Professional Development School Information Session

Millersville University

February 2024

UPDATE FROM FIELD OFFICE

Becky Jachimowicz (Traditional Early Field Placements)

- Clearances
- Student Teacher Sign-up (formerly “Yellow Card”)

Jennifer Seiger (Student Teaching)

- Student Teaching Application (PDS modified version formerly “Intent to Student Teach Packet”)

PDS Meeting Information

1) Provide you with an orientation to MU's Program
2) Allow you to learn from current students
3) Share an overview of our district partners
4) Tell you about the interview & orientation process
5) Review process for selecting your top three districts

Schedule for PDS Interns

Fall 2024:

✘ Mondays & Tuesdays: Classes on Campus (strategies learned)

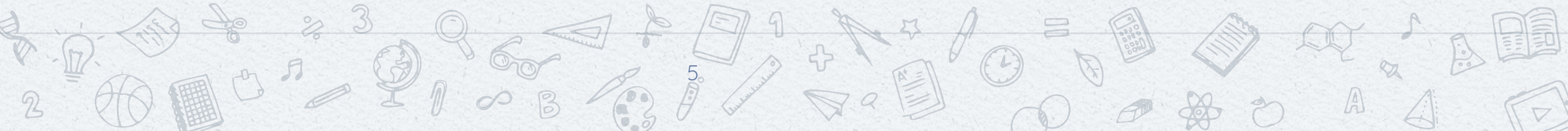
✘ Wednesday, Thursday, Friday: Full School Days (strategies implemented)

Spring 2025:

✘ Full-time Student Teaching

The Process

1. Select your top three districts (for initial interviews)
2. Virtually interview for approximately 10 minutes per teacher (the number of interviews you have will vary)
3. **Teachers** select Interns who are a “fit” for their classroom
4. Final selection determined by PDS Faculty Committee then approved by district administration prior to student notification



PDS Partner Districts

Hempfield School District https://www.hempfieldsd.org Hempfield Overview

Conestoga Valley School District https://www.conestogavalley.org/

ELANCO School District https://www.elanco.org

Lampeter-Strasburg School District https://www.l-spioneers.org/

Manheim Township School District https://www.mtwp.net/

Penn Manor School District https://pennmanor.net

York Suburban School District www.yssd.org

PDS Components

- Wise mentor/intern matches (interviews + mid semester checkpoint)
- Time to build strong relationships
- Deep immersion in the classroom and building culture
- Defined classroom experiences
- PDS Mentor/Intern Handbook
- Elimination of “start-up” time mid-year
- Supportive MU faculty presence
- Co-teaching
- Action Research/STAR Conference & Made in Millersville

Engaging Students in Reading through Autonomy and the BHH Framework

Sarah Sambrick, Millersville University

Inquiry Question:

What effects will autonomy and the Book, Head, Heart framework have on student's reading motivation and ability to apply text to their lives?

Inquiry Purpose:

Through the participation of book clubs and mini lessons on the Book, Head, Heart framework (Beers and Probst, 2017) student's reading motivation and ability to make connections from the text to their real lives will increase. Readers will participate in discussions that scaffold their abilities to make connections from their past learning to the text. Additionally, teachers will stress the importance of reading by allowing students time in class to complete their weekly readings (Gallagher, 2003). They will also learn how to be more active readers as they practice annotating their text as they read using total participation annotation techniques (Himmele and Himmele, 2011). The students will complete several formative assessments but discussions will not be strictly graded to maintain a level of comfort and trust among group members (Daniels and Zemelman, 2014). The teacher will monitor and facilitate discussion, encouraging students to question the text and use their knowledge of the text to think beyond literal meaning to draw conclusions and make inferences (Tovani, 2004).

Review of Literature

Beers, G. K., & Probst, R. E. (2017). Disrupting thinking: Why how we read matters. New York, NY: Scholastic.

Daniels, H., & Zemelman, S. (2014). Subjects Matter: Exceeding Standards through Powerful Content-Area Reading. Portsmouth, NH: Heinemann.

Gallagher, K. (2003). Reading reasons: Motivational Mini-Lessons for Middle and High School. Portland, ME: Stenhouse.

Himmele, P., & Himmele, W. (2017). Total participation techniques: Making Every Student an Active Learner. Alexandria, VA: ASCD.

