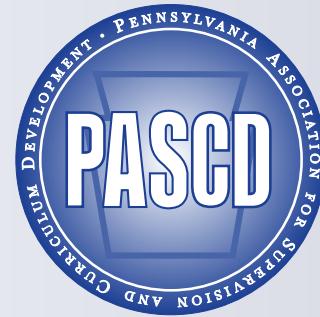


UPDATE

Volume 33, Number 2 Winter 2014



**Twice International ASCD
Award-Winning Newsletter.**

President's Message

Soon, it will be time to gear up for the PSSA and students will have an opportunity to display the knowledge and skills they accumulated thus far. As educators and leaders, we spend the year gathering the tools to lay the groundwork for students to achieve. I credit PASCD for staying on the forefront of educational change and equipping me with many of the tools that are needed for student success. PASCD's professional development offerings, networking, and legislative influence and are three major areas where I benefit the most.



Dr. Mary Wolf

I always gain a great amount of information from attendance at our annual conference. The Conference Committee, under the leadership of Conference Chair, Bryan O'Black, coordinated a fantastic line-up of sessions and events! Numerous sessions focused on "A Whole Child Education" theme. We were fortunate to hear from several outstanding, accomplished speakers, as well as connect with the PA Secretary of Education, Dr. Carolyn Dumesq, and other PDE representatives. I am looking forward to continuing the tradition by attending the next annual conference, which will be held closer to Thanksgiving on November 23-25, 2014. Plans are underway to offer hot topic and relevant sessions! PASCD also offers in-depth PIL Academies in both Curriculum Leadership and Supervision. These academies are offered year-round by request.

Networking is a major benefit of belonging to PASCD. It's up to you to decide your comfort-level of networking. PASCD is visible online at Twitter and Facebook, as well as our own website. I also gain professionally from face-to-face involvement at my Midwestern Regional meetings. It is there that I have an opportunity to network with local educators at meetings and workshops. Each region across the state customizes their activities to the needs of their regional membership.

On a daily level, I have benefitted greatly from the work of our Influence and Policy Committee. Behind the scenes, this committee has focused intensively on improving influence efforts as a leading

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Mission Statement

PASCD, educators impacting teaching and learning through leadership.



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President's Message (continued)

organization. They attend many legislative events in Harrisburg and are advocates to the needs of students. As a result, they clearly communicate legislative and policy information with members through blogs and postings. In fact, our Executive Director, Dr. Richard Nilsen, was awarded with the **EPLC Partnership Award** (Education Policy and Leadership Center) last September in Harrisburg. This acknowledges the legwork and effort put forth in the area of influence on behalf of our membership. What an honor for PASCD to receive this award!

I am excited about the tools and opportunities PASCD gives to me, so that I can better equip our students to achieve! I also wish you, and the students you serve, great success!

PASCD Receives ASCD Grant

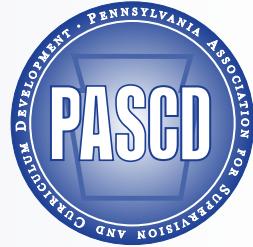
**by Dr. Dean Maynard,
Legislative Influence Chairperson**

In its quest to support and enhance the belief that "All Politics Are Local", PASCD has applied for and received an ASCD grant to further promote legislative influence in our regions. With a focus on the importance of the education of the Whole Child, targeted regional PASCD membership units are encouraged to apply for a mini grant as they work with their local intermediate units and hold regional legislative influence events during the spring months. The five targeted regions are as follows: Delaware Valley, Eastern, Midwestern, North Central, and Southwestern.

Regional presidents have been sent the information to apply for the mini grants and have been encouraged to submit applications. Local events should fit into the mission and vision of ASCD and PASCD, be supportive of ASCD legislative goals, be conducted in partnership with intermediate units with an audience of k-12 educators as well as those in higher education, and support the concept "All Politics Are Local".

This is an exciting time for PASCD as we continue to promote innovation and community involvement in the area of legislative influence throughout the commonwealth. Some great resources for legislative influence are Available to ASCD members at ASCD Edge.

