

## PDS School Report

**Date of Initial Report:** December 1, 2017

**Date of Final Report:** May 30, 2018

**Name of School:** Dorothy L. Bullock

**PIR Name:** Eshe Price

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

Name	Teaching Position
Heather Stewart – PDS Liaison	1 <sup>st</sup>
Katherine Burt	2 <sup>nd</sup>
Lauren Wilson	3 <sup>rd</sup>
Amy Masso – PDS Liaison	Special Educator
Bernadette Perry	Special Area
Melanie Sweeney	Supervisor of Basic Skills
Eshe Price	Professor in Residence

### Copy of or Description of the School's Improvement Plan:

Dorothy L. Bullock serves a racially/ethnically diverse student population. Below is a table showing the racial/ethnic demographics at Bullock. This information was taken from the *Dorothy L. Bullock 2017 Annual Report*.

Total	American Indian, Hispanic, Latino	American Indian/Non-Hispanic	Asian/Non-Hispanic	Black Hispanic/Latino	Black Non-Hispanic	Multi-Race Hispanic/Latino	Multi-Race Non-Hispanic	White Hispanic/Latino	White Non-Hispanic
498	1	1	12	30	163	9	27	69	186

African-American and Hispanic students represent roughly 72% of the student population receiving Basic Skills Instruction (BSI) and roughly 71% of Collaborative Academic Support Team (CAST) referrals.

The diverse student population and academic performance of students of color are just two ways to justify the need to increase staff capacity on cultural responsiveness. The administration at Bullock has been very supportive of the efforts to increase student achievement and cultural competence.

### Explanation of Baseline Data:

The 2016-2017 Glassboro Public Schools Teacher Professional Development Plan and the 2017-2018 PDS Survey were used to create this year's goals and objectives. Both administrators and teachers were given the opportunity to guide the professional development work at Bullock.

Listed below are two goals from the Glassboro Public Schools Teacher Professional Development Plan that influenced the yearlong PDS focus.

1. To increase the staff capacity on cultural responsiveness through school climate, discipline, academic achievement, and increased participation in programs with subgroup populations.
2. To continue to engage staff in professional development by working with Rowan University faculty members.

At the beginning of the 2017-2018 academic year, a PDS Survey was created by the PDS Steering Committee. Through email, the entire staff at Bullock received the link to the survey, twice. Twenty-six out of forty-two staff members completed the survey. The survey included three questions that are listed below:

1. How familiar are you with culturally responsive pedagogy? (Likert scale)

- |                           |                         |                          |                            |                           |
|---------------------------|-------------------------|--------------------------|----------------------------|---------------------------|
| <input type="radio"/> 1   | <input type="radio"/> 2 | <input type="radio"/> 3  | <input type="radio"/> 4    | <input type="radio"/> 5   |
| Not at<br>all<br>familiar | Slightly<br>familiar    | Somewh<br>at<br>familiar | Moderat<br>ely<br>familiar | Extreme<br>ly<br>familiar |

2. Select 1 topic from your grade level that you are interested in seeing activity/experiment demonstrations in.

#### 1<sup>st</sup> Grade

- ☐ Living Things
- ☐ Patterns in the Sky
- ☐ Light and Sound

#### 2<sup>nd</sup> Grade

- ☐ Matter
- ☐ Ecosystems and Biological  
Evolution
- ☐ Earth

#### 3<sup>rd</sup> Grade

- ☐ Force and Motion
- ☐ Weather and Climate
- ☐ Life Cycles and Traits

3. Select 1 area that you would like professional development in.

- ☐ Writing for PARCC
- ☐ Modification/accommodations for students with behavior or academic concerns
- ☐ Cross-curricular activities for art, music, etc.

On the first question on the PDS Survey, 3 staff members selected 2 – *Slightly familiar*, 12 staff members selected 3 – *Somewhat familiar*, 7 staff members selected 4 – *Moderately familiar*, and 4 staff members selected 5 – *Extremely familiar*. The average is 3.46 and indicates that the staff members who completed the survey are somewhat familiar with culturally responsive pedagogy. As a result, teachers are being supported at the personal and instructional level on this topic. The entire staff received the text, *Reading & Writing for Social Action* by Randy & Katherine Bomer.

Using this text, teachers planned lessons to address the third trimester essential question, “How will you change the world by sharing and supporting your opinions?”

