

Questions for NAPDS Conference Notes

- **How do we train teachers to work with diverse learners (ELL, gifted, etc.) in the content classroom?**

Co-Teaching Model and Training, Include HSLs in the co-teaching, Orientation and monthly seminars will help interns to know who to turn to within the building and what resources are available, Exposure to what the community is like and what it is like to live in different cultures and communities, Opportunities outside of the classroom

- **How can we develop true two-way communication and mutual respect between the high school and university faculty?**

More clearly delineate expectations, roles and responsibilities, Explicitly discuss these not just keep saying “open communication”— who will communicate and how and why

- **How have other partnerships handled the perception (among either group) that the partnership is one-sided?**

More information to both sides, see previous question, communication between liaisons needs to be open and free-flowing, respect for what everyone is bringing to the table, collaboration rubric review, better teacher representation in the design team and committees to build grass-roots support, emphasize the symbiotic learning of teachers, mentors and students

- **Have other PDS's successfully made an impact on the preparation of teachers-- beyond enhanced clinical experiences?**

Becoming more involved, a greater part of the community, a full year of experience, university preparation is grounded more in practice than just theory, university faculty have the opportunity to see what it is really like in public schools, important to have faculty from the university participating in the PDS activities (not just adjunct), methods professors can do the supervision at DHS (rather than adjunct professors), experiences can inform university courses and instruction

- **What practical “first steps” have other districts taken as they began their PDS journey?**

Clear and explicit guidelines about expectations, roles, responsibilities and communication, renaming of student teachers to interns and of cooperating teacher to mentors, Having a clear and universally understood vision and theme for the PDS, Having a clear definition of what co-teaching looks like (if we are going to be following this model)

- **What were some of the pitfalls they have experienced, so we can learn from others' mistakes?**

Poorly defined lines of communication within the PDS and between the district and the university, Not having a liaison, Too much change-over in liaison assignment, Growing too fast to quickly, Not well developing and nurturing the relationship between the mentors and

interns, Forcing teachers to be a PDS mentor, Failing to allow opportunities for other teachers to be engaged in the PDS project even if they do not want to take a mentor that year, Failing to make staff development available to everyone in the building, Failing to build a shared vision of where we are going and what we are hoping the model will actually help to facilitate

- **What technology and communication tools (in reference to the difficulties we are having with different “SharePoint” type formats at DHS and NIU) have other districts used to facilitate collaboration?**

Webquests and, private facebook networks, blogs, something similar to the Support Services Meeting Calendar Page

- **How have others promoted buy-in on the part of the HS, and how has information consistently been provided to all stakeholders?**

Seeing data regarding the effectiveness and impact of PDS - The St. Cloud data was very powerful. Allowing the project to grow from grass roots, rather than taking on too much too quickly or forcing teachers to be a mentor. Chose a liaison who is connected within and throughout the building and trusted by all and someone who has the longitudinal perspective. Once the PDS is more established and embedded within the school and with several more interns on site, this role will need to be assumed by a teacher at DHS with time specifically allocated to being the liaison. Or, a retired or part-time staff member. Parents have been considered a very important stakeholder group.

- **What methodology for large-scale professional development on PDSs in general, and philosophical and practical foundations in particular, has proved most successful?**

Co-teaching, Professional development embedded within the PLTs – Pull-Out workshops do not work!, Teaching clinics where teachers observe each other teaching and interns also observe and then they have a discussion/feedback session (ie. Lesson Study): trust and collaboration among teachers to “open the doors of the classrooms” would need to be further developed and carefully considered

- **How important is a school “theme” for a PDS?**

Very, very important!!!! This is the vision of where we are trying to get to and why we are putting so much effort into this. It is important, though, that we have a truly shared perspective of what that theme is. For example, 3TM is not the same as just RtI and not just data teams or teaching to the test, it is about so much more than that for us!