Questions about the mini grant application process of Legislative Influence activities can be directed to dean_maynard@iu5.org



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Teacher Professional Growth = the PASCD Supervision Academy

by Dr. Robert L. Williams, Supervision Chairperson

The purpose of the PASCD Supervision Academy is to equip administrators with the tools for developing a dynamic differentiated supervision program within a school district for the sole purpose of promoting and facilitating teacher professional growth. The Pennsylvania Department of Education developed guidelines for districts to follow in the development of local differentiated supervision plans. Secretary Dumeresq is committed to the professional development of teachers and feels that the professional development of teachers is essential to quality instruction throughout the Commonwealth.

Within the past year, three school districts have scheduled the PASCD Supervision Academy for their school district administrators and supervisors. Armstrong School District within the past year has used the insight gained from the academy to develop their differentiated supervision plan. Administrators from Armstrong expressed how beneficial the academy was for learning strategies and data collection techniques in order to support professional development and reflective conversation with teachers. The Tunkhannock School District was the first school district to incorporate teachers into the academy. It was thrilling to see the teachers respond to the goals of differentiated supervision and express their support for the opportunity to have professional conversation and reflection with administrators. In a statement from one of the Tunkhannock administrators, the administrator expressed the benefit of learning strategies to promote professional conversation based on solid data collected through classroom observation. The Lebanon School District began day one of the academy in January. After reading the exit tickets from day one, it was evident to me that the administrators learned verbal data collection techniques and strategies that they were anxious to practice with a teacher in the month ahead.

If you are a small school district, with a limited number of administrators, you could partner with another school district to host the academy. If you are a district with 15 or more administrators, you could host the academy. We continue to work with IU's to host the academy. The CSIU held the academy with forty administrators and supervisors from their districts participating. If you are interested in the academy brochure, please e-mail me at rwilliam3@verizon.net. PASCD strives to promote quality teacher supervision throughout the Commonwealth by working with administrators, supervisors, and teachers to promoted professional growth through quality differentiated supervision programs



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From Assessments to SLO's

by Laurie Heinricher, Curriculum Co-Chairperson

Ultimately, Student Learning Objectives (SLOs) will play either a 25% or 35% role in the total of the teacher effectiveness rating, depending on whether or not a subject is tested by a PSSA or a Keystone Exam. There are multiple pathways to go from no SLO's to a minimum of three SLO's for each teacher in your district. The most expedient method involves assessments, and more specifically, assessment portfolios.

Many districts across the commonwealth require teachers to collect assessments and maintain an assessment binder. Assessment binders provide data on curriculum, pacing and assessment within a course. Over several years of collecting, assessment binders can become invaluable reflection, planning, and curriculum review and revision tools. In the case of SLO's, a chronological collection of assessments becomes fodder for planning, writing and implementing.

Starting with a good collection of assessments allows teachers to choose those that will best represent their assessment of a collection of concepts and skills in their course. The Commonwealth suggests a minimum of three SLO's per teacher. For districts that have an assessment collection, four SLO's, one from each grading period, allows them to use the SLO process to also improve the assessments that already exist.

For administrators who will be providing the format for writing SLO's, register for the Research in Action website <http://homeroom.ria.2001.org/> or go to the bottom right portion of the SAS site and click on the Homeroom link. From this site you can obtain all of the materials that are referenced in this article.

The most valuable tool is the "Help Desk" document. The Help Desk document provides instructions for the completion of every field on the SLO Process Template. Step-by-step suggested instructions will include the number and letter. Once you have downloaded the Help Desk document and the template, your focus can turn back to the assessments. Other helpful tools for the process would be a copy of the curriculum and the resources or textbooks associated with the curriculum and instruction.

A teacher or a team of teachers need to sit together with an assessment they will work from. Teachers teaching the same course may write the same student learning objectives. Depending on the students on the course rosters, the SLO can be individualized based on the Performance Indicator Targets (3a).

Teachers should take a moment and orient themselves with the Help Desk document and the SLO template. Each page of the Help Desk document represents a different section of the template. Once they have spent a few minutes reviewing the two documents, they should focus their thoughts on Section 2. This section requires them to write a goal statement (2a). For districts that have written curriculum using UbD, this could be a version of the essential question(s) being assessed. For other districts, this might simply be the overarching goal of the unit or chapter of instruction. Section 2b is a list of the standards. Section 2c "rationale" may or may not be part of your curriculum or teaching resources. This is a statement expressing why the goal and the corresponding standards are important learning in this content area or beyond this content area. Examples are on the help desk document.

