Professional Development School
2020-21 Information Session
Millersville University
February 25, 2020
Presenters

Students:
Colleen Riordan (DUAL)
Mara Tate (MDLV)
Macey Wetzel (ERCH)

Professors:
Drs. Jennie Burke
Aileen Hower
Kimberly Heilshorn
Deborah Tamakloe
Judith Wenrich
Update from Field Office

Lauri Engle

Department of Field Services – Field Placements

❌ Clearances
❌ Yellow Card
❌ Intent to Student Teach Packet (PDS modified version)
Today’s PDS Meeting

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) Select your top three districts
Schedule for PDS Interns

Fall 2019:
✘ Mondays & Tuesdays: Classes on Campus (strategies learned)
✘ Wednesday, Thursday, Friday: Full School Days (strategies implemented)

Spring 2020:
✘ Full-time Student Teaching
The Process

1. Select your top three districts
2. Interview for approximately 10 minutes per teacher (resembles “speed dating”)
3. Teachers rate Interns
4. Final selection determined by PDS Faculty Committee then approved by district administration prior to student notification
5. Orientation
Student Perspective: Colleen Riordan, DUAL

- Benefits of doing PDS
- Interview process tips
- Building a relationship with your mentor
- What to expect during the year

Feel free to email with any other questions-
ctriorda@millersville.edu
Student Perspective: Mara Tate, MDLV

- Professional development practice
- Build a relationship with your mentor teacher
- Start the school year with your students
- My experience
- Ready for student teaching!

Contact: mktate@millersville.edu
Student Perspective: Macey Wetzel, ERCH

Benefits of doing PDS

Interview process tips

Building a relationship with your mentor

What to expect during the year

Feel free to email with any other questions—ctriorda@millersville.edu
PDS Partner Districts

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

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

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


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

Dr. Tamakloe: Penn Manor School District  https://pennmanor.net

Dr. Hower: York Suburban School District  www.yssd.org
PDS Components

✘ Wise mentor/intern matches (interviews + mid fall 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 in school buildings
✘ Co-teaching
✘ Action Research
Inquiry Question:
What effects will autonomy and the Book, Head, Heart framework have on students' 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) students' 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 (Gallahger, 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 (Himmelman and Himmelman, 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 (Osienski and Zemel, 2013). 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

Research, Design, Participants, and Data Collection:
This study was conducted over the course of four weeks in two different sixth grade English Language Arts classrooms. 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 content of the participants in the study were as follows: 39 sixth grade students - 20 females and 19 males. Students 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).

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

Pre-meeting: The students were given their “book log” and reading calendars. They established their reading schedule over the next four weeks in their groups. Additionally, students were taught several symbols from the Taking to the “Text” TPT to use in their logs. The “Big questions” for week one were: 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 proritised 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 was: What is the main conflict of your story?

Meeting two: Students discussed the big questions for week two reading as well as three prioritised 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 was: What surprised you? What challenged, changed, or confirmed your thinking?

Meeting three: Students discussed big questions for week three reading as well as three prioritised discussion questions in their book club groups. After discussion the big question for week four were: 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 on a “What Moment” in their thought logs for the following week.

Meeting four: Students discussed big questions for week four reading as well as three prioritised 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 completed and final surveys completed.

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 club, approx. 70% of students answered “yes” and of that percentage, 47% 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% found the 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 club was worthwhile.

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/permissions about the book while engaging in conversations centered around character development, plot, conflict, tone, and point of view.

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 themes statements centered around family relationships, identity, forgiveness, loss, and many other valuable topics.
Several 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.

Data Analysis:

Key Findings:

Implications:
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: What was the effectiveness of Project Based Learning (PBL) on student engagement? PBL Driving Question: How can we incorporate PBL into our curriculum to increase student engagement?

Inquiry Summary

The Importance of Divergent Thinking

Divergent thinking is the ability to produce a variety of responses to an open-ended problem (Gardiner, 1999). It is considered one of the most important skills needed in the 21st century. Divergent thinking is defined as the process of generating multiple perspectives or solutions to problems or issues (Ericsson & Charness, 1994).