Thoughts

- Design Team needs to become the “Think Tank” of this project – providing inspiration, direction to the committees (rather than just being a report-out body), new ideas, etc. AND must include more DHS teachers
- Liaison to be housed at DHS – Who is that going to be? Should it be an administrator or a teacher at DHS? Do we (DHS) have available FTE to provide this support/coordination for 1 period per day – this is extremely unlikely in light of the current cuts? Could NIU fund this position, as many of the other PDSs have done? A lot of PDSs have 2, one at DHS and one at the University. This needs to be people who have the time, energy and inspiration to collaborate between the two institutions. Other ideas? – Also need to define what this person is going to do, what are the primary expectations of this position, what decision-making power does this person have, etc.? After much discussion, it seems that at least for next year Jennie Heuber is the site coordinator at DHS. NIU has not yet named who this person might be from NIU. If it is Jennie, Jennie can also work with any Administrative Interns at DHS to do projects related to the PDS.
- Focus on simultaneous renewal/learning for teachers and teacher candidates for the benefit of student learning and outcomes – embedded, ongoing professional development for all.
- We need to pursue quality, not quantity in the placements for the coming school year. The DHS faculty suggest no more than 1 intern per department. We would like to ensure that the PDS internship goes really, really well and generates interest and envy, rather than overwhelming. Other NIU students can do student teaching at DHS, but they will not be officially part of the PDS. Intern placements within the PDS should be very selective.
- Opportunities for placements for students in 201, 301 and 401 traditional student teaching will continue as has been. PE department at DHS (and maybe some others) will continue to facilitate clinical partnership.
- K-12 placements = art, music, pe, (special ed?) – If you are going to come through as a PDS intern, your clinical student teaching experience would all be in the PDS schools.
- Do we want to pursue middle school experiences to support middle school endorsements as provided through LA&S, in the future? Judy would LOVE to see this happen.
- We need to get the general body of teachers at DHS more involved in PDS planning or conceptualization. Sending the committee minutes to everyone via email may help. Embed the notes into the email, rather than attaching it as an attachment. Also, we NEED to ensure that there is a 5 minute update at every faculty meeting.
- Jennie will do a monthly PDS newsletter as DHS liaison and as a member of the National Model Committee.

To Plan

- New Intern Orientation – The preservice committee is working on this.
- We need to review and land on the definition of co-teaching. Cook and Friend’s language is good. DHS faculty think it would be helpful to make an overarching, single-

sentence description that is easy to understand. Judy discussed the 6 and/or 7 element model.

- Mentor and Intern Training in Co-Teaching – Can be modeled after St. Cloud University’s co-teaching model. They have developed a full training and have data to support the efficacy of this model. We could send a person or two to their 2-day train-the-trainer training (\$500 to go to the training, \$4,000 to bring them here). However, we also believe that we can work from the materials that they have given us, their overview and the materials that Kari is requesting. Kari will request electronic copies of the materials, outline, powerpoint, etc. Also, Kari is already developing this type of a training/orientation for clinicians/interns in related services, etc. which could be built upon or expanded. This might also be a training that could be modified for a teacher/instructional assistant training. Maybe the whole faculty could benefit from this training. Judy suggests that there may be other universities who would be willing to pool resources. *Focus on Building a Relationship, Establishing Ways of Communicating when Challenges Arise (between and among mentors, interns, district administrators and university faculty), Establishing Expectations, and Establishing Goals and Objectives for the semester.* Jennie and Cindy will get the DVD and handbook.
- Monthly seminars for the interns facilitated by DHS faculty and teachers to discuss and provide information on a variety of topics, such as discipline, special education, extracurricular activities, curriculum development, becoming part of the educational community, PLTs, etc. Maybe new teachers could also be included in these meetings which could provide an overview of how we do business and some of the cultural aspects of our school.
- Retreat at the end of the year with outgoing interns and incoming interns. Maybe we also want to have a meeting for mentors/interns at the end of the school year, rather than meeting for the first time at the beginning of the next year. This could be casual. Jennie volunteered her house.
- Need to request mentoring handbook from Woodruff. Kari will do this.
- Look into bringing in the speaker, Joe Martin Jr., who was incredibly inspirational on Saturday morning. Cindy is planning to incorporate some of his ideas into PBIS planning and universal expectations.
- Can we pilot the 401 thing in math? - Someone in district will decide what the cut-off score will be for success in Algebra so that we can plug in additional support for those students. They will all be placed in heterogeneous Algebra courses. Students determined to be in need of additional Algebra support (or other support) could be scheduled into a study hall wherein they will receive some guided support/tutoring/review of concepts from the NIU 401 clinical student. This has been affectionately termed YaHo (Year of Homework – tied with the goal of PBIS to improve homework completion, which is tied to achieving academically in the behavior matrix.) That study hall can be provided at the beginning of the day or at the end of the day – there are advantages and disadvantages to each approach. Other supports could also be pushed into this time.

- Provide supports within detention, such as tutoring and homework completion support using the interns or other clinical students, if possible.

Other Considerations

- Can we coordinate schedules so that Interns can start when DHS faculty start so that they can become part of the building/enmeshed in the culture? There may be some liability or procedural issues to tackle to accomplish this. Who should we talk to about this? Susan is looking into this.
- Interns need DHS nametags.
- Interns need a duty assignment – this must be an assignment that does not require certification.
- Interns can support a certain number of events/activities per quarter at the school.
- Interns should attend faculty meetings, have the opportunity to attend building-level meetings (ie. SIP, club meetings, IEPs, BLT (maybe), PBIS, etc.), and be encouraged to attend district meetings (ie. board meeting, district committees, curriculum council, etc.)

Change Names

- STAR Tutoring = DHS Scholars
- Student Teacher = Intern (They are “Interns” throughout both semesters.)
- Cooperating Teacher = Mentor