

PDS School Report

Date of Initial Report: 10/4/17

Date of Final Report: 5/25/18

Name of School: Thomas E. Bowe Elementary

PIR Name: Dr. Brent Elder

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

Name	ELA or SPED?	Teaching Position
1. Brent Elder	Both	PIR
2. Lisa Rencher	SPED	Teacher BSI/PDS Liaison
3. Tina Stump	SPED	4 th /5 th self-contained
4. Karin Pescatore	SPED	6 th inclusion
5. Marissa Smith	Both	4 th inclusion
6. Michelle Graves	SPED	MD teacher
7. Kim Sims	SPED	4 th inclusion
8. Yvette Clark	CST	4 th -6 th grade team
9. Cyndy Wiggins	SPED	5 th
10. Angela Nastasi	SPED	6 th
11. Andrea LoCastro	ELA	Teacher BSI/PDS Liaison
12. Shannon Killelea	ELA	4 th inclusion
13. Taylor Simmerman	ELA	5 th grade
14. Mary Aruffo	ELA	GT
15. Janice Roper	Gen Ed	5 th grade
16. Diane Villone	ELA	6 th grade
17. Kelly Marchese	AP	Admin
18. Ryan Caltabiano	Both	Admin
19. Christine Williams	SPED	Admin

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

Glassboro Public Schools (GPS) has been cited twice in recent years for overrepresentation of students of color receiving special education in self-contained/segregated settings. Dr. Elder presented this citation to the Bowe faculty with the Chief Academic Officer as one way to justify our movement of students of color out of self-contained classrooms. The administration at GPS has been very supportive of the PDS efforts as the PDS Steering Committee aims to continue to desegregate the self-contained classrooms at Bowe, many of which have a majority of students of color in them.

Explanation of Baseline Data:

The PDS Steering Committee spent the 2016-17 school year addressing the most pressing needs of the faculty as they pertained to special education. It was a challenge to measure the impact of the work on student outcomes as the PDS Steering Committee was simply trying to provide professional development to staff and faculty so they had more strategies to be able to support students with disabilities in whatever setting they worked in (e.g., self-contained class, inclusion class). However, in May 2017, Dr. Elder conducted 22 1:1 qualitative interviews with members of the PDS Steering Committee. During these interviews, he found out that teachers were supportive of students with disabilities moving from self-contained classrooms into more inclusive placements *if* the proper supports were put in place proactively. These supports included: planning meetings over the summer with teachers from their feeder school, Bullock Elementary, increasing communication for teams of people supporting students moving from self-contained classrooms to inclusive classrooms (e.g., development of regular action planning meetings), regularly collaborating with teachers and staff who are supporting such students moving into more inclusive classrooms (e.g., support modifying curriculum). Professional development topics presented in 2016-17 included: the foundations of inclusive education, data collection, behavior, curriculum modification, aide roles and responsibilities, autism, classroom behavior policies, and roles of aides in special area classrooms.

Over the summer of 2017 and since the start of the 2017-18 school year, the PDS Steering Committee has implemented these supports and monitored the education programs for 10 students with IEPs. Four of these students moved out of self-contained classrooms into more inclusive settings. For these students, the PDS Steering Committee wanted them to increase their time in inclusive classrooms. For example, one boy was currently included in a fourth-grade math class in the afternoon, and he ended up spending math and the remainder of the afternoon in the inclusive setting. Two sixth-grade girls moved out of their self-contained class and were full members of an inclusive sixth grade classroom. Due to issues related to disruptive behavior and his ability to complete class work, one sixth grade student spent most of his 2017-18 school year in a self-contained classroom. While the PDS Steering Committee monitored his progress, his self-contained classroom teacher did not think he would be successful in a more inclusive setting. Though this student did not find success in an inclusive classroom, there were five other students, three fourth graders and two sixth graders,

that we were watching and monitoring who the PDS Steering Committee helped successfully included full-time into their grade-appropriate classrooms. The increased time spent in inclusive classrooms for the four students who moved from self-contained classrooms was documented in the students' IEPs by the case manager.