The Effects of PBL on Divergent Thinking

Implementing PBL

- PBL incorporates higher levels of engagement, reflection, and creativity in the learning process. By breaking down complex concepts into smaller, manageable tasks, PBL encourages students to think critically and creatively.

- PBL promotes collaboration and cooperation among students, which enhances their ability to communicate and work effectively in teams.

- PBL fosters a growth mindset, as students are encouraged to take risks and learn from their mistakes.

Data Collection

- A survey was used to assess student engagement.
- Pre- and post-tests were administered to measure changes in student performance.

Key Findings & Data Results

- Students showed increased engagement and motivation throughout the semester.
- Student test scores improved significantly after implementing PBL.

Implication

- Project Based Learning increased engagement in the classroom.
- The effects of PBL should be assessed over a longer period to fully understand its impact.
- Students developed critical thinking and problem-solving skills.

Common Core Standards

1. Identify and describe the relationship between science and technology.
2. Identify and describe the relationship between science and society.
3. Identify and describe the relationship between science and the environment.

References


Acknowledgements

- The authors would like to acknowledge the support of the Millersville University Foundation.
- The collaboration with the faculty of the Millersville University Science Department is greatly appreciated.

Bloom’s Taxonomy & PBL Elements

Bloom’s Taxonomy

- Knowledge: remember, understand
- Application: apply, analyze
- Evaluation: evaluate, create

PBL Elements

- Collaboration: teamwork, communication
- Critical Thinking: problem-solving, decision-making
- Creativity: innovation, imagination

Figure 1: The three levels of Bloom’s Taxonomy model used to reach higher levels of cognition and divergent thinking.

Figure 2: PBL elements implemented in this process.
<table>
<thead>
<tr>
<th>District</th>
<th>Interview</th>
<th>Orientation</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conestoga Valley</td>
<td>March 31st (4:00)</td>
<td>April 30th 3:30</td>
<td>ERCH DUAL</td>
</tr>
<tr>
<td>ELANCO</td>
<td>TBD</td>
<td>TBD</td>
<td>DUAL</td>
</tr>
<tr>
<td>Hempfield</td>
<td>April 1st 3:00 MDLV 3:50 ERCH/DUAL</td>
<td>April 15th 2:00</td>
<td>ERCH 3:30 3:30 DUAL 3:30 MDLV 2:45</td>
</tr>
<tr>
<td>Lampeter Strasburg</td>
<td>March 25th (4:00)</td>
<td>April 28th (3:30)</td>
<td>ERCH DUAL</td>
</tr>
<tr>
<td>Manheim Township</td>
<td>April 2nd</td>
<td>April 28th</td>
<td>ERCH DUAL</td>
</tr>
<tr>
<td>Penn Manor</td>
<td>April 2nd 3:45</td>
<td>April 30th</td>
<td>ERCH DUAL MDLV</td>
</tr>
<tr>
<td>York Suburban</td>
<td>April 6th 3:00/3:45</td>
<td>April 29th (3:00)</td>
<td>ERCH MDLV</td>
</tr>
</tbody>
</table>
Tentative Timetable for PDS Students

- Orientation Meeting - Top Three Sites
- Mid-March - Interview Invitations Sent via Email
- Late March - Early April Interviews
- Mid-April - Placement Notification
- Late April - Early May Orientation
- Wednesday, August 26, 2020 - Start Placement
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?
Select Your Top Three Districts

Fill Out District Interview Choice Form - Pick 1st, 2nd, 3rd Choice

My top three districts are:

1. ___________________________
2. ___________________________
3. ___________________________

I, __________ PLEASE PRINT NAME __________, understand that my three choices will be used to guide the interview process. This does not mean that I will be interviewed/chosen from the three schools I selected. I may be assigned to interview with additional districts as well.

Signature: ___________________________  Date: ___________________________
QUESTIONS?