

William Paterson University
College of Education
Professor in Residence Involvement in Professional Development Schools



Professor in Residence:

Dr. Martin White

Report for the month of:

September 2010

School:

Anthony Wayne Middle School, Wayne, NJ

Please describe your involvement with the following activities where applicable.

Part I - Administrative

A. Inventory of the school's needs, (i.e. technology, library)

Discussed websites for primary documents (social studies and science) with media specialist (9/8/10)

Shared federal guidelines for staff evaluation with principal (9/29/10)

Gave building PDS code to teachers for course registration (9/24/10)

B. Writing grants

C. Attending state and national conferences

D. Ordering materials, writing reports, etc.

Part II - Collaboration

A. Collaboration with other PIR's

Attended PIR Meeting at William Paterson University to review Professional Learning Communities (9/3/10)

Submitted essay to Nancy Norris-Bauer gauging underlying assumptions of teachers when implementing change such as PLCs (9/6/10)

Canvassed language arts teachers for copies of *The Cay* for School 12 Paterson (9/22/10)

B. Distribution of surveys

Provided AWMS principal with learning style assessment documents requested by team leaders at monthly meeting (9/22/10)
Shared email regarding IPals email opportunities with principal (9/22/10)

C. Attending grade level/team meetings

Attended 7th Grade Pacesetters Team Meeting (9/8/10)
Attended Team Leader Meeting (9/15/10)
Attended 8th Grade Blue Team Meeting (9/22/10)
Attended 7th Grade Pacesetters Team Meeting (9/22/10)
Attended 8th Grade Gold Team Meeting (9/29/10)
Attended 7th Grade Mustangs Team Meeting (9/29/10)
Attended 6th Grade Colts Team Meeting (9/29/10)

D. Attending faculty meetings

E. Attending/Assisting with school wide events

Met with administrators to plan Professional Learning Committees (9/15/10)

F. Collaborating with teachers to develop presentations for conferences

Met with 8th grade mathematics teacher to plan article submission to professional journal (9/8/10)
Discussed framework for NJASK remedial course with 7th grade teacher (9/29/10)

Part III - Field Experiences

A. Assisting with placements

Helped place practicum students in 7th grade language arts class (9/22/10)
Co-presented Fall Practicum Workshop with Dr. Coletta (2/24/10)

B. Supervision of pre-service students – practicum and/or student teaching

Communicated with practicum teacher to meet cooperating teacher (9/28/10)

C. Assisting in scheduling classes on-site – graduate & undergraduate

Part IV - Professional Development

A. Offering one-on-one and school-wide mini lessons and workshops

Met with Director of Secondary Education on developing initiatives (8/24/09)
Met with Anthony Wayne principal to discuss plans for the fall (8/24/10)
Discussed literacy plans with Middle School Supervisor of English (9/8/10)
Shared materials on use of dialogue with 7th grade language arts teachers (9/22/10)

B. Exploring and utilizing PD models, (i.e. lesson study and peer coaching)

C. Teaching classes on-site

D. Providing novice teacher support

Presented talk-to-writing activity to 7th grade social studies teacher and shared titles of picture books that provide context for U.S. history (9/8/10)

Discussed reading assessment with 7th grade language arts/BSI teacher and gave her copies of two instruments to support student learning (9/15/10)

Met with new assistant principal to discuss staff development and ideas for students' academic, social and emotional development (9/15/10)

Talked with new 6th grade social studies teacher about uses for writing in content areas and plans for WPU History Day in March (9/15/10)

Gave 6th grade teacher directions for Drawing-to-Writing activities (9/22/10)

Discussed uses of talk in mathematics with 1st year Math BSI teacher (9/29/10)

E. Parent meetings

F. Classroom observations

Observed 7th grade science class to observe level of questioning (9/15/10)

G. Modeling lessons

H. Participating in book discussion groups

I. Bringing in other University experts

Served on the Professional Development Network Advisory Committee (9/29/10)

Part V – Other & Future Plans

Continue to build trust by meeting with teachers on an individual basis

Attend Team Leader and Faculty Meetings

Continue to provide workshops on literacy strategies for the middle school classroom