Pennsylvania Department of Education. (2019). Academic standards for English Language Arts Grades 6-12. Harrisburg, PA: Authors.

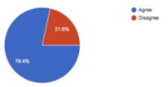
Tovani, C. (2004). Do I Really Have to Teach Reading?: Content Comprehension, Grades 6-12. Portland: Stenhouse.

Research, Design, Participants, and Data Collection:

- This study was conducted over the course of four weeks in two different sixth grade English Language Arts classroom. Groups met on five separate occasions. During each meeting the teacher acted as a discussion facilitator as students answered a set of predetermined discussion questions in their book club groups.
- The context of the participants in the study were as follows: 39 sixth grade students - 16 females and 23 males; Suburban middle school; met over the course of four consecutive weeks for approximately 30 minutes during a 90 minute ELA block.
- Steps of data collection: 1) Anonymous surveys were administered at the end of the first week of book clubs and after the final book club meeting. 2) Observation of discussions during book club meetings. 3) Student written artifacts (Thought Logs, formative assessments).

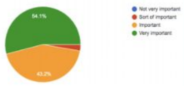
I have read a book recently that I learned a valuable life lesson from

37 responses



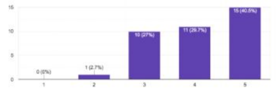
Knowing how to read well is

37 responses



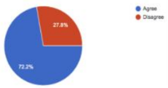
I felt motivated to complete my reading each week

37 responses



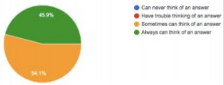
I like to/would read multiple books by the same author

36 responses



When my teacher asks me a question about what I've read I

37 responses



Instructional Methods:

Book Choosing Day: The teacher presented several books to the students and read a short sample of each. Students ranked their book club choices from most to least desired and were placed into groups based on their preferences.

Pre-meeting: The students were given their "thought logs" and reading calendars. They established their reading schedule over the next four weeks in their groups. Additionally, students were taught several symbols from the Talking to the Text TPT to use in their logs. The "big questions" for week one were explained: What is the story about? Who is telling the story?

Meeting one: Students discussed the big questions for week one reading as well as three prewritten discussion questions in their book club groups. They were given "Conversation Moves" sentence starters to guide discussion. Students individually completed a worksheet centered around character development and tone. After discussion the big question for week two were explained: What is the main conflict of your story?

Meeting two: Students discussed the big questions for week two reading as well as three prewritten discussion questions in their book club groups. Students recorded their answers to the questions on a separate worksheet. After discussion the big question for week three were explained: What surprised me? What challenged, changed, or confirmed your thinking?

Meeting three: Students discussed big questions for week three reading as well as three prewritten discussion questions in their book club groups. After discussion the big questions for week four were explained: What did this book teach you about other people? What did this text teach you about yourself? How will your actions or feelings change as a result of reading this book? Students were instructed to record one "Aha Moment" in their thought logs for the following week.

Meeting four: Students discussed big questions for week four reading as well as three prewritten discussion questions in their book club groups. Students worked in their groups to identify the main theme of the book.The final writing project was explained and final surveys completed.

Data Analysis:

Analysis of Surveys

- When asked to rate their motivation to complete their readings each week for book clubs on a Likert scale of 1-5, approximately 70% of students indicated either a 4 or 5.
- When asked if they would like to read multiple books by the same author at the end of the book clubs, approx. 72% of students answered "yes" and of that percentage, 42% listed Jordan Sonnenblick as the author they would like to read multiple books by.
- When asked if they had read a book recently that taught them a valuable life lesson, approx. 78% of students indicated that they had and of that percentage, approx. 79% listed their book club books as the book that taught them a life lesson.
- Approx. 92% of students indicated that the amount of work required of them for book clubs was "just right."

Analysis of Discussion

- Students frequently used academic vocabulary and knowledge of past lessons to discuss events in their books each week.
- Students shared their opinions/predictions about the book while engaging in conversations centered around character development, plot, conflict, tone, and point of view.
- Students remained on task during discussion time with minimal redirection from the teacher.

Analysis of Formative Assessment

- Students answered the Big Questions for each week with responses that indicated depth of thought and connection to their lives.
- Students demonstrated metacognition while reading by recording their thoughts, questions, and connections using the TPT Talking to the Text in their weekly reflections.

Key Findings:

Students enjoyed sharing the experience of reading with their classmates.

