

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

**Date of Final Report:** May 30, 2019

**Name of School:** J Harvey Rodgers

**Name of Professor in Residence:** Gina Heller

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

Name	Position
Carrie Owen	BSI
Amy Witkowski	Kindergarten
Andrea Foglietta	SPED
Amanda Fordyce	Kindergarten
Renee Vanartsdalen	Pre-K
Beth Gyrgo	OT
Danielle Sochor	Principal
Gina Heller	PIR

**Evidence that Supports the PDS Work**

**Brief Summary of how PDS Goals and Objectives were Achieved:**

The PDS steering committee established two goals. The first goal was to incorporate purposeful play into the daily schedule for all Kindergarten classrooms. The foundation to successful implementation included addressing materials, activities, providing clear expectations and explanations to all teachers balanced with individual support. The all Kindergarten teachers have successfully integrate five twenty-minute choice centers (dramatic play, science/discovery, blocks, writing/literacy/art, and fine motor) into the daily kindergarten schedule. This integration allowed each student at Rodgers the opportunity to express themselves doing their best work, through play. This goal was achieved through monthly professional development at faculty meetings, classroom visits, teacher feedback and troubleshooting as a team. This focusing drove the steering committee's monthly to make sure teachers were feeling supported and to monitor success.

The second goal was to increase socially appropriate behaviors in all areas of the school environment through the integration of social emotion learning opportunities. This goal included specific activities and worked in conjunction with the incorporation of purposeful play through teacher interjection during choice time to foster appropriate student interactions. A year-long, school-wide book study using the book *Everyday SEL in Early Childhood: Integrating Social-Emotional Learning and Mindfulness into Your Classroom* was used to integrate SEL practices into every classroom. Classroom observations and visitations as well as professional development at faculty meetings and grade level meetings fostered an understating

of how to implement and integrate SEL practices in the classroom. This goal was measured using two data collection point (October and May) and focused on six indicators using the Teaching Strategies Gold Developmental Continuum. TSG: **Objective 1** Regulates Own Emotions and Behavior **1a** Manages Feelings, **1b** Follows Limits and Expectations **Objective 2** Established and Sustains Positive Relationships **2c** Interacts with Peers **2d** Makes Friends **Objective 3** Participates Cooperatively and Constructively in Group Situations **3a** Balances Needs and Rights of Self and Others **3b** Solves Social Problems. Comparative data results are shown below. The results show growth, but longitudinal data would need to be collected to compare the results versus this baseline.

### October and May Collection Results

	1a Manages Feelings				1b Follows Limits and Expectations				2c Interacts with Peers				2d Makes Friends				3a Balances Needs and Rights of Self and Others				3b Solves Social Problems			
	October		May		October		May		October		May		October		May		October		May		October		May	
Grade Level	Pre-K	K	Pre-K	K	Pre-K	K	Pre-K	K	Pre-K	K	Pre-K	K	Pre-K	K	Pre-K	K	Pre-K	K	Pre-K	K	Pre-K	K	Pre-K	K
Below Expectation	43	50	2	25	50	43	12	37	41	45	10	25	76	44	11	20	51	60		32	85	71	23	34
On Level	66	56	56	66	59	67	59	54	66	67	71	72	33	67	90	70	56	54	72	73	23	39	72	68
Above Expectation		23	47	38		16	34	37	2	14	24	22		15	4	39	2	12	33	24		16	10	27

#### Explanation of the impact on Teacher Professional Development:

Faculty professional development was held during faculty meetings and grade level meetings. The monthly faculty meetings were split between the social emotional goal and the purposeful play goal. Grade level meetings focused on supporting the needs of the teachers as they related to the goals for grade specific topics and provided an opportunity to collect and monitor feedback for individual support and planning for the next steps in professional development. The professional development that was provided explored developmentally appropriate practice and how the consideration of developing the whole child impacts academic outcomes for all children. Results of a professional development survey are found in the table below.