For the five students who were already included but the PDS Steering Committee monitored their education programs, the quality of their inclusive services will be evaluated by 2018 PARCC test scores as well as by the four cycles of 1:1 qualitative interviews that occurred this school year. Dr. Elder conducted 1:1 qualitative interviews at the end of every marking period. The first marking period ended in November 2017 and at the end of that week he had conducted 19 interviews. The second marking period ended in January 2018, and Dr. Elder conducted 20 1:1 qualitative interviews. The third marking period ended in March 2018, and Dr. Elder conducted 16 1:1 qualitative interviews. The fourth marking period ended in June 2018, and Dr. Elder conducted 12 1:1 interviews. The data from the interviews has driven the PDS Steering Committee's iterative next steps for the PDS work. The data gathered from test scores and the interviews also helped members of the PDS steering committee identify other students we would like to transition out of self-contained classrooms and into more inclusive classrooms the following school year. These shifts in future student placement will be measured by the time spent in inclusive settings that will be recorded in their IEPs.

Overall, the PDS Steering Committee wants to see more students move from self-contained classrooms and into inclusive classes in subsequent years, and improve the educational outcomes for all students who are transitioning into inclusive classrooms and students who are already fully-included. All SPED PDS Sub-committee activities were connected to these student placement and student achievement goals. The PDS Steering Committee's PDS plan for the 2017-18 school year is outlined in the timeline below.

Timeline of Activities

Month	PDS Team Leadership Focus	Grade Level Focus	Rowan Candidates Focus	Research Focus
September	<ul style="list-style-type: none"> Identified school needs for PDS 	Grades 4-6	<ul style="list-style-type: none"> Understood expectations and learned class routines Dr. Elder held weekly meetings with clinical practice candidates Held discussions on 	<ul style="list-style-type: none"> Learned school strengths and needs Established communication systems and trust Read PDS literature

			various topics outlined by the needs of candidates	
October	<ul style="list-style-type: none"> Created ELA and SPED PDS sub-committees and action plans 	Grades 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 candidates Held discussions on various topics outlined by the needs of candidates 	<ul style="list-style-type: none"> Used PDS as a way to improve SPED services and increased the number of students with disabilities in general education classrooms Read PDS literature
November	<ul style="list-style-type: none"> Began PD for ELA and SPED in the form of trainings at faculty meetings and aide training during parent-teacher conferences (November 14-17) 	Grades 4-6	<ul style="list-style-type: none"> Planned for edTPA and executed tasks 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"> Provided professional development Edited IRB for continuing approval of the study Read PDS literature Wrote annotated bibliography on inclusive education and PDS (second article) Conducted 1:1 interviews that coincide with the end of the marking period
December	<ul style="list-style-type: none"> Delivered faculty and staff in-service 	Grades 4-6	<ul style="list-style-type: none"> Supported candidates' transitions to TOSD 	<ul style="list-style-type: none"> Provided professional development

	on autism (December 8 th)		post-baccalaureate extension at Bowe <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"> • Edited IRB for continuing approval of the study • Assembled a team to start writing “Special Education Research Grant” from the Institute of Education Sciences (\$1.4M) due June 2018
January	<ul style="list-style-type: none"> • Delivered an all-day professional development on a variety of topics related to ELA and SPED (January 12th) 	Grades 4-6	<ul style="list-style-type: none"> • Supervisors observed the candidates at least twice in their TOSD placements • 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"> • Provided professional development • Continued writing “Special Education Research Grant” from the Institute of Education Sciences (\$1.4M) due June 2018 (this will be monthly until it is due) • Conducted 1:1 interviews that coincide with the end of the marking period
February	<ul style="list-style-type: none"> • Continued to monitor and support 5 students moving from self-contained classrooms to general education • Continued to monitor 5 students who were already 	Grades 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"> • Used data from interviews to improve inclusive education practices

