

BEYOND THE ESTABLISHED NORMS: *A NEW KIND OF UNION ACTIVISM*



**Philadelphia Federation of Teachers
Health & Welfare Fund's
Professional Development 1974-2014**

The Fund acknowledges the following members of the Educational Issues team for their role in the creation of *Beyond the Established Norms*: Camina Ceasar, Sandra Dunham, Marcia Hinton, Joyce Jones, Rosalind Jones Johnson, and Linda Whitaker.

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Jack Steinberg, Chief Trustee Philadelphia Federation of Teachers Health & Welfare Fund



Jack Steinberg

The PFT Health & Welfare Fund is both pleased and proud to make you aware of the history of our professional development. Our involvement with providing professional development for our members has led to providing successful staff development, particularly for programs in reading, discipline, classroom management, induction and content based professional development.

The Health & Welfare Fund is able to provide professional development to PFT members because of an IRS letter which authorized the initiation of programs to offer professional development to teachers and paraprofessionals.

The Health & Welfare Fund (H&W) took the lead in educational activities through its annual Programs for Teaching Educational Conference offered in the Spring. Under the auspices of the Fund, the Educational Issues Department was formalized in 1998 as part of the PFT's family of services. The Educational Issues Department began the work to introduce, present, and provide professional development to teachers. The department began with a small, but experienced and dedicated staff led by Rosalind Jones Johnson, Coordinator of Educational Issues. In 2006, Jerry Jordan, Health and Welfare Trustee and PFT's Chief of Staff stated, *"We are constantly gratified at what this very small section has accomplished with little funding, small grants, but great knowledge."*

Jerry T. Jordan, President Philadelphia Federation of Teachers



Jerry T. Jordan

The PFT Health & Welfare Fund's initiative to provide our members with support in the development and enhancement of their skills and knowledge base exemplifies our commitment to all members. We are dedicated to improving public education by providing our educators, our front line, the resources they need to help our students achieve.

Education, with higher standards for academic achievement, high stakes testing and federal accountability requirements continues to place new demands on teachers and paraprofessionals who are the backbone of public education.

Ours is a challenging yet simultaneously rewarding profession.

Rosalind Jones Johnson, Director Educational Issues Department



Rosalind Jones Johnson

The Philadelphia Federation of Teachers is a teacher's union with solutions to providing high quality professional development for teachers, paraprofessionals and Philadelphia schools. In 1998 the Fund began strong efforts to support schools that were not QuEST schools. The Fund continued to improve teacher quality by focusing on rigorous professional development. We knew that improving schools could not be achieved unless teachers were kept abreast of developments in research on teaching and learning. The Fund's goal was to utilize professional development to bridge the gap between research and practice and novice and master teachers.

The Fund, like the American Federation of Teachers, realized that teachers were hard pressed for time to read detailed research reports and find it even more difficult to get resources and supports necessary to internalize and utilize information. Philadelphia educators needed access to knowledge that supported and enhanced their ability to help students achieve high standards. Professionals perform at the highest levels when they have the appropriate knowledge and resources.

The Fund offers professional development in Philadelphia schools which is led by the PFT Professional Development Leaders. Using an inquiry approach, teachers work with their peers to develop strategies based on their research findings that help enhance the day-to-day process of teaching and learning.

PROGRAMS FOR TEACHING ANNUAL EDUCATIONAL CONFERENCES

The Health & Welfare Fund's "Programs for Teaching" is an annual two-day conference featuring educational workshops, seminars and vendor displays. Beginning in 1975, members were invited to attend the annual conference. Members are offered workshops and seminars on professional issues. They can attend workshops which can cover health matters and personal growth. The conference is attended by thousands of members from a broad cross-section of union members who look for new approaches to take back to their schools. Workshops begin on Friday evenings and are followed by an annual reception. On Saturday mornings, the workshops continue with a break for continental breakfast followed by a second session of workshops. A luncheon is held at the conclusion of the conference and features a keynote speaker from the realm of education.



Special Guest Speaker, PA State Representative James Roebuck, Democratic Chair House Education Committee, addresses luncheon attendees and reiterates his commitment to Philadelphia teachers.



Art Steinberg, Lead Coordinator confers about Educational Conference.



Jack Steinberg, Chief Trustee PFT H&W Fund addresses luncheon attendees



Chief Trustee, Jack Steinberg consults with Joyce Jones.



PFT Executive Board Member and Per Diem Substitute Teacher, Leslye Clemons-Carr provides a hands-on workshop.



National Board Certified Teacher, Dr. Erlene Bass Nelson, leads a workshop to help identify good character traits and become better role models for their children.



Attendees visit vendors after educational sessions at the PFT H&W Educational Conference.

QuEST SCHOOLS

"The success of the Children Achieving agenda depends upon many things but none more important than the active involvement and support of classroom teachers across the District." David Hornbeck, 1995



*Rosalind Jones Johnson
named QuEST Director*

That reality occasioned a series of discussions between the Hornbeck administration and the leadership of the Philadelphia Federation of Teachers. During those discussions, the Federation repeatedly affirmed its commitment to ensure that teachers take the lead of reforming practice, improving schools and raising student achievement. Towards that end, the Federation decided to enhance its capacity to be an even more active participant in the education reform effort by establishing QuEST (Quality Education Standards in Teaching) Schools. Like other AFT locals across the country, the Federation saw QuEST as its education arm, enabling it to deliver teacher-initiated and teacher-centered professional development directly to schools and teachers. Superintendent Hornbeck and the Federation resolved as follows:

- The Federation will ensure that Philadelphia QuEST will become operational with a named director not later than June 1, 1995 and that not later than June 30, 1995, Philadelphia QuEST will have demonstrated capacity to develop a Center for School Improvement and Renewal.
- Having been assured that the above conditions will be met (the Superintendent has agreed to refer to the QuEST Center for School Improvement and Renewal), these schools were scheduled to be identified for Keystone School status in 1995. This referral will eliminate the end for the reassignment of the instructional staff from those schools for at least the next year.
- An annual performance review of the program will be conducted. Progress towards the development and implementation of a comprehensive plan for school renewal and student success will determine whether referrals will be made to Philadelphia QuEST in subsequent years.