Per an administrative request, teachers were supported with science activities. Evidence from the PDS Survey indicates that teachers would like support with the following science themes for the 2<sup>nd</sup> trimester: Light and Sound (7 votes), Life Cycles and Traits (6 votes), and Ecosystems and Biological Evolution (5 votes). As a result, Dr. Erica Blatt, Assistant Professor in the STEAM Department at Rowan University, agreed to provide professional development to support teachers with planning science demonstrations with the goal of each class submitting a science fair project for the district-wide science fair.

On the last question on the PDS survey, 10 staff members selected *Writing for PARCC*, 9 staff members selected *Modifications and Accommodations for Students with Behavior or Academic Concerns*, and 7 staff members selected *Cross-curricular Activities*. In January, the PDS Steering Committee selected *Modifications and Accommodations for Students with Behavior or Academic Concerns* as the final PDS goal.

### Yearlong Description of Professional Development Focus:

<b>Focus:</b> To increase the staff capacity for cultural responsiveness through school climate, discipline, academic achievement, and increased participation in programs with our subgroup populations through engagement in quality, meaningful Professional Development through PLC’s and in collaboration with Rowan University as a Professional Development School				
<b>Goal 1:</b> Teacher Development in Culturally Responsive Teaching				
<b>Actions Steps</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Projected Timeline</b>	<b>Indicators of Success</b>
Facilitate 4 school-wide professional sessions	Eshe Price	Visualizer, library, and copies of handouts	October 2017 December 2017 February 2018 May 2018	Faculty feedback forms
<b>Goal 2:</b> Lesson Planning for Social Action				
<b>Actions Steps</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Projected Timeline</b>	<b>Indicators of Success</b>
Facilitate work sessions for teachers to receive support for lesson planning for social action	Eshe Price PDS Steering Committee	Reading & Writing for Social Action, children’s books, etc.	December to March	Lesson plans Observations
<b>Goal 3:</b> Science Fair				
<b>Actions Steps</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Projected Timeline</b>	<b>Indicators of Success</b>
Support for class-wide science fair projects	Erica Blatt, Eshe Price, PDS Steering Committee	To be determined	January 2018 February 2018 Science Fair	Class science fair projects

<b>Goal 4:</b> To create a resource folder for accommodations and behavior modifications on the locked share drive				
<b>Actions Steps</b>	<b>Person(s) Responsible</b>	<b>Resources Needed</b>	<b>Projected Timeline</b>	<b>Indicators of Success</b>
Send at least 2 documents/items that can be uploaded to shared drive by March 21	Amy Masso, Katherine Burt, Lauren Wilson, Heather Stewart, Eshe Price	Computer and Internet Access	April 2018	10 items in each folder

**Timeline of Activities (See template below):**

<b>Month</b>	<b>PDS Leadership Team Focus School-wide</b>	<b>Grade Level Focus</b>	<b>Rowan Candidate Focus</b>	<b>Research Focus</b>
<b>September</b>	<ul style="list-style-type: none"> <li>PDS steering committee organization</li> </ul>	<ul style="list-style-type: none"> <li>Plan and implement interdisciplinary unit focused on literacy, gardening, and the first trimester essential question</li> </ul>	<ul style="list-style-type: none"> <li>Orientation</li> <li>Weekly check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Research topic selected – Teacher Response to Culturally Responsive Teaching Professional Development</li> <li>Read PDS literature</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>Needs survey created</li> <li>Baseline data collection</li> <li>Culturally Responsive Professional Development – Part 1</li> </ul>	<ul style="list-style-type: none"> <li>Review feedback from teachers about unit 1</li> <li>Planning and preparation for presentation at NJEA Conference</li> </ul>	<ul style="list-style-type: none"> <li>On-site courses begin</li> <li>Weekly check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Complete IRB training</li> <li>Read PDS literature</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>Needs survey data analysis</li> <li>Planning for school-wide Culturally Responsive Teaching Professional Development – Part 2</li> </ul>	<ul style="list-style-type: none"> <li>Present at the NJEA Conference</li> </ul>	<ul style="list-style-type: none"> <li>edTPA Portfolio Completion</li> <li>Weekly check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Work on research proposal for IRB</li> <li>Read PDS literature</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>Culturally Responsive Teaching Professional Development – Part 2</li> </ul>	<ul style="list-style-type: none"> <li>Plan interdisciplinary unit focused on literacy, gardening, and the 2<sup>nd</sup> trimester essential question</li> <li>Facilitate teaching for</li> </ul>	<ul style="list-style-type: none"> <li>Disbanding</li> <li>Weekly check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Work on research proposal for IRB</li> <li>Read PDS literature</li> </ul>

