



**MURRAY STATE**  
UNIVERSITY

College of Education and Human Services



# Professional Development School Handbook 2020-21

Roles, Responsibilities, and Policies for Yearlong Internship



**PROFESSIONAL**  
**DEVELOPMENT**  
**SCHOOL**

## TABLE OF CONTENTS

### General Information

Introduction from the Dean.....	4
Why are Professional Development Schools Important?.....	5
Vision .....	5
Mission.....	5
Defining Characteristics of Professional Development Schools.....	5-6
Administrative Personnel.....	6

### Guiding Documents for the Professional Development School Program

Important Dates (2020-21).....	7
Policy Requirements.....	7
Teacher Education Professional Dispositions.....	7
Council for the Accreditation of Educator Preparation (CAEP) Standards.....	7-8
Teacher Education Sourcebook.....	8
Kentucky Teacher Standards.....	8
Kentucky Department of Education.....	8
Education Professional Standards Board.....	8
Murray State University College of Education and Human Services.....	8
Professional Code of Ethics for Kentucky School Personnel.....	8

### MSU Teacher Candidate: Responsibilities, Polices, and Practices

Responsibilities Prior to Internship.....	10
Getting Started with Internship.....	10
During the Internship.....	10-11
Polices and Practices.....	11
Appropriate Attire and Appearance.....	11
Attendance.....	11-12
Confidential Information FERPA.....	12
Identification Badges.....	12
Inclement Weather.....	12
Personal Concerns.....	13
Professionalism.....	13-14
Schedule.....	14
Substitute Teaching.....	14
Transportation, Food, and Housing.....	14-15
Transporting Students.....	15

### School-based Educator: Roles, Qualifications, Selection, and Guidelines

Roles.....	16
Qualifications.....	16-17
Selection Process.....	17
Guidelines.....	17
Yearlong School-based Educator Responsibilities.....	18
Suggestions for Assimilating MSU Teacher Candidates.....	18-19

**Principal/School Administrator: Roles and Responsibilities**

Support the Implementation and Assessment of the PDS Program.....	20
Collaborate with PDS Partners.....	20
Assist in the Implementation of Clinical Experiences for MSU Teacher Candidates.....	20
Support School-based Educators, University Educators, and MSU Teacher Candidates.....	20

**PDS University Coordinator: Roles and Responsibilities**

Roles.....	21
------------	----

**PDS Teacher Candidate Placements**

Purpose.....	21-22
Admission to the PDS Program.....	22
Selection of Placement Schools.....	22
Placement Procedures.....	22-23
Placement Criteria.....	23
Placement Changes.....	23
Withdrawal from PDS Program.....	23
Addressing Problems and Concerns with Teacher Candidates.....	23-24

**Program Evaluation and Improvements**

Resource Links.....	25
---------------------	----

**Appendix**

A. PDS Project Charter.....	26-27
B. School Observation Form.....	28-30
C. PDS Teacher Candidate Application.....	31-32
D. PDS School-based Educator Information Sheet.....	33
E. PDS Teacher Candidate Recommendation Form.....	34
F. PDS Timeline.....	35
G. Practicum Planning Sheet.....	36

## General Information

Dear teacher candidates, mentor teachers, and University supervisors:

The Murray State University College of Education and Human Services is implementing new clinically-based approaches for preparing teachers. We have researched this concept in other universities across the nation and found it to be highly effective in preparing teacher candidates. We are now ready to implement this model in our region.

The Professional Development School model allows teacher candidates to begin the school year with mentor teachers in host schools. They will have a unique opportunity to serve as “junior faculty members” for an entire school year alongside highly capable master educators. The yearlong internship epitomizes the idea of “learning by doing,” and our aim is that our graduates will be fully prepared as competent, confident, and committed educators to meet the challenges that teachers face.

We want the yearlong internship experience to be rewarding for our mentor teachers as well and of real benefit to partner schools. The educators in our local school districts are essential to the MSU teacher preparation program as they share their expertise and daily professional experiences with teacher candidates. Districts benefit from these “junior faculty members” as students benefit from the added assistance in the classroom. Teacher candidates, mentor teachers, University supervisors, as well as the school liaisons, principals, and College of Education and Human Services support staff collaborate as a team to provide a constructive learning experience for both the teacher candidates and students in the partner schools.

Education is a noble calling that entails both challenges and responsibilities. As educational practitioners, teacher candidates are expected to uphold the highest standards of the profession as they relate to students, families, and communities. The Professional Development School model will provide teacher candidates with an authentic experience that will ultimately benefit the teacher candidate, students, school, district, University, and community.

Sincerely,  
Dr. David Whaley, Dean

## **Why are Professional Development Schools Important?<sup>1</sup>**

Increasingly, all students are expected to know more, have better skills, and show deeper understanding of content; they are expected to be able to demonstrate what they know and are able to do. While a major approach to meeting this challenge has been through standards-based reform and school restructuring at the P–12 level, this approach is necessary but not sufficient. Attention to teacher quality is critical. Recognizing this, educators have undertaken numerous reforms in professional preparation. What is often missing is an alignment between these two strategies.

Professional Development Schools are important because they bring together these two streams of reform. They support that necessary alignment and go beyond it. For a long time, educators have sought ways for P–12 and professional education to effectively work together to the benefit of both sectors. Students, candidates, and faculty benefit from opportunities to learn in the context of a PDS partnership. PDSs are settings in which new practitioners, P–12 faculty, and University faculty can learn to meet the challenges of 21st century education because the expertise and resources of both the University and the schools support them.

<sup>1</sup> This section contains excerpts from: National Council for the Accreditation of Teacher Education (2001). Standards for Professional Development Schools.

### **Vision**

To create a University-School Partnership Network focused on student learning through the development of high-quality teacher candidates.

### **Mission**

The mission of the Murray State University Professional Development School model is to create a strong collaborative program between district and University faculty committed to developing exemplary teachers and improving P-12 learning.