QuEST (Quality Education Standards in Teaching) is a name originating with the American Federation of Teachers. QuEST Schools are usually schools in which the Union, in particular, has agreed to work with staff to design and create programs that bring about improved achievement levels for students. Significant changes of practice are not instituted on the basis of unfounded preferences or because a particular idea is publicized in education or other circles. Changes recommended in the QuEST Schools were based on sound research and programs that demonstrated improved student achievement; this is the real bottom line. The purpose of QuEST Schools is just that, improve student achievement. There are many types of reform; some to create social revolutions, some based on the ideologies that have come and gone, many stress structure. We stress student achievement.

The Philadelphia Federation of Teachers agreed to assist six schools in enabling teachers to design programs which they believed would help attain goals for their students. Rosalind Jones Johnson was selected to serve as the QuEST Director in April, 1996. She was initially employed by the School District of Philadelphia working out of the Office of Standards, Equity and Student Service. The selected Schools were chosen over a variety of criteria. First, they had to be in high poverty areas. Second, they were isolated minority schools. Third, it was helpful if there was mutual respect and a cooperative atmosphere between faculty and administration. The last was a criterion identified by Betsy Useem, as necessary for any progress by a researcher, for the old PATHS/PRISM.

Next, they looked for a variety of school locations. They selected two middle schools and four elementary schools situated in various sections of the city. "Two elementary schools in North Philadelphia, one at the eastern end of North Philadelphia and one at the western end. One middle school in West Philadelphia, one middle school and one elementary school in Southwest Philadelphia. One school in the poverty belt just north of Center City Philadelphia was selected."

From the School District/PFT QuEST agreement

The schools were:

- Mitchell Elementary
- Pratt Elementary
- Waring Elementary
- Ferguson Elementary
- Shaw Middle school
- Shoemaker Middle School



S.W. Mitchell School



Laura Wheeler Waring School

The second year of QuEST, 1996-1997 under the guidance of Director Rosalind Jones Johnson, focused on effective instructional programs, developing curriculum and methods to improve student achievement in language arts. QuEST aligned diagnostic testing, data analysis, school improvement planning, curriculum and professional development to improve student achievement. A partnership with Blue Cross/Blue Shield and Misericordia Hospital was designed to explore the development of school-based health care centers in some QuEST Schools. These activities were heavily dependent upon professional development and teacher and parent input.

Recommendations for Curriculum Methods

There was general agreement that children in QuEST schools needed basic skills, as well as more complex analytical and problem solving skills. To achieve a balanced and comprehensive reading program, it was decided that QuEST schools must have:

- Strong literature, language and comprehensive programs that included a balance of oral and written language;
- An organized, explicit skills program that included phonemic awareness (sounds in words), phonics and decoding skills to address the needs of emergent readers;
- On-going diagnoses that informed teaching and assessments;
- A powerful early intervention program that provided individual tutoring for children at risk of reading failure.

It was decided that skills are helpful in reading only when they help make text more comprehensive. QuEST schools would be involved in comprehensive programs to ensure that each child made continuous progress towards mastering the basic essentials in language arts. This would provide the foundation to enable each student to master high standards.

Mastering the basics in language arts is the center piece of fundamentals that form the foundation of learning. These include the ability to work hard and apply oneself, proficiency in computer skills, along with reading, writing and mathematics.

Grade level standards were arbitrary standards. The director felt that students would not have trouble reaching standards when teachers and administrators reduced pressure and gave them a chance to read for pleasure and interest. While all children go through a fairly similar developmental path in language, literacy and cognitive development, they do not go through this path at the same rate. QuEST Schools would emphasize long term progress by providing a print-rich environment for every child. The concern was continuous progress and eventual attainment.

Standardized testing in QuEST Schools needed to be reduced in favor of diagnostic assessments. The union felt the money and time saved could be invested in literacy, in practices they knew would be effective.

ROSALIND JONES JOHNSON JOINS QUEST SCHOOLS PROGRAM

Rosalind Jones Johnson is currently assisting in the development of the QuEST Schools program.

Rosalind has been a grade teacher, reading teacher and demonstration teacher in the system, having a long list of credentials in education including Philadelphia Teacher of the Year and Chairperson. Pennsylvania Professional Standards and Practice Commission.

The QuEST School is a PFT concept that emphasizes student achievement levels.



National Diffusion Network Programs



*Thomas Gilhool,
PA Secretary of Education*

Rosalind Jones Johnson, QuEST Director, served as one of the Special Assistants to the Secretary of Education, Thomas Gilhool. The special assistants had the responsibility of identifying programs for Pennsylvania schools from the National Diffusion Network that would improve student achievement. Rosalind used her state level experience to identify two programs; Reading Recovery and CLIMB Plus to improve achievement in QuEST Schools. Her strategy was to improve achievement by integrating reading/writing and study skills across the curriculum through a comprehensive management system. CLIMB Plus was selected to achieve this goal. The CLIMB Plus program was recognized by the United States Department of Education as a program that had consistently improved student achievement. The goal of CLIMB Plus was to improve the performance of all students in reading, writing, study skills and mathematics through the following components:

- **Planning Arrays**—Identified reading study skills outcome K-12
- **Writing Banks**—Connected reading, writing/thinking to all content areas. Included were preparations for instruction to use with popular pieces of literature, themes and content
- **Assessment**—Provided on-going information to assess students strengths and weaknesses through survey, diagnostic and criterion referenced measures and a variety of performance based assessments
- **Simplified Record Keeping**—Monitored continuous student progress
- **Print Rich Environments**—All QuEST schools will have well stocked classrooms libraries which children use independently several times a day; daily “read-alouds” by adults for grades K-3 and a classroom writing center where students worked on compositions.

Library Power

QuEST Schools received a grant from the Philadelphia Education Fund to implement Library Power in all QuEST Schools. Each school had a librarian and all school libraries were renovated and new books purchased. QuEST School libraries contained a wide variety of accessible reading materials and were staffed by qualified librarians. Better libraries meant more access to reading and more readings, especially voluntary reading, meant better literacy development. Every school encouraged free voluntary reading. The most effective bridge from low levels of reading and higher levels was free voluntary reading, or pleasure reading. This was the kind of reading that is missing from the lives of many students; twenty-three percent of fourth graders read for pleasure only once a month or less (*Mullin et al, 1993*).

High Standards and Expectations

All QuEST schools developed school improvement plans that reflected high standards and expectations.