Once section two is complete, attention needs to move to the second page of the template, specifically section 4. Using the Help Desk document, teachers can navigate their way through filling in the blanks. One "tricky" area is within 4d – "Metric." Be careful to alert your teachers that they can use multiple assessments to assess the goal. If they choose to stick with one, they need to determine if it is

From Assessments to SLO's

(continued)

measuring growth, mastery, or both? Growth indicates pre- and post- testing. If this is not the tool they have chosen, then the only choice is mastery. In the case of a Physical Education unit on tennis, there may be pre- and post- testing of skills as well as a mastery test on the rules of the game. In this case there would be two assessments; a pre- and post-test and a summative assessment. In most cases teachers have chosen mastery or growth.

There are two fields that are related to one another: 4f and 3b. If you indicate in 4f that you are adapting or accommodating the assessment, then you need to indicate those specific groups in 3b and how you anticipate their performance being different.

Most of the descriptions for the remaining fields are fairly well defined and teachers should be able to work cooperatively and fill in the information.

What's not well explained is the relationship between fields 3a and 5a. These teacher-defined fields ultimately create the teacher rating for this part of the teacher effectiveness model.

In 3a the teacher reflects on the roster of students that he or she is teaching and determines the anticipated performance indicator for each student in the SLO group. Part 1 is the name of the assessment "Pre-Calculus Midterm Exam." Part 2 is the performance score "Students will earn 80% or higher on the mid-term exam." The related field 5a further defines the percentage of students you anticipate meeting that performance indicator.

Performance Indicator: Students will earn 80% or higher on the midterm exam in Pre-Calculus.

Projected Performance:

As a teacher:

I am **failing** if 0% to 69% of my students meet the performance indicator.

I **need improvement** if 70% to 79% of my students meet the performance indicator.

I am **proficient** if 80% to 94% of my students meet the performance indicator.

I am **distinguished** if 95% to 100% of my students meet the performance indicator.

Since the teacher has hopefully given the assessment in the past, determining the Performance Indicator and the Projected Performance should not be difficult. If 95% of my students earn 80% or higher on a Pre-Calculus midterm exam, and the assessment is rigorous, then yes, this teacher is **distinguished**.

The SLO is only complete after the indicated assessments are given and the data is collected and reported as stated in field 4j. In many cases teachers are able to print a roster with scores they have placed in an electronic grade book. This is one alternative for completing this field and for turning in the completed SLO. For an SLO to be complete the teacher will turn in the completed template, the corresponding assessment(s) and the data that demonstrates their proficiency as it relates to this specific student learning objective.

In working with teachers on this process, the conversations have been rich with collegial reflections on assessments, whether or not the assessment in its current form assesses the goal, and whether or not revisions are required. Directors of ensembles were moved to change their thinking about concerts as summative assessments and shifted their assessments to rubrics for concert readiness. Art teachers have started talking about electronic portfolios that will follow their students through the grades. Physical education teachers talked about adaptions to assessments for some of their students and

From Assessments to SLO's *(continued)*

content area teachers were able to write better goals for projects with rubrics than mid-term exams.

The process for writing SLO's can be stressful. But, with the right preparation and planning on the part of the administrators, it can be a rewarding process leading to professional conversations about assessment and the pathways students follow to achieve high levels of success.

Quality Evaluation Begins with Quality Professional Development

by Dr. Robert L. Williams, Supervision Chairperson

With the adoption of Act 82, the Measuring Teacher Effectiveness teacher evaluation tool has become law for all school districts within the state unless the district has received exemption from PDE to use another evaluation model. During the 2013-14 school year, all Instructional I teachers will experience evaluation by this model twice and Instructional II teachers once. In my work with school districts within the state, it has become obvious to me that administrators are using the tool that do not have full understanding of the tool. Teachers are going to be rated by the tool that do not understand the tool. I ask, where is the professional development?

If evaluation is to be "effective," those involved in the process must have full understanding of the process. Professional development begins with the knowledge and deep understanding of the rubrics by which teachers are being evaluated. An administrator cannot have their opinion of what is failing or distinguished but rather what constitutes failing or distinguished according to the rubrics. Charlotte Danielson did not develop the 22 rubrics for the purpose of evaluating teachers. Her purpose is the title of book Enhancing Professional Practice within which the rubrics were first published. If the goal of an administrator is truly to enhance professional practice, then the administrator must understand Danielson's purpose in developing the rubrics. Danielson believes that the science of teaching is a lifelong pursuit and that professionals work their entire teaching career to "visit" distinguished but do not live there. There is always greater professional development to further enhance professional practice.