Encourage discussion of learning and teaching

Visit classrooms to provide feedback and to model lessons

Investigate holding a professional Book Club for teachers

Share ideas about middle school learning, particularly in the areas of social and emotional education

Collaborate further with PIRs in other buildings/districts

TIMOTHY D. NAGLE

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Nov. 3, 2010

Mr. Mobilio:

As directed by you, I offer the following:

- A. ANALYSIS OF DATA FROM SPRING 2010 NJASK LANGUAGE ARTS LITERACY AS PROVIDED BY THE STATE AND ANGELA RUSSO SPREADSHEETS
- B. MY RECOMMENDATIONS FOR CONSIDERATION

I realize that the LAL scores for SCMS have been very good for many years with 2008-2009 showing the following passing rates (for all students, I presume):

Grade 6 – 88.1% Grade 7 – 89.5% Grade 8 – 94.5%

For example, in the spring 2010 administration, the average scores for the present classes were:

Gr 8 – 235 Gr 7 – 227 Gr 6 – 217.8

Proficiency is 200, Advanced Proficiency is 250

Of course this doesn't identify the average score of the class, which if low, though passing,

would give us a different angle.

It is also evident that teachers are using NJASK prep books, but maybe a new strategy is needed to raise more students to the advanced proficient platform and others to proficient.

Analysis:

1. First and foremost scores that are provided to the district by the state are not broken down any further than what is seen on the summary sheets. For example, in reading clusters, Working With Text and Analyzing Text, a total achieved score is recorded for each with no mention of how each score was achieved in a combination of multiple choice or open-ended responses. These two clusters are then combined for an overall Reading score. How does one attack a weakness that is basically unknown? I would suspect from my own experience as a classroom teacher that the weakness would probably be in the open-ended responses, but this is not provable and is something that should be more easily known to the student and the teacher at the earliest possible moment and addressed until remedied. More on this topic can be seen below under Recommendations #4.

In addition, for each of the writing tasks, only a total score for each is given even though the rubric lists four main categories on which to judge a paper on a scale of 1 to 6. (Content and Organization, Usage, Sentence Construction, Mechanics) When I was a reader of state essays, I was told to place more emphasis on Content and Organization and less on Mechanics (unless these

errors detracted greatly from the written work) taking into account that the written response is considered on-demand, writing in a timed environment where editing may not be optimally used.

2. Based on Cluster Means as given by state for previous grade 5, now grade 6, from our three sending schools, Analyzing Text is consistently lower than Working With Text.
In one case the score is 50% of the Total Points Possible. (12/24)

Recommendations:

Overall, obviously, the focus should be on raising as many proficient scores to the advanced proficient range and raising partially proficient scores to the proficient range.

At the sixth grade level, this is even more critical because out of 221 total students on the roster, only eleven are at advanced proficient and 61 are at partially proficient. Granted, not all students on the roster are assumed to be attending grade 6 at SCMS.

1. All teachers in all content areas should engage their students in appropriate content writing exercises both of a long and short nature. Most of these exercises should take place in the class room in a timed environment to mimic the NJASK. Research has shown that students who do more writing in school tend to score higher on tests like NJASK than those students who have had a minimal amount of writing experience.
2. NJ rubrics should be used for open-ended responses and for longer writing experiences.
Since science, math, and language arts literacy have their rubrics already set up by the state, these should be followed. All other content areas should follow the generically accepted ones in language arts literacy or adopt ones that are particular to the content and expertise of the instructor. In addition, students in BSI should also be writing as often as possible to reflect their understanding of test-taking.
The above rubrics should be fully explained to students in advance of assignments.
3. If not already done so, students who fall within the partially proficient category should be placed in BSI so as to experience intensified activity in reading and writing along the lines of what is tested on NJASK.
4. Consideration should be given to the implementation of “formative assessment” in at least any content area that is tested on NJASK or will be in a year or two, but should also be found throughout the curriculum. Formative assessment or “practice” informs both teachers and students about student understanding at a point when timely adjustments can be made (See Garrison and Ehringhaus). Frequent short tests are better than infrequent long ones; new learning should be tested within about a week of first exposure; be mindful of the quality of test items and work with other teachers and outside sources to collect good ones (See Black and William). There are many resources available to districts who wish to pursue this approach. This procedure is already being used in some public school systems in NJ and elsewhere. I would be glad to visit nearby schools on my usual day that I am assigned to SCMS to gather real-life operation techniques and samples.