- Students shared that they liked having the time to "talk about their thoughts with like-minded people."
- When asked how to improve book clubs, several students expressed that they wished they had more time in their groups to continue conversation about their books.

Students learned valuable life lessons and identified meaningful themes from their reading.

- Students wrote theme statements centered around family relationships, identity, forgiveness, loss, and many other valuable topics.

Students wished for even more autonomy.

- When asked how to improve book clubs, many students answered that a wider variety of books to choose from would have enhanced their experience.
- Several students also suggested that they would enjoy having time to talk about their reading without the guided questions.

Implications:

Creating opportunity for students to discuss common reading with their classmates in book clubs is extremely beneficial in the middle school classroom. Guided discussion about common reading helps students make deeper connections to the text and enhances their own reading experience. Students are motivated to complete readings and assignments in order to participate in book club meetings. The Book, Head, Heart framework serves as a helpful scaffold to getting students to make deeper connections with the text in order to allow for application to real life. Additionally, formative assessments are beneficial to increase student accountability

The Effect of Project Based Learning on Science: An Exercise in Divergent Thinking

Cassandra E. Buszta, Millersville University

Action Research Project

Inquiry Question & Problem Based Learning (PBL) Driving Question

Inquiry Question:
How does project-based learning (PBL) in science affect creativity?
PBL Driving Question:
How can we, as scientists, educate our community about where our water comes from and how to keep it clean!

Inquiry Summary

The Importance of Divergent Thinking:

- Divergent thinking is the ability to produce a diversity of responses to an open-ended problem. (Guilford, 1959)
- According to Ritter and Dijksterhuis (2014), "Creativity is one of the most important assets we have to navigate through the fast changing world of the 21st century. Creativity can be found in daily life, when one has to accomplish a task in a new way or when one has to adapt to changes."
- Understanding the creative potential has become a purpose of education by meeting students' intellectual and emotional needs. (Williams, F. 1969)
- According to Frank Williams (1969), creativity is only found within the higher states of taxonomy models.

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Implementing PBL:

- PBL can engage children in higher levels of cognition recognized in Blooms Taxonomy which are shown in Figure 1.
- According to Halverson and Larmer (2011), PBL marries the teaching of critical thinking skills with rich content.
- According to Larmer, J. (2015), Gold Standard PBL teaches students the important content standards, concepts, and in-depth understandings that are fundamental to school subject areas and academic disciplines.
- In PBL, students learn how to apply knowledge to the real world, and use it to solve problems, answer complex questions, and create high-quality products. The essential PBL elements used in this project are shown in Figure 2.

Connecting Creativity and PBL using the Williams' Creative Scale:

- The Williams' Creative Scale (The Test of Divergent Thinking) was used to assess the correlation between creativity & PBL.
- All four factors of divergent thinking strongly correlated with the creative process (right brain visual perspective skills: Drawing) are measured along with a fifth score: vocabulary synthesis (left brain verbal skills: Writing).
- Five raw scores were obtained including Fluency, Flexibility, Originality, Elaboration and Title.

The Test of Divergent Thinking

- The test of divergent thinking was developed by Frank Williams in 1991.

Divergent Thinking Factors;
According to Brady, D. (2001)

- Fluency: the ability to form ideas along a line of thought (Pace)
- Flexibility: variation in ideas (Living, Mechanical, Symbolic, View, Utility)
- Originality: not blocked by closure (inside and outside the enclosure)
- Elaboration: expanding on a single idea to create others + Asymmetrical
- Titles: vocabulary skills and creative meaning by vocabulary usage

Research Design, Participants & Data Collection

21 Third Grade Students

- York Suburban School District
- 12 Female
- 9 Male

Time Period : 5 Weeks : 25 minutes per day : 5 days per week

Data Collection

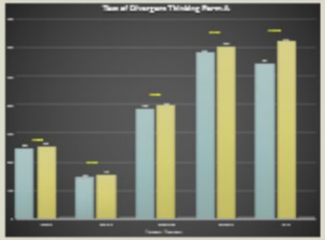
1. A survey on prior knowledge of the water circle was assessed.
2. A pre-test using the Frank Williams' Divergent Thinking Scale completed
3. PBL was implemented by studying the concept of the Water Circle.
4. Students created a group poster which illustrated all of the curriculum concepts learned over the five week period.
5. Students were given a standardized test to assess their understanding of the curriculum.
6. A post-test using the Frank Williams' Divergent Thinking Scale was given. Data is shown in figure 3.
7. Students' posters were shared with the public.