Question	Agreed	Disagreed
The professional development that I received as it relates to purposeful play helped structure choice time in my classroom	95%	5%
Professional Development on the strategies found in the book, <i>Everyday SEL in Early Childhood: Integrating Social-Emotional Learning and Mindfulness into Your Classroom</i> helped me plan for activities that support social emotional learning	95%	5%
The professional development provided by the PIR helped to craft my classroom instruction	100%	0%
The professional development that I received this year has helped my grow as a professional	100%	0%

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

From the Early Childhood Program Rodgers housed one clinical practice candidate for the Spring 2019 semester. From the Elementary Education Program Rodgers housed two clinical practice candidates. All candidate met weekly with the PIR for supervisory meetings lasting thirty minutes to address predetermined topics as well as any other concerns brought to light pertaining to classroom experiences or questions related to their seminar course or assignments. A large focus was geared toward the successful completion of their edTPA portfolio specifically deconstructing the rubrics and defining vocabulary. The last two meetings were focused on interview strategies and “what to know when interviewing”. Two of the three interns at J. Harvey have been offered fulltime teaching positions for the 2019-2020 school year. With the support of the Clinical Interns Rodgers held a meet the candidate day and invited interested candidates to come to Rodgers for an afternoon of “getting to know you” activities. From the pool of applicants three candidates were selected for the Fall 2019 semester.

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

In conjunction with the course work at Rowan for the STREAM II and Math Strategies in the Inclusive Classroom courses, a field experiences placement was required to fulfill course criteria. Two full days a week as required by the partnering courses are devoted to a classroom placement. There were three clinical experience interns at J. Harvey Rodgers in the fall that proceeded to Clinical Practice students for the spring 2019 semester. To support this experience the PIR held four formal meetings with the candidate and the cooperating teacher. The first meeting was an explanation of expectation with the candidate and cooperating teacher. This helped set the stage, represent a common front and foundation as well as to gain a level of comfort in reporting to one another. During the meeting pertinent paperwork and expectations were reviewed. The second meeting was a preplanning for the observation and post conference. During this time concerns and questions were addressed. The third was a preplanning for the observation, and post conference. Much like the second meeting it was a time for checking-in, progress monitoring and answering questions. The fourth meeting was the final meeting of the semester reviewing the experience and planning for clinical practice. Bi-

weekly checks-ins with the cooperating teacher and candidate addressed pertinent topics to the current field experience and fostered open communication and forward planning to support a successful experience for all involved. This format worked well. All members stayed informed and all candidates proceeded to clinical practice.

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

During the 2018-2019 school year there was not a course taught onsite at J Harvey Rodgers. The intention was to have Principles and Pedagogies of Early Childhood Education as the onsite course. The seminar course serves as the vehicle for domain-specific application of the principles and pedagogies that promote the use of positive management techniques supportive of all learners in an inclusive setting. Through case study scenarios, videos, virtual, and live field experiences, students will have multiple opportunities to reflect on and apply new learning to enhance their understanding of proactive behavior strategies and supports. The course was to be taught by the PIR at Rodgers after school dismissed one day a week for fifty minutes. However, due to low enrollment the course section was canceled. This course is again scheduled to be an onsite course at J. Harvey Rodgers for the Fall 2019 semester. At this point enrollment is as projected and the course will move ahead as planned.

**Explanation of the Research Conducted at the PDS:**

The research conducted at J Harvey Rodgers was focused on best practices for the integration of developmentally appropriate practice through purposeful play during choice time, incorporating social emotional learning into daily routines and the proposal of full-day, Pre-K four expansion. Research for the first two areas was grounded in presenting best practices, collecting observational data and analyzing data points that were established in conjunction with the book study of the following two books, *Everyday SEL in Early Childhood: Integrating Social-Emotional Learning and Mindfulness into Your Classroom* by Philibert and *Purposeful Play* by Mraz, Porcelli, Tyler. Bi-yearly Data collection points were established for October and May to maintain common points of time for collecting data, reporting sheets were given to ensure data was reported in the same format with the same expectations. Research for the expansion of Pre-K 4 was conducted at the request of the principal. The assistance of the PIR was on an as needed to basis to provide expertise in the area of Pre-K for the presentation of expansion.

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

The research conducted at J Harvey Rodgers school has provide the opportunity for the students to experience developmentally appropriate practices that help build the skills of a twenty-first century learner. Additionally, the professional development provided the teachers and staff the opportunity to learn and grow as practitioners grounded in developmentally appropriate practice. The results of the data collected (chart above) based on the objectives of the Teaching Strategies Gold Continuum captures both purposeful play and social emotional learning shows and that growth has been made across all indicators. Although this is baseline data through which future data finding can be measured it provides a strong foundation for future planning. It is with great excitement that J Harvey Rodgers having received unanimous approval at the March School Board Meeting will welcome full-day Pre-K 4 students for the 2019-2020 school year.