### **Defining Characteristics of Professional Development Schools**

- Improved academic achievement
- Shared vision for developing exemplary teachers
- Cohort-based
- Carefully planned yearlong internship
- MSU teacher candidates present from first day to last day of the district's school year
- School-based educator engaged at a much deeper level in developing a new teacher
- Strong relationship between Murray State University College of Education and Human Services, local district, school, and community
- Comprehensive coaching model
- In-depth reflection and evaluation system
- Districts have opportunity to hire PDS teacher candidates
- Improved professional learning for school and University faculty and teacher candidates
- Increased support for new teachers

- University liaison assigned to each district/school
- Competencies aligned with state and national standards, the Danielson Framework for Teaching, and the Characteristics of Highly Effective Teaching and Learning
- Exceeds all teacher education requirements

**Administrative Personnel**

**COEHS Dean**

Dr. David Whaley  
3101B Alexander Hall  
270-809-3829  
dwhaley2@murraystate.edu

**COEHS Interim Assistant Dean**

Dr. Susana Bloomdahl  
3101D Alexander Hall  
270-809-3807  
sbloomdahl@murraystate.edu

**Early Childhood & Elementary Ed.**

Dr. Lynn Patterson  
3223 Alexander Hall  
270-809-4898  
lpatterson@murraystate.edu

**Teacher Education Services**

Dr. Alesa Walker  
2101E Alexander Hall  
270-809-3768  
awalker@murraystate.edu

**Adolescent, Career, & Special Ed.**

Dr. Barbara Washington  
3225 Alexander Hall  
270-809-2262  
bwashington@murraystate.edu

**Paducah Education Coordinator**

Dr. Aimee Herzog-Gruber  
4430 Sunset Ave., Paducah, KY  
270-809-5464  
aherzoggruber@murraystate.edu

**Teacher Quality Institute**

Debbie Bushart  
304 Alexander Hall  
270-809-3188  
dbushart@murraystate.edu

**Middle School Program Coordinator**

Dr. Miguel Gomez  
3242 Alexander Hall  
270-809-2686  
mgomez3@murraystate.edu

**Madisonville Education  
Coordinator**

Dr. Karen Mackey  
2000 College Dr., Madisonville, KY  
270-809-5467  
kmackey2@murraystate.edu

**Hopkinsville Education Coordinator**

Beverly Fort  
5305 Fort Campbell Blvd., Hopkinsville,  
KY  
270-809-1540  
bfort1@murraystate.edu

## Guiding Documents for the Professional Development School Program

### Important Dates (2020-21)

*Dates are subject to change*

Fall 2020	Internship I
Week of August 1 (Refer to host school district calendar for start date)	Report to assigned school for professional development days  Interns engage all day, every day until Murray State classes begin
August 17	Murray State classes begin
November 17	Murray State classes end
November 20	Murray State finals end
Holiday Break (Refer to host school district calendar for start of holiday break)	Report to assigned school all day, every day until school dismisses for holiday break
Spring 2020	Internship II
Week of January 3 (Refer to host school district calendar for start date)	Report to assigned school all day, every day until student teaching seminar
January	Student teaching seminar days 1-3
February	Student teaching seminar day
April	Student teaching seminar day
May	Murray State University Commencement Ceremony

### Policy Requirements

Teacher candidates participating in the Professional Development School internships are bound by University policies, COEHS policies, Teacher Education Services guidelines, student teaching guidelines, and the syllabus of their corresponding courses.

### Teacher Education Professional Dispositions

The mission of the College of Education and Human Services is to prepare future leaders, advocates, and practitioners through authentic, engaging, and student-centered academic programs for successful careers that positively impact communities. Teacher candidates will become educators who are *inclusive, responsible, enthusiastic, caring, confident and ethical*.

### **Council for the Accreditation of Educator Preparation (CAEP) Standards**

Murray State University has held accreditation by the Council for the Accreditation of Educator Preparation since 1954. According to its mission statement, "CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning." ([caepnet.org](http://caepnet.org))

### **Teacher Education Sourcebook**

PDS practicum and student teaching placements meet or exceed all relevant regulations and guidelines.

### **Kentucky Teacher Standards**

[www.epsb.ky.gov/mod/book/view.php?id=133](http://www.epsb.ky.gov/mod/book/view.php?id=133)

### **Kentucky Department of Education**

[education.ky.gov](http://education.ky.gov)

### **Education Professional Standards Board**

[kyepsb.net](http://kyepsb.net)

### **Murray State University College of Education and Human Services**

[murraystate.edu/coehs](http://murraystate.edu/coehs)

### **Professional Code of Ethics for Kentucky School Personnel**

#### **16 KAR 1:020**

Educators in the Commonwealth strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship and safeguard the freedom to learn and to teach. Kentucky educators believe in the worth and dignity of each human being and in educational opportunities for all. Educators in the Commonwealth strive to uphold the responsibilities of the education profession according to the highest ethical standards and follow the obligations to students, to parents, and to the education profession.

#### **The Students**

- Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
  - Shall respect the constitutional rights of all students.
  - Shall take reasonable measures to protect the health, safety, and the emotional well-being of students.
  - Shall not use professional relationships or authority with students for personal advantage.
  - Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
  - Shall not knowingly make false or malicious statements about students or colleagues.
  - Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.

### **The Parents**

- Shall make reasonable effort to communicate to parents, information which should be revealed in the interest of the student.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

### **Education Profession**

- Shall exemplify behaviors which maintain the dignity and integrity of the profession.
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
- Shall not use coercive means or give special treatment in order to influence professional decisions.
- Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
- Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal

access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone (270)-809-3155 (Voice) and (270) 809-3361 (TDD)

## **MSU Teacher Candidate: Responsibilities, Policies, and Practices**

The Murray State University teacher candidate is committed to the goals, mission, and vision of the Murray State University-School Partnership Network. The MSU teacher candidate works with the University educator, school-based educator, school staff, and administration to achieve the Professional Development School (PDS) goals.