	fully-included			
March	<ul style="list-style-type: none"> Conducted aide and special area teacher trainings/discussions on various topics gathered from staff surveys 	Grades 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"> Coded PDS memo data Presented at the NAPDS conference Conducted 1:1 interviews that coincide with the end of the marking period Submitted 2nd PDS article for review to <i>Journal of Teacher Education</i>
April	<ul style="list-style-type: none"> PARCC testing 	Grades 4-6	<ul style="list-style-type: none"> No general education or special education candidates at school Dr. Elder invited other subject area candidates to have weekly meetings, but they did not attend 	<ul style="list-style-type: none"> Code PDS memo data Network/present at AERA conference in the PDS SIG
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. Articulated with Bullock School 	Grades 4-6	<ul style="list-style-type: none"> No general education or special education candidates at school Dr. Elder invited other subject area candidates to have weekly meetings, but they did not attend 	<ul style="list-style-type: none"> Began writing third PDS journal article to be submitted in <i>School-University Partnerships</i> or in <i>Journal of Practitioner Research</i>

	teachers/administrators on re: placement of students for the following year			
June	<ul style="list-style-type: none"> Held a faculty and staff meeting outlining successes and challenges of PDS work for the 2017-18 school year 	Grades 4-6	<ul style="list-style-type: none"> No candidates at school 	<ul style="list-style-type: none"> Conducted 1:1 interviews that coincided with the end of the marking period

Practicum/Intern Supervision:

Fall 2017: Dr. Elder was not assigned to supervise any candidates due to his already full course load. However, he assumed the role of lead supervisor to ensure clinical practice candidates were well-supported and successful in their placements.

Spring 2018: Dr. Elder was not assigned to supervise any candidates due to his already full course load. However, he continued acting in the role of lead supervisor to ensure clinical practice candidates were well-supported and successful in their placements.

Course(s) taught onsite:

None, however there are plans to hold on onsite course in Spring 2019.

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

As of now, the evidence to support this work include: the positive aide and special area teacher feedback forms from trainings in November and March, feedback forms from in-services, the qualitative data from the four rounds of 1:1 qualitative interviews, the increase in time students with disabilities spent in inclusive classrooms, and the forthcoming results of PARCC testing. In addition to these data points, Dr. Elder wrote meticulous memos after each PDS/Bowe event to use in future journal publications. These memos document in detail the evolution of our practice at Bowe. Dr. Elder also has preliminary data from 67 30-minute 1:1 interviews of PDS committee members about the successes/challenges of this year and the directions for the 2018-19 school year. This is in addition to the other 25 interviews from May 2017. Other data points include the schedules/IEPs of the 5 students with disabilities who transitioned from self-contained classrooms into inclusive placements. In addition to the data sources noted here, the PDS Steering Committee also collected data in the form of IEP matrices, action plan meeting minutes, and steering committee meeting minutes. 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 Glassboro High School to get a better grasp on the actual student benefits of PDS. Details of what this will actually look like is forthcoming. The assessment of these student benefits are the foci of the \$1.4M Institute of Education Sciences grant that I am currently writing.

It is worth noting that the PDS Steering Committee, which includes building and district administration, decided to use PDS as a way to develop and implement a social emotional learning (SEL) program for the 2018-19 school year. Since this is not Dr. Elder's area of expertise, he invited Dr. Jenny Rich to participate in these discussions. Dr. Rich introduced the concept of SEL to faculty and administration, and helped lead discussions as to which types of SEL assessments the PDS Steering Committee should implement. As a result of Dr. Rich's involvement, the PDS Steering Committee has chosen a curriculum that will be implemented at the start of the next school year. Similarly, since Dr. Casey Woodfield is going to be a new PIR, Dr. Elder plans on bringing her into the Bowe community to help support students with autism labels more inclusively.