PENNSYLVANIA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

PASCD Newsletter

"Educators impacting teaching and learning through leadership"

JUNE 2016

President's Message

Dear PASCD Colleagues,

My term as President is coming to an end. It has been my pleasure to serve this organization. Over the past two years, the Executive Board has worked diligently to strengthen the organization at the state and national level. One of our goals for the past two years has been to increase communication with members and educators statewide. We have accomplished this goal through monthly newsletters, eBlasts, and an increased presence on social media, including the launch of a monthly PASCD Twitter Chat.

PASCD has also created an Emerging Leader (EL) program. Modeled after the ASCD EL program, educators with 5-15 years in the profession are provided opportunities to grow as leaders in education. Our first EL class was named in 2014. These amazing educators serve as classroom teachers, coaches, principals, and IU consultants. The bond they share is that of dedication in the field of education. As PASCD Emerging Leaders they also have become actively involved in the organization. They have presented at our state conference and serve on regional and statewide committees. One was named an ASCD Emerging Leader. One started the PASCD Twitter Chat. Several have written for our publications over the past two years. One chairs our Scholarship Committee. They are worthy ambassadors of education and PASCD. One goal of beginning such a program was to bring to PASCD a new generation of educators who would continue to grow the organization. I believe we have accomplished this goal and look to continue the tradition by naming our second class of ELs in August.

Finally, I would be remiss if I did not take this opportunity to thank several individuals for their service and dedication to PASCD. Organizations such as PASCD do not 'run themselves'. It takes the efforts of many working together to keep the organization vibrant. First, many thanks to our Executive Board members who serve the organization through committee work and regional governance. To our Conference Committee and Academy leaders for providing relevant and meaningful professional development in our state. To those who have played an important role in beginning and sustaining our Emerging Leader program. To our Executive Director, Rich Nilsen, for his

dedication to the organization and keeping me organized. And finally, to my colleague, friend, and President-Elect, Jeff Taylor, whose commitment to the organization is steadfast, I say thank you. Together we are PASCD!

Lori
Lori J. Stollar, Ed.D.
PASCD President

PASCD 66th Annual Conference: Igniting Student Passion Through Technology, Reading, and Digital Literacy

Sunday, November 13th, 2016
Monday, November 14th, 2016
Crowne Plaza – King of Prussia, Pa

Keynote Presenter: Dr. L. Robert Furman

Session Title: Motivating the Reluctant Learner Through Technology

Session Description:
Motivating the Reluctant Learner is a high-energy, interactive presentation. This presentation will share ideas on how to motivate the reluctant learner through apps, websites/programs that create a supportive environment and instill that important passion for reading. Participants will be actively involved in all parts of the presentation through the use of technology. Using cell phones, iPhones, etc., the participants will have the opportunity to vote on favorite literature, and various ideas.

Bio:
Dr. L. Robert Furman ED.D. is the principal at South Park Elementary Center in South Park, Pennsylvania. He is the author of Instructional Technology Tools and Reading, Technology, and Digital Literacy. His research in the field of Literacy was recently awarded Best Research and Publication by PASCD. Rob is a blogger for the Huffington Post, Ed Tech Review and a producer for The Seditionists Education Video Series. Rob was honored as a national "20 to watch" in educational technology by the National School Board Association.

Additional information on the conference will be available in the near future. Visit the PASCD webpage at pascd.org for more information.

Dr. Dean Maynard

Legislative Advocacy

An on-going engagement

A journey and a process

A logical progression from emails => phone calls => meetings

Local Educator Voices Heard by the State

By: Lori Cooper Ed.D.

A presentation was held on May 18th at IU#18 in Kingston, PA featuring Dr. David Volkman, Executive Deputy Secretary of Education from Pennsylvania Department of Education, regarding the Every Child Succeeds Act (ESSA) that replaced No Child Left Behind (NCLB). Educators had an opportunity to share ideas in small groups to discuss how they believe the new act should be implemented in Pennsylvania. One goal of the

event was to clarify the content of the ESSA bill by Dr. Volkman, and the other was to provide feedback from practitioners to inform Harrisburg of the views of local educators who will be implementing ESSA on a daily basis in classrooms. The event was co-sponsored by IU #18 and the Northeast Pennsylvania Association of Supervision and Curriculum Development and was held at IU #18 at 368 Tioga Ave, Kingston, PA.