The first step in this process is for teachers and administrators to fully understand what is meant by enhancing professional practice by gaining understanding of the rubrics. This is followed by professional development in the use of the PDE evaluation tool. How is the tool used and what constitutes evidence for making numerical decisions? How is the School Performance Profile going to be used in this year's rating and when and how will the number be entered into the evaluation? What numerical value will be used for the teacher specific data and teacher elective data this year? How will this change for next year?

My point in asking these questions is for you to ask yourself "do I understand this process?" If not, I would employ you to seek professional development through your district. If evaluation is to be effective, those who are engaging in the process must have solid professional knowledge and understanding of the process.

2014 ASCD LILA EVENT

by Dr. Dean Maynard, Legislative Influence Chairperson

The 2014 ASCD *Leadership Institute for Legislative Advocacy* was held in Washington, DC, January 26th through the 28th. Over 100 educators attended the annual event representing more than 40 states and the District of Columbia. This year's featured speakers on Sunday included Jim Kohlmoos, EDGE Consulting, and the keynote address on Sunday was delivered by Rick Hess of the American Enterprise Institute. Mr. Kohlmoos spoke on his seven quick thoughts and "predictions" for the years 2014-2016. These include: 1. Education will regain its place in the top five domestic policy priorities, 2. Standards-based reform will continue as the framework for education policy at federal and state levels, 3. The federal footprint in education policy will be reduced in ESEA Reauthorization and shift more responsibility to the states, 4. The tensions between equity and excellence in education policy will swing like a pendulum from the first ESEA approval in 1964 as introduced by Lyndon Johnson to the much overdue reauthorization, 5. Accurate measures of quality will continue to challenge policy makers, researchers, testing companies and data specialists, 6. Innovation will thrive but will experience difficulty in sustaining and scaling, and finally, 7. Forward-thinking membership and service organizations will transform into influential brokers of knowledge for policy and practice. Following these two speakers, was a networking reception for attendees sponsored by the College Board.

Mr. Hess advised his audience that it is time for us to "step up" and change the approach we take when we are at the table with legislative policy makers. He outlined four steps to outline this strategy when discussing education policy at the local, state and federal levels. Step 1. Start with genuine empathy and understanding. Step 2. Think about issues that you have in common. Step 3. Offer workable solutions taking to the table an "Here's what we can do....." attitude. Step 4. Get and give some assurance that there might be a "win-win" solution. Again, it is time to step up and collaborate as educators, making ourselves part of the solution.

Monday was filled with engaging speakers including Arne Duncan, US Secretary of Education; Stephen DeWitt, Association for Career and Technical Education; Anne Hyslop, New America Foundation; and many other Congressional legislative correspondents, directors and aides from the offices of senators and representatives in panel discussion forums. Each session detailed the state of the 113th Congress and the political outlook on the year ahead. In addition, many members of ASCD's Legislative Council and Executive Board shared information preparing participants for the day on the hill. Secretary Duncan provided a refreshing message. He made a clear distinction between standards ("goal posts" set by states as learning targets for every learner) and curriculum (the resources that teachers work with at the classroom level, determined locally). Secretary Duncan continued to say that it time for educators to be courageous as we choose not to "dumb down" curriculum, not to eliminate classroom rigor and challenges for every learner every day, not to narrow the curriculum to reading and math, not to overlook the role of grit as a necessary ingredient to success for all learners, not to reduce the minutes in the school day devoted to recess, not to eliminate the extra-curricular programs and choose not to be locked to the dated agrarian calendar as today's learners have a need for year-round education opportunities.

Of continued great interest is the status of the Elementary and Secondary Education Act reauthorization. Over the past year, each chamber of the 113th Congress has passed legislation as an initial step to replacing the dated No Child Left Behind Law of more than ten years ago. The House passed HR 5, known as the Student Success Act, which significantly shifts education authority and decision

2014 ASCD LILA EVENT *(continued)*

making back to the states. The Senate Education Committee passed S. 1094, the Strengthening America's School Act, which maintains robust federal involvement in accountability, teacher evaluation, and school improvement strategies. ESEA reauthorization, IDEA reauthorization, Common Core, and many more pressing matters await the 113th Congress. We were reminded throughout the LILA Event that we need to get involved in this work.