		social action work session		
<b>January</b>	<ul style="list-style-type: none"> <li>Planning for Culturally Responsive Teaching Professional Development – Part 3</li> <li>Co-planning professional development with Dr. Blatt</li> </ul>	<ul style="list-style-type: none"> <li>Continue to plan interdisciplinary unit focused on literacy, gardening, and the 2<sup>nd</sup> trimester essential question</li> <li>Facilitate teaching for social action work session</li> </ul>	<ul style="list-style-type: none"> <li>Orientation</li> <li>Weekly check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Research appropriate journals to publish in</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>Culturally Responsive Teaching Professional Development – Part 3</li> <li>Professional Development with Dr. Blatt</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate teaching for social action work session</li> <li>Planned Power PDs</li> </ul>	<ul style="list-style-type: none"> <li>On-site course begins</li> <li>Weekly check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Work on grant for Research Experience for Diversity and Inclusion (REDI)</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>NAPDS Conference</li> <li>Professional Development with Dr. Blatt</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate Power PDs</li> <li>Facilitate 3<sup>rd</sup> grade team planning</li> </ul>	<ul style="list-style-type: none"> <li>edTPA Portfolio</li> <li>Weekly check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Write the proposal for International Conference on Urban Education</li> <li>Submit a grant application for REDI</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>PARCC Testing</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate Power PDs</li> <li>Support and co-teach social action lessons</li> </ul>	<ul style="list-style-type: none"> <li>Weekly check-ins</li> </ul>	<ul style="list-style-type: none"> <li>Submit proposal for International Conference in Urban Education</li> <li>Network at AERA conference in the PDS SIG</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>Culturally Responsive Teaching Professional Development – Part 4</li> <li>Reevaluating goals and research agenda</li> </ul>	<ul style="list-style-type: none"> <li>Support and co-teach social action lessons</li> </ul>	<ul style="list-style-type: none"> <li>Disbanding</li> </ul>	<ul style="list-style-type: none"> <li>Write proposal for National Association of Professional Development Schools Conference</li> </ul>

				• Conduct interviews
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### **Practicum/Intern Supervision:**

Practicum in Mathematics and Literacy ELEM 02338 – 10 students  
 Practicum in Health and Physical Education – 4 students  
 Clinical Practice in Elementary Education ELEM 02448 4 – 2 students  
 Teacher of Students with Disabilities Clinical Practice – 3 students

Through the lead supervisory model, PIR Price:

- Met weekly with all clinical practice interns placed at Bullock
- Met with course supervisors
- Escorted clinical experience interns to their placements
- Created procedures for arrival and departure for Rowan students
- Made arrangements with Dr. Brown, Associate Professor in the LLSC Department, for two of her students to assess Bullock students for an assignment

### **Course(s) taught onsite:**

#### **Fall 2017**

Principles & Pedagogies in the Inclusive Classroom INCLU 02210 3 – 14 students  
 Principles & Pedagogies in the Inclusive Classroom Seminar ELEM 02210 3 – 15 students

#### **Spring 2018**

Courses were not held on-site but will be held in Spring 2019

### **Description of Outcome of Data (Evidence that supports the PDS work):**

#### **Goal 1: Teacher Development in Culturally Responsive Teaching**

On October 13, 2017, PIR Price conducted the first of four school-wide professional development sessions on culturally responsive teaching. During the one-hour session, teachers defined culturally responsive pedagogy (CRP), discussed the importance of CRP and common misconceptions, and explored their cultural identity through a series of activities. Teachers were guided towards an understanding that they (teachers) who learn about and understand their own cultural identity have a greater capacity to understand and appreciate the cultural identity of their students.

At the conclusion of the session, all participants completed a feedback form, *Ticket Out the Door*. Teachers were asked to write three things they learned and any questions still had on their *Ticket Out the Door*. One theme within the 30 responses was that teachers learned the similarities and differences between multicultural education, social justice education, and CRP. One misconception that some teachers held prior to the professional development was that CRP was the same as multicultural education and social justice education. While CRP, multicultural education, and social justice education certainly overlap, they are not the same. One teacher wrote, “I learned about the differences between or rather the outcome of multicultural teaching vs culturally responsive pedagogy.” Another theme was teachers learned that cultural competence is a key component of CRP.

For instance, another teacher wrote, “I learned that cultural competence helps address the student achievement gap.” In short, evidence from the *Tickets Out the Door* confirm that teachers learned the intended professional development objectives. Seventeen out of thirty teachers did not write any questions. Six teachers were interested in strategies for connecting with families and seven teachers are interested in incorporating more culturally responsive lessons into the curriculum.