PHILADELPHIA QuEST PROFESSIONAL DEVELOPMENT

Philadelphia QuEST Professional Development was created so that it expanded the Fund's professional development programs. All programs had proven records of effectiveness. Philadelphia QuEST partnered with the following organizations to deliver professional development:

- **Reading Recovery**
 - Shippensburg University
- **American Federation of Teachers**
 - Educational Research & Dissemination courses
- **CaseNEX**
 - University of Virginia
 - Hampton University
- **Laboratory for Student Success**
 - Mid Atlantic Regional Education Laboratory
- **School District of Philadelphia**
 - QuEST Schools

Major Components of Philadelphia QuEST

- Reading Achievement
- Courses for Teachers
 - Early Reading Intervention
 - Beginning Reading Instruction
 - Reading Comprehension
 - Reciprocal Teaching
 - Reading Recovery
- Teacher Quality and Retention
 - New Teacher Summer Institute
 - Foundations for Effective Instruction
 - Managing Student Antisocial Behavior
- Professional Development
 - Education Research and Dissemination
 - CaseNEX
 - Reading Recovery
 - QuEST Schools
 - Empowerment Schools
- Core Knowledge
 - Curriculum linked to Pennsylvania State Standards
 - Dobson Elementary School
- CLIMB Plus

PENNSYLVANIA DEPARTMENT OF EDUCATION APPROVED ACT 48 PROVIDER

The Fund applied to the Pennsylvania Department of Education and became an approved Act 48 provider through AFT Pennsylvania. The Fund's courses, workshops and seminars receive Act 48 hours. The Pennsylvania Department of Education tracks and retains histories of Act 48 hours and credits. In order for teachers to retain their active certification, Pennsylvania Act 48 requires 180 approved professional development hours or three credits over a five-year period. The process for approval requires several steps that include prior submission of courses or workshops, the credentials of Professional Development Leaders and evaluation forms completed by participants.

CUSTOMIZED PROFESSIONAL DEVELOPMENT

The Educational Issues Department's Professional Development Leaders began to offer customized professional development for schools. The courses were held in a variety of places such as universities, district staff development centers, the union headquarters or in schools. Sessions were a week long or recurred once or twice a month for six months. A significant advantage to the union's recurring sessions was that participants were able to return to the classroom and try out strategies between sessions. The Fund offered Institutes for school staff at the end and/or beginning of the school year. Some Institutes were followed by sessions during the year as participants implemented what they learned.

The Fund Lends a Helping Hand



Meetings and planning with the joint FUND and Parkway West Behavior Management Team were held at the PFT's Center City Offices.

Chaos, disruptions, violence in the schools and on school campuses, the Educational Issues Professional Development Leaders have all seen it in Philadelphia schools. Whether teachers had been personally victimized by it or not, every educator knows that orderly, safe, respectful behavior combined with a predictable school environment enhances the teaching and learning process.

In an attempt to create such a learning climate during the 2006 Spring and Summer, the Fund's ER&D Professional Development team and Parkway West High School collaborated on a school-wide behavior plan. The Parkway program and its education model was originally envisioned by Mr. Clifford Brenner in 1969 as an alternative to the "traditional" high school. His philosophy em-

braced the concept that the "community as a whole must be a partner in the learning process." The original Parkway Program became known as the "School Without Walls" and was the first alternative school in the country. In 2006, there were three Parkway schools: Parkway Northwest, Parkway Center City and Parkway West, formerly Gamma.

Parkway West, a special admission school located in the former West Catholic for Boys High School at 49th and Chestnut Streets, connected with Drexel University and the University of Pennsylvania to bring some of the community resources to its Urban Educational Program.

Students were exposed to the politics of education, elements of teaching and learning, cities and diversity issues that bring the field of urban education right into the classroom.

ON-SITE SCHOOL SUPPORT

Still concerned about maximizing her resources, Gloria Pelzer, principal at Parkway West, reached out to the Health & Welfare Fund's Educational Issues Coordinator, Rosalind Jones Johnson to collaborate on a School-Wide Behavior Plan. The Fund's ER&D Professional Development Leaders accepted the offer and immediately went to work designing and providing professional development for Parkway West.

A leadership team or "Dream Team" was formed consisting of Assistant Principal, Paulette Christie; School Police Officer, Dyane Billings; SSA parent, Lisa Jones; Chemistry Teacher, Paul Szelega; Noontime Aide/SSA, Patricia White; Noontime Aide/Attendance Point Person, Francine Speights and English Teacher, Felicia Muldrow who met several days during the summer with Rosalind Jones Johnson and Rena Morrow.

Under the leadership of Rosalind Jones Johnson and Rena Morrow a plan was implemented to promote a more positive social climate with the focus on "primary prevention." All children would receive behavior support reducing the number of children needing intensive support. Research suggests that discipline fosters the academic and social development of all students (Colvin, Sugai and Kameenui, 1992, Lewis and Sugai, 1999). Predictable behavior systems support effective teaching. There are achievement gains when there is order in the entire school, not just in individual classrooms.



ER&D School Behavior Team



School-based professional development

ER&D Professional Development Leaders partnered with Parkway West in three significant ways: (1) *Foundations of Effective Teaching* course for all staff members, (2) Systematic development of the School-Wide Behavior plan over the course of a school year; and (3) Analysis of the assessment of interventions. The framework for the plan was developed during the 2005 summer meetings with much discussion around how the "Dream Team" would involve the entire school community. PFT President, Ted Kirsch stated, "The PFT is committed to making our schools safer and more orderly."

A career in education is one of the most rewarding professions you can choose, but, it can also prove to be a difficult one, especially when you are on the front lines in the classroom. Challenges differ depending upon the school. Teachers at one school can have problems with classroom management, while another school struggles to develop a school-wide behavior support plan.

The Educational Issues Department offered on-site professional development customized to fit school needs. Teachers, principals and other administrators called the department to request professional development. The Fund's Professional Development Leaders scheduled meetings with school leaders and evaluated their professional development needs. With a variety of courses and workshops the Fund was well equipped to address issues and concerns. Once needs were identified, a series of after-school customized professional development sessions were scheduled. The research validated concepts are proven so that doesn't change. But the professional development was customized for each building because of the supports and situations in each school.

