

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

Date of Final Report: May 30, 2019

Name of School: Dorothy L. Bullock

Name of Professor in Residence: Eshe Price

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

Name	Position
Heather Stewart	1 st Grade, PDS Liaison
Amy Masso	Special Education, PDS Liaison
Donna Romalino	Special Education
Jenna Alleman	1 st Grade
Michelle Rullo	2 nd Grade
Katie Evans	2 nd Grade
Jennifer Alleman	3 rd Grade
Andrea Giroux	LDTC

Lynn McConnell	Basic Skills Intervention
Rich Taibi	Principal
Eshe Price	Professor in Residence

Evidence that Supports the PDS Work

Brief Summary of how PDS Goals and Objectives were Achieved:

Area: Culturally Relevant Teaching	
Goal(s): 1. Teacher development in culturally relevant teaching with a focus on cultural competence and sociopolitical development	
Rationale/Source of Evidence: PARCC Subgroup Analysis, Reading levels, Discipline Referrals, I&RS and CST Referrals, participation in accelerated class and or programs, and participation in ACTs.	
Actions Steps	Indicators of Success
<input type="checkbox"/> Facilitated monthly Power PD sessions <input type="checkbox"/> Attendance to the CASE conference <input type="checkbox"/> Participation in Hispanic & African-American Read-Ins	<input type="checkbox"/> Faculty feedback forms <input type="checkbox"/> Focus groups <input type="checkbox"/> 1:1 Interview <input type="checkbox"/> Implementation of suggested texts and activities
Area: Glassboro as a PDS District	

Goal(s): 1. Collaboration and alignment of PDS goals between Glassboro schools	
Rationale/Evidence: Mental health referrals, student surveys, PARCC subgroup analysis, reading levels, discipline referrals, I&RS and CST Referrals, participation in accelerated class and or programs.	
Actions Steps	Indicators of Success
<input type="checkbox"/> Facilitated a district-wide meeting between administration, PDS liaisons, and PIRs <input type="checkbox"/> Created a Glassboro PDD Goal	<input type="checkbox"/> Choose a goal to implement and track across the district
Area: Social Emotional Learning	
Goal(s): 1. Research, plan, and create a sensory room 2. Teacher development in SEL	
Actions Steps	Indicators of Success
<input type="checkbox"/> Visited 2 schools <input type="checkbox"/> Cleaned and organized the Zen Den <input type="checkbox"/> Facilitated planning meetings <input type="checkbox"/> Purchased materials for the Zen Den using PDS funds	<input type="checkbox"/> A plan for the purpose and use of the sensory room <input type="checkbox"/> Further development of teachers and staff in SEL

Explanation of the impact on Teacher Professional Development:

In order to gather information about the impact of PDS initiatives on teacher professional development, the PDS steering committee completed an end of the year PDS survey. Six out of nine teachers on the steering committee completed the survey. According to the survey, teachers were the most actively engaged in PD opportunities in the area of SEL. PD opportunities in the area of SEL included visits to other schools and working sessions to create the Zen Den. Survey results revealed that 83.3% of the steering committee participated in the Zen Den working meetings and 66.7% participated in visits to tour other schools. When asked about the most beneficial PDS PD opportunities this year, 100% of open-ended responses mentioned PDS SEL PD opportunities. More specifically, Zen Den planning meetings and schools visits were mentioned 67% of the time. Teacher feedback indicates that collaboration, opportunities to tour other schools, and work sessions were the most impactful on teacher development. The PDS SEL initiative was driven by the steering committee, therefore, it is not a surprise that it was the most impactful on their professional development.

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

- Fall 2018: ECED 23446 Clinical Practice in Early Childhood Education - 1 student
- Spring 2019: ELEM 02448 Clinical Practice in Elementary Education - 4 students
- Summer 2019: SPED 08450 Clinical Practice in Special Education - 1 student

Lead supervisor and the PIR, Mrs. Price met with clinical practice interns on a weekly basis to provide support with edTPA and other areas of need. Clinical practice interns actively engaged in the school community by attending PDS activities such as steering committee meetings, Power PDs, and work sessions. For example, a clinical practice intern explained during the NAPDS committee visit at Bullock that she has the support of the PIR, other clinical practice interns, and Bullock faculty and staff; which is a benefit of being placed at a PDS.

Explanation of the impact of the Clinical Experience Plan/Focus:**Courses**

- Fall 2018: INCL 02335 STREAM II: Clinical Experience - 4 students
- Spring 2019: INCL 02250 Instruction & Assessment in the Inclusive Classroom - 10 students

Lead supervisor and the PIR, Mrs. Price met with clinical experience interns in *STREAM II: Clinical Experience* on a bi-weekly basis.