5. Not being a reading specialist, I would suggest engaging the expertise of Ms. Gaynor, the language arts supervisor for middle school in order to acquire specific activities to attack any reading weaknesses.
6. If you would like to discuss any of the above in greater detail, just say the word.

Yours in education,

Tim Nagle
William Paterson University
Professor in Residence
Schuyler-Colfax Middle School

William Paterson University
College of Education
Professor in Residence Time and Effort Log



NAME: Timothy D. Nagle

TITLE/POSITION IN TQE/NJCMS GRANT: Professor in Residence at Schuyler-Colfax MS, Wayne

% OF TIME ON TQE/NJCMS GRANT:

OF HOURS/WEEK ON TQE/NJCMS GRANT: one day per week

REPORT FOR THE MONTH OF: November 2010

PROJECT EFFORT: (A one sentence description of your role and key activities in the project)

To provide professional development opportunities, to assist teachers in lesson planning, to observe practicum and student teachers, to work with novice teachers, to assist in writing across the curriculum

Work Schedule: M T W Th F S Sun

Federally Funded _____ **or** _____ **In-Kind Match (Check one)**

TIME:

Activities	Date & Location	Time Frame	Total
Off Day – Delivered hard copy of VIP passes NJEA Convention WPU gathering	11/01/10 SCMS	9am-9:05am	5 mins
Met with one Gr 6 science teacher to discuss Writing in science classes	11/03/10 SCMS	8am-12pm	4 hrs
Met with one Gr 8 science teacher re infusing writing into curriculum Met LA supervisor Met with one Gr 6 science teacher. She indicated that the two of them had implemented writing activities. Expanded work on NJASK analysis as directed by principal.	11/10/10 SCMS	8am-3pm	7 hrs

Met with Gr 8 LA teacher to discuss Teen Ink magazine which enables students to submit original written work for publication	11/17/10 SCMS	8am-3pm	7 hrs
Met with principal to present my analysis and recommendations for success on NJASK			
Met with LA supervisor to preface our meeting in one week re NJASK analysis and recommendations			
Met with one Gr 6 science teacher to get progress report on writing across the curriculum			
Attended/sat in Mrs. Jenna's Gr 6 science class where student groups were presenting orally on a selected topic			
Met with Ms Gaynor, LA supervisor to discuss my NJASK analysis and recommendation and to ask for her input on the reading strategies.	11/24/10 SCMS	8am-12:30pm Day before Thanksgiving	4 ½ hrs
Off Day - Hand delivered box of Teen Ink magazines to Mr. Banks, Gr 8 LA teacher	11/30/10 SCMS	10:50am-11am	10 mins

Timothy D. Nagle

12/01/2010

Employee Signature
Date

Date

Supervisor Signature

The Garden State Partnership for Teacher Quality Grant (GSP)
 Funded by the U.S. D.O.E Teacher Quality Enhancement Grant (TQE)
 TIME AND EFFORT LOG

NAME : Susan Prendergast

TITLE/POSITION IN TQE/GSP GRANT : Professor in Residence

School: PS 10

% OF TIME ON TQE/GSP GRANT: Required 0% match

OF HOURS/WEEK ON TQE/GSP GRANT: Direct Time/Pay: 2 days per week/112 hours per month

REPORT FOR (Check One):