At Disston, a professional development team taught *Foundations of Effective Teaching*. In general, the course focused on effective group management strategies. After assessing the problems at Disston with participants, the course was customized emphasizing rules, procedures, positive and negative consequences. Professional Development Leaders didn't spend time on situations that didn't affect teachers at Disston. "We jumped right in and focused on the exact issues that Disston teachers were struggling with in their specific school environment," said Professional Development Leader Lisa Jackson. *PFT Reporter 2006*

Schools that received site-based professional development by the Fund were:

DeBurgos	Fox Chase	Hamilton	Pratt
Leidy	Ferguson	Beeber	
Disston	Shoemaker	Waring	
Mitchell	Shaw	Parkway	

JULIA DeBURGOS ELEMENTARY SCHOOL

A group of concerned teachers, new to Julia DeBurgos Elementary School, called the Educational Issues Department, in late November 2013, for support in improving their instructional practice. The teachers had just completed the first round of observations under the Charlotte Danielson Framework and had not fared well in the process.

The Educational Issues Department director and team met with the teachers at school on December 17, 2013, where they addressed specific issues they believed pertinent to their difficulties. Subsequent to the meeting the Director of the Educational Issues Department met with the school's principal and together they mapped out a course of action to support the teachers and increase student success.

The team met and debriefed in order to ascertain:

- Which professional development topics were needed by the staff
- Which consultants were available to deliver the presentation on the professional development day
- Design and develop a new presentation on Higher Order Thinking Skills

Wednesday, February 5, 2014, the Educational Issues Department was able to present the following workshops:

- Higher Order Thinking Skills
- RTII
- Thinking Math
- Reading



Julia DeBurgos School

SCHOOL IMPROVEMENT PLAN HONORABLE LUIS MUÑOZ MARIN SCHOOL



The Honorable Luis Muñoz Marin School

The Honorable Luis Muñoz Marin Elementary School was singled out to become a Renaissance Charter School under the auspices of ASPIRA, Inc. This designation was made by the School District of Philadelphia.

The Educational Issues Department was approached April 2, 2014, by staffer Jackie Scott to help the Marin School Leadership Team develop an action plan.

The team researched and found the educational and academic demographics needed to move forward in creating the proposed plan. The plan was written to support Marin School in fostering academic growth, improve attendance and increase the number of students scoring proficient and advanced in reading and math on the PSSA, as well as, increase parental involvement.

We focused on four critical areas of improvement that were outlined in the School District of Philadelphia's Recalculated School Performance Index.

They were:

- PSSA Performance
- Academic Progress—Growth in PSSA math and reading
- Parental Involvement
- Student Attendance

The initial proposal was presented to the school's leadership team within 36 hours of the call. We met with school leaders on Friday, April 4, 2014. The proposal was reviewed page by page with the school team and they asked pertinent questions and gave responses to our questions so we could jointly refine it. This collegiality provided both the Marin team and the members of the Educational Issues Department with a road map that enabled them to make pertinent choices on content and presentation.

Armed with this knowledge the Educational Issues Department was able to support the school by providing specific professional development opportunities that melded with their proposed plan of action and helped with translation and copying services. The Educational Issues Department provided technical support to Marin School up to April 28, 2014, when the school's leadership team made its presentation to the parents and members of the Marin School community.

After a bitterly fought battle, parents at Luis Muñoz Marín Elementary School voted decisively to keep Marin within the Philadelphia School District, with parents rejecting a proposed match with a charter provider, ASPIRA. According to results announced by Philadelphia School District officials, 223 parents wanted Muñoz Marín to remain a traditional public school and 70 voted for ASPIRA of Pennsylvania to take control. In a separate vote, 11 members of the school's advisory council wanted to remain with the district. None voted for ASPIRA. Superintendent, William R. Hite, Jr. had the final say on the fate of the struggling North Third Street school, which had 700 students in kindergarten through eighth grade.

EDUCATIONAL RESEARCH AND DISSEMINATION (ER&D)



*PFT HW Professional Development Leaders
Kathy Hanratty and Peggy Outing*

essential to professional practice. Since 1998, the Health & Welfare Fund paid salaries for Professional Development Leaders to present ER&D courses.

The Educational Issues Department began developing a local ER&D program in 1997. *"This type of program shows that the union is working for its members in a variety of new ways,"* said Peggy Outing, a teacher at Fitzsimmons Middle School and one of 21 PFT members trained as ER&D instructors. *"This program is not just for classroom teachers,"* said ER&D instructor Frank Caul,

The PFT Health & Welfare Fund's Educational Research and Dissemination Program (ER&D) is a union sponsored, research-based professional development program. It was created by the AFT through collaboration between practitioners and researchers to encourage classroom educators to improve their practice and student achievement by becoming users of research.

The PFT's Health & Welfare Fund has long recognized that a research grounded knowledge base is es-



*Veteran Teachers Institute June 2008 with
Professional Development Leader Dale Croxton*

a paraprofessional at Stanton Elementary School. *"It is for all of us in the field of education, in and out of the classroom. ER&D offers research-based practices to assist everyone who works with children."*



ER&D Course-Home School Connection

"Research often sits in file cabinets unused, but ER&D helps the research about what works best with students move from theory to reality," Outing explained. *"This is what appeals to me about the program-getting research out to school employees where it can be used,"* added instructor Darcy Russotto, a teacher at Pratt Elementary School.

The most outstanding difference between ER&D and other professional programs is that it provides on-going training, rather than a one-shot in-service that might never have an impact on instructional practices or student achievement.

A variety of courses can be offered as one-and-two week institutes. Also, ER&D offers educators a non-threatening, non-judgmental arena in which to work on individual skills, said ER&D instructor and Gillespie Middle School teacher Wendy Walsh. *"ER&D validates many teaching methods that effective teachers already use,"* Walsh said. *"It also gives strong support to new teachers, who might not be receiving adequate support and direction in their own schools. "ER&D is an excellent tool for educators to achieve educational success in improving student achievement,"* said Fels High School teacher and ER&D instructor, Carol Jones.

In the summer of 2002 ER&D instructors added another course, *Thinking Math* Instruction to its repertoire. The Philadelphia leadership team was trained during an intensive eight day summer institutes in Baltimore, MD. *"I have met top researchers in the field of reading instruction,"* Russotto said. *"It was amazing to meet them and have my question and concerns about their research addressed directly. This is a powerful program."* Many ER&D instructors run courses in their schools.

