K-State Professional Development Schools

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The College of Education, since 1989, has entered into partnerships with 3 local school districts to establish 14 elementary, 5 middle schools, and 2 high school Professional Development Schools (PDS). This PDS Partnership was expanded in 2005 to include 3 additional PDS Partner Districts. The PDS Partnership is based on the premise that education must be viewed as a continuum from kindergarten through university and that significant improvement in one part of the system is not likely without improvement throughout. As educators we cannot expect improvement in K-12 schools until we improve the preparation of teachers and administrators: but, we cannot sustain even the best teachers and administrators until we have improved school systems.

The Kansas State University PDS Model is based on the belief that teacher preparation and school reform are the joint responsibility of institutions of higher education and school systems. All teachers and principals from the PDS are now collaborative PDS partners. The PDS and their faculty are involved in all phases of the KSU teacher preparation program. Teachers, administrators, and KSU faculty jointly serve as co-planners, teacher and evaluators of methods courses and field experiences, on-site PDS seminar leaders, and supervisors and mentors of practicing teachers. Teachers, administrators and faculty are also jointly involved in school improvement efforts, curriculum development, program evaluation, professional development activities, and collaborative action research projects. Each PDS has identified at least one clinical instructor and KSU faculty member who, in conjunction with the building principal, coordinate all PDS activities and experiences.

K-State PDS Foundational Beliefs, Premises, Vision and Goals

Premises

1. PDSs must be based on collaborative relationships between content specialists, education specialists, practitioners, community member, and local and state agencies. Institutions of teacher preparation and school teachers and administrators need to create new partnerships to improve teaching from kindergarten through college.

2. PDSs strengthen and integrate practical field experiences. They serve as sites to integrate theory from professional studies with practice in clinical settings where fieldwork is interspersed and aligned with course work. This allows novice teachers to construct a more holistic understanding of teaching within the naturally complex environment of the school.

3. PDSs are vehicles to extend the knowledge base in teacher education for collaborative inquiry into teaching and learning. Innovative practices, and site-based action research should be incorporated as regular features of these schools.

4. PDSs are centers of learning communities. Professional development is a long-term, continuous process and should, therefore, reflect the lifelong learning of educators. Rather than short-term skill building and one-day workshops these schools help build a growth-oriented ecology.

5. PDSs play a critical role in the professionalization of teaching. For education to improve, a more professional vision of teaching must be created. Teachers, faculty, and students need to be involved in new roles and differential responsibilities. They need to be empowered to be an integral part of goal setting, problem solving, curriculum development, instructional improvement, student assessment, organizational decision-making, teacher preparation, and staff development programs.
Vision

The vision of the Kansas State University PDS Partnership is to collaboratively restructure the College of Education’s teacher preparation program while simultaneously reforming K-12 education for all students and educators. The fundamental purposes of this partnership are to capitalize on the collaborative inclinations, experiences, and needs of the many educational partners in our community to demonstrate how to help students achieve high academic standards and enhance the quality of teaching as a profession at all levels of schooling. Our vision has resulted in the development of the following goals.

1. Create a collaborative partnership between Kansas State University College of Education KSU College of Arts and Science, Manhattan-Ogden, Geary County, Riley County, Garden City, Dodge City, Ulysses School districts, and Kansas City School districts supported by the National Education Association, state and local agencies and community members to assume joint responsibility for the preservice and inservice professional development of K-12 educators and the systemic reform of education within the College of Education and partner school districts.

2. Establish elementary, middle and high school PDSs to create a collegial community of learners and develop model learning environments for all children and educators.

3. Develop and implement a standards-based professional development model and a continuous series of high quality preservice through inservice professional development opportunities that are aligned with national, state and local standards for educational improvements.

4. Enhance systemic K-12 reform in PDSs through the process of educational self-analysis and action research in order to educate each student to be a contributing citizen in a changing, diverse, society.

5. Provide educators content and pedagogical knowledge, skills, and dispositions necessary to effectively meet the challenging educational needs of all students.

Goals

To promote the intellectual engagement and development of all PDS participants, partnering institutions share the following responsibilities:

The Preparation of New Teachers

Teacher preparation is an extremely complex process which must be viewed as a continuum of career long experiences which mold and shape the ever changing behaviors of the classroom teacher. Our PDS have permitted us to restructure our teacher preparation from this complex, holistic perspective as opposed to disjointed, incremental reform efforts. The PDS facilitate systematic field experiences within realistically complex environments. These experiences have become a unifying feature of our students’ education by integrating content and pedagogy and providing a sense of relevancy for their studies.

