

## **PDS School Report**

**Date of Initial Report:12/26/17**

**Date of Final Report:5/30/18**

**Name of School: J. Harvey Rodgers**

**PIR Name: Gina Heller**

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

<b>Name</b>	<b>Teaching Position</b>
Gina Heller	PIR
Carrie Ownes	Kindergarten
Amy Witkoski	Kindergarten
Priscilla Antuna	Kindergarten
Renee Vanartsdalen	Pre-K 4
Beth Gyro	OT
Andrea Foglietta	SPED
Aaron Edwards	Administrator

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

The administrator at J. Harvey Rodgers School and the entire administration of the Glassboro Public School District have been very supportive of the PDS team efforts as goals are aligned to practice and implementation. The plan for improvement for the 2017-2018 school year was set based on the adoption of a new writing program and the self-assessment of school based needs to improve socially appropriate behaviors. All conversations within the PDS steering team which includes the school principal, are rooted with the above-mentioned areas as central points through which planning, designing, and structuring school-based improvements are developed.

**J. Harvey Rodgers Goals:**

GOAL: To improve the process and data management for I&RS and PIRT

GOAL: To increase socially appropriate behaviors in all areas of the school environment

GOAL: To increase the effectiveness of writing conferences while implementing the new Strategies for Writing

The first goals for the year included redeveloping the process for identifying, conducting meetings, and tracking and reporting intervention data for I&RS and PIRT. This has been successful, and a full implementation has taken place throughout the year which allowed staff to remain an active and vital part of providing and managing S.M.A.R.T goals to track student success.

The second goal for the year was to develop a foundation and model for implementing play base learning through developmentally appropriate practice designed to enhance learning opportunities for social and emotional development including intervention strategies for students that need additional support. This goal was successfully implemented and will continue to be a focus of future goal planning. A curricular framework has been developed to implement an initial play model focusing on the depth of one play type at a time. The current goal is the implementation of two play types by September.

The third goal was to focus on supporting the implementation of the new writing program. The goal included the exploration of best writing practices and increasing the effectiveness of writing conferences. Since the program was new, teachers needed this year to explore the program in its entirety and become familiar with expectations. While concerns did surface, specific detailed professional development was not a continued focus throughout the year as a main goal. The change to this goal was driven by the PDS steering committee that decided to tend to specific concerns for this year (as they arose) and make a truer effort next year when experience and comfort with the program has occurred.

Attached is the link to the District Strategic Plan

[Strategic Plan](#)

**Glassboro Public School District Goals:**

PDS will specifically focus on the following elements of the district goals

**GOAL:** Develop well rounded, college/career ready citizens. **(Rodgers, Goal 1 and 2: I&RS PIRT, developmentally appropriate practice for social and emotional learning)**

Objective: Build staff capacity to address Tier 2 and Tier 3 behaviors and academic issues

**GOAL:** Develop system that maximizes efficiency of resources and funds while creating/funding opportunities for new funds **(Rodgers, working with Rowan to write and obtain funding for technology and developmentally appropriate practice)**

Objective: Increase private sector funding.

Objective: Creative/innovative ways to obtain funding.

Objective: Focus on finding suitable grants

**GOAL:** Establish meaningful and lasting relationships within the community and beyond in efforts to further district-wide educational goals. **(Rodgers, Role PIR and of a PDS)**

Objective: Expand partnerships with Rowan allowing students and staff opportunities for growth.