~PFT H&W Newsletter June 2002~



Foundations of Effective Teaching

RIBBON CUTTING AT ER&D CENTER



Left to right:
Chief Trustee, Jack Steinberg,
Education Director, Rosalind Jones Johnson
PFT President Jerry T. Jordan
Ted Kirsch, AFT President
Dee Phillips, Special Assistant to Jerry Jordan

The First ER&D Professional Development Leaders



The First ER&D Professional Development Leaders

Frank Caul	<i>Stanton Elementary School</i>
Wanda Cousins	<i>Sulzberger Middle School</i>
Donna Cuyjet	<i>Benjamin Franklin High School</i>
Jacqueline Dubin	<i>Jay Cooke Elementary School</i>
Kathleen Hanratty	<i>Forrest Elementary School</i>
Kimberli Howard	<i>Gillespie Middle School</i>
Carole Mayo	<i>Fairhill Elementary School</i>
Rena D. Morrow	<i>Bryant Elementary School</i>
Peggy Outing	<i>Fitzsimmons Middle School</i>
Andrea Prendergrast	<i>Disston Elementary School</i>
Darcy Russotto	<i>Pratt Elementary School</i>
Andre Skopp	<i>Mann Middle School</i>
Wendy Walsh	<i>Gillespie Middle School</i>
Leonard White	<i>Cooke Middle School</i>
Rosalind Jones Johnson	<i>ER&D Site Coordinator</i>

Peer Interveners Miriam Axelrod, Pamela Bryan and Jacqueline Johnson were among those trained and they used the techniques and information in Peer Intervention coaching other PFT members who are trying to upgrade their skills and knowledge.

"This is the kind of program that is moving the PFT forward with a new and concrete commitment to professional growth," Kirsch said. "We look forward to assisting our members." ~Reporter June 2002~

ER&D is based on a "training-the-trainer" model. At an eight day Summer Institute Professional Development Leaders learn about research findings, which comprise the basic core of the ER&D program. Professional Development Leaders also learned strategies and skills to help them present the research findings, their applications to teachers and paraprofessionals and how to establish and coordinate a local ER&D Program. These critical Professional Development Leaders and the Site-Based Professional Development Leaders are the connection between the research knowledge base and the classroom educator.

The following ER&D courses are offered:

- Foundations of Effective Teaching
- Managing Anti-Social Behavior
- Beginning Reading Instruction
- Reading Comprehension
- Thinking Math I & II
- Instructional Strategies
- Home School Connections



Winners of the 2007 ER&D Summer Institute centerpiece competition Melanie Harris, Ernest Diggs and Esther Pernell.

PFT Health & Welfare Fund and Temple University Summer Institute

More than 240 teachers spent July 21-25, 2003, at the PFT Health & Welfare Fund's Summer Institute at Temple University. The Institute was filled quickly on a first-come, first-served basis from among more than 380 applicants, a recognition of both the need for and the quality of the programs. The Educational Issues Department headed by Rosalind Jones Johnson, offered two week long workshops each in Beginning Reading Instruction, Managing Student Behavior and Foundations of Effective Teaching, and one workshop in the Praxis Tutorial in Math.

Instructors were PFT members: **Wanda Cousins** (Sulzberger Middle School), **Donna Cuyjet-Dorman** (Benjamin Franklin High School), **Carol Jones** (Samuel Fels High School), **Andrea Prendergast** (Disston Elementary School), **Darcy Rusotto** (Pratt Elementary School), **Wendy Walsh** (formerly of Gillespie Middle School), **Rena Morrow** (Greenfield Elementary School), **Wilhelmina Calland** (Rowan Elementary School), **Jeremy Centeno** (Cramp Elementary School), **Jennifer Scanlan** (Pratt Elementary) and **Peggy Outing** (Fitzsimmons Middle School). Dr. John Chen of Temple University taught the Praxis workshop.

"This course has been good for me. I learned a lot from the highly qualified instructors, and from other participants in the class," said Elloise Wilson of Olney Elementary School during a break in the intensive day-long workshop. Michelle Barton of Mitchell Elementary School echoed many participants saying, *"When I walk out of here today after this week of classes, I will feel more confident handling classroom problems. We've been given a suitcase full of ideas."*

"I wish I had had this class before," said Mastbaum teacher, Steve Andres. *"Every classroom teacher should have it. It should be part of new teacher induction."*

"This workshop should be mandatory for teacher induction, for literacy interns and even for administrators," said Veronica Blue. "Too many teachers come in without a background in classroom management," said Taggart teacher Maryanne Olivieri. Evelyn N. Brown, Penn Alexander Pre-K/Head Start, said that even parents would benefit from the information presented during the workshop. "School is an extension of the home. Parents need to be involved. They need this information," Brown said. Susan Weintraub of Gompers was impressed with the research supporting what was being taught. "This course gave us strategies about what to do and why. It's research-based."

"This course offered wonderful prevention measures and solutions for handling problems in our classrooms. The instructors were fantastic. I would recommend this course for anyone working with students," said Linda Pointer-Tyson of Cooke Middle school.

After visiting the institute, PFT Vice President Jerry Jordan said, *"This is the training and help both veteran and new teachers want and need. Their expressions of gratitude and approval of these workshops was overwhelming. It is unfortunate the current administration chose to reduce or terminate their help in our successful QuEST and Reading Recovery Programs."* ~Reporter August 2003~

NEW UNIONISM

In 2008, the transition of presidents in the Philadelphia Federation of Teachers from Ted Kirsch, a traditional union president to Jerry Jordan, a president who was clearly able to create a union of professionals launched a new culture within the PFT that led to a much stronger collaborative relationship between the PFT, Health & Welfare Fund and the School District of Philadelphia to improve the quality of teaching and learning in the District. Rosalind Jones Johnson met with Jerry Jordan, shortly after he became President and convinced him to work with the district to improve induction. The union changed induction so professional development could begin before teachers began their assignments in September and the district agreed. Philadelphia schools varied widely in their ability and approaches to assisting new teachers. The union adopted high standards for induction that changed the relationship between the union and the culture of induction for Philadelphia teachers.

PFT HEALTH & WELFARE FUND AND CHEYNEY UNIVERSITY OF PENNSYLVANIA COLLABORATIVE

Veteran teachers from around the city attended the first two, PFT Summer Institutes, which offered Act 48 or graduate credits through Cheyney University at Cheyney's urban campus.

A second institute scheduled in August for prospective teachers and those with less than 3 years experience was designed to ease the transition into teaching, improve effectiveness, develop expertise in student discipline and increase retention rates for newer teachers.