Continuing Professional Development

In the PDS, preservice and inservice education is viewed as an inseparable continuum. The aim is to learn and grow together as a community of learners. Professional development opportunities offered within PDS provide novice and experienced educators with the knowledge, skills, attitudes, and resources to empower them to create teaching and learning environments to meet the needs of an increasingly diverse student population. School based student teaching seminars, cooperating teacher meetings, faculty meeting, new teacher mentoring programs, and professional development opportunities offered through a variety of special projects allow novice and experienced teachers to reflect on their teaching and learning with peers, administrators, and university faculty.

Support of Children’s Learning

PDS symbolizes a commitment to improving career long teacher preparation while improving K-12 instruction. The large numbers of KSU students and faculty working with each PDS provides extra resources, people, and support to help all children reach high levels of academic excellence. In addition many enrichment activities have been provided to children and their parents though family math and science programs; math, science, and technology after school clubs; summer magnet schools; and tutoring programs. Student teaching seminars and cooperating teacher meetings and ongoing professional development activities provide opportunities for PDS participants to enhance their understanding of teaching and learning. Collaborative action research and classroom innovations provide opportunities for teachers, and university faculty to implement, assess, and revise instructional practices to enhance children’s learning.
Practice Based Inquiry
Ultimately, PDS should exemplify the most current and best practices education has to offer. Practice based inquiry has included action research projects and classroom innovations. This collaborative inquiry has involved pilot testing and field testing new curriculum, technology, innovative teaching, and assessment techniques. Action research projects have been conducted to examine student learning, effective instruction, teacher preparation, educational equity, parental attitudes, and school change. Examples of classroom innovations include: developing non routine mathematical problem solving curricula; thematic teaching; peer coaching; team teaching; multi-age classrooms; and, alternative assessment strategies including authentic assessment, portfolios, non graded report cards, and student lead parent conferences. Our intention is to explore how children learn, how teachers learn and how schools improve.

K-State PDS Collaboration Guidelines and Strategies

Collaboration Guidelines

1. Establish meaningful collaborative goals:
   1. Improve teacher preparation at Kansas State University and beyond
   2. Improve elementary and secondary education within the professional development schools and beyond
   3. Help create a true profession of teaching at all levels kindergarten-college
2. Enhance ownership and personal sense of meaning:
   1. Encourage participation and involvement from all stakeholders
   2. Build collaborative relations between all members of the PDS Partnership
   3. Create a sense of responsibility for personal, organizational, and professional growth – we are responsible for ourselves but also for one another as a community of learners and for teaching as a profession
3. Establish a learning community:
   1. Create genuine partnerships – we all need to learn, improve, and grow together
   2. Integrate college, district, school, and individual needs and goals
   3. Encourage personal and organizational self-analysis and problem-solving
4. Empower teachers and students:
   1. Encourage diversification in teaching roles and responsibilities
   2. Create active problem-solving mentality
   3. Provide access to resources, information, and support
5. Utilize and expand the professional knowledge base:
   1. Encourage experimentation and risk taking
   2. Provide opportunities for action research, field testing, and pilot projects
   3. Provide opportunities to study, share, and plan together
6. Address adult learning needs:
   1. Treat teachers and faculty with dignity and respect as professionals
   2. Create long-term and continuous professional development plans
   3. Use multifaceted and variable formats for enhancing professional development
   4. Provide time and support for participants to practice new ideas
   5. Encourage strong administrative support at all levels
   6. Build a sense of efficacy – together we can succeed
Collaboration Strategies

Enhance Ownership, Participation and Communication

District Level:

- Identify clinical instructor for each PDS to disseminate PDS news and events throughout the school, district, and community
- Develop items for Board Meetings each year

School Level:

- Establish PDS Advisory Councils to meet once a year. Schools may elect to use existing Site Council for this purpose. Expand involvement to include representatives from: Elementary Education, Secondary Education, Educational Administration, Special Education, Arts and Sciences, KSU students, parents, K-12 students, building level Staff Development Council, and Site Council
- Align PDS agenda with building level staff development plans and School Improvement Plans
- Add a description of PDS to Parent Handbooks
- Develop School brochures for each PDS and/or add a section on PDS to each brochure
- Develop Student Handbooks for all field experience students assigned to a PDS
- Develop a PDS partnership newsletter for each school to document PDS news and events
- Periodically mention PDS events in parent newsletter
- Encourage student interns and cooperating teachers to write a joint letter of introduction to parents
- Develop yearly presentation on PDS for PTA meetings
- Encourage teacher presentations to parents during open house and back-to-school night explaining KSU partnership and KSU student involvement in the classroom
- Develop a photo display to introduce KSU students and faculty partners associated with each PDS
- Align the KSU and PDS calendars whenever possible
- Invite KSU PDS team members to PDS faculty meetings, staff development activities, site council meetings, etc. It should not be assumed that faculty would become regular contributing members of these teams, but that they should be informed of activities occurring in the life of each school and be encouraged to participate in additional ways within a PDS.

K-State:

- Establish PDS as a regular agenda item for monthly Curriculum and Instruction Department meetings and yearly College of Education meetings
- Conduct bi-monthly meetings with clinical instructors
- Invite principals, faculty liaisons, central administration, and KSU administration to a meeting with clinical instructors once a year
- Develop PDS brochure to distribute to parents, KSU students, community members and other interested educators
- Invite PDS representatives to participate in COE meetings, committees, retreats, searches, program planning and evaluation, and accreditation activities

Clarify Expectations for Partnership

- Maintain mutually beneficial goals for the partnership
- Maintain written descriptions of roles, responsibilities and expectations for KSU faculty, and PDS faculty involved in the partnership (clinical instructors, coordinator of PDS, faculty liaisons, mentor teachers, administration)
- Align KSU field experiences with PDS school curriculum, K-12 school improvement goals, and national standards
• Disseminate expectations for methods courses and field experiences to PDS faculty (Place syllabi from methods courses and field experiences and textbooks, if possible, in each PDS library)
• Maintain written descriptions of field placement procedures

Document Program Effectiveness

• Continuously monitor and adjust all field experiences based on feedback from: KSU students, KSU faculty, PDS faculty, and K-12 students and their parents
• Continuously assess partnership programs to examine its effects on KSU students, KSU faculty, KSU programs, PDS faculty, PDS programs, and K-12 and their parents (test scores, surveys, interviews, focus groups, observations, etc.)
• Conduct action research projects each year within the PDS sites

K-State PDS Partnership
Roles and Responsibilities

K-State PDS Partnership Clinical Instructor

Coordinate all PDS Activities and Field Experiences

• Supervise, coordinate, and troubleshoot all PDS efforts
• Coordinate placement of KSU field experience students
• Provide orientations for all field experience students and PDS faculty
• Conduct student intern and cooperating teacher seminars
• Help supervise KSU field experience students

Coordinate PDS Communication Efforts

• Develop effective communication strategies for each PDS
• Maintain communication between district administrators, PDS teachers, administrators, parents, and students, KSU faculty, and other clinical instructors
• Attend regularly scheduled clinical instructor meetings

Coordinate PDS Simultaneous Improvement Efforts

• Promote professional development and school improvement activities at each PDS and align these activities with other district and building improvement efforts
• Participate in PDS professional development and school improvement activities
• Facilitate PDS action research projects
• Facilitate mentoring programs for novice teachers at each PDS
• Facilitate participation in National Board for Professional Teaching Standards

Coordinate PDS Program Evaluation

• Serve as PDS program evaluation team member
• Conduct annual assessment of PDS impact involving teachers, administrators, parents, and KSU students and faculty
• Collect and help analyze PDS student achievement data
K-State PDS Partnership Coordinator

Coordinate Field Experiences (K-12) in the Professional Development Schools

- Facilitate the development of a college-wide vision for Professional Development Schools
- Facilitate the development of goals, outcomes, and expectations for field experiences
- Modify expectations and outcomes from the collaboration as required
- Develop a means to document field experiences to aid in on-going evaluation of the collaboration
- Coordinate the involvement of additional university-wide participation in the Professional Development Schools
- Maintain communications between the Professional Development Schools and the College of Education
- Coordinate efforts of the clinical instructors in the Professional Development Schools
- Coordinate placement of students in the Professional Development Schools with the Office of Field Experiences based on a knowledge and understanding of the teachers, schools, students, and faculty involved

Coordinate the Professional Development of Participants in the Professional Development Schools

