

**Professional Development Schools Final Report
2018-2019**

Date of Final Report: May 29, 2019

Name of School: Thomas E. Bowe Elementary

Name of Professor in Residence: Dr. Brent Elder and Dr. Casey Woodfield

Members of Site-Base (PDS Steering Committee) Team:

Name	SPED or Social Emotional Learning (SEL)	Position
1. Brent Elder	Both	PIR
2. Casey Woodfield	Both	PIR
3. Lisa Rencher	SPED	Teacher BSI/PDS Liaison
4. Andrea LoCastro	SEL	Teacher BSI/PDS Liaison
5. Craig Stephenson	Both	Principal
6. Kelly Marchese	Both	Assistant Principal
7. Christine Williams	SPED	SPED Supervisor
8. Karin Pescatore	SPED	6 th Grade Inclusion
9. Mickey Graves	SPED	MD teacher
10. Anthony Corma	SPED	4 th Grade Inclusion
11. Mary Aruffo	SEL	Gifted and Talented Teacher
12. Diane Villone	SEL	6 th Grade ELA
13. MollyAnn Light	SEL	SEL Teacher
14. Janice Roper	SEL	5 th Grade Inclusion
15. Dana Maiorini	SEL	4 th Grade Inclusion
16. Lauren Wilson	SEL	5 th Grade

Evidence that Supports the PDS Work

Brief Summary of how PDS Goals and Objectives were Achieved:

PDS Goals and Objectives:

The goals of the SPED PDS Sub-Committee include:

- **Goal:** Providing support for students moving from segregated to more inclusive classrooms (e.g., getting parents to attend Action Plan Meetings, curriculum modification, communication, lunchroom, recess, and special area classes)
- **How this was achieved:** We supported 13 students moving from self-contained classrooms into general education classrooms throughout the school year. To monitor this progress, we initiated Action Plan meetings with the IEP team which included parents, in October, February, and March. We documented this process through research memos and Action Plan Meeting minutes. The PIRs regularly observed classrooms where students with disabilities were included and provided feedback on how curricula was being modified to support all students in the classroom. Communication about inclusive activities took place through regular email and in-person communication between PIRs, PDS teacher liaisons, the building administrators, the district special education supervisor, the school case manager, and parents. To document the social and academic program to increase social and academic interactions between students with and without disabilities, Dr. Woodfield regularly consulted on the development of the documentation process through video research methods. Documentation of such inclusive practices took place in the lunchroom, at recess, in special area classes, and in general education classrooms. Video clips of these practices were used in professional development (PD) activities and in meetings to show evidence of students with disabilities as being competent, intelligent, and capable members of the school community. These videos were also shown to parents to counter the pervasive negative views of disability, race, and difference in Bowe School and the larger Glassboro Public School District.
- **Goal:** Aide/Special area teacher training. Continue from last year and target areas like social skills in the lunchroom, recess, special area classrooms, and have paraprofessionals and teachers film interactions and inclusive supports they are proud of. We will then use those clips for future PD.
- **How this was achieved:** During parent-teacher conference week in November, Dr. Elder, Dr. Woodfield, and special education teacher Tina Stump collaborated to create PD opportunities for aides and special area teachers to better support students with disabilities over four days. Topics of the PD included: adult-mediated social skills, social skills research, and

aide-special area teacher critical dialogue about inclusive education. In March, Dr. Elder and Dr. Woodfield collaborated with the Learning Resource Center- South (LRC- South) to provide special area teachers and aides with a Rowan online course on paraprofessional training. The cost was subsidized by the LRC- South and all aides and one special area teacher took the course. The effectiveness of the course was documented through a course evaluation and participant feedback gathered from built-in feedback opportunities in each of the six course modules.