Cheyney University

The new teacher summer institute expanded the way in which the PFT served its members under the leadership of President Jerry Jordan. *"Our teachers' working conditions are our children's learning conditions,"* Jordan said; *"It is appropriate for the PFT to increase its involvement in the professional development of its members."* Working with Dr. John Williams, Dean of Graduate Studies at Cheyney University, Jack Steinberg, the Health & Welfare Fund's Chief Trustee, Rosalind Jones Johnson and Jerry Jordan are building partnerships with higher education institutions to improve teaching and learning.

~Reporter July 2008~

"New teachers often spend more time trying to control students than teaching and many are so overwhelmed that they leave the system within the first five years." Jerry Jordan stated, "This program will not only give them the tools to create an orderly flow of instruction and activities but will also teach them how to establish a classroom environment where good instruction and learning can take place." ~Reporter July 2008~

The content of new teacher induction was developed by Education Director, Rosalind Jones Johnson. Although the PFT had been providing professional development through its ER&D courses, this new professional development called *Strong Beginnings* was colleague led and conducted in the context of real-life educational practices supported and enhanced by a large variety of multi-media material that demonstrated research validated instructional strategies and highly effective teaching.

The new professional development represented a combination of organizational and management skills, techniques and practices and was designed to ease the transition into teaching, improve teacher effectiveness, develop expertise in student discipline and increase retention rates for new teachers. Ultimately, the goal was to reduce the variation in the quality of teaching. Rosalind Jones Johnson worked diligently to analyze student data and design new professional development sessions to help teachers improve student achievement. The Institute's newly designed Summer Institute for veteran teachers was held for five days beginning June 23, 2008, followed by the newly designed new teacher induction, *Strong Beginnings* on August 11-15, and August 18-19, 2008.

The Institute, in August 2008, focused on novice teachers who had not taken induction with the District. Most new teachers wanted to be effective teachers so the response to the Institute was overwhelming. Highly trained Professional Development Leaders provided 45 hours of interactive sessions. For the first time in the union's history, PFT played a key leadership role in systematically training and supporting new teachers before they were union members and before the first day of school. Philadelphia schools varied widely in their ability and approach to assist new teachers. The district was not providing induction to all new teachers which caused large numbers of teachers to leave the district because of challenges faced in schools.

The induction, *Strong Beginnings*, prepared newly hired teachers to organize and manage students, space, time and materials. At the beginning and throughout the year, newly hired teachers would be able to create an orderly flow of standards aligned instruction, an orderly flow of activities and seemingly automatically functioning classrooms. The institute also provided participants with a combination of organizational and management skills, techniques and practices which teachers used to establish classroom environments, in which good instruction and learning take place.



President, Jerry Jordan and Chief Trustee, Jack Steinberg at a Strong Beginnings session.

After this Summer Institute, the union would play a primary role in developing high quality teachers for the district. The Fund recognized that without effective classroom management systems in place, students tended to be disruptive and off task and teachers would spend more time trying to control students than teach.

The 2008 Summer Institute sessions were intellectually challenging because prospective teachers must be capable of making research validated professional judgments about student achievement and discipline.

Courses were designed to offer graduate level professional development that recreated the role of professional development, so that teachers would have greater opportunities for



Dr. Arlene Ackerman, PFT President Jerry Jordan and Rosalind Jones Johnson visited professional development classes at Cheyney University's Center City campus.

reflection, thought and collegial help. The union-led professional development was aligned to student data, the critical needs of the district and student discipline.

Shortly after Superintendent Arlene Ackerman arrived at the School District of Philadelphia, Jerry Jordan invited her to visit the Summer Institute held at Cheyney's urban campus.

Dr. Ackerman took time out of her busy schedule to visit every Summer Institute session. Dr. Ackerman stated the sessions were the best programs she had seen since her appointment as Superintendent in the District. She offered Education Director, Rosalind Jones Johnson a position within the District. Rosalind declined but agreed to work with Ackerman to improve the quality of professional development.

"This is an intensive new-teacher preparation program that we hope will lead to success in the early years of teaching and stabilize the workforce," said Rosalind Jones Johnson.

Dr. Ackerman, Jerry Jordan and Jack Steinberg, The Chief Trustee took time out of their busy schedules to visit every class during the veteran teachers' session. This was a major first for a PFT President to visit classes during a Summer Institute.

The visits provided Jerry Jordan and Jack Steinberg with first-hand information about the quality of professional development offered by the union. Superintendent, Dr. Arlene Ackerman, visited each classroom and thanked participants for taking time from their summer vacation to improve their skills and knowledge. *"People think that teachers work nine months a year,"* Ackerman said. *"But you and I know when school ends, our time to learn begins."* When she asked teachers how they liked the institute, they gave high marks in classes in classroom management, math and reading instruction, behavioral management strategies and engaging parents. She said she looks forward to reviewing materials developed by the PFT Health & Welfare Fund's Educational Issues Department and learning more about the union's professional development program.



Superintendent Dr. Arlene Ackerman visits Managing Antisocial Behavior Workshop.



Superintendent Dr. Arlene Ackerman, PFT President and Trustee Jerry T. Jordan and Health and Welfare Fund Director of Education Rosalind Jones Johnson.

THE PFT HEALTH AND WELFARE FUND DID NOT GET THE CREDIT IT DESERVED



National Board Certified teacher, Emilee J. Taylor facilitates a professional development workshop.

In the beginning, the Educational Issues Department did not have its own professional development center. Even after spending a week, led by union Professional Development Leaders, some participants still thought the union's professional development sessions were affiliated with or run by, the School District of Philadelphia. Sessions were first held at John F. Kennedy Center, Temple University, School District of Philadelphia headquarters and Cheyney University's Urban Campus. In 2012, professional development sessions were held at PFT offices at 1816 Chestnut Street.