**Timeline of Activities Described Above that were Achieved:**

Month	Professional Development Focus	Grade Level Focus	Rowan Interns' Focus	Research Focus
<p><b>September</b></p>	<p>Choice time</p> <ul style="list-style-type: none"> <li>• Implementation of new schedule and 2 developed choice centers- Dramatic Play and Blocks</li> </ul> <p>SEL adoption of school wide practices</p> <ul style="list-style-type: none"> <li>• 6 strategies that will be school wide for consistency</li> <li>• POP chart</li> </ul> <p>Collecting data</p> <ul style="list-style-type: none"> <li>• 6 TSG rubrics</li> </ul> <p>I&amp;RS</p> <ul style="list-style-type: none"> <li>• Implementation of new paperwork and procedures as developed to consistency in the district</li> </ul> <p>Vocabulary Building vocabulary through conferencing and observing during choice time with a focus</p>	<p>Pre-K, K</p>	<ul style="list-style-type: none"> <li>• Becoming part of the school community: introductions and becoming part of/exhibiting the culture of the school</li> <li>• How and when to reach out to cooperating teachers with activities to support the classroom and school connection (parent involvement)</li> <li>• Understanding the demographics, school schedule, and resources to support the learners in the classroom and school</li> <li>• Reviewing school goals: purposeful play and SEL, observe it in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of developmentally appropriate practice: purposeful play</li> <li>• Planning for full day Pre-K 4 proposal</li> <li>• Research with PDS team, best practices in SEL to support social and self-awareness and interpersonal skills to foster a collaborative and support environment through building social relationships.</li> </ul>

	on the dramatic play center using the share resource on what type of questions to ask			
<b>October</b>	<p>Choice time</p> <ul style="list-style-type: none"> <li>• Writing center</li> </ul> <p>How to include writing in all centers and what should be at a writing centers(materials and supplies) what support to give a writing center. Literacy integration of read aloud transferring it writing center</p> <ul style="list-style-type: none"> <li>• At grade level meetings review</li> </ul> <p>Data collection-observing students using the TSG Developmental Continuum</p> <p>Open House College of Education Promoting Rodgers placements for future interns with steering committee member</p>	Pre-K, K	<ul style="list-style-type: none"> <li>• Changing roles and responsibilities in the classroom from observation to hands on leading/facilitating learning experiences</li> <li>• Routines for getting observed: <ol style="list-style-type: none"> <li>1.Expectation for Pre and Post conferences</li> <li>2. Submission of plans</li> <li>3.Reflection on learning experience</li> <li>4.Planning for improvements based on observation</li> </ol> </li> <li>• Turning constructive feedback into action</li> <li>• TK20- review of use and important information for acknowledgements</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of developmentally appropriate practice: purposeful play</li> <li>• Research with PDS team, best practices in SEL to support social and self-awareness and interpersonal skills to foster a collaborative and support environment through building social relationships based on the interpretation of standards of the observational scale PDS practices that support goal achievement</li> <li>• Planning for full day Pre-K 4 proposal</li> </ul>

