recommendations
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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. The PDS Site Council

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.
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For more information about the Ball State
University PDS Network....

www.bsu.edu/pds