### **Responsibilities Prior to Internship**

- Establish professional contact with the school-based educator. Contact information is exchanged.
- Become familiar with the school and community assigned for the internship and, when necessary, secure suitable living facilities prior to beginning the internship.
- Visit the school and district websites to build background knowledge.
- Plan to begin internship when the district in which the placement is made schedules teacher professional development days in August. MSU teacher candidates are required to report to their assigned placements all day, every day until Murray State University classes begin.
- Meet school district's background check requirements.

### **Getting Started with Internship**

- Upon first arriving at the school to begin the internship experience, report to the principal.
- Consider sending a professional email message to the principal before reporting on the first day.
- Submit the completed emergency information form to the school secretary.
- Become familiar with and adhere to the rules applicable to students and teachers in the assigned school.
- Obtain a copy of the school handbook to become familiar with the policies and regulations of the school and school district to which you will be held accountable.
- Discuss the expectations and/or responsibilities "outside the classroom" (bus duty, Open House, PTO meetings, etc.) with the school-based educator.
- Report on time each day and to all activities or duties as scheduled.

### **During the Internship**

- Prepare daily lesson plans for approval as directed. Daily lesson plans are to be submitted to the school-based educator at least two school days before the lesson is to be presented. A file of lesson plans must be maintained for examination by the school-based educator and the University educator.

- Welcome and ask for assistance, advice, feedback, coaching, and constructive criticism and act on the suggestions appropriately. Become a “reflective practitioner.”
- Observe and/or participate in conferences with parents when the school-based educator considers it appropriate.
- Determine with the school-based educator the responsibility an MSU teacher candidate carries for preventing and managing disciplinary problems and maintaining the physical condition of the room.
- Attend professional meetings, such as faculty meetings, district teachers' meetings, PTO meetings, and other meetings that the school-based educator is required to attend.
- Set an example for students in matters of dress and behavior and display the Murray State College of Education and Human Services' Dispositions for Teachers by demonstrating high standards of ethics and professionalism. Note: MSU teacher candidates are representatives of Murray State University and their assigned school sites. Remember, this placement is the beginning of your professional reputation, which will have a significant impact on your future career.
- Collaborate with the school-based educator to gather data and evidence to complete a self-assessment at the midterm and final points of Internship I (fall semester) and Internship II (spring semester).
- Submit complete and accurate records and reports requested by the school and the University.
- Collaborate with the school-based educator in developing a long-range plan for one course or content area.
- Seek support for developing and completing the requirements from Murray State University, the Education Professional Standards Board, and the Kentucky Department of Education.

## **Policies and Practices**

### ***Appropriate Attire and Appearance***

The policies and culture of each individual school and/or district and the nature of the instructional activities define permissible dress and grooming. Teacher candidates are expected to maintain standards of dress and appearance that conform to the established policies of local schools. MSU teacher candidates should dress professionally at all times in the schools, typified by slacks, skirts, collared shirts, and ties (if applicable). It is the candidate's responsibility to become familiar with the school's expectations for faculty appearance. MSU teacher candidates should have a general discussion on choices of attire with both the school-based educator and University educator prior to the first day of the experience.

### ***Attendance***

- MSU teacher candidates have an obligation to be consistent and punctual in attendance. This applies in two areas:
  - School-related Activities – MSU teacher candidates should be in their assigned school (in the classroom, NOT pulling in the parking lot) at the time designated by their school-based educator, school principal, and University educator. MSU teacher candidates are to attend all workdays, in-service days, and professional development days with the school-based educator (provided that these dates do not interfere with courses or required seminars at the University).

- University-related Activities - At specified times during the semester, MSU teacher candidates are required to participate in conferences, seminars, and meetings with Murray State University faculty members. Attendance at these activities is mandatory. These meetings may be during the teaching day or in the afternoon or evening. School-based educators will be informed of the dates of these meetings well ahead of time, should the MSU teacher candidate be away during any or all of the teaching day.
- MSU teacher candidates may attend two days of professional development activities per semester (e.g., state/national conferences, seminars, trainings, interviews) by submitting a written request and receiving permission from the University educator, school-based educator, and the MSU PDS coordinator. If traveling in association with Murray State University, a travel authorization form must be completed and submitted to the PDS coordinator. If procedures are followed and permission is granted, these days need not be made up.
- MSU teacher candidates are allowed to participate in field trips for their classes, provided the date/time of the field trip does not interfere with University obligations. Please note that MSU teacher candidates are NOT allowed to assume responsibility for the role of chaperone for either small groups or whole classes at any time due to liability purposes.
- MSU teacher candidates will NOT miss any days during the PDS yearlong experience. If an extenuating circumstance does arise, the MSU teacher candidate must notify the school-based educator and University educator as early as possible. In case of illness requiring a teacher candidate to miss more than three days, a doctor's note is required and should be submitted to the University educator.
- MSU teacher candidates are required to sign in and sign out daily at their school sites.

### ***Confidential Information - FERPA***

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, student health records, academic records, Individualized Education Plans (IEP), family histories, and more. MSU teacher candidates are held to the same legal and professional standards as full-time teachers with regard to confidential information. In accordance with the Family Educational Rights and Privacy Act (FERPA), MSU teacher candidates must refrain from discussing information related to the students with whom they are working. FERPA training is provided to candidates prior to the internship. Questions from the MSU teacher candidate regarding confidentiality policies should be directed to the school-based educator and/or University educator.

### ***Identification Badges***

Schools are secure environments, and access to schools is controlled. In recognition of the schools' efforts to ensure the safety and security of students and staff, MSU teacher candidates are required to wear an identification badge when in the schools. MSU ID badge must be worn, or the MSU teacher candidate may wear a badge provided by the placement site. It is University policy that teacher candidates sign in and out from the school site daily. In addition, teacher candidates need to sign in and out using the LiveText Field Experience Module.

### ***Inclement Weather***

An MSU teacher candidate's responsibilities for attendance are the same as those for a professional teacher. Candidates' schedules are developed to meet requirements of the Education Professional Standards Board (EPSB), the Kentucky Board of Education, and Murray State University. Therefore, days missed (teaching days and/or workdays) due to weather problems must be made up by MSU teacher candidates just as they are by professional teachers. Most schools have already designated specific make-up days. Some days may be those scheduled as teacher workdays or during spring break. MSU teacher candidates should check the schedule for their district. If teaching days missed due to inclement weather are made up on Saturday, MSU teacher candidates must attend.

