

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

Date of Final Report: May 30, 2019

Name of School: Glassboro High School

Name of Professor in Residence: Reginald Hickman

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

Name	Position
Nancy Brown	Early Childhood Development
Linda Rorer	Special Education- ELA
Annie-Sophie Meeks	Foreign Language- French
Rob Preston	ELA/Social Studies Curriculum Supervisor
Alaeida DeColli	Special Education- Emotional Support
Joan Beebe	Financial Literacy/Business
Michele Memis	AP Biology and Biology Teacher
John Cino	Social Studies Teacher
Danielle Sneathen	Principal
Student to be named	

Evidence that Supports the PDS Work

Context of Glassboro High School as a New PDS:

The first year of the Glassboro High School (GHS) as a Professional Development School (PDS) was a learning experience. To become integrated into the school, the PIR took time to observe and learn the culture of the building. Beyond learning the professional development needs, the PIR spoke to teachers and administrators to determine the

values of the building. It was evident the faculty and staff were passionate about their students, post-graduation. Furthermore, they recognize that many of their students are in need of care in addition to their education. These observations, among others, helped inform the PIR's work in order to frame professional development topics, presentation styles, and personal interactions with the staff. There were also process and procedure issues that had to be learned such as the use of email as a communication tool and how to schedule events. Along the way there were scheduling mishaps and miscommunications that were necessary for the PIR to work out in order for the work to be successful at GHS.

This year was truly a learning experience for all involved. Less collaboration took place regarding the initial/final school report and the PIR evaluations. Next year, the entire PDS committee will collaborate to write the reports and evaluate the PIR. The final two months a high school are extraordinarily busy for any high school. The PIR tried to avoid over-inundating the staff, the principal in particular, as many teachers were involved in a variety of extracurricular activities such as prom, the senior trip, multiple awards and banquet nights, preparing students for graduation, etc. Unfortunately, the school suffered the death of a student in the final two months of school which cast a pall over the entire building. The PIR felt it was important to be respectful of the grieving process for the school. For next year, the PDS committee will develop a schedule for the completion of university paperwork that fits within the schedule of the high school.

Brief Summary of how PDS Goals and Objectives were Achieved:

In January and February, there was a lack of participation and engagement from the staff in the professional development opportunities provided by the PIR. In January, the PIR held a professional development session on content area literacy with minimal participation. Another session was held in February on active engagement and three teachers participated. Observations of each teacher and provided feedback on their use of active engagement strategies and recommendations were given.

Overall, the staff appeared to embrace the concept of a PDS and was willing to listen to the PIR's ideas. Participation beyond the PDS committee and the small number of teachers is needed, but the PIR recognizes that his role is to help faculty and staff embrace the opportunities that are provided as the PDS culture develops. This will be a goal for next year. During the year, the focus of the PDS committee changed several times, which made meeting the goals and objectives reported in the initial report difficult to accomplish. Some of the original goals were set at the beginning of the year based on the principal's yearly goals. Through discussion, the PDS committee aligned the principal's goals with ideas and priorities developed by the PDS committee. Had the PDS committee collaborated and provided additional input

from the beginning of the year, the PDS work might have been more focused sooner. By the end of the year, it became clear that the PDS work, with input from the committee, would focus on climate issues before a focus on academic performance and instructional practice could take place. The latter will become a goal for next year.

Professional development for content area writing and active engagement was in place before a shift was made to Social Emotional Learning (SEL), which is a district-wide focus. With a shift to SEL, a plan was developed for implementation for the 2019-20 school year. Two professional development videos and staff members were developed and provided for teachers to view. The PIR conducted a demonstration of the new equipment purchased and invited staff members to use in their classrooms. As was the case with professional development earlier in the year, there was minimal response and only members from the PDS committee took materials. Again, participation of the PDS opportunities will be more explicitly addressed next year.

A final goal was on closure activities in the block schedule. However, it was expected that the high school would change to 50-minute periods in 2019-20, but was eliminated as a priority because the district decided to stay with the block scheduling after a faculty vote.