- Provide professional development for clinical instructors, teachers, administrators, and faculty involved in the Professional Development Schools
- Arrange for graduate credit for teachers’ and administrators’ work experiences in the Professional Development Schools

Coordinate Professional Development Schools' Research Agenda

- Implement a research agenda in teacher education and Professional Development Schools
- Facilitate action research with Professional Development Schools involving teachers, students, and faculty
- Incorporate graduate students and faculty into on-site research in the Professional Development Schools
- Disseminate knowledge of current issues and research in teacher education and Professional Development Schools with K-16 colleagues
- Encourage innovation in education with the Professional Development Schools and the College of Education

K-State PDS Partnership University Supervisor

KSU-based Faculty and Clinical Instructors collaborate to complete these tasks

- Assist preservice teachers to have the best possible chance of success in their teaching experiences
- Help the participants understand their roles in the field experience
- Serve as a liaison between the cooperating school personnel and the College of Education
- Work with the cooperating teachers and their preservice students in planning, executing, and evaluating during field experience
- Check the preservice teachers’ plans for evidence of good planning
- Provide guidance to the preservice teachers through regular visitations to observe them teaching in the classroom and holding conferences with them and their cooperating teachers
- Make the necessary visitations for the purpose of assisting each preservice teacher and cooperating teacher
- Conference with the preservice teachers and their cooperating teachers after observations
- Periodically review the progress of each preservice teacher with his/her cooperating teacher
- Conduct student teaching seminars
- If problems develop between a preservice teacher and his/her cooperating teacher, work with the parties to solve the problems
- Help the preservice teachers and their cooperating teachers resolve problems affecting the student teaching-learning situation
• Keep the Director of Field Experiences informed of major preservice student teaching problems that develop during the semester, and help in the withdrawal from, the reassignment of, or the extension of the experience
• Meet with the student teacher and cooperating teacher prior to or during the first week of student teaching to review the knowledge base and confirm responsibilities, roles, and expectations of the student teacher, cooperating teacher, and university supervisor. In addition, make at least one observation followed by a conference for every three weeks of student teaching
• Submit an evaluation for each student teacher to Office of Field Experiences
• After consulting with each cooperating teacher, assign a grade of credit or no credit to each preservice teacher

K-State PDS Partnership Elementary PDS Liaison

Responsibilities

1. Interact with the school’s Clinical Instructor to ensure that all supervision of teacher candidates is being handled successfully.
2. Provide any assistance to the college supervisors assigned to supervise teacher aides, Block B students, Block C students, and student teachers.
3. Work with the school’s Clinical Instructor in planning and conducting seminars for the student teachers.
4. Work with the school’s Clinical Instructor to provide staff development opportunities for the supervising teachers.

K-State PDS Partnership Director of Field Experiences

Responsibilities

• Serve as the liaison between the College of Education and school systems in administering the various stages of the field-based aspects of teacher education programs from visitation to internships
• Provide leadership and assistance in developing programs of student teaching and other clinical experiences in cooperating school systems
• Hold the responsibility for the overall coordination of clinical experiences so that they meet the standards of the College of Education, the cooperating school system and the State Department of Education
• Provide information concerning the overall program of clinical experiences to all interested parties
• Assist the staff members of the College of Education in the selection of stations and placement of the aides, practicum students and interns/student teachers in acceptable locations
• Plan in cooperation with clinical instructors, university supervisors and cooperating teachers, programs of high quality
• Establish, with the approval of clinical instructors, university supervisors and administrative personnel, the beginning and ending dates of field experiences
• Issue all certificates for student teaching and other appropriate field experiences
• Plan and initiate the establishment of additional field experience centers as needed
• Develop and provide materials and policies essential to the successful functioning of the field experience for the student, the public school, university officials and staff members
• Negotiate appropriate agreements with public schools for the official placement of students in all field experiences where contractual agreements are necessary
• Disperse budgeted funds as stipends to cooperating schools and teachers as provided by law and contractual agreement
• Establish and maintain appropriate records of all field experiences
• Coordinate the travel involved in supervision of all field experiences
• Establish appropriate orientation sessions for the students in field experiences
• Participate in the evaluation of each of the programs within the framework of field experiences
K-State PDS Partnership School Sites