On days when the weather is questionable, MSU teacher candidates should listen to the local radio/television station or check the school district's website to determine school closings and/or alternate schedules. Please do not call the schools for the information. Announcements are generally available from media outlets and district websites by 6:30 a.m.

### ***Personal Concerns***

The MSU teacher candidate must follow the procedures below should a concern arise regarding a school-based educator and fulfilling his/her responsibilities during the internship:

1. The MSU teacher candidate should contact the COEHS faculty (SEC 422/MID422) to discuss fall semester concerns and the University supervisor for spring (student teaching) concerns. At this time, dependent upon the situation, faculty/ supervisor will make the decision if the matter should be addressed first by the teacher candidate independently with the school-based educator or whether they should talk with the school-based educator together. The faculty/supervisor may also opt to first discuss the matter with the director of Teacher Education Services (TES) or the student teaching coordinator once the concern is expressed by the teacher candidate.
2. If the faculty/supervisor and/or teacher candidate address the concern in Step 1 and no resolution ensues, the faculty/supervisor should bring the matter to the director of TES and the student teaching coordinator to discuss next steps, such as talking with the teacher candidate to clarify roles and responsibilities and offering specific support.
3. The faculty/supervisor along with the director of TES and the student teaching coordinator will contact the appropriate administrator at the school, as applicable to the situation.
4. In collaboration with the faculty/supervisor, school-based educator, and school administrator, a decision regarding a placement will be made.
5. If no resolution ensues, the department chair for his/her program should be contacted to discuss the concern.
6. The department chair will work with the director of TES and the student teaching coordinator regarding the concern and discuss next steps related to the specific situation. The dean/assistant dean should also be informed.

### ***Professionalism***

MSU teacher candidates must, at all times, conduct themselves in a manner that is consistent with professional, ethical, and moral standards as stated in the Teacher Education Professional Dispositions

and Skills and the Core Academic Standards. Failure to do so may result in termination of the teaching internship.

In addition, MSU teacher candidates should refrain from contact with their students outside of the classroom. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students' academic questions. For example, communicating about ANY internship-related topic with students, school-based educators, University educators, or other teacher candidates through a medium such as Facebook® is considered inappropriate contact. It is highly recommended that MSU teacher candidates using online communication such as social networks, personal webpages, blogs, and Twitter® should set all access to the highest privacy possible. Remember, anything that is posted online can be accessed by parents, teachers, and potential employers. Also, MSU teacher candidates should not convey to students any personal websites, personal spaces, or personal blogs that the teacher candidate may have developed. An MSU teacher candidate, just as a teacher, must always be above reproach in regard to interaction with students and the school community.

### ***Schedule***

The MSU teacher candidate guidelines for each semester are developed by the College of Education and Human Services teacher education program. All MSU teacher candidates are to follow the schedule of the partner school except for special activities noted on the schedule distributed by the PDS coordinator.

Attendance is mandatory at all meetings and activities that the school-based educator is expected to attend and that do not interfere with courses or required seminars at the University. The only exception is when the activity is not part of the school-based educator's regular contract (those cases where the school-based educator receives extra pay).

MSU teacher candidates will observe vacation and holidays of the assigned school (not the University) during Internship I AND Internship II, except during University scheduled exams. Before the internship begins, MSU teacher candidates should consult the school district's calendar posted on the website.

### ***Substitute Teaching***

The practice of having the MSU teacher candidate serve as a substitute teacher is not permissible during Internship I and Internship II. Under no circumstances may the MSU teacher candidate accept payment for service during the period of internship.

### ***Transportation, Food, and Housing***

Placements in PDS partner schools for MSU teacher candidates will be, whenever possible, within a sixty-mile radius of the University campus. Travel to and from the placement is the teacher candidate's responsibility, and the MSU teacher candidate must assume liability for any required travel. MSU teacher candidates are responsible for making their own arrangements for housing, transportation, and food. Since, in most cases, more than one teacher candidate is assigned to the same school site, it is highly suggested that carpooling be arranged with other MSU teacher candidates to help alleviate the

cost of travel; however, carpooling is not required. Keep in mind that expenses during the professional semesters may be higher than those for any other semester. Because MSU teacher candidates have different schedules from the Murray State University calendar, please be reminded that it may be necessary to make arrangements for meals when University facilities are not open. If you choose to purchase the school lunch, you must pay for that lunch.

### ***Transporting Students***

Transportation of K-12 students to and from school and school-related activities is not permitted in automobiles belonging to or driven by MSU teacher candidates.

## **School-based Educator: Roles, Qualifications, Selection, and Guidelines**

*The Murray State University school-based educator is committed to the goals, mission, and vision of the Murray State University-School Partnership Network. The school-based educator works with the University educator, MSU teacher candidate, school staff, and administration to achieve the Professional Development School (PDS) goals.*

### **Roles**

The school-based educator is a teaching professional who is approved for mentorship by the University and serves as role model, instructor, and coach for the MSU teacher candidate. The school-based educator welcomes a qualified MSU teacher candidate into his/her classroom and, through formative assessment, moves the MSU teacher candidate from guided practice into a direct teaching experience. The school-based educator, in coordination with the University educator, is responsible for leading the MSU teacher candidate through progressively more challenging activities and structuring the activities so that the teacher candidate applies theory, pedagogical concepts, and content knowledge while developing practical professional skills. The role of the school-based educator is critical to the success of the MSU teacher candidate. Research indicates that the school-based educator has the greatest and longest-lasting influence on not only the MSU teacher candidate's experience but also the candidate's growth as a beginning teacher long after the internship has ended. In addition to such influence, mentoring has many other benefits:

- School-based educators are considered clinical faculty in the Murray State University College of Education and Human Services.
- Mentoring enhances the school-based educator's own professional development.
- Mentoring lowers the pupil-teacher ratio and increases one-on-one opportunities with students.
- Mentoring presents an opportunity to learn from and co-teach with another professional.