PBL & Science

Connecting PBL to Science:

- The driving question was presented to the class on day 1.
- PBL was used to teach the Water Cycle Unit during the science instructional block.
- The class participated in three hands-on experiments which included the topics of precipitation, pollution and filtration. During these projects students were given choices throughout the experiments.
- The filtration and pollution experiments used materials that give an authentic experience for student inquiry.
- The class reflected and critiqued the science experiments through formative assessments and surveys.
- The class was split into groups of five and created a poster that answered the driving question of "Where does our water come from?" and "How can we keep it clean?"

Figure 3



Blooms Taxonomy & PBL Elements

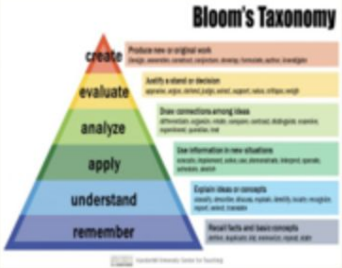

Bloom's Taxonomy
create
Produce new or original work
evaluate
Justify a stand or decision
analyze
Draw connections among ideas
apply
Use information in new situations
understand
Explain ideas or concepts
remember
Recall facts and basic concepts
Vanderbilt University Center for Teaching

Figure 1: The top three levels of the Blooms Taxonomy Model were used to reach higher levels of cognition and drive creativity.

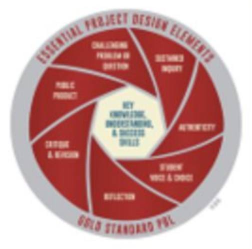


Figure 2: PBL elements implemented in this project.

Key Findings & Data Results

- Students' left brain synthesis of title (clever use of language and vocabulary) increased the most by 14.22 %
- Right brain visual perspective skills combined (Fluency, Flexibility, Elaboration and Originality) increased by 2.94 %
- In only a five week period, creativity increased by a total of 6.6% after implementing PBL.
- According to the surveys, 100 percent of the students preferred doing PBL than a traditional instructional method

Implication

- Project Based Learning increased creativity in only a short five week span.
- The effects of PBL should be assessed over a longer period of time.
- By engaging in divergent thinking, students learned skills such as teamwork, collaboration and communication that impacted PBL.
- PBL is a method that can be used to engage students at higher levels of cognition by reaching the top four Blooms Taxonomy levels.

Common Core Standards

3.3.3.A4 Compare the various forms of precipitation to the weather in a place and time.
3.4.3.B2 Explain how materials are reused or recycled
S4.A.2.1.1 Identify whether a system is natural or human-made (e.g., plants vs. electrical systems).
S4.A.3.3.2 Use models to make observations to explain how systems work
S4.A.3.3.3 Use appropriate, simple modeling tools and techniques to describe or illustrate a system
S4.A.3.2.1 Identify and describe observable patterns (e.g., growth patterns in plants, weather, water cycle)
S4.A.3.1.1 Identify systems and describe relationships among parts of a familiar system

References

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Acknowledgements

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Tentative Timetable for PDS Students

This Spring

- Orientation - Top Three Sites
- Mid-March - Interview Invitations Sent via Email
- Late March - Early April Interviews
- Mid-April - Placement Notification
- Late April - Early May Connect with Mentor

Next Fall

- Tuesday, August 27th, 2024 - PDS Orientation

TIPS FOR INTERVIEWING

- Dress appropriately
- Make sure your social media is private
- Think about who you are as an educator - what makes you unique?
- Be prepared to market your strengths
- If they ask about your weaknesses, what will you say?

Next steps! Complete PDS Form*

Fill Out the PDS Form located on the EMEE Homepage under Professional Development School https://forms.office.com/r/ir5uaqEGXz

*Must be logged into Outlook 365 to respond (due **February 16th**)

Some of the questions…

- ✘ Confirm that you are in Professional Block II in Fall 2024 /Student Teaching Spring 2025
- ✘ *My top three districts…*
- ✘ *Special considerations…*

Note: Teachers know their own kids and classrooms. ***Teacher*** *interview feedback will be used to determine who is a "good fit" for their classroom.*

QUESTIONS?