The Making of a Maker Space: One School's Story

By: Christine Fleming-Hirshka
PASCD Emerging Leader

Grit, resiliency, ingenuity, problem-solving skills are all buzz words in the realm of education and appear often in discussions in educational circles. One only has to follow educational accounts on Twitter to see that these are all frequently trending topics of discussion. Teaching these aforementioned skills, all while being held to the higher standards imposed in the Common Core, prove to be challenging for schools across the nation. The educators have had to seek new and innovative ways to encourage creativity and educated risk taking behaviors in their students all while still imparting skills measured on standardized tests.

The establishment of Maker Spaces in schools across the nation is one such way teachers are allowing for students to have a space to let their creative juices flow all while demonstrating skills that are higher level in nature. The Maker Movement embraces the constructivist model of learning; we learn best when doing or making sense of materials learned. The Maker Space is dedicated to allowing for students to build, construct, and tinker while using knowledge gleaned in traditional core academic classes or from real world scenarios.

Bringing a Maker Space to fruition in a school setting requires a variety of forces to align and for full upper administrative level support. It requires funding which may be hard to come by in fiscally challenged districts. Building a Maker Space is not a one-person undertaking. It requires collaboration amongst professionals and community members who are dedicated to first taking part in researching the movement and then formulating a plan that will fit the climate and culture that has been cultivated in their building. In the Keith Valley Middle School (Horsham, PA), it began as a discussion amongst peers who had viewed coverage in the media about schools who were taking innovative steps to secure spaces in their building that existed purely to allow for students to have creative outlets.

The three teachers in that spearheaded this movement at KVMS first reached out to local high schools who had established Maker Spaces that had received positive press for making prosthetic limbs for children using a combination of robotics and 3D printing technology. The teachers found that area schools embraced an open-source approach and were eager to share their programs and to even help facilitate the early steps in forming one at Keith Valley Middle School. The administrators supported visits to area high school during contractual time. The teachers also visited the Nextfab Maker Space in Philadelphia which is operated primarily for adults interested in creative undertakings or technology. All of these site visits were eye opening and crucial to the planning of the proposed KV Maker Space.

The most formidable obstacle to creating a high-tech Maker Space is funding. The teachers formulated a plan to seek funding through grants from their educational foundation and from local businesses and industry. The team researched the types of technological resources and tools they wished to secure and were sure to consult the resident experts; their students. The students compiled lists of materials they used outside of school and those that aligned with their interests in 3D modeling, coding, robotics, and other tech tools they wished to learn. The student body of the school were the driving force when compiling the list of foundational materials that would be needed to begin building a Maker Space. Once the research and a cost analysis were complete the team composed

their grant and submitted it for consideration.

The grant was awarded in the amount of $6700. The dream was becoming a reality, but now the real work was about to take place. The school building had a lab that was used primarily for word processing and web browsing. The administration supported repurposing the room and changing the aesthetics to foster creativity and collaboration. The team met with the technology director and formulated a plan for relocating computers and having the room rewired and readied for the upcoming school year. While the physical space was under construction the group focused on the learning software and engaging in professional development in order to be able to facilitate learning opportunities. They also met with local businesses who offered financial support to help purchase high powered computers to support the software needed for some of the technology.

During the in-service period at the end of the 2014-2015 school year, the group traveled to an area community college and engaged in a morning of professional development at the College of Engineering. The dean was eager to partner with the district and to inspire students at the middle school level. The group was able to witness 3D modeling and 3D printing on a variety of machines that were industrial grade. The day concluded with a CAD software workshop. This outside support of a higher education institution proved to be invaluable as the teachers would be implementing CAD based software for 3D modeling the following school year.

Materials such as the Makerbot (3D printer), the Ollies and Speros (robotics), Kano, Littlebits (circuitry), Raspberry Pi and Arduino (micro-processing and open source software), and gaming computers with graphic cards that could support animation and CAD software began to arrive and the teachers took them home to interact with them during the summer months. They also met to discuss aligning the new technology to the existing core academic curriculum and to showcase the new materials to teachers in the building who were willing to pilot the new technology in their classrooms.