Explanation of the impact on Teacher Professional Development:

Teachers on the PDS committee began to take the lead in researching and conducting professional development sessions. PDS teachers collaborated with other faculty members to be professional development leaders in content-area writing. At a minimum, this PDS work sparked interest in the members of the PDS committee as members reported how they implemented active engagement strategies in their classes based on the discussions at committee meetings.

For 2019-20, we are going to focus on creating and implementing a SEL program at GHS. The incoming ninth grade class have been indoctrinated in SEL since elementary schools and we understand the positive effects SEL has had on Glassboro students. Furthermore, the principles of SEL reflect and are aligned to the core values of the faculty, staff, and administration of GHS. We will continue to focus on instructional topics such as utilization of the block schedule and depth of knowledge questioning in professional development next year. Last, the PDS committee will create a goal for the committee itself at the beginning of the school year. A potential goal is how to create a more collaborative culture within the PDS committee and GHS.

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

The PIR provided one-on-one assistance to teacher candidates as needed through the Lead Supervisor Model, a model that has been implemented across all the Rowan PDSs. One teacher candidate really struggled in her placement. As a team, the PIR, cooperating teacher, university supervisor, and the building principal met to create an improvement plan for the teacher candidate. The PIR also observed one of the teacher candidate's lessons and held pre-and post-observation meetings. In addition, the PIR modeled a lesson to demonstrate best practices in accordance with the improvement plan.

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

The process begins a year in advance to place subject matter interns in schools for clinical experience placement. As a new PDS, the opportunity to host clinical interns for 2019-20 school year had passed. For next year, the PIR will work with OCE to ensure students are selected for 2020-21 school year.

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

Since this was a new PDS, GHS did not have the opportunity to host any on-site classes. In addition, on-site classes are subject-matter based and a high school does not have enough multiple content area teachers to host content specific courses. Next year the PIR will work with subject matter program coordinators to identify a course that all subject matters take and potentially teach at GHS.

Explanation of the Research Conducted at the PDS:

SEL was the research focus for this year and will continue to be a focus for the 2019-20 school year. The PDS committee used the funds to purchase SEL materials to help students with self-regulation and self-management. The PDS committee decided to create a "chill space" in the library to be used as a calming area in the building. In addition, we purchased standing desks to help with students who have problems sitting for the entire block. As teachers use these items in their classroom, we will study attendance and discipline data in addition to collecting student narratives on school climate. This research agenda will help to determine the impact of using such products in the class as part of the overall research on the implementation of SEL throughout the school.

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

No data regarding student achievement will be available until the summer when test scores are released. In addition, the PDS committee shifting focus throughout the year inhibited the PDS committee's ability to conduct research on strategies that impact student achievement. Once the year is complete, the committee will analyze attendance and discipline data to help determine how to begin the process of implementing SEL at GHS.

Timeline of Activities Described Above that were Achieved:

Month	Professional Development Focus	Grade Level Focus	Rowan Interns' Focus	Research Focus
September	Goal Setting	9-12	Observations of teachers Relationship building Reflection	
October	Teacher Candidate Check- in Walkthroughs and Observations	9-12	Planning Classroom management procedures Questioning techniques	
November	Data collection and Analysis	9-12	Interns developed mini-lessons and lessons that focused on active engagement and the use of assessments to inform instruction.	
December	Schoolwide professional development was held on the following topics: <ul style="list-style-type: none"> • Interactive Notebooks • VR Spot • Closure Activities 	9-12	Interns were assessed using the Danielson framework for the final evaluation for their clinical practice.	Content Area Literacy Development of common writing rubric

	<ul style="list-style-type: none"> • Book SNAPS • IMPERO Movement in the classroom			
January	Content-Area Writing	9-12		
February	Social Emotional Learning Future Teachers of America approval from Glassboro School Board	9-12	Effective classroom management strategies through developing positive student relationships.	Active Engagement
March	Active Engagement College Fair FTA chapter established for 2019-20 school year	9-12	Passive vs. active engagement and performance tasks.	Active Engagement
April	Socioemotional Learning Career Fair	9-12	The use of formative and summative assessments to inform instruction.	Socioemotional Learning
May	Socioemotional Learning	9-12	Self-Assessment and Reflection	Socioemotional Learning