On December 9, 2017, PIR Price conducted the second school-wide professional development session on culturally responsive teaching. During this session, teachers explored how they personally enjoyed privileges based on being members of certain identity groups in the United States and discussed what could be done with the collective privilege in the school. The session’s essential idea focused on cultural competence, which requires teachers to develop a certain personal and interpersonal awareness and sensitivity. Culturally responsive teachers are self-aware and acknowledging individual privilege is a good place to start.

Again, teachers completed a feedback form; however, this form differed from the first session. Teachers were asked to write what they learned, what they can do with what they learned, what they would like to know more about, and what they would do differently if they had led the training. Due to time constraints, although all teachers received the feedback form only 14 teachers completed and returned the forms. Feedback on the forms indicated that teachers were cognitively engaged and wanted more time for discussion.

The February CRP training was canceled due to school closing for inclement weather and the May CRP training was dedicated to assessments. Two out the four CRP trainings have occurred.

### Reflection and Next Steps

A barrier for the delivery of PD for teachers in CRP is the lack of school-wide PD time. This goal will be carried over to the next school year and continued during school-wide PD opportunities. As part of a study at Bullock, teachers and the PIR will be collaborating to create a schedule for CRP PD opportunities.

### Goal 2: Lesson Planning for Social Action

The professional learning community (PLC) text, *For a Better World: Reading & Writing for Social Action* by Randy & Katherine Bomer, supports the pedagogical skills needed for teachers to use during the third trimester. The third trimester is guided by the essential question, “How will you change the world by sharing and supporting your opinions?”

The PIR facilitated five professional development sessions using the PLC text and additional social action books to support lesson planning and instructional strategies for the third trimester. The PD opportunities are referred to as Power PDs because the 30 minutes professional development sessions briefly reviewed two chapters from *For a Better World: Reading & Writing for Social Action* and introduced children’s book and/or lessons on social activism for teachers and clinical practice interns. Below is a chart that outlined the activities