- **Goal:** Provide professional development for faculty and staff. Potential topics include: SEL, behavior supports, race and disability, social skills, increasing the professionalism of teachers, autism, and communication.
- **How this was achieved:** Teacher-driven PD occurred at regular intervals throughout the school year in the form of 2-hour delays and full-day in-services in December, January, and March. Topics for the PD and teachers who presented at these in-services were identified by the PDS Steering Committee at our regular monthly meetings. Topics included:
 - Google Basics and Beyond,
 - Welcome To Holland (Understanding Students with Autism),
 - Social Interactions through an Inclusive Lens (Drs. Elder and Woodfield),
 - SEL Transition Strategies,
 - Infusing SEL into the Instructional Day,
 - Using Google Classroom to Enhance Writing Instruction,
 - The Glassboro GT/ALP Program – Gifted and Talented/Academics,
 - Leadership and Problem Solvers,
 - Self-Care For Educators,
 - Impero,
 - Flipgrid,
 - Digital Escape Rooms to Enhance Instruction,
 - OrangeSlice,
 - Google Forms Self-Grading Assessments,
 - Student Resilience, and
 - Self-Regulated Writing Strategy Development.
- The PDS Teacher Liaisons, Andrea LoCastro and Lisa Rencher, developed an online sign-up (i.e., Sign-Up Genius) sheet for teachers so they could choose which PD sessions to attend. Each teacher was allowed to have one PD session be focused work

time in their classroom. This approach reified the notion that PDS should be teacher-driven and promote a bottom-up to sustainable inclusive school reform.

- **Goal:** Procure resources for supporting students in inclusive classrooms (e.g., everyone on the SPED sub-committee will write one DonorsChoose grant).
- **How this was achieved:** While we hoped for all teachers on the PDS Steering Committee to write and receive a DonorsChoose grant, we only received one grant which was written collaboratively between Andrea LoCastro, Lisa Rencher, and Drs. Elder and Woodfield. The grant was for a video camera to support the video research agenda outlined by Dr. Woodfield. The camera was used to collect data for best inclusive practices in social and academic settings as identified by aides, special area teachers, and PIRs.
- **Goal:** Continue articulation efforts between administration and faculty at Bullock, Bowe, and Intermediate Schools for IEPs, transitions, and curriculum mapping.
- **How this was achieved:** Since Glassboro Public School District will be a professional development district (PDD) next year, PIR Eshe Price took the initiative to coordinate PIRs and PDS teams from each PDS school (i.e., Rodgers, Bullock, Bowe, Glassboro High School) to help map out common PDS themes across buildings, and how to support one another so PDS work takes a similar approach across the district. Additionally, the special education supervisor, Christine Williams, asked Dr. Elder to provide an in-service to Glassboro Intermediate School on the foundations of disability studies in education and inclusive education. This was a proactive approach to help “onboard” the teachers, administration, and staff to the PDS network. Additionally, Dr. Elder observed students with disabilities at Bullock who are transitioning to Bowe for the 2019-20 school year in order to help facilitate a smooth transition process. This entailed obtaining parental permission for student observation and collaborating with teachers at Bullock and Bowe to promote a transition process that is proactive and intentional.

The goals for the SEL PDS Sub-Committee include:

- **Goal:** Using the 6 Pillars of Character as a guide and working in conjunction with the PBIS committee, put in place systems of support to build and develop Social Emotional competencies within our student population.
- **How this was achieved as reported by the Bowe SEL teacher:**
 - Street signs were placed in hallways using the six pillars as street names,
 - “Bulldogs of Character” awards were given out each month based on six pillars,