### **Explanation of Baseline Data: (give summary)**

The initial data was collected during the first two months of the 2017-2018 school year. A self-survey was administered and completed prompting staff to rank the needs and areas of accomplishment surrounding PBIS. The survey was reflective of the needs of the school, grade level and individual teacher. These surveys were used to develop professional development and provide intervention resources that will be used for classroom and I&RS interventions including the format and expectations for writing SMART goals. The survey was given to eighteen members of the teaching staff and twelve were returned. To accompany the PBIS surveys in accordance with the school goal of improving social skills focusing on developing appropriate behavior in all areas of the school environment, the entire school conducted a student pre-assessment using Creative Curriculum Social-Emotional Objectives for Development and Learning Survey. From this data professional development and teacher led initiatives will take place during the school year to develop a common understanding and definition as well as age appropriate expectations for socialization in an academic setting. Observational baseline data will be collected in January from administration in the form of informal observation of play criteria. **(PD** September offered to address this goal, **PD** October guest speaker Dr. Amy Hnasko defining play, **PD** November school wide collaboration to develop a Rodger definition of play as the basis for continued work toward enhancing the play-based model, **PD** November outlined next steps for play introduced and clear funding for a book study on play, **PD** December planned format for January 12<sup>th</sup> full day **PD** focused on

understanding and defining the types of play (this was changed due to weather) **PD** January workshop model developing how to select a book club book- presentation on 3 books then select book for book club. Feb-April PD aligned to three themes of the book Purposeful Play that are reflective but separate than the book club meetings 1. Reasons, Research, and Resources for play, 2. Using Play for Social and Emotional Growth, 3. Play throughout the day **PD** April and May designing curricular framework, creating framework for dramatic and blocks (carrying into the summer)

To obtain baseline data to be used for the goal of supporting writers through developing effective and efficient writing conferences a pre-assessment was given. This assessment identified the current developmental stage of each writer allowing for the development of procedures and strategies to be used during conferencing to enhance student achievement. The PIR and kindergarten teacher will begin work on this initiative in January. They will work together in the classroom to improve writing through research-based intervention strategies and best practices for conference, including the creation of a conferring data sheet. The practices and data will be shared with staff during grade level and faculty meetings. Administration will also collect baseline data of current practices to use to drive areas for professional development during non-formal observations (**PD** offered to address this goal October: invited two staff members to a writing strategies PD in Bellmawr based on The Writing Strategies Book, **PD** November: teacher turn keyed the information to the rest of the staff, January-May: collaboration in the classroom on an as needed basis, May: collect needs for writing for the 2018-2019 school year with administrator).

At the suggestion of the administration at J. Harvey Rodgers the Intervention and Referral Service as well as PIRT programs were reviewed in a completed exploration of practices. The fundamentals/foundational bases and paperwork were the two areas that received the revisions. Adaptations to the programs were made to make the process data based and the meetings more coherent. New paperwork has been adopted and intervention both academic and behavior are now formed using S.M.A.R.T. goals. All meetings are held in six-week intervals to monitor progress. Continued professional development is provided as areas come to light either through reflections after meetings or at the request of the teaching staff (**PD** offered to address this goal September: Exploring new I&RS PIRT paperwork, and first preview of PBISworld.com **Power PD** October: collecting data on behavior, **PD** October: maneuvering PBIS world, **Power PD** November: Creating and monitoring S.M.A.R.T goals **Power PD** December: I&RS follow up, reflections on needs from meetings **Power PD** January: ABC behavior data collection , **Power PD** February: B-Mods identifying behaviors, **Power PD** March: academic interventions, **Power PD** April: EOY paperwork)