Date	Children’s Book on Social Activism	PLC Text Chapters	Activities

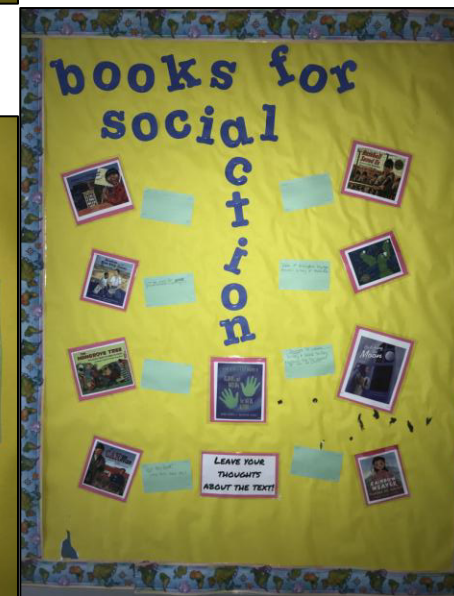
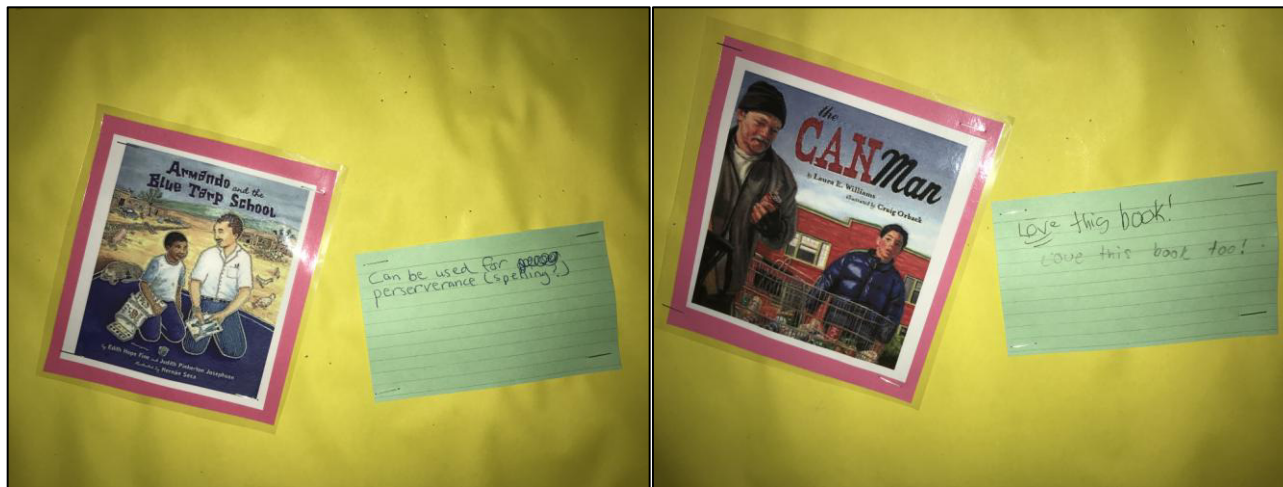
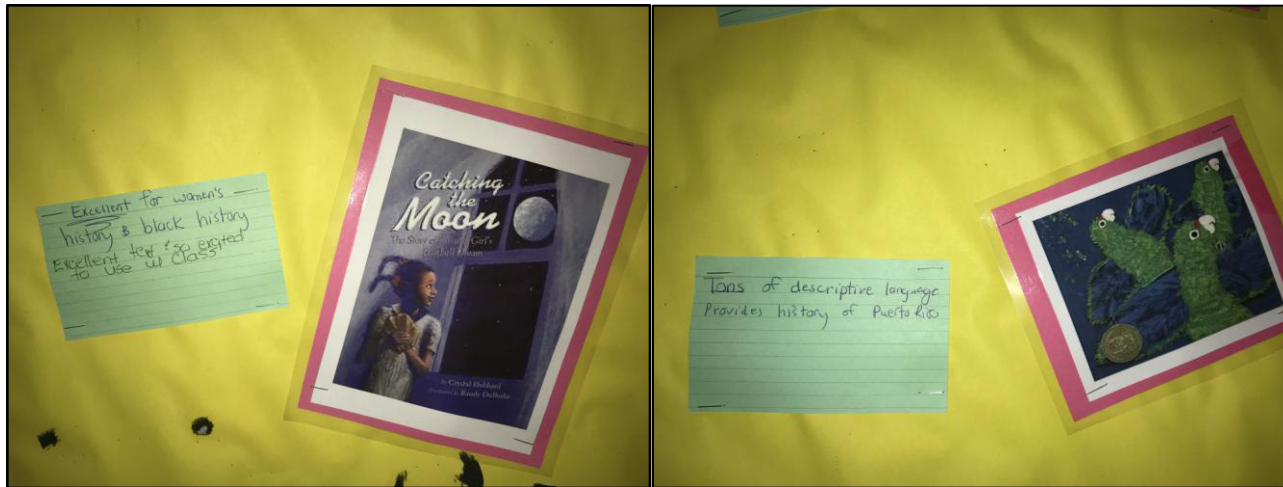
03/14/2018	<i>Catching the Moon</i> Race, Gender, Historical Experience  <i>Baseball Saved Us</i> Race, Historical Experience, Fiction	1 & 2	<ul style="list-style-type: none"> <li>Summarized chapters 1 &amp; 2</li> <li>Teachers and clinical practice interns read the children's books and discussed the critical concepts found within the texts</li> </ul>
03/28/2018	<i>Parrots Over Puerto Rico</i> Environment, Historical Experience  <i>Armando and the Blue Tarp School</i> Environment, Making Change, Fiction	2 & 4	<ul style="list-style-type: none"> <li>Summarized chapters 3 &amp; 4</li> <li>Teachers and clinical practice interns read the social action books and discussed the critical concepts found within the texts</li> </ul>
04/11/2018	<i>Rainbow Weaver</i> Environment, Fiction  <i>The Can Man</i> Class, Making Change, Fiction	5 & 6	<ul style="list-style-type: none"> <li>Summarized chapters 5 &amp; 6</li> <li>Teachers and clinical practice interns read the social action books and discussed the critical concepts found within the texts <ul style="list-style-type: none"> <li>Developed questions based on the critical concepts</li> </ul> </li> </ul>
04/25/2018	<i>The Mangrove Tree</i> Gender, Environment, Making Change	7 & 8	<ul style="list-style-type: none"> <li>Summarized chapters 7 &amp; 8</li> <li>Teachers and clinical practice interns read the social action books and discussed the critical concepts found within the texts <ul style="list-style-type: none"> <li>Developed questions based on the critical concepts</li> </ul> </li> </ul>
05/23/2018	<i>Lakas and the Makibaka Hotel</i> Making Change, Fiction	9 & 10	<ul style="list-style-type: none"> <li>Modeled a lesson on gentrification that aligned with the social action book <ul style="list-style-type: none"> <li>Teachers and clinical practice interns identified and discussed the critical concepts and developed writing prompt based on gentrification</li> </ul> </li> </ul>



Below are pictures taken during the Power PD. The pictures demonstrate the teachers and clinical practice interns collaborating to use *For a Better World: Reading & Writing for Social Action* and the social action books for lesson planning.