Many Summer Institutes were also held in Philadelphia Public Schools. The PFT building at 1816 Chestnut Street could not accommodate large numbers of teachers for professional development institutes. Even after years of breaking new ground and providing excellent professional development for teachers, the Health & Welfare Fund did not get the headlines and credit it deserved for providing high quality professional development. Many educators credited the School District of Philadelphia for the excellent training and results for Reading Recovery even though this program was completely under the auspices of the PFT Health & Welfare Fund. The Educational Issues Department was expanded and a small staff supported Education Director Rosalind Jones Johnson and Chief Trustee, Jack Steinberg. In the Spring 2006 Health & Welfare Newsletter an article stated "The Funds' Educational Issues Department; It's Not the School District." Before today's legally mandated professional development requirement, the Health & Welfare Fund had taken the lead in educational activities to help members better teach our children. The Fund had, for years, sponsored the highly successful Annual Educational Conference "Programs for Teaching." We conducted seminars for new teachers on classroom management, reading management programs and other professional initiatives to benefit our members and students. Expanding on past success, the Educational Issues Department has as its goal the implementation of various proven researched-based programs whose aim is to help teachers better teach our students. The Educational Issues Department is working to introduce, present and train teachers in these research based programs. The Fund offers many free or reduced priced courses to help educators meet their continuing education requirements. Moving professional development to the PFT offices helped to identify courses and workshops to the Fund.



Evelyn Johns and Joe Nihill lead a Summer Institute workshop.

HEALTH & WELFARE FUND'S PROGRAMS

PHILADELPHIA QuEST READING RECOVERY: A UNIQUE PARTNERSHIP

What is Reading Recovery?



Reading Recovery is an early intervention program designed to assist the lowest achieving children in first grade who are having difficulty learning to read and write. Children meet individually with a specially trained teacher for thirty minutes each day for an average of twelve to twenty weeks. The goals are to develop effective reading and writing strategies. During this relatively short-term intervention, children make faster than average progress so that they can catch up with their peers and continue to work on their own within a normal classroom setting.

The PFT Health & Welfare Fund had oversight of the training of Reading Recovery Teachers and Teacher Leaders. The key to successful implementation of the program resides in the training model. The two-tiered process began with an intensive series of post masters graduate level courses for Teacher Leaders at Philadelphia QuEST Reading Recovery. The Teacher Leaders training model involves (a) study of the program procedures that includes working daily with students across the course of a year; (b) training in the process of working with adult learners; and (c) training in management and administrative services required to successfully implement the program. Following successful completion of the training year, Teacher Leaders train teachers who will work with the lowest achieving first grade readers.

Training at the second tier or teacher training is also a yearlong commitment. Teachers enrolled in a graduate level course taught by a certified Teacher leader. Through clinical and peer critiquing experiences, teachers learn to observe and describe student and teacher behaviors and develop skills in making moment-to-moment decisions to inform instruction. Philadelphia QuEST Reading Recovery Teachers and Teacher Leaders raised the achievement levels of 1303 first grade youngsters from 1998 through 2003. Philadelphia QuEST was the only team in the United States trained at the University of Auckland (New Zealand) by Reading Recovery founder, Maria Clay.



L-R: Ruth Harmon, Marie Clay, Dale Croxton and Rosalind Jones Johnson



PFT HW Reading Recovery team: Wilhelmina Calland, Rena Morrow, Rosalind Jones Johnson, Maia Campbell, Dale Croxton , Kathleen Drew-Wright and Joyce Kemmler poses with Reading Recovery founder Maria Clay is fourth from the left.



Reading Recovery founder Maria Clay with Joyce Kemmler (left photo) and with Dale Croxton (right photo)



Philadelphia QuEST Reading Recovery Leadership Team break for tea at the University of Auckland in New Zealand while studying with Barbara Watson



G. Fred DiBona

Funds for *Reading Recovery* came from a \$200,000 donation from Independence Blue Cross in 1998. Chief Trustee Jack Steinberg, PFT President Ted Kirsch and QuEST Director, Rosalind Jones Johnson met with G. Fred DiBona, Jr., President and Chief Executive Officer of Independence Blue Cross. Rosalind Jones Johnson briefed Mr. DiBona on Reading Recovery and presented research on the relationship between literacy and health. Mr. DiBona made a commitment to provide \$200,000 to implement *Reading Recovery*. He was really proud of Blue Cross' commitment. The first *Reading Recovery* center was built at the John F. Kennedy Center at 734 Schuylkill Avenue followed by a second center in 2000.

Funds from QuEST supplemented *Reading Recovery* in 1998 followed by several professional service contracts between the School District of Philadelphia and Philadelphia QuEST Reading Recovery under Superintendents David Hornbeck and Phil Goldsmith.

The PFT Health & Welfare Fund was the vendor for the School District of Philadelphia's Reading Recovery Program and two suburban districts. The Fund provided the salary for the Site Coordinator and professional support for two Reading Recovery Teacher Leaders from 1998-2003. In addition, the PFT recruited a trainer of Teacher Leaders from Maine who served as a scholar-in-residence for the 2001-2002 school year. Ten additional Teacher Leaders were trained. With the support of the Fund, Philadelphia QuEST Reading Recovery became the first center in the nation to train enough Reading Recovery Teacher Leaders to fully implement Reading Recovery in an urban district. This was also the first and only training site that was a satellite site; a site that was not located on a college campus. Philadelphia QuEST received a special waiver to become a Reading Recovery Training Center from the Reading Recovery Council of North America.



First Reading Recovery Teacher's graduation ceremony with Reading Recovery Teacher Leaders Dale R. Croxton and Ruth Harmon.

In 2002, the PFT's Reading Recovery Program graduated eight additional Reading Recovery teacher Leaders, who could train other teachers in Philadelphia to use this early intervention program that saves the lowest achieving first graders in reading from placement in special education programs; "*This is a landmark for Reading Recovery because it is the first time that teacher leaders have been trained in an off-campus setting,*" said Rosalind Jones Johnson, site coordinator for *Reading Recovery*.

Chief Trustee Jack Steinberg congratulates graduates.





"Spending money and resources up front to help avoid the need for placement in special education not only saves enormous amounts of money in the long run, but positively redirects the lives of the children involved," said Arthur Steinberg, Lead Coordinator for the PFT Health & Welfare Fund. "Picture life in our society if you can't read."