On the third day of the LILA Event, we visited the Senate and the House side of Capitol Hill as we shared the 2014 ASCD Legislative Platform. After two days of working together and making the words and recommendations of the ASCD 2014 Legislative Agenda our own, we delivered them to members of the Congress. We reinforced the role of ASCD as a ready and well-prepared resource, one that believes in Whole Child Education, warns of the danger of High Stakes Testing and the reminded them of the importance of family and community engagement in schools as we work together to improve what happens in every classroom, as what happens in the classrooms is what matters most. In summary, ASCD calls on Congress and the Obama administration to adopt the following recommendations to promote the comprehensive achievement of educators, students, schools and families. These recommendations are: **A Well-Rounded Education, Conditions for Learning, Multi-metric Accountability, and Developing Educator Effectiveness.** More information about these recommendations can be found at ASCD's Edge, www.educatoradvocates.org, and in ASCD weekly e-newsletters and publications such as ASCD's Capitol Connection, ASCD Policy Points. Please "step-up" and take action as you take a close look at the 2014 Legislative Agenda of ASCD and take a copy to the office of your local legislator, they are waiting for you.

PASCD JOURNAL

by Dr. Erin McHenry-Sorber and Dr. Kathleen Provinzano

We have thoroughly enjoyed our first experience as co-editors of PEL, and we are excited to welcome manuscripts for upcoming issue. We are sincerely grateful for the work of all of our reviewers this year as well as our authors. We are indebted to the former editors for their guidance and wisdom and to PASCD for its incredible support.

For consideration for Spring 2014, we would like to receive manuscripts no later than February 28, 2014. We will also welcome manuscripts beyond that date for future issues. We are interested in receiving qualitative, quantitative, and mixed methods studies, as well as action research on K-12 or higher education. In addition, we have implemented a practitioner's page. Finally, we are interested in your ideas for submissions. Please contact us at [with questions and ideas at pascdpel@wilkes.edu](mailto:pascdpel@wilkes.edu).

We are currently updating our reviewer database. If you are a current reviewer and your contact information has changed, or if you are interested in becoming a reviewer for PEL, please send us your information, including areas of expertise.

A Holistic Approach to STEM Education: Preparing Students with Real-world Skills

**by Cynthia Pulkowski, ASSET STEM Education Executive Director -
a national STEM education improvement nonprofit based in Pittsburgh**

To keep students engaged in the classroom, it is essential that educators provide relevant, real-world connections to the material being taught. When students are able to connect academics and learned skills to community, work and global issues, they are motivated to advance their education, discover their career interests and become informed, literate citizens. It can be a daunting undertaking for educators and administrators to implement curricula that best builds student understanding, application to workforce skills and achievement. A key component of the process is forming a gateway between educators and businesses that develops a common language and shared goals between classroom and career.

As reported in the latest edition of the “Bayer Facts of Science Education,” high-demand job skills are developed through STEM (Science, Technology, Engineering, and Mathematics) (Bayer, 2013). Fortune 1000 talent recruiters were surveyed to provide their perspective on the demand for new hires with two- and four-year STEM degrees in both STEM and non-STEM fields. Among the surveys key findings are **1) STEM skills are in demand by employers for jobs that are traditionally considered non-STEM and 2) more STEM jobs are being created today than non-STEM jobs at both STEM and non-STEM companies.** Both are trends talent recruiters say will continue a decade from now.

While talent recruiters feel fairly confident about the STEM competencies possessed by graduates, a notable number indicated three skills lacking by both two- and four-year degree graduates: **leadership, conflict resolution and complex problem-solving skills.** These are valuable lifelong skills for any profession. To help educators inspire all students to develop and utilize these essential skills for their chosen career paths, a holistic approach to STEM education is needed across the state and nation.