- Lessons were taught in SEL each week during our Six Pillars Week (e.g., students made caring coupons for classes to cash in to each other for caring deeds, they built marshmallow communities to learn about citizenship, and developed a Respect Pledge),
 - The SEL teacher, Dr. MollyAnne Light, used small groups for the second half of the year focusing on friendship, social skills, self-esteem, and coping skills (97 students signed up),
 - Group Names- FISH-Families in Separate Homes; Circle of Friends; Girl Power; Supermen,
 - Weekly Theme days to practice social skills –”Kind Words Monday,” “High Five Tuesday,” “What’s Up Wednesday,” “Team Up Thursday,” and “Friend Hug Friday,” and
 - A Random Acts of Kindness Chain was developed and is now hanging in hallway around perimeter of school.
- **Goal:** Revisit ELA text selections to ensure all titles provide SEL support in developing empathy and social responsibility
 - **How this was achieved:**
 - This goal is actually still a work in progress. We have worked toward choosing more diverse literature. We have two Holocaust novels (*Number the Stars* & *I Have Lived A Thousand Years*). We were able to purchase a copy of these books for every 4th grader and 6th grader, respectively.
 - Fifth grade received copies of *Home of the Brave* by Katherine Applegate which deals with a young African boy who is sent to a new home in America after losing his family to war.
 - As more money becomes available, we will be providing student copies of other titles such as:
 - *This Journal Belongs to Ratchet* (Themes of bullying & self-esteem)
 - *The Watsons Go to Birmingham* (Themes of racism & prejudice)
 - *The Bully* (obvious)
 - *Esperanza Rising* (Theme of losing one's home, migrant labor & immigration)
 - *I Survived Hurricane Katrina* (Themes of empathy & unfair treatment of people in poverty)
 - *How to Steal a Dog* (Themes of homelessness)
 - Real Men Read will be reading from *Flying Lessons & Other Stories* (Focuses on non-white characters, LGBTQ themes, characters with disabilities)

Explanation of the impact on Teacher Professional Development:

- **Report on Teacher Professional Development as reported by the building principal:**
 - “Within our building, we have a variety of perspectives on inclusive education. While some staff members’ philosophies are aligned with the vision of creating a school environment that embraces inclusion, others have a

different perspective. At the very least, I think most feel comfortable talking about it, and at least in some instances, the needle has been moved more towards embracing inclusive education. My point is, our building PDP, the efforts of PDS to support the goals outlined in the PDP, and the focus of our professional development opportunities throughout the year have ensured we are examining what we doing here, having a dialogue about it, and taking action to ensure all students have access to the most appropriate environment.”

Explanation of the impact of the Clinical Practice Plan/Focus:

For the 2018-19 school year, there were six clinical practice interns at Bowe. Three were placed in elementary education, one in music, one in art, and one in PE. Dr. Elder met with them Wednesday mornings as a way to enact his role as lead supervisor at Bowe. These meetings focused on topics like classroom management, inclusive education strategies, data collection, and edTPA. Topics of discussion also included the successes and challenges of their placements, and regularly included invitations to participate in behind-the-scenes activities at Bowe (Domain 4 of the Danielson Framework). Additionally, the PDS teacher liaisons, Andrea and Lisa, began holding monthly cooperating teacher (CTs) meetings to provide a space to discuss issues related to clinical interns and be proactive about any potential areas of more support.

For the 2019-20 school year, there will be six clinical interns placed at Bowe. Drs. Elder and Woodfield and the PDS teacher liaisons identified these interns at the clinical intern Open House at Rowan in the fall, and along with collaboration with OCE, eventually invited them to attend a “Meet and Greet” with their potential CTs at Bowe and do a mini-school tour in the spring.

Explanation of the impact of the Clinical Experience Plan/Focus as reported by a clinical practice intern:

“Weekly meetings were a great way to seek additional support, gain perspective, and discuss the day to day activities of the classroom. I enjoyed attending the meetings to check-in with the other student teachers at Bowe and to see how they were making out with lesson plans and edTPA. Overall, there were many benefits to the weekly meetings and I believe the meetings were a great resource during my time at Bowe.”