<p><b>November</b></p>	<p>Choice time  Article:  <i>Strengthening the early Childhood Education Continuum</i></p> <ul style="list-style-type: none"> <li>• Observing during choice time to collect data across content areas</li> <li>• What does interdisciplinary teaching and observing look like during choice time activities</li> <li>• shared resource and best practices for data collection during center time</li> </ul> <p>SEL</p> <ul style="list-style-type: none"> <li>• Teacher activities to support SEL-model activities then share out from administration and teachers' point of view as classroom practice to support SE development</li> </ul> <p>Article share discussion,  <i>Block Off Time for Learning.</i></p>	<p>Pre-K, K</p>	<ul style="list-style-type: none"> <li>• Reflecting for a purpose based on feedback from both observations how to turn areas of needing work into areas of observable success before beginning full time teaching.</li> <li>• How to make the most of this time to support getting to know your learners for a smooth transition into full time teaching.</li> <li>• Focusing on area of the content and curriculum that are most concerning in terms if routines and planning to gain as much information possible before full time teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of developmentally appropriate practice: purposeful play</li> <li>• Research with PDS team, best practices in SEL to support social and self-awareness and interpersonal skills to foster a collaborative and support environment through building social relationships based on the interpretation of standards of the observational scale</li> <li>• Planning for full day Pre-K 4 proposal</li> <li>• PDS practices that support goal achievement through research</li> </ul>
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	<ul style="list-style-type: none"> <li>• Purposely planning for, using and developing cognitive, literacy and social emotional skills during choice time</li> </ul>			
<b>December</b>	<p>Classroom Environment Work with a specific Pre-K teacher to redesign the learning environment to make it more functional and developmentally appropriate</p> <p>Fine motor center</p> <ul style="list-style-type: none"> <li>• Fine motor boxes to be shared by all teachers on a “lending library basis”</li> <li>• Created and shared a list of materials needed to make fine motor boxes</li> <li>• What resources can be found at a dollar store (shared video)</li> </ul>	Pre-K, K	<ul style="list-style-type: none"> <li>• Final observation and receive feedback</li> <li>• Hold end of semester meeting to set expectations for full-time experience beginning next semester</li> <li>• Candidates participate in PD</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>• Integration of developmentally appropriate practice: purposeful play</li> <li>• Research with PDS team, best practices in SEL to support social and self-awareness and interpersonal skills to foster a collaborative and support environment through building social relationships based on the results of the observational scale ratings with a specific focus on solving social</li> </ul>



				<p>problems and managing feelings.</p> <ul style="list-style-type: none"> <li>○ PDS practices that support goal achievement</li> <li>• Planning for full day Pre-K 4 proposal</li> </ul>
<b>January</b>	<p>Choice Time:</p> <ul style="list-style-type: none"> <li>• What does interdisciplinary teaching and observing look like during choice time activities</li> <li>• Choice time center addition begin discussion on science/discovery, planning, reviewing environmental space, materials</li> </ul> <p><i>Article Review Purposeful Play Leads to School Readiness</i></p> <p>SEL: Recap and plan for the new year- where are</p>	Pre-K, K	<ul style="list-style-type: none"> <li>• Candidates observe and learning classroom routines for five day placement</li> <li>• Review initial edTPA resources</li> <li>• Best data collection running records</li> <li>• Review Danielson Model and format for observation evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of developmentally appropriate practice: purposeful play</li> <li>• Research with PDS team, best practices in SEL to support social and self-awareness and interpersonal skills to foster a collaborative and support environment through building social relationships based on the results of the observational scale ratings with a</li> </ul>

	<p>we and where do we want to be</p> <ul style="list-style-type: none"> <li>• Each teacher will do a review of a best practice in SEL they have been using and make one commitment to try a new strategy</li> </ul> <p>Vocabulary: hand out the article <i>The Magic of Words</i> for next months meetings focus on incorporating vocabulary in choice time introduction and reinforcement verbal and written</p>		<ul style="list-style-type: none"> <li>• Get initial observation and receive feedback for a focus for next observation.</li> <li>• Monthly Lead Supervisory Meeting</li> </ul>	<p>specific focus on solving social problems and manages feelings. PDS practices that support goal achievement</p> <ul style="list-style-type: none"> <li>• Planning for full day Pre-K 4 proposal</li> </ul>
<p><b>February</b></p>	<p>Choice Time:</p> <ul style="list-style-type: none"> <li>• What does interdisciplinary teaching and observing look like during choice time activities</li> <li>• Choice time center addition ( fine motor) defining, planning, reviewing environmental space, materials</li> </ul>	<p>Pre-K, K</p>	<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>• Integration of developmentally appropriate practice: purposeful play</li> <li>• Research with PDS team, best practices in SEL to support social and self-awareness and interpersonal skills to foster a collaborative and support</li> </ul>