### **Timeline of Activities:**

<b>Month</b>	<b>PDS Team Leadership Focus</b>	<b>Grade Level Focus</b>	<b>Rowan Candidates Focus</b>	<b>Research Focus Data collected memedoms reflections Research questions</b>
<b>September</b>	<ul style="list-style-type: none"> <li>• Identify school needs for PDS</li> <li>• Hold initial meeting</li> <li>• Planning the banner unveiling</li> </ul>	Pre-K and K	<ul style="list-style-type: none"> <li>• Introduction to the school and set expectations</li> <li>• Candidates observe and learning classroom routines</li> <li>• Review initial edTPA resources</li> <li>• Best Practices-circle time</li> <li>• Review Danielson Model and format for observation evaluation</li> <li>• Get initial observation and receive feedback for a focus for next observation.</li> <li>• Monthly Lead Supervisory Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• School strengths and needs</li> <li>• Establish communication system and foster a culture of trust</li> <li>• Literature review PDS</li> <li>• Developing and implementing new I&amp;RS paperwork and model</li> <li>• Introduction of PBISworld.com for defining and developing behavioral plans to accompany I&amp;RS interventions</li> <li>• PowerPD (see above description)</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>• Confirming goals</li> <li>• Mapping out the first semester meetings and planning out dates for each topic</li> </ul>	Pre-K and K	<ul style="list-style-type: none"> <li>• Taking on additional teaching role and responsibilities</li> <li>• Best Practices-Communicating with parents</li> <li>• Best Practices-Read Aloud</li> <li>• Best Practices ELL students</li> </ul>	<ul style="list-style-type: none"> <li>• Power PD 2 sessions-collecting data on behavior</li> <li>• PD Using behavior intervention through PBIS world</li> <li>• Attend I&amp;RS meeting to support with the</li> </ul>

	<ul style="list-style-type: none"> <li>• Exploring a new format for I&amp;RS and PIRT</li> <li>• Guest speaker Dr. Amy Hnasko-Learning Through Play</li> <li>• October 8<sup>th</sup> two teachers were invited to a writing professional development workshop in Bellmawr focusing on writing strategies and interventions</li> <li>• October 8<sup>th</sup> PD 2-hour delay maneuvering through PBIS world</li> </ul>		<ul style="list-style-type: none"> <li>• Candidates participate in PDs</li> <li>• Get next two observations and receive feedback for a focus for next observation.</li> <li>• edTPA check-in</li> <li>• Monthly Lead Supervisory Meeting</li> </ul>	<p>implementation of the new procedures</p> <ul style="list-style-type: none"> <li>• Citi training</li> <li>• Read PDS literature</li> <li>• Exploring IRB platform</li> <li>• I&amp;RS meetings</li> <li>• Review of PBISworld.com for defining and developing behavioral plans to accompany I&amp;RS interventions</li> <li>• PowerPD (see above description)</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• Create a school wide common definition and play</li> <li>• Collect and analyze the initial data collected for pre-assessment</li> <li>• Develop next steps for learning through</li> </ul>	Pre-K and K	<ul style="list-style-type: none"> <li>• Get next observation and receive feedback for a focus for next observation.</li> <li>• Walk through of edTPA using the rubrics to assess their work</li> <li>• Work on resume and cover letter</li> </ul>	<ul style="list-style-type: none"> <li>• Attend I&amp;RS meeting to support with the implementation of the new procedures</li> <li>• Power PD session on creating and monitoring S.M.A.R.T goals</li> <li>• Provide professional development</li> </ul>

	play model of PD for the staff		<ul style="list-style-type: none"> <li>• Discuss how the university can improve the edTPA submission process</li> <li>• Monthly Lead Supervisory Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Continue reading PDS literature</li> <li>• PowerPD (see above description)</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Faculty and staff in-service on Friday, January 12<sup>th</sup> planning for play topic</li> <li>• Discuss research topic, determine data collection process, develop a plan for analyzing data</li> <li>• Design a welcoming day for new interns starting in the spring semester</li> <li>• Held a clinical intern interview for match placement</li> </ul>	Pre-K and K	<ul style="list-style-type: none"> <li>• Get last observation and receive feedback</li> <li>• Begin weaning away from fulltime teaching load</li> <li>• Candidates can participate in PD</li> <li>• Interview prep, what to expect when interviewing, mock interviews, successful dress for interviews, best interviewing strategies</li> <li>• Candidates observe other classroom/teachers in the school to see different perspectives</li> <li>• Monthly Lead Supervisory Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development</li> <li>• Continue reading PDS literature</li> <li>• Power PD session 1 I&amp;RS follow up, Power PD 2</li> <li>• Begin developing research question</li> <li>• PD research questions collect data</li> <li>• Begin planning for grant</li> <li>• I&amp;RS meeting attendance</li> <li>• PowerPD (see above description)</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• All day professional development topic play (January 12<sup>th</sup> )</li> </ul>	Pre-K and K	<ul style="list-style-type: none"> <li>• Introduction to the school and set expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Continue reading PDS literature</li> <li>• exploring literature around the research topics implementing play</li> </ul>