Riley County USD 378
• Riley County Grade School
• Riley County Jr. High School

Manhattan-Ogden USD 383
• Amanda Arnold Elementary School
• Frank V. Bergman Elementary School
• Bluemont Elementary School
• Lee Elementary School
• Marlatt Elementary School
• Northview Elementary School
• Ogden Elementary School
• Theodore Roosevelt Elementary School
• Woodrow Wilson Elementary School
• Dwight D. Eisenhower Middle School
• Susan B. Anthony Middle School
• Manhattan High School

Geary County USD 475
• Lincoln Elementary School
• Morris Hill Elementary School
• Sheridan Elementary School
• Ware Elementary School
• Fort Riley Middle School
• Junction City Middle School
• Junction City High School

Topeka USD 501
• Stout Elementary School
• State Street Elementary School

Kansas City Area Partner Districts
• Blue Valley USD 229
**GLOSSARY**

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Aides</td>
<td>KSU TEACHER AIDES: Students from KSU who spend two hours twice a week assisting classroom teachers in tutoring and clerical duties.</td>
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<tr>
<td>Block B</td>
<td>ELEMENTARY and MIDDLE FIELD EXPERIENCE IN K-2 LITERACY and SCIENCE: This field experience is divided into two specific experiences. The students are placed in groups of three and assigned to a particular school and classroom. During the early part of the semester the students focus on K-2 literacy activities with small groups of students and work with students on a one to one basis. During the second part of the semester the students work as a team to develop and teach three inquiry-based science lessons.</td>
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<tr>
<td>Block C</td>
<td>ELEMENTARY and MIDDLE FIELD EXPERIENCE IN MATHEMATICS, 3-6 LITERACY and SOCIAL STUDIES: A team of two preservice students teach whole class, small group or individual Math, Language Arts and Social Studies lessons. Students are in the classroom 16 half days per semester.</td>
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<tr>
<td>Block 1</td>
<td>MIDDLE and SECONDARY FIELD EXPERIENCE: A team of two preservice students teach whole class and small group lessons in a particular content area. These experiences may be out of the student’s content area. Students are in the classroom for 6 weeks.</td>
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<tr>
<td>Block 2</td>
<td>MIDDLE and SECONDARY METHODS FIELD EXPERIENCE: This is the field experience prior to student teaching. Preservice students perform a variety of tasks, depending on the content area, that range from observations and tutoring to small group and large group instruction.</td>
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<tr>
<td>Candidates</td>
<td>Individuals admitted to, or enrolled in, programs for the initial or advanced preparation of teachers and other professional educators.</td>
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<tr>
<td>CI</td>
<td>CLINICAL INSTRUCTOR: School District liaison and coordinator of PDS activities at the building and/or level.</td>
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<tr>
<td>Co-Teaching</td>
<td>Student teacher and cooperating teacher working together with groups of students and sharing the delivery of instruction and physical space.</td>
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<tr>
<td>CPSI</td>
<td>COUNCIL FOR PUBLIC SCHOOL IMPROVEMENT: Sponsor four to five conferences per year.</td>
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<tr>
<td>CT</td>
<td>COOPERATING TEACHER: A certified teacher who is supervising and co-teaching with a student teacher in his/her classroom.</td>
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<tr>
<td>District Induction Program</td>
<td>Comprehensive program aimed at training and retaining quality teachers, promoting professional growth and improving student achievement.</td>
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Field Experience

A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences occur in off-campus settings such as schools, community centers, or homeless shelters, as well as in PDSs.

FFT

Framework for Teaching: Charlotte Danielson identified those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The framework seeks to define what teachers should know and be able to do in the exercise of their profession.

INTASC

Interstate New Teacher Assessment and Support Consortium: A project of the Council of Chief State School Officers that has developed model performance-based standards and assessments for the licensure of teachers.

Interns

Term used by some schools to identify KSU students in their last field experience. A synonymous term would be “student teacher”.

KSBE

Kansas State Board of Education: State agency responsible for developing the rules and regulations for accrediting teacher education units and approving programs.

KSDE

Kansas State Department of Education: The agency’s staff that assists and facilitates the process described in KSBE rules and regulations.

KSU

Kansas State University: Land-grant university located in Manhattan, Kansas.

Mentor

Provides personal support and guidance to teachers and administrators. Promotes professional growth, creates a learning community, and improves student achievement.

NBPTS

National Board for Professional Teaching Standards: A professional certification process where teachers demonstrate their teaching practice as measured against high and rigorous standards for what accomplished teachers should know and be able to do. It is a national voluntary system to assess and certify teachers who meet these standards. A National Board Certificate is valid for 10 years.