- | | |
|--|--|
| <input type="checkbox"/> First Quarter (Oct 2009) | <input type="checkbox"/> Second Quarter (Jan 2010) |
| <input type="checkbox"/> First Quarter (Nov 2009) | <input type="checkbox"/> Second Quarter (Feb 2010) |
| <input type="checkbox"/> First Quarter (Dec 2009) | <input type="checkbox"/> Second Quarter (Mar 2010) |
| <input type="checkbox"/> Third Quarter (Apr 2010) | <input type="checkbox"/> Fourth Quarter (Jul 2010) |
| <input type="checkbox"/> Third Quarter (May 2010) | <input type="checkbox"/> Fourth Quarter (Aug 2010) |
| <input type="checkbox"/> Third Quarter (June 2010) | <input checked="" type="checkbox"/> Fourth Quarter (Sept 2010) |

PROJECT EFFORT: Provide professional development and in class support to teachers.

TIME:

General Tasks	Location	Hrs/week (approx)	Weeks in Month	Total
<ul style="list-style-type: none"> • Met with principal, Marc Medley and Nancy Norris-Bauer to discuss requirements of grant, my role, and the principal's goals for the year 	PS 10 9/13/10	2		
<ul style="list-style-type: none"> • Sat in on Team Leader meeting • Met with vice principals to discuss needs and priorities • Sent email to faculty with welcome letter, free workshops flyer, fall PD catalog, and tech. workshop flyer 	PS 10 9/14/10	7		
<ul style="list-style-type: none"> • Administered DIBELS in a third grade inclusion class • Observed literacy lesson in same class • Met with teacher to discuss better ways to teach reading • Supplied teacher with supplemental materials to begin working with small groups during literacy instruction • Met with second grade inclusion teacher to discuss how to better teach writing. Scheduled a time for me to come in and model a writing workshop. • Provided second grade teacher with Ralph Fletcher's <u>Craft Lessons</u> . • Met with guidance counselor to find out about Free Teens program that needs funding in order to continue 	PS 10 9/16/10	7		
<ul style="list-style-type: none"> • Modeled a writing workshop lesson in a second grade then had a lunch meeting with the teacher to discuss how it went, questions, and plans for the future • Checked in on third grade teacher whom I'm assisting in developing a reading workshop • Met with principal regarding use of funds and placement of literacy tutors and 20 hour observation students • Met with administrative team to go over new district 	PS 10 9/17/10	7		

<p>assessment requirements – volunteered to run an inservice training teachers in grades K-2 in using the Mondo running record assessment tool</p> <ul style="list-style-type: none"> • Began setting up and organizing office • Placed literacy tutors 				
<ul style="list-style-type: none"> ○ Checked in on second grade teacher and gave supporting materials for writing workshop ○ Met with N. Castro, VP, to look over lesson plans and discuss school needs ○ Placed a K-5 practicum student ○ Solicited teachers for observation students and placed 12-15 	PS 10 9/22/10	7		
<ul style="list-style-type: none"> ○ Sat in on and participated in a strategic reading workshop with third grade teachers 	PS 10 9/23/10	7		
<ul style="list-style-type: none"> ○ Unpacked and distributed leveled reader libraries to teachers in grades K-4 – worked with school coach Nan Felice to accomplish this ○ Ran an in-service training for teachers in grades K-3 on the new district running record assessments ○ Gave Karen Patterson, guidance counselor, phone number for GSPTQ office in order to facilitate coordination of payment for speaker at the school ○ Met with VP Castro and Principal to discuss distribution of leveled reader library ○ Placed a K-5 SPED practicum student 	PS 10 9/24/10	7		
<ul style="list-style-type: none"> ○ Worked with administration to distribute dictionaries to classrooms ○ Worked with teachers to implement guided reading in conjunction with the literacy anthology 	9/29/10 PS 10	7		
<ul style="list-style-type: none"> ○ Worked with second grade teacher on implementation of writing workshop in classroom ○ Worked in building to support various teachers as per their requests ○ Observed two ST lessons 	9/30/10 PS 10	7		
<ul style="list-style-type: none"> ○ Met with two ST's and their CT's to go over requirements and expectations for upcoming semester ○ Scheduled first four lesson observations 	9/15/10 NRC	2		
<ul style="list-style-type: none"> ○ Observed two ST lessons and conferenced with students 	9/20/10 NRC	4.5		