	<ul style="list-style-type: none"> <li>• Confirm research topic, determine data collection process, develop a plan for analyzing data</li> <li>• Present grant opportunities to the team and select appropriate grants</li> <li>• Reviewing creating a behavioral definition and criteria for reporting on I&amp;RS paperwork to present at faculty meeting</li> </ul>		<ul style="list-style-type: none"> <li>• Candidates observe and learning classroom routines</li> <li>• Review initial edTPA resources</li> <li>• Best Practices-circle time</li> <li>• Review Danielson Model and format for observation evaluation</li> <li>• Get initial observation and receive feedback for a focus for next observation.</li> <li>• Monthly Lead Supervisory Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Begin book study</li> <li>• Continue planning process for writing grant</li> <li>• Conduct 1:1 interviews with PDS committee for mid-year check</li> <li>• With administration collect data through informal observation on current play practices</li> <li>• PowerPD (see above description)</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• Book study designing the bi-monthly plan Purposeful Paly</li> <li>• Introduction of the book establish norms and procedure and details for the book study</li> </ul>	Pre-K and K	<ul style="list-style-type: none"> <li>• Taking on additional teaching role and responsibilities</li> <li>• Best Practices-Communicating with parents</li> <li>• Best Practices-Read Aloud</li> <li>• Best Practices ELL students</li> <li>• Candidates participate in PDs</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development</li> <li>• Power PD session 2</li> <li>• Continue reading PDS literature</li> <li>• exploring literature around the research topics play emotional and social development</li> <li>• Continue planning process for writing grant</li> <li>• I&amp;RS meeting attendance</li> <li>• PowerPD (see above description)</li> </ul>



			<ul style="list-style-type: none"> <li>• Get next two observations and receive feedback for a focus for next observation.</li> <li>• edTPA check-in</li> <li>• Monthly Lead Supervisory Meeting</li> </ul>	
<b>March</b>	<ul style="list-style-type: none"> <li>• Book study section one of the book</li> <li>• Developing curricular framework for play implementation</li> <li>• Identifying needs of I&amp;RS and PIRT</li> </ul>	Pre-K and K	<ul style="list-style-type: none"> <li>• Get next observation and receive feedback for a focus for next observation.</li> <li>• Walk through of edTPA using the rubrics to assess their work</li> <li>• Work on resume and cover letter</li> <li>• Discuss how the university can improve the edTPA submission process</li> <li>• Monthly Lead Supervisory Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development</li> <li>• Power PD session 2</li> <li>• Continue reading PDS literature exploring literature around the research topics (book study)</li> <li>• Continue planning process for writing grant</li> <li>• With administration compile and review data on current practice to look for areas to address in order of immediate importance</li> <li>• PowerPD (see above description)</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Book study second meeting</li> <li>• Continue working on curricular framework for play models</li> <li>• Identify play models to begin planning for</li> </ul>	Pre-K and K	<ul style="list-style-type: none"> <li>• Get next observation and receive feedback</li> <li>• Candidates can participate in PD</li> <li>• Interview prep, what to expect when interviewing, mock interviews, successful dress for interviews, best interviewing strategies</li> <li>• Candidates observe other classroom/teachers in the</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development</li> <li>• Power PD session 2</li> <li>• Continue reading PDS literature exploring literature around the research topics (book study)</li> <li>• Continue planning process for writing grant</li> <li>• I&amp;RS meeting attendance</li> </ul>