Explanation of the impact of the Course(s) Taught on PDS Site:

The course that was taught on-site at Bowe was STREAM II: STEM & Health in the Inclusive Classroom during the Spring 2019 semester. This course focused on understanding and developing inquiry-based, interdisciplinary instruction based on national and state standards in science, technology, engineering, mathematics, and health education at the elementary school level. Former PIR Gloria

Spinella taught this course, but Dr. Elder touched base with her regularly to see if there was any support he could lend. A significant barrier to teaching courses at Bowe is that PIRs, instructors, and interns/students have been repeatedly denied access to being able to print and access a reliable wifi network. The district cites “safety” as the reason why they can’t provide Rowan personnel access. Dr. Elder has questioned this policy for three years, but is yet to make any headway on this issue. Dr. Leftwich has also voiced concerns at the Glassboro Borough monthly meeting and is working with Mr. George Weets, technology coordinator to rectify the issue. In relation to teaching future courses at Bowe, Dr. Elder is currently collaborating with the TOSD coordinator, Dr. Alicia Drelick, to craft a course that will connect the PDS work with a course from TOSD at Rowan. This course will be taught in Spring 2020 and be a hybrid course that merges the existing TOSD course *Assessment* and *Specialized Instruction*.

Explanation of the Research Conducted at the PDS:

All year, the new PIR at Horace Mann Elementary School in Cherry Hill Public Schools (CHPS), Dr. Casey Woodfield, collaborated with Dr. Elder on developing a research plan related to inclusive education, social skills, and SEL that both PIRs can utilize at Bowe and Horace Mann Elementary School. With Dr. Woodfield’s partial placement in Bowe, she and Dr. Elder worked to use this time together as a space for mentorship, research collaboration, and opportunity to draw connections across districts in the PDS network. Dr. Elder’s experience at Bowe has helped inform the process, timeline, and approach that Dr. Woodfield and co-PIR Kerry Cormier, have drawn upon in establishing relationships and plans at Horace Mann Elementary as a new PDS. Dr. Woodfield’s experience with video research and inclusive qualitative research methods contributed to the work around video modeling and documentation of promising practice by aides and special area teachers at Bowe. Drs. Woodfield and Elder are currently collaborating on analysis and dissemination of both the methodological process and outcomes of this work. Drs. Elder and Woodfield are currently working together to plan and deliver professional development for Fall 2019-Spring 2020. This collaboration has also informed work through the LRC-South, which allows the reach of the professional development offered to both GPS and CHPS to extend into additional communities within the southern seven counties. The video research has resulted in Drs. Woodfield and Elder identifying clips that represent best practices in inclusive education and showing the clips to the communities of practice at Bowe and Horace Mann to push back against deficit models of disability and inclusive education. Dr. Woodfield has submitted at Rowan Seed Funding grant to support the expansion of this collaborative project. Drs. Woodfield and Elder have and will continue to present this research at national conferences like NAPDS and AERA. They are also in the process of analyzing data and writing a manuscript that will be submitted to a PDS journal. Additionally, the following PDS publications are in various stages of the publication process:

Elder, B. C. (in press). Using PDS as a tool to create sustainable inclusive education practices: A roadmap for school-university partnerships. *School-University Partnerships*.

Elder, B. C. (under review). Necessary first steps: Using professional development schools (PDS) to support more students with disability labels in inclusive classrooms. *School-University Partnerships*.

Sam, C., **Elder, B. C.**, & Leftwich, S. (under review). Supporting university-community partnerships: A community-based participatory research study with non-tenure track faculty to understand their scholarship of engagement. *Journal of Higher Education Policy and Management*.

Elder, B. C., Givens, L., LoCastro, A., & Rencher, L. (under review). Using disability studies in education (DSE) and professional development schools (PDS) to implement inclusive practices. *Journal of Disability Studies in Education*.

Sam, C., **Elder, B. C.**, & Leftwich, S. (under review). Using collaborative autoethnography to institutionalize engaged scholarship through Professional Development School (PDS) partnerships. *Journal of Higher Education Outreach and Engagement*.