While there is no agreed upon definition of STEM, most educators agree it is how teachers teach and the environment in which students learn that defines high-quality STEM education. Paying attention to the pedagogy of teaching is critical to quality instruction. Student understanding falls short when the teaching of STEM is collapsed to the presentation of information or cultivation of technique (Rosenblatt, 2005). Teaching science and mathematics through design engages and compels students to understand issues and understand the processes that lead to solutions (Morrison, 2006). A holistic approach to STEM education incorporates intentional teaching and design moves, promoting students to engage in learning in and outside of the classroom. Instruction is inquiry based, transdisciplinary, problem based and connected to real-world applications. Students learn to interpret, communicate, collaborate, problem solve and create—honing advanced STEM skills key to future college and career readiness. A holistic approach enables educators to initiate change in practice and culture in both the classroom and school, aiding student development.

Educators and administrators interested in implementing a holistic approach to STEM education should consider school district initiatives in addition to personally reflecting and defining their own STEM philosophies. Researching and engaging in a framework for STEM education best practices allows educators to consider their current teaching practices, and imagine the possibilities for their students and curriculum. It is also important to plan how to best to support teachers and students in

A Holistic Approach to STEM Education (continued)

these applications. Furthermore, Professional Learning Communities (PLCs) are a beneficial tool for making changes in STEM teaching and learning environments within schools, particularly PLCs that are cross-grade level to allow for a cohesive learning continuum.

A holistic approach to STEM education advances teaching and learning to engage, inspire and empower all students — providing them with the advanced STEM skills essential for achievement in academic and life learning.

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- Bayer Corporation. (2013). *The Bayer facts of science education XVI: U.S. STEM workforce shortage – Myth or reality? Fortune 1000 talent recruiters on the debate*. Pittsburgh, PA: Bayer Corporation.
- Morrison, J. (2006). *Attributes of STEM education: The student, the academy, the classroom*. Baltimore, MD: TIES.
- Rosenblatt, L.B. (2005). *Prometheus and STEM education. Briefing book*. SEEK-16 Conference. Washington, D.C.: National Academy of Engineering.
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An Idea Worth Flipping Over

by Dr. Douglas R. Hazlett

This higher education professor's experimentation in the flipped classroom began after hearing Aaron Sams speak at the PETE&C Conference in Hershey in February 2013. As I listened to his passion about students learning, I saw this as another instructional strategy that I wanted to share with my college students who were training to be the next generation of school teachers. Because the concept is relatively new and still evolving, little research is available to guide best practices. (ISTE, 2012).

What is the flipped classroom?

"Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class." (Bergmann & Sams, 2012). In the traditional college classroom, class begins with a lecture followed by discussion. In the flipped classroom, students would watch a video lecture before class, take notes, generate reflective questions and come to class ready for discussion. Since the content is largely delivered before class via a video, class time can center on engaging students in small group work, one-on-one assistance, demonstrations, checking for understanding, and increasing student learning through higher-order questioning.

Bergmann and Sams suggest that teachers uncomfortable with making their own videos should consider the vast amount of videos that currently exist on the web (see Resources page). After the teacher becomes more comfortable with the strategy of flipping the classroom, he/she can then decide to move to making his/her own videos with software such as Camtasia Studio.

Why flip your class?

Flipping your classroom moves you away from being the sage on the stage and closer to being the guide on the side. Bergmann and Sams give the following advantages to the flipped classroom: (Bergmann & Sams, 2012).

An Idea Worth Flipping Over (continued)

- The use of digital resources speaks to today's learners.
- The flexibility of viewing the lectures allows for things such as student absence
- Review of the content lectures for tests
- Remediation for special needs students and as a resource for the special education teachers
- Pause and rewind feature allows for individualized student pacing
- Increases student-teacher interaction during class time
- Improves classroom management as students are more engaged during class
- Increases the transparency of your classroom and parent involvement in student learning increases as parents often also watch the videos.

What are some examples using the flipped classroom approach?

A science teacher can record lab instructions to gain additional time for the completion of the actual lab. A math teacher can record a math lesson and sample math problems to be followed the next day by supervised problem solving during class time. The teacher can then employ checks for understanding and one-on-one assistance as needed. A foreign language teacher can record grammar lessons for students to watch at home and then have more class time for conversational use of the language.

What about my own experimentation flipping?