### **Qualifications**

MSU school-based educators are carefully selected through the use of criteria that reflect high expectations and a collaborative process involving both school and University partners. With our clinically-based approach to teacher preparation within our partnership network, school-based educators must meet specific qualifications to serve in this role. In order to serve as a school-based educator, a teacher must meet these minimum qualifications:

1. Have a minimum of three years' teaching experience (EPSB regulation 16 KAR 5:040) in Kentucky
2. Complete Part B co-teaching training and the EPSB training, Part A, with a 100% quiz score; training for Part C is provided by the University
3. Be certified for the grade and subject taught
4. Be approved by the principal and the district office
5. Model excellence in teaching and exhibit high expectations for students
6. Demonstrate strong skills in planning, oral/written communications, collaborative decision making, judgment, and human relations

7. Possess strong instructional skills and current content knowledge
8. Display strong skills in collaborating with other teachers and parents
9. Commit the time and effort needed to serve as a school-based educator (this includes sufficient time to meet with the MSU teacher candidate during non-instructional time, such as planning periods and before/after school)

### **Selection Process**

The following process describes how the MSU school-based educators are selected through the partnership network.

1. Building administrators, the MSU PDS coordinator, and the University educator meet with interested school faculty to discuss the role of school-based educators to beginning teachers.
2. The school faculty member communicates interest with the principal. The principal supports the participation of the faculty member in the PDS program.
3. The faculty member completes the MSU school-based educator information sheet.
4. Applicants are chosen collaboratively between the school principal and the MSU representative.

School-based educators selected may attend a one-day Professional Development School foundational training provided by the University. Advanced mentoring, co-teaching, and other trainings will be available on a recurring basis to support MSU school-based educators, MSU teacher candidates, and beginning teachers in their schools.

### **Guidelines**

The MSU school-based educator should:

- Become familiar with the background of the teacher candidate and help the candidate become acquainted with school and classroom procedures and policies
- Be available to the candidate for consultation outside of the school day and be willing to meet with the candidate and University educator at the beginning of the semester
- Allot time to plan an instructional pacing guide (incorporating directed observations and varied teaching opportunities, such as co-teaching, whole class and small group instruction, center/station teaching, etc.)
- Review lesson plans throughout the year (The goal of the internship is for the MSU teacher candidate to engage in instructional activities as much as possible.)
- Observe and provide feedback to the MSU teacher candidate that is needed to assist with small groups or individual learners planned by the teacher candidate (For liability reasons, the school-based educator must stay in close proximity while the intern is teaching.)
- Provide continuous formative feedback regarding effectiveness in preparing lessons, delivering instruction, and managing the classroom (Providing meaningful feedback to students and demonstrating professional dispositions is critical to the success of the internship.)
- Be open and honest about areas needing improvement and provide assistance as appropriate with special attention to teacher competencies

## **Yearlong School-based Educator Responsibilities**

### *Internship I - First Semester*

- Collaborate with the MSU teacher candidate to complete a self-reflection at the beginning and end of the semester
- Collaborate with the course instructors on the implementation of course assignments and classroom observations
- Participate in a midterm evaluation to be shared among the MSU PDS coordinator, University educator, and MSU teacher candidate
- Complete at least two observations during the first semester with a pre- and post-conference for each; provide oral and written feedback to the MSU teacher candidate using the observation record

### *Internship II - Second Semester*

- Follow the Murray State University College of Education and Human Services guidelines for supervising a student teacher
- Review the MSU Cooperating Teacher Information, “*Guiding the Teacher Candidate*,” handbook with the MSU teacher candidate and adhere to all requirements
- Collaborate with the MSU teacher candidate to complete a final self-reflection at the conclusion of the school year
- Complete evaluations as required by MSU Teacher Education Services

## **Suggestions for Assimilating MSU Teacher Candidates**

1. If several MSU teacher candidates are assigned to the school, encourage the administrative team to conduct a joint orientation.

The orientation should include topics such as:

- ✓ Student/school handbook
- ✓ Rules and regulations of the school and district
- ✓ Procedures for obtaining supplies, duplicating materials, and use of other media
- ✓ Introductions to the administrative team, school support staff, special area teachers, counseling faculty, etc.
- ✓ School calendar (parent/teacher meetings, workdays, conference days, school events, holidays, etc.)
- ✓ School/district dress code and professional dress
- ✓ Procedures for lock-downs, inclement weather, mandatory drills (fire, tornado, etc.)
- ✓ Map of the school
- ✓ Technical equipment use and interaction (Promethean Board, Smart Board, Chromebooks, etc.)

2. Provide a personal space for the MSU teacher candidate within the classroom (desk, chair, and computer/laptop).

3. Provide a basket of “survival items” for the candidates work space (pens, pencils, paper clips, stapler, paper, sticky notes, highlighter, etc.) so they do not have to keep borrowing from the school-based educator!
4. Include the MSU teacher candidate’s name on the school-based educator’s mailbox and outside the classroom door.
5. Assign the MSU teacher candidate a school email account (or provide the teacher candidate an email address to the school for inclusion in distribution lists) so he/she can be “in the know” concerning school events, announcements, etc.
6. If the school observes “spirit days,” provide the MSU teacher candidate a school shirt (or the like) so he/she can observe the same days other teachers do.
7. Welcome and introduce the MSU teacher candidate as part of opening school events, parent newsletters, pictures, etc.
8. Provide the MSU teacher candidate with resources (teacher’s guide, software, etc.) to allow for co-teaching opportunities.
9. Alert the MSU teacher candidate to any student medical concerns, medical alerts, and/or allergies.
10. Encourage the MSU teacher candidate to introduce himself/herself to parents in an appropriate method of communication (email, classroom newsletter, etc.).
11. Involve the MSU teacher candidate with the students from the very first day!
12. Review classroom management with the MSU teacher candidate, including any classroom movement throughout the building and how to manage students during drills, etc. Ask for their input whenever possible.
13. Work with the MSU teacher candidate on reporting student progress, analysis of student data, and how assessment informs future instruction.
14. Make sure consistent, collaborative opportunities exist to plan, teach, and reflect.
15. Communicate expectations often, as teacher candidates require guidance, support, and clarity.
16. Recognize the MSU teacher candidate’s level of experience. He/she is not a full-fledged teacher yet and needs scaffolding of experiences. MSU teacher candidates may appear very confident; however, constant formative assessment and feedback (both oral and written) on performance is necessary for professional growth.