Explanation of Student Achievements as a Result of PD and Research :

Dr. Elder received the internal Research Experience for Diversity and Inclusion (REDI) Grant from Rowan. The funds from this grant were used in to increase the number of students of color in inclusive settings. The resources from this grant allowed Drs. Elder and Woodfield to document the increased time of 13 students of color in inclusive placements via video research and use those data to support efforts to sustain such inclusive education efforts.

Timeline of Activities Described Above that were Achieved:

Month	Professional Development Focus	Grade Level Focus	Rowan Interns' Focus	Research Focus
September	<ul style="list-style-type: none">● SEL, social skills● Identified school needs for PDS	4-6	<ul style="list-style-type: none">● Understood expectations and learned class routines	<ul style="list-style-type: none">● Learned school strengths and needs

	<ul style="list-style-type: none"> ● Monitored and supported 4th grade students moving from self-contained classrooms to general education ● Monitored and supported 5th and 6th grade students who are already included for various parts of their days 		<ul style="list-style-type: none"> ● Dr. Elder held weekly meetings with clinical practice interns ● Held discussions on various topics outlined by the needs of interns 	<ul style="list-style-type: none"> ● Established communication systems and trust ● Read PDS literature ● Action Plan Meetings ● Revised PDS manuscripts from 2017-18 data ● Collaboration and research planning with Dr. Woodfield
October	<ul style="list-style-type: none"> ● SEL, social skills ● Created ELA and SPED PDS sub-committees and action plans ● Monitored and supported 4th grade students moving from self-contained classrooms to general education ● Monitored and supported 5th and 6th grade students who are already included for 	4-6	<ul style="list-style-type: none"> ● Took on more teaching responsibilities ● Got observed from supervisors and received feedback ● Dr. Elder held weekly meetings with clinical practice interns ● Held discussions on various topics outlined by the needs of interns 	<ul style="list-style-type: none"> ● Parent engagement ● Used PDS as a way to improve SPED services and increased the number of students with disabilities in general education classrooms ● Revised PDS manuscripts from 2017-18 data ● Collaboration and research planning with Dr. Woodfield

	various parts of their days			
November	<ul style="list-style-type: none"> ● SEL, social skills ● Began PD for ELA and SPED in the form of trainings at faculty meetings and aide training during parent-teacher conferences (November 26-30) ● Monitored and supported 4th grade students moving from self-contained classrooms to general education ● Monitored and supported 5th and 6th grade students who are already included for various parts of their days 	4-6	<ul style="list-style-type: none"> ● Planned for edTPA and executed tasks ● Dr. Elder held weekly meetings with clinical practice interns ● Held discussions on various topics outlined by the needs of interns 	<ul style="list-style-type: none"> ● Provided professional development ● Edited IRB for continuing approval of the study ● Read PDS literature ● Revised PDS manuscripts from 2017-18 data ● Aides, special area teachers and social skills, video data collection with Dr. Woodfield
December	<ul style="list-style-type: none"> ● SEL, social skills ● Delivered faculty and staff in-service on SEL 	4-6	<ul style="list-style-type: none"> ● Dr. Elder held weekly meetings with clinical practice interns 	<ul style="list-style-type: none"> ● Revised PDS manuscripts from 2017-18 data ● Aides, special area teachers, and social skills, video data