A social action bulletin board was created to support collaboration about the suggested social action books beyond the Power PDs. On this bulletin board, teachers left comments about the texts. The pictures below show the bulletin board and teacher comments.



On March 26, 2018, PIR Price co-planned, alongside administration, a full day PD for the 3rd-grade team. The purpose of this PD was for teachers to use the PD time to plan lessons for the third trimester with support and guidance. PIR Price shared two instructional resources (one student text and one pedagogical text) with the teachers to guide lesson planning for the third trimester. PIR Price suggested the use of *The Can Man* a text for whole group reading and *The Children's Guide to Service Learning* for social action projects. As a result of this meeting, teachers wrote lessons utilizing *The Can Man* and planned a grade level social experiment. The lesson plan can be viewed at <https://drive.google.com/open?id=1MGZ8dB0zfJ2pBz1JmxpeG0PToYqUMb5Q>.

Indicators of success include teacher Aha moments, lesson plans, and reflections.

### Aha Moments

At the conclusion of each Power PD, teachers and clinical practice interns completed an *Aha Moment* on an index card. An *Aha moment* is anything learned, a question, or feeling about the PD. A few teacher comments are highlighted below.

- *When we began discussing how we should not fear tough conversations, I began thinking...I'm not afraid of my kids' thoughts. I'm afraid of parent backlash. (They can be so EXTRA)*
- *Being able to pull apart a book in different ways. (looking at it from different perspectives and connecting it to the world and history)*
- *Including ableism as a concept for critical reading*
- *How literacy instruction is a democratic process, how important these conversations are, and how to ask the right questions.*
- *Team collaboration!!!*
- *Teamwork to deepen understanding.*
- *Strategies to link critical conversations to social issues.*
- *The several different critical concepts that we could pull from one book!*
- *I LOVED the PD sessions! I took away many good ideas. Loved the books to use in the class and lessons provided.*

### Lesson Plans

A 1<sup>st</sup> grade teacher decided to use *Catching Moon* as a text for whole group reading. This text was introduced at a Power PD. Not only did the teacher use the text for instruction, but she invited PIR Price to observe the conclusion of the lesson. Below is a written reflection from the teacher about lesson planning and reading aloud *Catching the Moon*.

*"The students loved Catching the Moon and were engaged throughout the 3-day lesson. There were so many opportunities to discuss the critical concepts we learned in the Power PDs. But beyond those, the students made organic connections. For example, the students made a connection between the title and the story, which was not explicit throughout reading. I decided to recommend the use of the book across the grade level and we are going to use the text in 1<sup>st</sup> grade next year."*

### Reflection and Next Steps

Considering the implementation of suggested texts and the positive feedback about the Power PDs, the PDS Steering Committee recommends that goal 2 continue next school year. Goal 2 aligns with culturally responsive instruction and the school-wide curriculum. To increase the impact of the Power PDs, the committee would like to purchase the social action texts, incorporate more assessments into lesson plans, and implement the social action text across the grade level. To best support students becoming critical readers, teachers must continue to engage in developing their own critical literacies.

### Goal 3: Science Fair





Dr. Erica Blatt facilitated 3 - 1 hour PD sessions for grade level teams. The PD sessions took place on February 1, 2018 , February 08, 2018, and March 6, 2018. For each session, Dr. Blatt unpacked a Next Generation Science Standard, shared three hands-on activities that aligned with the NGSS, and student texts.

There are two indicators of success for this PDS goal. The first indicator of success is the data collected from the survey, *NGSS & 3 Activities PD with Dr. Blatt*. This purpose of the survey was to collect feedback about the NGSS PDs. Twenty-eight staff members (10 – 1<sup>st</sup> grade teachers, 7 – 2<sup>nd</sup> grade teachers, 8 – 3<sup>rd</sup> grade teachers, and 3 – other) completed the survey. The survey included 5 questions:

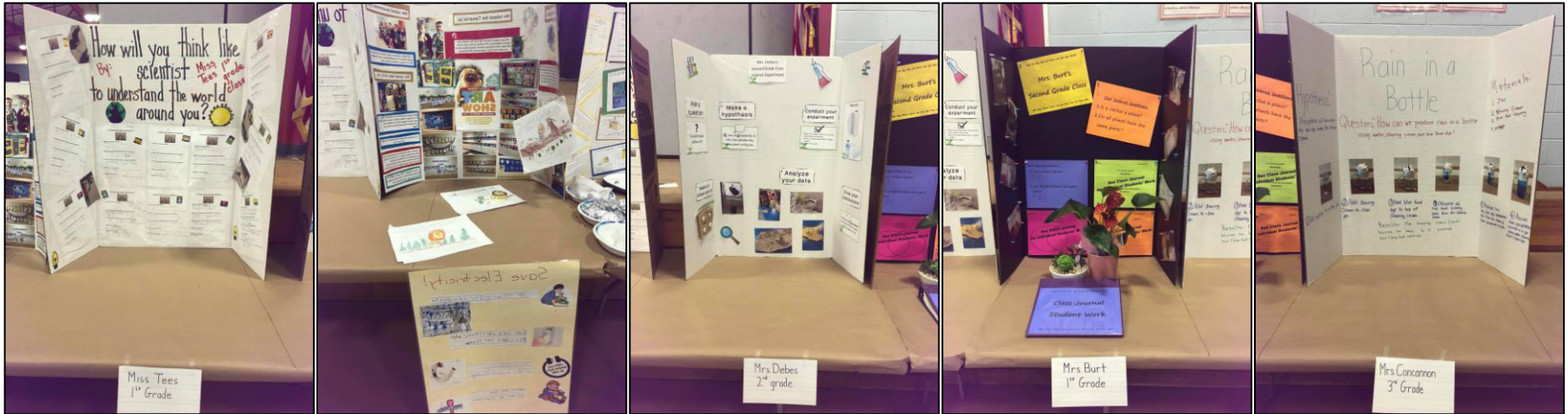
1. Grade Level
2. The information was relevant to my professional experience. (Likert scale: 1 – 5)
3. I would attend another session by Dr. Blatt and would likely recommend this PD to my colleagues. (Likert scale: 1 – 5)
4. Do you plan to implement the shared science activities? (Yes, No, Maybe)
5. Additional recommendations and/or comments.

The average score for questions 2 and 3 was 4.5, indicating that staff members found the PD relevant and are likely to attend another PD session offered by Dr. Blatt. In terms of the implementation of the shared activities, 71.4% of the teacher indicated they would implement the activities and 28.6% of the teachers indicated that they may implement the activities. Additional recommendations and/or concerns mostly commented on how simple, low-cost, and user-friendly the activities were. The comments can be read at

[https://docs.google.com/spreadsheets/d/1Uhaa3VyIbAMsXqfqTYDP\\_PttPq31EKxIAyC1BP9dGOB0/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1Uhaa3VyIbAMsXqfqTYDP_PttPq31EKxIAyC1BP9dGOB0/edit?usp=sharing).

Another indicator of success is the significant increase in class-wide science projects presented at the district wide science fair. This school year, ten class-wide science fair were presented compared to zero class-wide science fair projects last school year. Below are pictures of the class science fair projects.