## **Principal/School Administrator: Roles and Responsibilities**

The Professional Development School principal is committed to the goals, mission, and vision of the Murray State University school partnership network. The principal works with the faculty and staff at the school and University to achieve the PDS goals.

### **Support the Implementation and Assessment of the PDS Program**

- Monitor and communicate with the University educator and school-based educator
- Provide the school-based educator with the time and resources needed to complete PDS duties
- Understand the unique terminology used within the PDS program
- Communicate with and respond to PDS staff at MSU in an efficient manner
- Assist in data collection and analysis to determine the effectiveness of the PDS program on student learning and teacher quality
- Engage in the development and evaluation of the PDS program

### **Collaborate with PDS Partners to Meet the Professional Needs of Teachers and University Students**

- Include MSU teacher candidates in all professional development opportunities offered at the school
- Collaborate with school and University faculty on action research endeavors
- Assist in securing expert teachers in the school/district to share their strengths with other schools and at the annual partnership celebration
- Encourage MSU teacher candidates to attend and participate in extra school activities (family nights, etc.)
- Allocate time within the school calendar for professional development opportunities and provide resources to encourage and facilitate successful professional development experiences

### **Assist in the Implementation of Clinical Experiences for MSU Teacher Candidates**

- Assist in identifying potential school-based educators within the school
- Complete recommendations for teachers who apply to be school-based educators
- Assist with matching school-based educators with MSU teacher candidates
- Become acquainted with MSU teacher candidates at the respective school site
- Serve on exit interview committees and/or create end-of-year surveys for teacher candidates

### **Support School-based Educators, University Educators, and MSU Teacher Candidates**

- Assist the University educator in connecting teachers at the school with University resources
- Assist the University educator with implementing field experience requirements and aligning course content with sound pedagogical practice
- Provide formal and informal feedback to MSU teacher candidates regarding performance
- Support professional learning needs for teachers
- Sustain mentoring and induction support for beginning teachers

## **PDS University Coordinator: Roles and Responsibilities**

The role of the PDS coordinator should include but not be limited to the following:

1. Maintain high levels of communication between the University and Professional Development Schools.
2. In collaboration with the University educator, provide recommendations about teacher candidate placements to Teacher Education Services (TES).
3. Provide orientation with MSU teacher candidate, school-based educator, University educator, and district coordinator.
4. Assume collaborative responsibility with MSU teacher candidate, school-based educator, University educator, and student teaching coordinator.
5. Conference with MSU teacher candidates and clinical supervisors.
6. Observe MSU teacher candidates informally on a regular basis and formally, as needed by the PDS team.
7. Schedule and participate in evaluations with clinical supervisor, teacher candidate, school-based educators, and University educators.
8. Communicate continuously with the school-based educator and University educator about the teacher candidates' schedules and responsibilities.
9. Monitor budgeting and resources required at the PDS.
10. Coordinate the assessment of the effectiveness of the PDS experience.
11. Attend TES meetings as needed.
12. Monitor adherence to the PDS standards during partnership experience

## **PDS Teacher Candidate Placements**

### **Purpose**

The PDS experience provides teacher candidates opportunities to acquire an understanding of the teaching process by gradual induction into increased instructional responsibilities. The PDS program should, to the greatest extent possible, prepare teacher candidates to assume full teaching responsibility and ease the transition from student to teacher.

- MSU teacher candidate present from the beginning of school to the end
- Yearlong placement provides true perspective of teaching
- Engaged with school-based educator for full year
- Spring placement and orientation
- Recognized as part of the school's instructional team
- In-depth reflection and evaluation
- Improved professional learning experience

- Integrated into the school community
- Districts have opportunity to hire PDS candidates

### **Admission to the PDS Program**

Admission requirements for extended practicum experience and student teaching have been established by the Murray State University College of Education and Human Services to meet the requirements of the Kentucky Department of Education (KDE), Education Professional Standards Board (EPSB), and the Council on Postsecondary Education (CPE).

1. Full admission to the teacher education program
2. Submission of application to PDS coordinator/MSU faculty
3. Minimum GPA of 2.75 required in the following areas: coursework specifically related to major, professional education courses, and cumulative coursework at MSU
4. Recommendation of the ELE 481, MID 395 or SEC 420 instructor
5. Receive favorable recommendations from a faculty member, department chair in candidate's major, or the director of Teacher Education Services
6. Successful interview with school administrator, school-based educator, and PDS coordinator

### **Selection of Placement Schools**

Two important factors in the development of a successful PDS program are: (1) having effective cooperating schools for teacher candidates and (2) the matching of the school-based educator and the teacher candidate. The following general policies are intended to help assure that sound procedures are used in the selection of the schools and the assignment of teacher candidates to those schools:

1. The Dean of the College of Education and Human Services (or designee) or school district superintendent (or designee) from a district expresses a desire to have teacher candidates placed within a particular school.
2. The school district assures the following qualities/resources:
  - a. Sound/innovative curriculum that offers teacher candidates the opportunity to develop, demonstrate, and initiate resourcefulness as a teacher
  - b. Administrative and teaching staff genuinely interested in teacher education at the pre-service level
  - c. Allow teacher candidates to attend information sessions and training programs and provide appropriate learning experiences for the teacher candidates
3. The district and University sign the PDS Project Charter.

### **Placement Procedures**

1. Placements are made by the field placement coordinator in conjunction with the faculty and the respective program in cooperation with principals in participating schools.