	<ul style="list-style-type: none"> <li>• Presentation at Teacher Leader Symposium</li> </ul>		<ul style="list-style-type: none"> <li>• school to see different perspectives</li> <li>• Monthly Lead Supervisory Meeting</li> </ul>	
<b>May</b>	<ul style="list-style-type: none"> <li>• Book study final meeting</li> <li>• Aligning standards to play interdisciplinary</li> <li>• Continue working on curricular framework for play models dramatic play and blocks</li> <li>• Goal planning for next year</li> <li>• Work establishing a theme and tagline for commercial featuring Rodgers School</li> </ul>	Pre-K and K	<ul style="list-style-type: none"> <li>• Get last observation and receive feedback</li> <li>• Begin weaning away from fulltime teaching load</li> <li>• Candidates can participate in PD</li> <li>• Interview prep, what to expect when interviewing, mock interviews, successful dress for interviews, best interviewing strategies</li> <li>• Candidates observe other classroom/teachers in the school to see different perspectives</li> <li>• Monthly Lead Supervisory Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct 1:1 interviews with PDS committee</li> <li>• Provide professional development</li> <li>• Power PD session 2</li> <li>• I&amp;RS meeting attendance</li> <li>• Continue reading PDS literature</li> <li>• exploring literature around the research topics (book study)</li> <li>• with administration plan for writing focus for next year identifying areas of need based on classroom and teacher observations</li> <li>• develop a plan for writing professional development for 2018-2019 school year. PowerPD (see above description)</li> </ul>

### **Practicum/Intern Supervision:**

**Fall 2017, Early Childhood:** The PIR was formally assigned 3 clinical practice candidates for this semester. She met weekly with candidates for supervisory meetings lasting thirty minutes to address predetermined topics as well as any other concerns brought to light pertaining to their classroom experiences or questions related to their seminar. A large focus was geared toward the successful

completion of their edTPA portfolio. Late in the semester, due to unforeseen circumstances another candidate was placed at Rodgers and although the PIR was not her direct supervisor she was invited to attend all weekly meeting. The PIR am also acted in the role of lead supervisor to ensure clinical practice candidates were well-supported and successful in their placements. A meet the candidate day was held with interns interested in coming to Rodgers for an afternoon of “getting to know you activities” and from the applicants in attendance selected as the new interns for the spring semester.

**Spring 2018:** The PIR was formally assigned 3 clinical practice candidates for this semester. The PIR met weekly for supervisory meetings lasting thirty minutes to address predetermined topics as well as any other concerns brought to light pertaining to their classroom experiences or questions related to their seminar. A large focus was geared toward the successful completion of their edTPA portfolio. A meet the candidate day was held with interns interested in coming to Rodgers for an afternoon of “getting to know you activities” and from the applicants in attendance selected as the new interns for the fall semester.

**Course(s) taught onsite:**

The course that the PIR taught in the was Fall STREAM 1. It would not have been a good fit as an onsite course. The practicum piece needed diversity of grade levels expanding beyond the limitations of J. Harvey Rodgers which houses only Pre-K and K. However, for the spring the PIR is teaching a seminar: Principles and Pedagogies in the Inclusive classroom, an early childhood course which with the appropriate amount of planning time would be a fitting course based on content to hold onsite. If this is a course is taught in the fall semester 2018, the PIR would like to create a plan to hold this as an onsite course. The PIR will explore this option during the spring 2019 semester.

There are plans to bring the class the PIR taught in the spring Principles and Pedagogy of Early Childhood Education to Rodgers as an onsite course for the spring 2019 semester. This course would be a perfect fit as it is an introductory course to early childhood education. Many of the teachers at Rodgers have expressed interest in either guest lecturing during one of the class meetings or opening their classroom for demonstrations or visitations. Environment is a key to any early childhood program and having the ability to experience it firsthand early in a student’s college experience would be extremely beneficial.