	<p>and social skills (December 7th)</p> <ul style="list-style-type: none"> • Monitored and supported 4th grade students moving from self-contained classrooms to general education • Monitored and supported 5th and 6th grade students who are already included for various parts of their days 		<ul style="list-style-type: none"> • Held discussions on various topics outlined by the needs of interns 	<p>collection 2-hour delay PD with Dr. Woodfield</p> <ul style="list-style-type: none"> • Learning Resource Center-South (LRC- South) community engagement • Edited IRB for continuing approval of the study
January	<ul style="list-style-type: none"> • SEL, social skills • Contributed to an all-day professional development on a variety of topics related to SEL and SPED 	4-6	<ul style="list-style-type: none"> • Dr. Elder held weekly meetings with clinical practice candidates • Dr. Elder held discussions on various topics outlined by the needs of candidates 	<ul style="list-style-type: none"> • Held Action Plan Meetings with parents and students • Continued video data collection • Collaborated and planned research with Dr. Woodfield • Wrote PDS manuscripts from 2017-18 and 2018-19 data • Planed LRC-South community events
February	<ul style="list-style-type: none"> • Monitored and supported 4th grade students moving from self-contained 	4-6	<ul style="list-style-type: none"> • Dr. Elder held weekly meetings with clinical practice candidates • Dr. Elder held discussions on various 	<ul style="list-style-type: none"> • Continued video data collection • Used data to improve inclusive education practices

	<p>classrooms to general education</p> <ul style="list-style-type: none"> • Monitored 5th and 6th grade students who were already included for various parts of their days 		<p>topics outlined by the needs of candidates</p>	<ul style="list-style-type: none"> • Wrote PDS manuscripts from 2017-18 and 2018-19 data • Continued planning LRC-South community events • Collaborated and research planned with Dr. Woodfield
March	<ul style="list-style-type: none"> • Monitored and supported 4th grade students moving from self-contained classrooms to general education • Monitored 5th and 6th grade students who are already included for various parts of their days • Conducted aide and special area teacher trainings/discussions on various topics gathered from staff surveys 	4-6	<ul style="list-style-type: none"> • Dr. Elder held weekly meetings with clinical practice candidates • Held discussions on various topics outlined by the needs of candidates 	<ul style="list-style-type: none"> • Continued video data collection • Used data to improve inclusive education practices • Wrote PDS manuscripts from 2017-18 and 2018-19 data • Continued planning LRC-South community events • Teacher liaisons presented at the NAPDS conference • Continued aide, special area teachers and social skills, video data collection with Dr. Woodfield
April	<ul style="list-style-type: none"> • Monitored and supported 4th grade students moving from self-contained 	4-6	<ul style="list-style-type: none"> • Dr. Elder continued to hold weekly meetings with clinical practice candidates 	<ul style="list-style-type: none"> • Continued video data collection • Used data to improve inclusive education practices

	<p>classrooms to general education</p> <ul style="list-style-type: none"> ● Monitored 5th and 6th grade students who are already included for various parts of their days ● PARCC testing 		<ul style="list-style-type: none"> ● Continued to hold discussions on various topics outlined by the needs of candidates 	<ul style="list-style-type: none"> ● Wrote PDS manuscripts from 2017-18 and 2018-19 data ● Continued planning LRC-South community events ● Dr. Elder presented at the AERA conference with PhD student Lesa Givens ● Collaboration and research planning with Dr. Woodfield
May	<ul style="list-style-type: none"> ● Planned with GPS administration and Bowe special education teachers to move more students from self-contained classrooms into inclusive classrooms for the 2019-20 ● Articulated with Bullock School teachers/administration re: placement of students for the following year 	4-6	<ul style="list-style-type: none"> ● Dr. Elder continued to hold weekly meetings with clinical practice candidates ● Continued to hold discussions on various topics outlined by the needs of candidates 	<ul style="list-style-type: none"> ● Continued video data collection ● Used data to improve inclusive education practices ● Wrote PDS manuscripts from 2017-18 and 2018-19 data ● Continued planning LRC-South community events ● Collaboration and research data collection and planning with Dr. Woodfield
June	<ul style="list-style-type: none"> ● Will hold a faculty and staff meeting outlining successes and 	4-6	<ul style="list-style-type: none"> ● No candidates at school 	<ul style="list-style-type: none"> ● Will write PDS manuscripts from 2017-18 and 2018-19 data

	challenges of PDS work for the 2018-19 school year			<ul style="list-style-type: none">● Collaboration and research planning/analysis with Dr. Woodfield
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