2. All placements are made in public school settings with school-based educators who meet the criteria stated for school-based educators.
3. Placements follow Kentucky regulatory requirements and Teacher Education Services guidelines.
4. Request for changes in placements by teacher candidates must be made in writing to the student teaching coordinator and the PDS coordinator and will be considered only where there is evidence of extenuating circumstances.

### **Placement Criteria**

Each teacher candidate is placed with a school-based educator who has gone through the following selection process:

- Completion of the PDS program information sheet
- Principal recommendation of teacher to serve as school-based educator, noting instructional and coaching strengths
- MSU Faculty recommendation based on prior observation of and work with teachers.

### **Placement Changes**

Challenges may emerge that interfere with the teacher candidate's successful completion of the PDS experience and require a reassignment. Concerns should be directed to University faculty (ELE 486/MID 422/SEC 422), PDS coordinator, and student teaching coordinator. The principal, University faculty, student teaching coordinator, and school-based educator (as applicable) will determine whether the teacher candidate will be reassigned in the same school or be placed in another setting.

### **Withdrawal from PDS Program**

There may be instances when a teacher candidate wishes to withdraw from the PDS program. The decision to withdraw is the student's alone, but consultation with the University faculty (ELE 486/MID 422/SEC 422), PDS coordinator, and student teaching coordinator is strongly encouraged.

### **Addressing Problems and Concerns with Teacher Candidates**

Maintaining a high level of effective communication among the teacher candidate, school-based educator, and the University faculty/supervisor is the key to a successful experience. Teacher candidate growth is maximized and problems are minimal when communication is open and frequent among the PDS team members. If problems arise during the internship, the following steps should be taken to address concerns:

1. Problems/concerns that arise related to the performance of the teacher candidate should be discussed with him/her by the school-based educator, University faculty/supervisor, PDS coordinator, and school liaison.
2. The director of TES may be called in for this step if the school-based educator and/or University faculty/supervisor deem it necessary.
3. The problem/concern will be described and the teacher candidate informed of specific suggestions, expectations, and a timeline for improvement or correction established.
4. PDS program teacher candidates will adhere to the guidelines of TES and student teaching according to policy.

## Program Evaluation and Improvements

The Murray State University College of Education and Human Services is continually evaluating program effectiveness and instituting improvements in teacher education. During the semester, both formative and summative feedback will be solicited (formally/informally) from teacher candidates, school-based educators, school administration, University faculty, and program coordinators.

### Resource Links

Teacher Education Services Sourcebook

*[murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/coecenters/TeacherEducationServices/2016-17TESSourcebook.pdf](http://murraystate.edu/academics/CollegesDepartments/CollegeOfEducationandHumanServices/coecenters/TeacherEducationServices/2016-17TESSourcebook.pdf)*

Cooperating Teacher Handbook

*[murraystate.edu/Libraries/College\\_of\\_Education/MurrayCooperatingTeacherInformation.pdf](http://murraystate.edu/Libraries/College_of_Education/MurrayCooperatingTeacherInformation.pdf)*

Kentucky Framework for Teaching

*[education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf](http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf)*

## APPENDIX A

### PDS Project Charter

#### **PDS Project Charter**

This Charter does not replace or change the existing Memorandum of Understanding between Murray State University and the \_\_\_\_\_. This Charter clarifies the implementation of a Residency approach to the Practicum and Student Teaching experience for candidates.

#### **Scope of Partnership Network Addendum**

The district and EPP will partner on the following activities that are beyond the scope of the existing MOU:

- Co-develop, institute, and evaluate a residency program for elementary, middle, and/or high school teacher candidates.

#### ***University***

- Maintain a college and University commitment for a residency process for teacher candidates in elementary, middle and/or high school
- Establish and maintain communication with key stakeholders
- Prepare initial policies and materials to support the program and include provisions for co-planning
- Orient appropriate University faculty and school district personnel to expectations and desired outcomes
- Recruit students, collect applications, and structure the selection process for the program
- Manage program elements, including recruitment, selection, observation, and related documentation steps
- Monitor student progress and adjust placements as needed
- Coordinate the evaluation of the pilot and support research and inquiry opportunities for school and University faculty to implement and gather data on research-based practices that support instructional improvements
- Coordinate University supervision
- Coordinate program public relations

#### ***Partner School***

- Maintain a college and University commitment to a residency process for teacher candidates in elementary, middle, and/or high school education
- Establish and maintain communication with key stakeholders
- Recruit classroom teachers that meet agreed upon qualifications as school-based educators and supervising teachers
- Participate in action research projects to improve education
- Support teacher and leader professional development (e.g., release time to attend trainings, participation in needs assessment, host trainings, etc.)

- Collaborate on the annual report related to the program
- Ensure candidates meet clinical requirements, as outlined in the pilot handbook
- Accurately assess candidates' performance
- Share effective practice, action research, and other initiatives through venues such as Murray State University and Kentucky Academy of Technology Education websites, Teaching and Technology Summit, hosting professional learning opportunities, etc.

**Terms of Agreement and Termination**

This agreement addresses cooperation in the Murray State University School Partnership Network between the undersigned partner school and Murray State University's College of Education and Human Services and associated education unit. This agreement shall be ongoing, with annual review, anticipating multiple renewals. Termination of the agreement may be initiated by either party through written notice at least 45 days prior to the end of the school district's semester and is subject to completion of the entire semester.