NCA

North Central Accreditation: A national accreditation process.

NCATE

National Council for Accreditation of Teachers: A non-profit, non-governmental organization that is recognized by the US Department of Education as the accrediting body for colleges and universities that prepare teachers and other professional personnel for work in P-12 educational settings.

NT

New Teacher: Persons in their first year of employment as a teacher.
**Partnership**  A relationship between USD 229, USD 378, USD 383, USD 475, USD 501, USD 512 and Kansas State University College of Arts and Science and College of Education.

**Partnership Project**  A Title II Department of Education supported project that allowed for a collaboration among Kansas State University Arts and Science faculty, College of Education faculty, Dodge City Community College faculty, Garden City Community College faculty, Seward County Community College faculty, and PDS faculty to improve teaching and learning K-16 and enhance teacher education in partnering colleges.

**PDC**  Professional Development Council: A district organization that sets parameters for district staff development activities.

**PDS**  Professional Development School: Partnership between KSU and local school districts to improve teaching and learning K-16.

**Preservice**  KSU student who has been accepted into the College of Education for training.

**SIP**  School Improvement Plan: A plan for addressing accreditation goals.

**Summer Institute**  Part of the Partnership Project. Provides professional development opportunities for Kansas State University Arts and Science faculty, College of Education faculty, Dodge City Community College faculty, Garden City Community College faculty, Seward County Community College faculty, and PDS faculty.

**US**  University Supervisor: A supervisor from KSU who observes, coaches, provides feedback and writes a final evaluation of the KSU preservice teacher during his/her field experience. This supervisor may be an on-campus faculty/staff or a clinical instructor.

<table>
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<tr>
<th>Grade Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>Elementary</td>
<td>grades K-6</td>
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<tr>
<td>Middle</td>
<td>grades 6-8, 7-8</td>
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<tr>
<td>Secondary</td>
<td>grades 9-12</td>
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Clinical Instructor Timeline of Events

On-going Events:

**Generalist Clinical Instructors K-12:**
Serve as liaison between USD teachers and KSU College of Education faculty (share comments and concerns)
Serve on building and district committees to provide input about PDS efforts
Serve on the building staff development committee
Attend site council meetings to represent PDS efforts
Assist teachers in the National Board Certification process
Assist teachers in conducting action research projects
Write articles for parent newsletters
Communicate PDS efforts to faculty (oral and written)
Assist in preparing materials/reports needed for PDS
Coordinate school visits by other institutions
Participate in KSU grant activities: Partnership Project: NCATE PDS Standards Pilot; NCA Teacher Retention, Teacher Quality and Student Achievement Project, etc.
Attend KSU College of Education Faculty retreats to discuss curriculum and PDS efforts
Participate in the evaluation of the PDS program
Conduct Student Teacher seminars
Conduct Cooperating teacher seminars
Formal observations of student teachers
Block B and Block C lesson plan review and observations (Elementary and Middle level)
Review student teacher lesson plans weekly
Attend CPSI staff development
Make presentations to KSU classes
Trained in “Framework for Teaching” to provide presentations and resources

**August**
Revise and/or prepare site handbooks for all field experience students Elementary, Middle, Secondary level requests for fall teacher aide placements, Block B, Block C, Block 1, Bock 2 Elementary, Middle Secondary level building orientation for student teachers
Elementary, Middle Secondary level building orientation for cooperating teachers who have student teachers

Bi-monthly K-12 Generalist Clinical Instructor meeting at KSU
Clinical Instructor Timeline of Events (cont.)

**September**
Elementary, Middle Secondary level building orientation for field experiences
(Elementary aides, Secondary aides, Block B, Block C, Block 1, Block 2)
Elementary, Middle Secondary level building orientation for cooperating teachers
(Elementary aides, Secondary aides, Block B, Block C, Block 1, Block 2)

Bi-monthly K-12 Clinical Instructor meeting at KSU

**October**
Secondary KSU aide midterm evaluations completed by supervising teacher
Elementary, Middle, Secondary level mid-term evaluation conference for 16-week KSU student teachers
Final evaluations for 8-week students teachers who rotate to second placement

Elementary and Middle level requests for spring elementary teacher aide and elementary student teacher placements
Middle level requests for secondary teacher aide and elementary student teacher placements
Middle and Secondary level facilitate teacher, student and administrative panel for KSU Teacher Aide course.