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

**Mid-Year (data)**

The evidence that supports this PDS work will include: pre-and post-assessment data, interviews done with the PD steering committee and administration, and teacher feedback from initiative such as the book club, or other outside speakers, steps taken toward implementation of aspects of a play model in the classroom and use of strategies for improving writing and writing conferences. Additional resources will include feedback forms from PD sessions, memos and logs used for tracking topics addressed as well as points to continue to research. The interventions and strategies for I&RS we will be used to track the success of the strategies addressed through the success as an intervention written in the form of a S.M.A.R.T. goal. These varying data points will document the success/challenges of the 2017-2018 school year at J. Harvey Rodgers and help lead the direction for PDS work for the 2018-2019 school year.

### **End of Year (Data) Review**

**Goal 1:** The last round of I&RS and PIRT meetings (the end of year summary meetings) will be held on May 31<sup>st</sup>. The success of the changes made to both programs have been evident to more clearly and successfully identify, intervene and track the neediest students. Specific S.M.A.R.T goals for each student focused on a specific area, providing data tracking sheets/tool and monitoring and discussing each student on a continuous basis (every six weeks). The paperwork and process lead to much more efficient and effective meetings. More students were identified having a full day for PIRT and a full day for I&RS using data from school assessments to drive recommendations. This allowed all staff to have a common understanding on how, when and why students should be referred. Additionally, the PowerPD sessions gave staff the opportunity to become more familiar with not only the process but student academic, behavior and emotional indicators and researched based interventions. The forms and format will continue to be used for the 2018-2019 school year to track the success of a two-year cohort (Pre-K 3 to 4 and Pre-K4 to kindergarten).

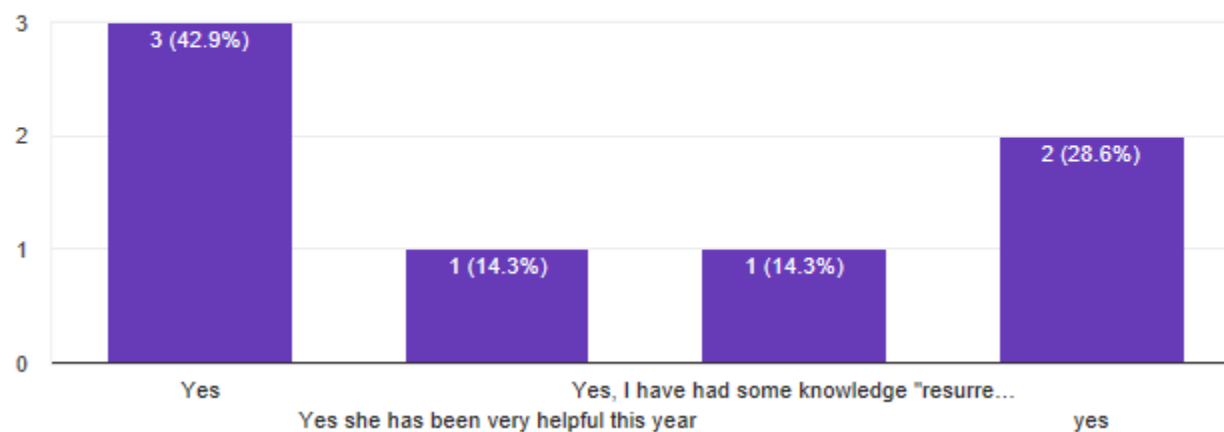
**Goal 2:** Increasing socially appropriate behaviors in all areas of the school environment was approached through setting a research-based foundation for implementing developmentally appropriate play practices into the school day. Throughout the school year setting a developmentally appropriate play model in Kindergarten as defined by the administrative and staff of J. Harvey Rogers School was explored. The process included an investigation of current research and professional resources such as professionals in the field, book studies, best practices driven through practical teacher sharing, article reviewing and aligning NJ state standards. Play was defined as it applies to the students and staff of J. Harvey Rodgers, develop and establish the roles of those involved in a play center and created a curricular framework for implementing initial play centers. This goal will continue to be developed moving into the 2018-2019 school year both in refining the focus from researching and planning to implementation and data collection through measurable goals aligned to standards.