\_\_\_\_\_ Date \_\_\_\_\_  
 College of Education and Human Services Dean

\_\_\_\_\_ Date \_\_\_\_\_  
 District Superintendent

**APPENDIX B**  
**School Observation Form**

Observed By: \_\_\_\_\_ Date: \_\_\_\_\_

Time: \_\_\_\_\_

Teacher Candidate: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_

**Domain 2: The Classroom Environment**

<b>Creating an Environment of Respect and Rapport</b>	<u>Evidence:</u>
Classroom interactions between the teacher candidate and students are respectful. Student interactions with each other are respectful.	
<b>Establishing a Culture for Learning</b>	<u>Evidence:</u>
The level of energy, from both students and the teacher candidate, is high, creating a culture for learning in which the subject is important and students clearly take pride in their work.	
<b>Managing Classroom Procedures</b>	<u>Evidence:</u>
Little instructional time is lost because of classroom routines and procedures, transitions, handling of supplies, and performance of non-instructional duties. Students contribute to classroom routines.	
<b>Managing Student Behavior</b>	<u>Evidence:</u>
Standards of conduct are clear, with the teacher candidate's sensitive monitoring of student behavior and subtle response to misbehavior.	
<b>Organizing Physical Space</b>	<u>Evidence:</u>

<p>The classroom is safe, and the physical environment ensures the learning of all students and is conducive to the goals of the lesson. Technology is used skillfully, as appropriate to the lesson.</p>	
---	--

**Domain 3: Instruction**

<p><b>Communicating with Students</b></p>	<p><u>Evidence:</u></p>
<p>Expectations for learning, directions, and procedures are clear to students. The teacher candidate’s explanation of content is effective and anticipates possible student misconceptions.</p>	
<p><b>Using Questioning and Discussion Techniques</b></p>	<p><u>Evidence:</u></p>
<p>The teacher candidate’s questions are at a high cognitive level, and the teacher candidate allows sufficient time for students to answer. All students participate in the discussion, with the teacher candidate stepping aside when appropriate.</p>	
<p><b>Engaging Students in Learning</b></p>	<p><u>Evidence:</u></p>
<p>Students are engaged throughout the lesson in learning. The activities, student groupings, and materials are appropriate to the instructional outcomes.</p>	
<p><b>Using Assessment in Instruction</b></p>	<p><u>Evidence:</u></p>
<p>Assessment is used in instruction, though self-assessment by students, monitoring of progress by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	
<p><b>Demonstrating Flexibility and Responsiveness</b></p>	<p><u>Evidence:</u></p>
<p>The teacher candidate seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher candidate adjusts the lesson when needed.</p>	

**PDS Teacher Candidate Signature:**

---

**MSU Observer Signature:**

---

APPENDIX C

PDS Teacher Candidate Application

MSU Student:

\_\_\_\_\_

Current Street Address:

\_\_\_\_\_

City, State, ZIP:

\_\_\_\_\_

Phone: \_\_\_\_\_

M#: \_\_\_\_\_

Email:

\_\_\_\_\_  
\_\_\_\_\_

My address will change in fall 2020. If yes, new address: \_\_\_\_\_

Prof Ed GPA : \_\_\_\_\_ Overall GPA : \_\_\_\_\_ as of (date): \_\_\_\_\_

Please Check Certification Area(s): IECE \_\_\_\_\_ Elementary \_\_\_\_\_ Special Education \_\_\_\_\_

Middle School Certification(s): \_\_\_\_\_ Cert 1 GPA \_\_\_\_\_ Cert 2 GPA \_\_\_\_\_

Secondary Certification: \_\_\_\_\_ Major(s)

GPA \_\_\_\_\_

Name of MSU faculty who will complete Teacher Candidate Recommendation Form

Name: \_\_\_\_\_

Title: \_\_\_\_\_

By submitting this application with my signature below, I attest that the information included in this application are true and as complete as possible. If any part of this application is found false, I realize

that it is grounds for dismissal from the PDS program at Murray State University, should I be accepted. This application does not guarantee admission into the PDS program.

Student Name (please print):

---

Signature: \_\_\_\_\_ Date:

---

Please submit this completed application by mail, email, or fax to:

Murray State University  
Teacher Quality Institute

Attn: Debbie Bushart

338 Alexander Hall

Murray, KY 4207

Email: [dbushart@murraystate.edu](mailto:dbushart@murraystate.edu)

Fax: 270-809-2689

**Admission Requirements:**

- Full admission to the teacher education program
- Submission of application to PDS coordinator/Teacher Quality Institute
- Minimum GPA of 2.75 required in the following areas: coursework specifically related to major, professional education courses, and cumulative coursework at Murray State University
- Recommendation from a faculty member, instructor, or department chair in candidate's major
- Successful interview with school administrator, school-based educator, and PDS coordinator

**APPENDIX D**

**PDS School-based Educator Information Sheet**

**Name:**

---

**District/School:**

---

**Subject(s):**

---

**Grade Level(s):**

---

**Years of Experience:**

---

**Certification Areas:**

---

**School Address:**

---

**Home Address:**

---

**Email:**

---

**Being a school-based educator requires successful completion of co-teaching training. Have you successfully completed this process? If yes, please list date and location of training.**

---

APPENDIX E

PDS Teacher Candidate Recommendation Form

MSU Teacher Candidate Name: \_\_\_\_\_

Recommended By: \_\_\_\_\_ Title: \_\_\_\_\_

This student requests that you describe his/her readiness in the following areas necessary for success as a participant in the PDS program.

Please provide brief examples of times the teacher candidate has displayed the following qualities. These can be in a list or narrative format.

**Commitment to Time, Energy, and Resources**

---

---

**Academic Preparation**

---

---

**Communication Skills (Including Writing and Speaking)**

---

---

**Potential for Success in the PDS Program**

---

---

Please submit this completed form by mail, email, or fax to:

Murray State University  
Teacher Quality Institute  
Attn: Debbie Bushart

Email: [dbushart@murraystate.edu](mailto:dbushart@murraystate.edu)  
Fax: 270-809-2689

338 Alexander Hall  
Murray, KY 42071

**APPENDIX F**  
**PDS Timeline**

**PDS Timeline**

2020 Fall Semester



Spring Semester - Student Teaching



**APPENDIX G**

**PDS Fall Practicum Planning Sheet**

MSU PDS Student: \_\_\_\_\_

School Based Educator(s): \_\_\_\_\_

Professional Development School: \_\_\_\_\_

MSU Start Date: \_\_\_\_\_ MSU End Date: \_\_\_\_\_

MSU Emergency Contact: \_\_\_\_\_

MSU Fall Semester Classes

Start Time

End Time

Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

PDS Practicum Fall Schedule

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	