	<p>SEL:</p> <ul style="list-style-type: none"> <li>At faculty meetings provide direct and explicit strategies for instruction with specific skills, school-wide culture and climate strategies, and how to embed SEL strategies into teacher instructional practices</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>Review article and set expectation for vocabulary at each choice center – shared resource of vocabulary based on choice center rotation</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>environment through building social relationships based on the results of the observational scale ratings with a specific focus on making friends and interacting with peers.</p> <p>PDS practices that support goal achievement</p> <ul style="list-style-type: none"> <li>Planning for full day Pre-K 4 proposal</li> </ul>
<b>March</b>	<p>Choice Time:</p> <ul style="list-style-type: none"> <li>Science/Discovery center review content connections to ELA for mapping out units of study</li> </ul>	Pre-K, K	<ul style="list-style-type: none"> <li>Get next observation and receive feedback for a focus for next observation.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of developmentally appropriate practice: purposeful play</li> <li>Research with PDS team, best</li> </ul>

	<p>with a literacy connection</p> <ul style="list-style-type: none"> <li>• Designed area should be up and running for classroom observations and support</li> </ul> <p>SEL:</p> <ul style="list-style-type: none"> <li>• Article share- <i>Why Social Emotional Learning is Essential for Students</i></li> </ul> <p>Vocabulary: Follow up on previous topic focusing on incorporating vocabulary in choice time reinforcement verbally and with writing. -What has been incorporated? -How has a focus on vocabulary been helpful for teachers? -What impact has it had on students? -Shared experiences from observations.</p>		<ul style="list-style-type: none"> <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>	<p>practices in SEL to support social and self-awareness and interpersonal skills to foster a collaborative and support environment through building social relationships based on the results of the observational scale ratings with a specific focus on making friends and interacting with peers.</p> <ul style="list-style-type: none"> <li>• PDS practices that support goal achievement</li> <li>• Planning for full day Pre-K 4 proposal</li> </ul>
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<p><b>April</b></p>	<p>Data collection date share May 1, 2019 using material on shared folder</p> <p>Choice Time:</p> <ul style="list-style-type: none"> <li>• Science Discovery literature- share books that were purchased with school funds to support thinking like a scientist (STEAM) based books</li> </ul> <p>Article review <i>Promoting the Development of Scientific Thinking</i></p> <ul style="list-style-type: none"> <li>• What does scientific thinking mean in early childhood education?</li> <li>• What does scientific thinking look like in early childhood education?</li> <li>• How do you plan for scientific thinking?</li> <li>• Integrating STEAM as</li> </ul>	<p>Pre-K, K</p>	<ul style="list-style-type: none"> <li>• Final observations</li> <li>• Make plan for visiting other classrooms for different experiences</li> <li>• Constructing a professional email invitation to the principal inviting her in for a lesson and feedback</li> <li>• What to expect in an interview?</li> <li>• How to plan for an interview</li> <li>• Interviewing need to know points</li> <li>• Final meetings with candidates and mentor teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of developmentally appropriate practice: purposeful play</li> <li>• Research with PDS team, best practices in SEL to support social and self-awareness and interpersonal skills to foster a collaborative and support environment through building social relationships based on the results of the observational scale ratings with a specific focus on making friends and interacting with peers.</li> <li>• PDS practices that support goal achievement</li> </ul>
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	“scientific thinking”			
<b>May/June</b>	<p>Choice Time:</p> <ul style="list-style-type: none"> <li>• Year in Review- what has worked well and reflect on what needs to be addressed for next year.</li> <li>• Address schedule- how has incorporation of choice time impacted your schedule?</li> <li>• What do we need to do differently next year?</li> </ul> <p>SEL: review CASEL website in conjunction with data to see which of the competencies we need more focus on</p> <p>Data: share and review results of the data collection based on the 6 indicators</p>	Pre-K, K	<ul style="list-style-type: none"> <li>• Letters of recommendation</li> <li>• What to know about a demo lesson?</li> <li>• How to plan for a demo lesson</li> <li>• Crafting professional emails as they relate to obtaining a job</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of developmentally appropriate practice: purposeful play</li> <li>• Research with PDS team, best practices in SEL to support social and self-awareness and interpersonal skills to foster a collaborative and support environment through building social relationships based on the results of the observational scale ratings with a specific focus on making friends and interacting with peers.</li> <li>• PDS practices that support goal achievement</li> </ul>

	<p>Plan: next steps based on the results of the data in teams. Information will be brought to the PDC steering committee for action planning for the 2019-2020 school year.</p>			
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