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

- Spring 2019: INCL 02250 Instruction & Assessment in the Inclusive Classroom - 10 students

The course, *Instruction and Assessment in the Inclusive Classroom*, included a field component. On Wednesday, the students in this course spent one day week in an inclusive classroom and then attended class onsite at Bullock from 3:00 - 5:30 PM. Mrs. Price was the instructor/supervisor of this course. Students were surveyed to gather information about their experiences in the onsite course. Nine out of ten students were surveyed; 89.9% indicated that they would recommend taking the *Instruction and Assessment in the Inclusive Classroom* course at Bullock and 11.1% indicated that they would maybe recommend taking the course. Overall, students indicated that they enjoyed the convenience and welcoming environment at Bullock. A benefit of having an onsite course at Bullock was the opportunity to bring Bullock faculty and staff into the course. Each week, a Bullock faculty or staff member was a guest speaker in the course. Again, 89.9% of the students indicated that they enjoyed the guest speakers, while 11.1% indicated that they “maybe” enjoyed the guest speakers. Open-ended responses indicated that students enjoyed hearing from a variety of practicing educators that they otherwise would not hear from. More evidence can be found [here](#).

Explanation of the Research Conducted at the PDS:

The study at Bullock explores how a PDS model can examine and support culturally relevant teacher beliefs. The shared responsibility for research, professional development, and student achievement in a PDS model provide justification for framing this qualitative study in participatory action research. The PIR guided participants ($N=5$) through two focus group meetings, a semi-structured 1:1 interview for each teacher participant, and three professional development sessions, throughout one semester, focusing on teacher beliefs. The first stage of the study involved data collection through teacher interviews about their beliefs about serving diverse student populations. The second stage of the study created opportunities for teachers to compare themes to dispositions of culturally relevant teachers and guide the co-constructed plan for future PD on culturally relevant teacher beliefs. The final stage of the study will evaluate the relationship between the PDS model and increased teacher capacity for culturally relevant teacher beliefs.

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

The impact of PD and research on student achievement is yet to be determined because PD and research activities have not been completed. SEL initiatives are expected to have a direct impact on student achievement because the creation of the Zen Den will be

for student and teacher usage. In order to measure student achievement, the steering committee and administration will need to decide what to measure. For example, the number of discipline referrals prior to the usage of the Zen Den vs after might a helpful indicator of its impact.

In the area of research which focused on culturally relevant teaching, a preliminary indicator of its impact on student achievement is the number of teachers who attended professional development sessions and used suggested texts in their classroom for whole group instruction. In June, a final focus group will occur in order to relationship between the PDS model and increased teacher capacity for culturally relevant teacher beliefs.

Timeline of Activities Described Above that were Achieved:

Month	Professional Development Focus	Grade Level Focus	Rowan Interns' Focus	Research Focus
October	Survey Distribution	1 st - 3 rd	Bi-weekly Clinical Experience Meetings (Lead Supervisory Model) Memorandum of Understanding (MOU) Meetings	Facilitate Focus Group 1 Hispanic Heritage Read In Power PD - Dis(Ability)
November	All Day Professional Development Opportunity - Teaching Thanksgiving in a Socially Responsible Way	1 st - 3 rd	Bi-weekly Clinical Experience Meetings (Lead Supervisory Model) Conducting Observations	All Day Professional Development Opportunity - Teaching Thanksgiving in a Socially Responsible Way Presented Research at the International Conference of Urban Education Conference

December	Power PD: Poverty Simulation Research Sensory Rooms	1 st - 3 rd	Bi-weekly Clinical Experience Meetings (Lead Supervisory Model) Conducting Observations Final Exam Meetings	Power PD: Poverty Simulation
January	Glassboro PDD Collaboration Field Trip to Matawan, NJ Field Trip to Barclay Early Childhood Center in Cherry Hill, NJ	1 st - 3 rd	Weekly Clinical Practice Meetings (Lead Supervisory Model) MOU Meetings Onsite Course	Planning and Preparation for African-American Read-Ins Ordering Materials for African-American Read-In
February	SEL PD with Dr. Nicole Edwards with Rich Taibi	1 st - 3 rd	Weekly Clinical Practice Meetings (Lead Supervisory Model) Conducting Observations Onsite Course	African American Read-In
March	Steering Committee Work Session Submitted Purchase Order	1 st - 3 rd	Weekly Clinical Practice Meetings (Lead Supervisory Model)	CASE Conference

	for Zen Den materials		Conducting Observations edTPA Onsite Course	
April	Steering Committee Work Session	1 st - 3 rd	Weekly Clinical Practice Meetings (Lead Supervisory Model) Conducting Observations edTPA Onsite Course	Attended the American Education Research Association Conference
May	Steering Committee Work Session Received Materials for Zen Den	1 st - 3 rd	Teachers of Students with Disabilities (TOSD) Placements Begins Final Exam Meetings MOU Meetings Conducting Observations	Preparation and Planning for Focus Group 2
June	Disbandment	1 st - 3 rd	Final Exam Meetings	Facilitate Focus Group 2