### **Professional Development Provide by the PIR Staff Responses**

Professional Development provide by the PIR were well attended and staff provided positive feedback. Feedback through a survey is provided below.

### Has being a teacher in a PDS this year been helpful?

7 responses



## Has the professional development provide by the PIR been beneficial explain?

7 responses

Absolutely. Mrs. Heller's presentations, information, and experience are invaluable to this school

yes

Yes. She helped our school develop a more efficient way to approach I&RS and PIRT. PBIS world has been a great addition to the staff tools.

I feel that the professional development that was provided was very helpful to us.

The PBIS world has been a big help in the beginning of the year. The other information during the year has often been thought provoking.

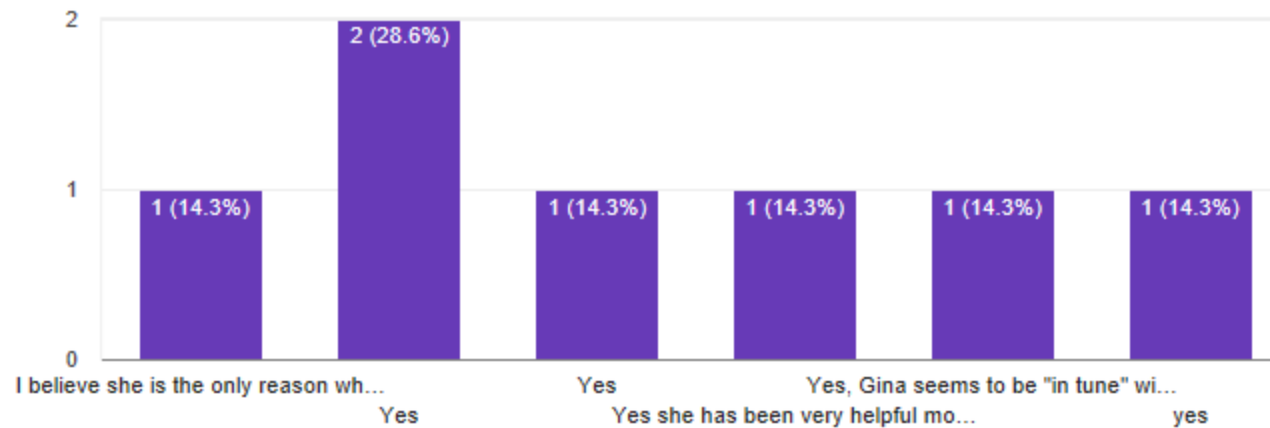
Yes; there are components in place that we are working on in order to be a more cohesive school with specific goals

Yes

Do you feel the work of the PIR has been helpful in moving the goals of the school forward?

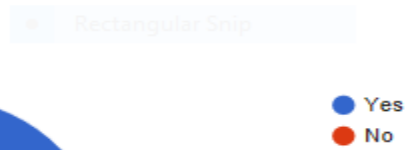
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7 responses



Do you feel the PIR is approachable and responsive to the goals of the school?

7 responses





Please respond with any additional thoughts or comments about your first year as a PDS school and the PIR assigned to your school.

1 responses

I love the opportunity to work with the college. Think that all schools should have this valuable component

It has been great to have Gina as a resource. She answers our questions and is always looking for ways to help expand our knowledge.

It has been a pleasure having Gina here this year and the help she has given us.

The mini PDS sessions in the beginning of the year were helpful and interesting!

The PIR is EXCELLENT. Gina Heller is extremely knowledgeable, supportive, and approachable. It is a privilege to have her assigned to our school.

She did a great job.

**NOTE: The Glassboro administration would like to start tracking a cohort of students as they move through the district school system from Rodgers, to Bullock, to Bowe, to the intermediate School, and the high school to develop a better understanding of the benefits of PDS. Details and criteria will be forthcoming. This has been discussed with building administration I am unaware if a group has been established.**