Work Schedule:

 Employee Signature/Date
 Signature/Date

Executive Project Coordinator

William Paterson University
College of Education
Professor in Residence Time and Effort Log



NAME: **Martin White**

TITLE/POSITION IN TQE/NJCMS GRANT: Professor in Residence

% OF TIME ON TQE/NJCMS GRANT:

OF HOURS/WEEK ON TQE/NJCMS GRANT: 8 hours

REPORT FOR THE MONTH OF: September 2010

PROJECT EFFORT: (A one sentence description of your role and key activities in the project)

To raise the level of discussion and reflection on teaching and learning at the middle school level.

Work Schedule: M T W Th F S Sun

Federally Funded _____ or ___X___ In-Kind Match (Check one)

TIME:

Activities	Date & Location	Time Frame	Total
Attend PIR Meeting at WPU	Sep 3, 2010 WPU	9:00-12:00	3 hours
Submit email to OFE detailing expectations for addressing change in teacher practices	Sep 6, 2010 Home	10:00-11:00	1 hour
Meet with building administrators. Post PDS flyers and information	Sep 8, 2010 AWMS	8:00-8:30	.5 hours
Meet with 8 th Grade Blue Team members		8:30-9:00	.5 hours
Talk with various teachers about the challenges of the new school year: increased class size, changes in assignment, assessment results		9:00-10:00	1 hour
Share website for primary documents with media specialist and discuss possible collaboration on		10:00-11:00	1 hour

technology literacy. Fire Drill.			
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Activities	Date & Location	Time Frame	Total
Attend 7 th grade Pacesetters Team meeting. Topics include: Aesop System and student well-being.		11:00-12:00	1 hour
Discuss literacy goals with Kathy Gaynor, the Middle School English/Social Studies supervisor		12:00-12:30	.5 hours
Re-connect with teachers during hall duty and lunch periods		12:00-12:30	.5 hours
Discuss summer assignment, student self-assessment and NJASK with 7 th grade math and science teachers		1:00-2:00	1 hour
Inform principal about the upcoming state mandate for Professional Learning Communities – implications for Wayne teachers and administrators	Sep 15, 2010 AWMS	7:00-7:30	.5 hours
Attend Team Leaders Meeting. Topics include: discipline, Back-to-School Night and technology		7:30-8:30	1 hour
Meet with principal and assistant principal to discuss strategies for addressing student learning within the team meeting format		8:30-10:00	1.5 hours
Send email to administration detailing concerns to address when initiating programs/procedures		10:00-10:30	.5 hours
Sit in on a 7 th grade science lesson on mass, and talk about level of questioning (quite high) with teacher		10:30-11:30	1 hour
Talk with first year language arts teacher about reading assessment; email Three Level Guide & Magic Square to support her practice		11:30-12:00	.5 hours
Touch base with 6 th grade language arts teachers, offering different ways to work together		12:00-12:30	.5 hours
Talk with assistant principal during 7 th grade lunch about students' social and emotional concerns		12:30=1:00	.5 hours
Meet with new social studies teacher to examine writing strategies and ideas for History Day		1:30-2:00	.5 hours

Review lesson with 7 th grade science teacher		2:00-2:30	.5 hours
Accept invitation to Professional Development Network Advisory Panel	Sep 21, 2010 Home	9:30-10:00	.5 hours
Share learning style assessment forms with principal (requested by team leaders 9/15)	Sep 22, 2010 AWMS	6:30-7:00	.5 hours
Help 7 th grade language arts teacher register for Continuing Education course; share writing strategies with 6 th grade social studies teacher; place practicum student with 7 th grade language arts teacher		7:00-8:00	1 hour
Attend 8 th grade Blue Team meeting. Topics include: student identification and modification of instruction		8:00-9:00	1 hour
Coordinate paperwork for placement of practicum student in language arts class		9:00-9:30	5 hours
Share professional writer's advice on ways to improve dialogue with 7 th grade language arts teacher		9:30-10:00	.5 hours
Discuss communicating with parents with 8 th grade science teacher		10:00-10:30	.5 hours
Share article on merit pay for teachers (Newark Star Ledger) with AW administrators and some teachers		10:30-11:00	.5 hours
Attend 7 th grade Pegasus Team meeting. Topics include: student welfare; communication with parents; effective use of dialogue		11:00-12:00	1 hour
Provide document on Information Literacy to 8 th grade science teacher and media specialist, based on a perceived need voiced in earlier conversation		12:00-12:30	.5 hour