After attending the PETE&C conference in February and as the spring semester came to a close, I decided to give my students a brief lesson on the flipped classroom instructional strategy. Since time was limited, I took the novice approach and used high quality video resources available on the web. Thiel College has a subscription to the School Improvement Network PD360 resource (www.pd360.com). PD360's online library offers over 1800 videos on 117 topics. My class syllabus included the topics of the research on the characteristics of effective teaching as well as considerations in classroom management. My lesson plan consisted of the following. Students were to access PD360 and watch the assigned video prior to class (ECE students were to view "Rules and Procedures" from the folder of videos entitled 'Classroom Management How to Win Students Over' and secondary education students were to view the secondary education version of the same.) Students were directed to take notes using the Cornell notes template I provided. Each student was to generate at least one question he/she had after watching the video. I provided the following essential question: How does this video connect to the research on effective teaching and the classroom management considerations discussed thus far? When students arrived to class they were placed into small groups for discussion. I circulated throughout the classroom joining groups for formative assessment purposes. The class then shifted to large group discussion. After our lesson on this topic concluded, I gave a brief lecture on the flipped classroom strategy and our conversation shifted to the students experience with today's lesson and the potential for this strategy to be used as future teachers.

Summary Comments

As teachers and college professors engage today's digital natives, the use of the flipped classroom strategy is a natural fit. Students will have more flexibility as to when, where and what pace they watch the content videos. The classroom can then be used to more fully engage students in meaningful instructional strategies. If used appropriately, flipping the classroom creates more class time for engaging your students.

An Idea Worth Flipping Over (continued)

RESOURCES

www.pd360.com

www.ascd.org/flipyourclassroom

<http://jonbergmann.com/>

www.flippedlearning.org

www.flippedclassroom.org

www.knewton.com/flipped-classroom

<http://educationalvodcasting.com>

<http://flippedclassroom.org/video/the-flipped-classroom>

http://www.youtube.com/watch?feature=player_embedded&v=RafJfNH15cw

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Regional News

Eastern Region

by Ms. Barbara Davis

This fall, the Eastern Region of PASCD set a goal to increase our presence on technology and to provide support and networking opportunities for our members. Two separate events invited members to socialize and learn to use Twitter as a personal learning network. ERPASCD plans to continue providing activities aligned to this goal.

On May 1st, ERPASCD will hold a Breakfast Meeting at Kutztown University. Regina Palubinsky will deliver a keynote about how to think positively in a time of increasing accountability and responsibility. After the meeting, ERPASCD board members will be present to provide assistance for beginning and intermediate Twitter users. A follow up Twitter chat will occur on May 8th at 8:00 PM. Advance registration is required for the breakfast event. Look for emails or log into www.pascd.org to receive notification about this meeting.

Follow #ERPASCD on Twitter!

Midwestern Region

by Dr. David McCommons

Mark your calendars! The MWPASCD Board is sponsoring a Meet and Tweet session for educators at Mid-Western Intermediate Unit IV on May 1, 2014, from 8:30-10:30. All participants will activate a Twitter account and tweet before they leave. MWPASCD Board member, Lori Ceremuga, Director of Instruction and Technology Services for IU 27, will lead the professional development session. More details to follow.

Please help me welcome Dr. Robin Fillman, Elementary Principal at Brookville School District, who will serve on the Midwestern PASCD Executive Board. She will make a great addition to our board with her background and experience. If you know anyone who is interested in becoming a PASCD member or more active in the MWPASCD, membership information is available at www.pascd.org, or you may contact me directly at david_mccommons@fcasd.edu.

Our goal as a region is to meet your local needs.

Southern Region

by Dr. Jay Burkhart

The Southern Region is once again hosting a pre-service teaching event on February 20, 2014. Students from local colleges and universities are invited to the Capital Area Intermediate Unit for an evening of informative sessions. It includes the “need to knows” for your first year of teaching, interview tips and technology integration. Sessions are led by local experts in the field including superintendents, assistant superintendents and building principals. And we are fortunate again this year as our attendees will be hearing from a first year teacher about the adventures of teaching.

The Southern Region has enjoyed a great deal of success from interacting with our up and coming

Regional News *(continued)*

teachers. It is beneficial to not only the pre-service teachers who attend the event, but to the school district representatives who attend. We even had a teacher who attended last year turn her networking opportunity into a full time contracted position this past school year with a local district. In fact, the superintendent stated it was a direct result of having the opportunity to talk with the candidate at the event last year. It helps those charged with staffing their districts an occasion to learn more about candidates than can be gleaned from a resume.

We are confident this helps establish our organization as a leader in the state and our chapter's leadership here in our region. We look forward to continuing opportunities such as these that benefit the students and teachers in our schools. If you would like any information on the event please feel free to contact Jay Burkhart at jburkhart@epasd.org.