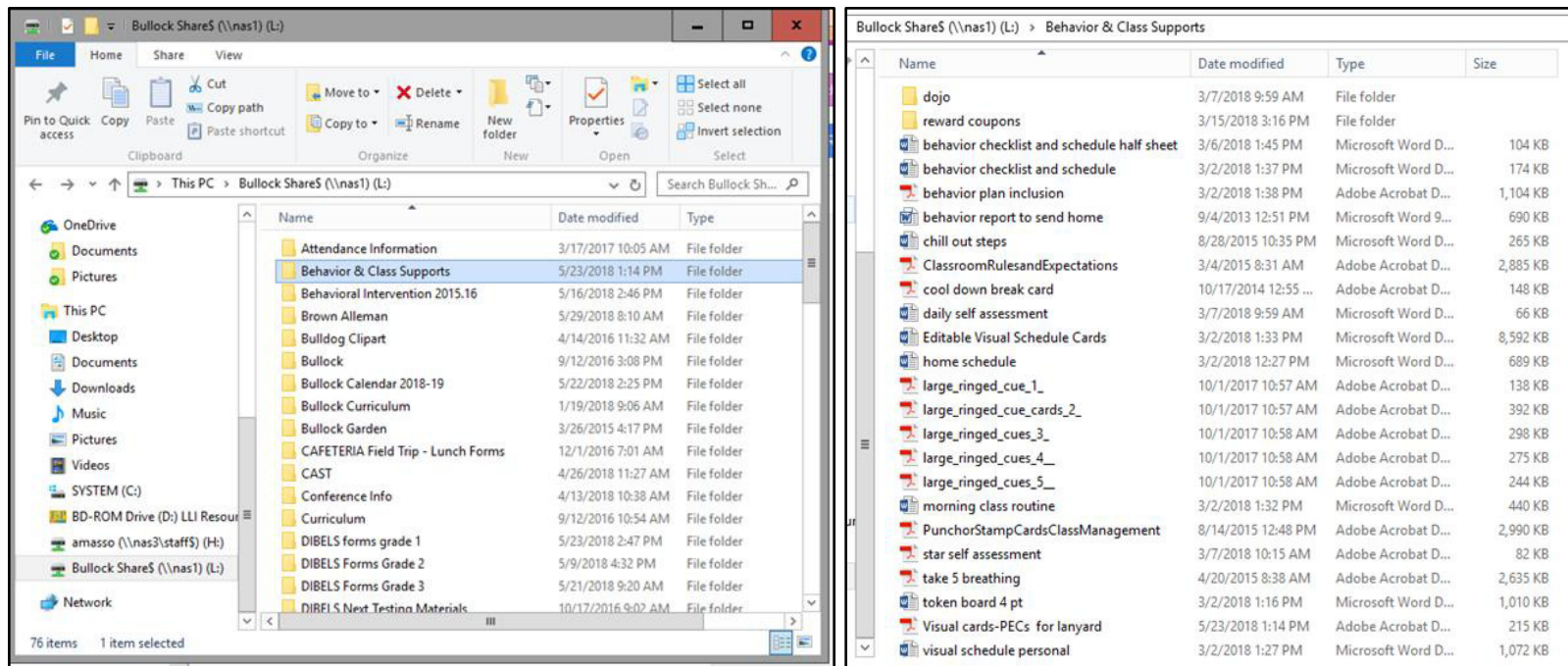


### Reflections and Next Steps

Given the successful impact, the PDS Steering Committee believes that goal 3 should continue for the next academic school year; however, the focus will be on a newly identified set of NGSS. To further increase class participation in the science fair, the PD sessions will occur during the first trimester to allow teachers time to plan the implementation of the science activities into weekly plans.

**Goal 4:** To create a resource folder for accommodations and behavior modifications on the locked share drive

The PDS Survey indicated that teachers were interested in support with *Modifications and Accommodations for Students with Behavior or Academic Concerns*. The PDS Steering Committee compiled and uploaded many behavior and class resources to the Bullock share drive. Teachers were introduced to the resources on the share drive during grade level meetings. Making resources accessible to all staff was the initial indicator of success.



## Reflections and Next Steps

Next steps should include evaluating how often the resources are used and providing assistance to teachers on how to implement the various plan/strategies if unfamiliar. The PDS Steering Committee concluded that it is not necessary to carry over goal 4 into the next school year. The share drive will be updated as needed.

## Research

Bullock, a suburban schools with urban characteristics, is a site of low achievement for minoritized students and thus requires professional development, for teachers to examine and increase their capacity for cultural responsiveness. The research at Bullock explores how a professional development school (PDS) model can examine and support culturally responsive teacher beliefs through collaborative, systematic exploration with a PIR. Drawing from culturally responsive pedagogy (CRP) participants ( $N=5$ ) examine their own beliefs to inform the co-constructed plan for professional development of culturally responsive teacher beliefs through participatory action research (PAR).

The first stage of the study collecting data through teacher interviews about their beliefs about serving diverse student populations (Lichtman, 2010). The second stage of the study created opportunities for member-checking around emergent themes, allowing the teachers to 1) compare themes to beliefs of culturally responsive teachers (Ladson-Billings, 1995) and 2) guide the co-constructed plan for future PD on embodying culturally responsive teacher beliefs. The final stage of the study evaluated the relationship between the PDS model and increased teacher capacity for cultural responsiveness. The first stage of the study will conclude in June 2018 and the second stage will begin in September 2018.

So far, the PIR has submitted a proposal to present this study at the International Conference of Urban Education in the fall and an application for the Diversity and Inclusion grant for \$7,500.

**Additional Activities**

- NJEA Presentation on November 10, 2017
- African American Read In on February 23, 2018
- Meet & Greet for Rowan Clinical Practice Interns and Cooperating Teachers on May 2, 2018
- Teacher Leader Symposium at Rowan University on May 17, 2018

**NOTE: The Glassboro administration would like to start following a group of students as they move from Rodgers, to Bullock, to Bowe, to the Intermediate School, and the high school to get a better grasp on the actual student benefits of PDS. Details of what this will actually look like are forthcoming.**