Bi-monthly K-12 Clinical Instructor meeting at KSU

**November**
Elementary, Middle, and Secondary level collaborate with KSU for spring student teacher placements (cooperating teachers approved by building principal and then forwarded to the Office of Field Experiences)
Middle level observation and evaluation of Block 1 presentations

Bi-monthly K-12 Clinical Instructor meetings at KSU

**December**
Elementary, Middle, and Secondary level secondary teacher aide evaluations
Program evaluation: input from student teachers, cooperating teachers, USD students (periodically)

Bi-monthly K-12 Clinical Instructor meetings at KSU
Clinical Instructor Timeline of Events (cont.)

January
Elementary and Middle level requests for spring Block B, Block C placements
Middle and Secondary level requests for spring secondary teacher aide placements, Block 1, Block 2
Elementary, Middle, and Secondary level building orientation for student teachers
Elementary, Middle, and Secondary level building orientation for cooperating teachers who have student teachers

Bi-monthly K-12 Clinical Instructor meetings at KSU

February
Elementary, Middle, and Secondary level building orientation for field experiences (Elementary aides, Secondary aides, Block B, Block C, Block 1, Block 2)
Elementary, Middle, and Secondary level building orientation for cooperating teachers (Elementary aides, Secondary aides, Block B, Block C, Block 1, Block 2)

Bi-monthly K-12 Clinical Instructor meetings at KSU

March
Secondary KSU aide mid-term evaluations completed by supervising teacher
Elementary, Middle, and Secondary level mid-term evaluation conference for 16-week KSU student teachers
Final evaluation for 8-week student teachers who rotate to second placement

Bi-monthly K-12 Clinical Instructor meetings at KSU

April
Elementary, Middle, and Secondary level collaborate with KSU for fall student teacher placements (cooperating teachers approved by building principal and then forwarded to the Office of Field Experiences)
Middle level observation and evaluation of Block 1 presentations

Bi-monthly K-12 Clinical Instructor meetings at KSU

May
Elementary, Middle, and Secondary level secondary teacher aide evaluations
Program evaluation: input from student teachers, cooperating teachers, USD students (periodically)

Bi-monthly K-12 Clinical Instructor meetings at KSU
Participate in developing building staff development plan

June
Complete PDS Partnership Annual Building report
Acronyms: Living by Letters

KSU  Kansas State University  SIT  Student Improvement Team
PDS  Professional Development School  ESL  English as a Second Language
CI  Clinical Instructor  ELL  English Language Learner
Teacher Aide  (EDEL 230  EDSEC 200 and 230)  KRA  Kansas Reading Association
Block A  Elementary Core Teaching Skills  IRA  International Reading Association
Block 1  Secondary Core Teaching Skills  IRC  Interrelated Resource Center
Block B  Elementary K-3 Literacy and Science  SL  Speech/Language
Block C  Elementary Social Studies and Math Methods

Block 2  Secondary Content Methods  QUI II  Qualitative Reading Inventory II
ST/SI  Student Teacher/Student Intern  DIBELS  Dynamic Indicators of Basic Early Literacy Skills
CT  Cooperating Teacher/Mentor to Student Intern

NCATE  Professional Accrediting Body  KNEA  Kansas National Education Association
ESEA  Elementary & Secondary Education Act  NEA  National Education Association
NCA  North Central Accreditation  NAEA  National Art Education Association
SIP  School Improvement Plan  NASPE  National Association for Sport and Physical Education
PDC  Professional Development Council  NCTE  National Council of Teachers of English
CPSI  Council for Public School Improvement  NCTM  National Council for Teachers of Math
ASCD  Association for Supervision and Curriculum Development  KATM  Kansas Association for Teachers of Math
BOE  Board of Education  KATS  Kansas Association for Teachers of Science
LMS  Library Media Specialist  NCSS  National Council for Social Studies
NRT  Norm-referenced Test  NSTA  National Science Teachers Association
CRT  Criterion-referenced Test  NBPTS  National Board for Professional Teaching Standards
SPED  Special Education
IEP  Individual Education Plan
PARA  Paraprofessional
LD  Learning Disability
AM  Autism
GI  Gifted
MR  Mental Retardation
ED/BD  Emotional Disability/Behavioral Disability