Northwestern Region

by Dean C. Maynard, EdD

On April 16, 2014, the NWPASCD Region will hold their annual dinner meeting with legislators from the region. Several offices have committed to attend again this year. This is always a well-attended and informative event. The dinner meeting takes place at Intermediate Unit 5, 252 Waterford Street from 5 pm until 8 pm. For more information, visit the IU5 website, www.iu5.org.

PASCD Welcomes Our New Members!

Delaware Valley

Nicholas Argonish
Kimberly Bast
Carolyn Berenato
Charmelia Bond
Neil Broxterman
Art Campbell
Thomas Conway
Ryan Creeden
Tara Feiner
William Ferrara
Stephen Flavell

Beth Fox
Karen Frebowitz
Joseph Fuhr
Diana Hanobec
Tara Holdsworth
Ernest Holiday
Tammy James
Kenneth Jessup
Denise Judge
Bob Lacivita
Kyle Longacre
Concetta Lupo

Brandon Lutz
Terry McAuliffe
Eric McCulla
Terry Meehan
Marguerite Mraz
Brooke Mularnick
Bridget O'Connell
Susan Ortley
Kathryn Palermo
Shelda Perry
Allyn Roche
Tracy Scott

New Members

(continued)

Jessica Shupik

Jana Somms

Tamara Stavenski-Bennick

Shauneille Taylor

Ilene Victor

Diamond Warren

Eastern

Peter Aiken

Michelle Arnold

Kimberly Birts

Mark Caccavo

Ken Darms

Eric Dauberman

Mariln Espinoza

Wayne Foley

Eileen Kern

Lisa Krause

Gail Kulick

Lori Limpar

William Mack

Michael Mitchell

Kathy Napolitano

Deborah Popson

Karen Price

Kathy Scott

Alexia Serlis

Kelly Wagner

Midwestern

Michael Allison

Ann Black

Richard Britten

Deborah Frank

Jen Johnston

Denise Kempa

George White

David Wytiaz

North Central

Dane Aucker

Tracy Boone

Daphne Bowers

Mary Beth Crago

Dustin Dalton

Leslie Estep

Brenda Freeman

Michele Hammersla-Quick

Karen Hoke

Kathryn Hribar

Terri Kenny

Kelly King

James Orichosky

David Reichelderfer

Jan Riggio

Susan Seely-Young

Kathleen Sillman

Sue Stewart

Iris Striedieck

Cathy Thomas

Jack Tobias

Lawrene Wess

Northeastern

Patricia Arter

Randi Dickinson

James Ellis

Eric Kahler

Brian Mallery

Mary McClintock

Edward Pietroski

Angie Sees

Rebecca Stanfield

Michael Zwanch

Northwestern

Michael Reynolds

Gary Weber

Kenneth Wolfarth

South Central

Larry Celmer

Shane Hazenstab

Jennifer Mitchell

Dana Neely

Vanessa Sral

New Members

(continued)

Southern

Christopher Adams
Teresa Ader-Doumont
Kay Bandy
Margaret Barrett
Dana Blair
Kathleen Blouch
Melissa Bream
Eric Carlisle
Jason Conway
Keith Downs
Kevin Duckworth
Catherine Dusman
Denise Fowler
Patricia Franko
Colleen Friend
Gretchen Gates
Matthew Gay
Shawn Godack
Erin Heffler
Frank Herron

Richard Hornberger
Jackie Lerch
Kara Martin
Andrew Martin
Melissa McInerney
Erid Michael
Pamela Mitchell
Mary Moczulski
Tanya Morret
Allen Muir
Eric Naylor
Randi Payne
Gary Quigley
Beth Ann Radanovic
Caroline Rhodes
Faithe Rotz
Wendy Royer
Holly Rubick
John Scola
Thomas Shaffer
Nancy Snyder

Terrie Stauffer
Martha Strickland
Jennifer Veit
Evan Williams
Tamara Willis
Beth Wolf
Sarah Zartman
Margaret Ziegenfuss

Southwestern

Mark Gross
Joyce Henderson
Lenni Nedley
Ashley Nestor

Western

James Bradley
Rob Furman
Norton Gusky
Michael Mooney
Tom Shipley
Felix Yerace