Canvass language arts teachers for copies of <i>The Cay</i> , requested by School 12 in Paterson		1:00-1:30	.5 hours
Work with 6 th grade social studies and 8 th grade science teachers on technology and assessment in their classes		1:30-2:00	.5 hours
Talk with various teachers about an article in <i>The Star Ledger</i> regarding merit pay		2:00-2:30	.5 hours
Co-present, with Dr. Coletta, Practicum Orientation for students working in the fall	Sep 24, 2010 WPU	1:00-3:00	2 hours
Contact practicum teacher to schedule initial meeting with her and cooperating teacher	Sep 28, 2010 Home		1 hour
Meet with principal to ask about evaluation methods for district educators in compliance with federal guidelines	Sep 29, 2010 WPU	7:00-7:30	.5 hours
Talk to teachers about: PDS building code for workshops; learning styles assessment; communication with parents and board		7:30-8:00	.5 hours
Attend 8 th grade Gold Team meeting. Topics include: learning styles inventory; modifications for instruction; and student generated charities		8:00-9:00	1 hour
Share strategies and activities with 8 th grade Basic Skills mathematics teacher		9:00-10:00	1 hour
Critique student essays for 7 th grade Special Education teacher		10:00-10:30	.5 hours

Attend 7 th grade Mustangs Team meeting. Topics include: note-taking, program modification and plagiarism		10:45-11:45	1 hour
Meet with teachers: Art teacher on assessment and challenge; 7 th grade teachers on the role of dramatic play in imagination		11:45-12:45	1 hour
Discuss board policies and association stance on issues with 7 th grade teacher		1:30-2:00	.5 hours
Attend 6 th grade Pegasus Team meeting. Topics include: student welfare and thematic lessons		2:00-3:00	1 hour
Serve as member of the Professional Development Network Advisory Committee	Sep 29, 2010	4:30-6:30	2 hours

Employee Signature
Date

Date

Supervisor Signature

William Paterson University
College of Education
Professor in Residence Involvement in Professional Development Schools



Professor in Residence:

Timothy D. Nagle

Report for the month of:

November 2010

School:

Schuyler-Colfax Middle School, Wayne, NJ

Please describe your involvement with the following activities where applicable.

Part I - Administrative

A. Inventory of the school's needs, (i.e. technology, library)

B. Writing grants

C. Attending state and national conferences

D. Ordering materials, writing reports, etc.

Delivered TEEN INK magazines to enhance writing program

Presented to principal analysis of NJASK scores of students in SCMS

Part II - Collaboration

A. Collaboration with other PIRs

B. Distribution of surveys

C. Attending grade level/team meetings

I make it a point to meet with the LA supervisor on a weekly basis

D. Attending faculty meetings

E. Attending/Assisting with school wide events

F. Collaborating with teachers to develop presentations for conferences

Part III - Field Experiences

A. Assisting with placements

B. Supervision of pre-service students – practicum and/or student teaching

C. Assisting in scheduling classes on-site – graduate & undergraduate

Part IV - Professional Development

A. Offering one-on-one and school-wide mini lessons and workshops

Met with science teachers to review activities to expand writing across the curriculum

B. Exploring and utilizing PD models, (i.e. lesson study and peer coaching)

C. Teaching classes on-site

D. Providing novice teacher support

E. Parent meetings

F. Classroom observations

Observed Gr 6 science class of Mrs. Jenna

G. Modeling lessons

H. Participating in book discussion groups

I. Bringing in other University experts