The school year began and the Maker Space was opened during lunches for students to come and to interact with the technology. The room was also used for the enrichment program classes. The team arranged for student-led workshops so students could assume the role of instructor and showcase their technological skills and teach their peers. These were all well received and at times the room was bursting at the seams with students wanting to code, or to learn robotics or video game design. It quickly became apparent that we needed more technological tools to meet the ever-increasing needs. A second grant was written for the district educational foundation this past winter and awarded to continue building and expanding the KV Maker Space.

At times, some of the materials malfunctioned and the teachers filled the role of tech support as they learned to fix jammed 3D printer extruders or Ozobots that suddenly ceased to operate. These were all used as teachable moments and at times the students were the problem solvers that rectified the situations. Due to the misprints and malfunctions the room was instilling grit, resiliency, and problem solving abilities as intended from the onset.

During the 2015-2016 school year teachers stepped forward to learn 3D modeling and expressed an interest in using modeling software and the 3D printers in their curriculum. Seventh grade classes designed bones to scale using Tinkercad and constructed skeletons during their anatomy unit. Sixth grade science classes also were instructed in Tinkercad and produced projects that incorporated 3D modeling and printing into their regular educational classroom experience.

The program did have a few pitfalls after it was implemented. A teacher was not solely dedicated to the program and at times the room was unavailable for Maker Lunches due to lack of available staff for supervision. Other times there were too many students and not enough technology to go around. The room was not utilized as a Maker Space for stretches of time due to

core academic area projects and demands for computer labs by classroom teachers. The room was also used for online benchmark testing which further compromised "maker" time. These were all growing pains that were experienced and lessons learned over the first year and that are being addressed for year two.

The future of the KV Maker Space is unwritten and it is as it should be for most ingenuity is often unscripted. The main reason for the success of the KV Maker Space is that the students play a crucial role in the direction it will head and in dictating the services offered and the materials purchased with funds secured. They are the consumers and with technology they are a very informed group of consumers with knowledge that far surpasses most adults. The KV Maker Space strives to reach out to more students and to expand its curricular connections in the regular education classrooms and to offer more student led workshops as year two gets underway in September 2016.

Steps to Making a Maker Space:

1. Secure administrative backing. Without this there is no going forward.
2. Gather a group of colleagues with a clear and agreed upon mission to begin brainstorming the logistics of building a Maker Space.
3. Research. Use Twitter, local technology companies, local colleges, local high schools, and the Internet.
4. Visit other Maker Spaces. Seek out adult Maker Spaces such as Nextfab in Philadelphia.
5. Consult your resident experts; the students. Have them make a wish list. They are a tech savvy generation and our greatest maker resource.
6. Seek funding. Write grants, present to local companies, reach out to school community, and ask for donated materials. Be specific with your needs and you will be surprised with what is donated.
7. Secure space in the building and make it aesthetically appealing and innovation inspiring.
8. Begin small. Pilot materials on students. Secure their feedback and build from there.
9. Seek professional development for weak tech areas. Be willing to spend nights and weekends learning new technology and lesson planning.
10. Offer lunch or early morning Maker time for students to interact with materials.
11. Seek out students who want to showcase their teach skills and projects and have them run student led workshops for peer groups during lunches.
12. Present materials to core academic teachers and provide ideas for connecting to the curriculum.
13. Plan for the future and keep expanding!

Educators impacting teaching and learning through leadership

PASCD continues to support its state's educators through innovative ways that encourage connection and collaboration. With that in mind, we invite you to participate in PASCD twitter chats that occur each month on the third Wednesday from 8:30-9:30 PM. As dedicated educators, we will join together to discuss current topics, concerns, and ideas of educational practice.

May's #PASCDchat was held May 18, 2016 from 8:30-9:30 PM. Our topic was "Educator Advocacy" and brought the national #EdAdvBecause chat from Tuesday, May 17 to the state level. The monthly chat is hosted by 2014 Emerging Leader Nicole Avon (@nicole_avon) and May's chat was guest moderated by PASCD Executive Board member and 2014 Emerging Leader, Felix Yerace (@FelixYerace).

Join us for this exciting, EduChat to expand the reach of PASCD as well as share educational insights.