*Arthur Steinberg
Lead Coordinator, PFT HW Fund*

Reading Recovery Teacher Leaders

Dale Croxton
Ruth Harmon

Philadelphia QuEST
Philadelphia QuEST

First Certified Philadelphia Reading Recovery Teachers

Francine Albadine
Jacqueline Burgess
Lynda Burke
Mary Clayton
Mary Clossick
Ida Cottingham
Kathleen Dougherty
Patti First
Valerie Freeman-Finney
Barbara Gottlieb
Jaqueline Harris
Carolyn Heaney
Denise King
Ruth Lyman
Diane Maysonet
Carmel Melso-Galati
Joyce Merriweather
Ruth Neifield
Judith Schwartz
Rosalie Shapiro
Sandra Snyder
Kathleen Clayton
Gail Zalut
Nadia Mykysey

Alcorn School
Ferguson School
Smedley School
Kenderton school
Bache-Martin School
Hamilton School
Drew School
McClure School
Farrell School
Hamilton School
Childs School
Taylor School
Bluford School
Bryant School
McClure School
Vare School
Kenderton School
Lingelbach School
Blankenburg School
McKinley School
Southwark School
Mitchell School
Ethel Allen School
Sheppard School

Teacher Leaders who completed the Philadelphia QuEST training in the Spring of 2002

Marilynn Allahand	Potter-Thomas School
Marcia Basch	Clymer Elementary School
Wilhelmina Calland	Waring Elementary School
Maia Campbell	Mitchell Elementary School
Kathleen Drew-Wright	Waring Elementary School
Joyce Kemmler	Ludlow Elementary School
Rena D. Morrow	Bryant Elementary School "Say Yes Program"

2002 Reading Recovery Teachers

Jennifer Butler	Blaine School
Michael Cella	Comegys School
Kathleen Council	Duckery School
Tracy Davic	McMichael School
Zenia DeLeon	Kirkbride Center
Bonnie Ellner	E.M. Stanton School
Sylvia Hayes	Anderson School
Carline Knowler	Muñoz-Marin School
Shirley Murphy	Harrity School
Marijo Robinson	Belmont School
Bernice Russell	Ethel Allen School
Carol Schanberger	T. Marshall School
Janice C. Yasgur	Muñoz-Marin School

The successful program used worldwide was pioneered in the School District of Philadelphia through the Educational Issues Department of the PFT Health & Welfare Fund. "We are extraordinarily proud of the Reading Recovery program's success in expanding the pool of qualified teachers," Jones Johnson said. "This is a highly successful program and it is our goal to see that it is fully implemented across the city of Philadelphia, so virtually every child leaves first grade proficient in reading and writing." During the 2002 school year, the School District expanded the state-of-the-art Reading Recovery Teacher Training Center, located at John F. Kennedy Center.

Reading Recovery Works!

Opening remarks by Dr. Karen A. Holbrook, President Ohio State University upon receipt by Ohio State University of a Reading Recovery Award. Delivered at the Reading Recovery National Conference at Columbus, Ohio on Sunday, February 9, 2003 at 10:00 AM.



*Karen Holbrook
Reading Recovery Council
of North America*

This Program works! And it's become a blue-chip investment for states and school districts. For example, in Philadelphia, 82 percent of the students who participated in the full program last year graduated at their reading level or above. That's better than eight out of every ten children who had been the lowest-achieving readers in Philadelphia's first grades. The costs savings that type of success in terms of the need to invest in remedial and special education programs for years to come is enormous, but just as important are the long-term benefits to society of having more students who are equipped to succeed in school—and stay in school.

Today, as education budgets are under intense pressure, the nation needs to become aware that Reading Recovery makes sense in terms of economics, learning, and our obligation to our children. I'm sure that each of you could tell stories about individual children who have transformed their perceptions about school and about themselves because you have taught them to read, and when you multiply those individual stories by the million students who have graduated from Reading Recovery, the success is just plain spectacular."

What Happened to Reading Recovery?

The following letter to Paul Vallas explains how school district officials ended Reading Recovery.



Paul Vallas

Dear Mr. Vallas:

Your decision to eliminate Reading Recovery, one-on-one intervention for the lowest achieving first grade youngsters is based on erroneous information provided by Cecelia Cannon and Edward Williams. It is surprising that your academic advisors singled out Reading Recovery for elimination since no program is more accountable or has stronger scientific base than Reading Recovery. No other reading program closes the achievement gap between minority children and white children. Not white children on free or reduced lunch but white children.

The reading intervention you eliminated serves the highest poverty youngsters in Philadelphia. Ninety-six percent of children served since 1998 have been the poorest African-American and Latino children. Eighty-two percent of the youngsters that had a full program read on grade level or higher in approximately fifteen weeks. Philadelphia's teacher success rates are equal to, or better than suburban districts. The media, including KYW, recognized Reading Recovery as an example of what's working in education in Philadelphia. Obviously your literacy team and Title I Directors are insensitive to the literacy needs of poor African-American and Latino youngsters.



Edward Williams

Edward Williams stated that training teachers to work with these youngsters was not a priority. There is significant research data in the district that shows that schools without Reading Recovery have high numbers of children reading at below basic reading levels. This data was shared at a meeting with district's literacy team. Both you and the literacy team choose to ignore data that showed the success of our lowest achieving schools. You stated that you would get your own data. The data on charts I presented came from data your literacy team submitted to the state for Reading First Funds. Cecilia Cannon said, "The programs should be eliminated because of the small number of children served." This year, almost five hundred of the poorest children were

served in Reading Recovery. Reading Recovery teachers work with eight to twelve Reading Recovery youngsters per year. As you are aware, they work only one half a day in Reading Recovery. If they worked a full day, they would serve more youngsters than are served in reduced class size classrooms. The difference is that eighty-two percent of these youngsters read on grade level or above.

You said you eliminated funds for these children to reduce class size. Philadelphia does not have the physical space or enough teachers to reduce class size, consequently, the district hired uncertified literacy interns to reduce class size. While reducing class size improves student achievement in the primary grades there is no empirical research that supports using uncertified teachers and simply adding a teacher to an existing class to change the pupil to teacher ratio. You are eliminating a program that has a solid research base to experiment with poor children.

Federal funds were provided to level the playing field for poor children. Your literacy team submitted a Reading First grant that provided only .2% for intervention and no funds for Reading Recovery. How can you, as a Superintendent, justify using less than 1% of federal reading funds to prevent reading failure? Your literacy team also recommended cutting all Title I and Title II funds that were previously used to fund Reading Recovery. Again, this demonstrates insensitivity to the needs of poor and minority children.

The few interventions chosen don't have a demonstrated track record for rapidly raising reading achievement for high poverty youngsters. Your team felt comfortable sabotaging the education of poor Latino and African-American children because they know there are few advocates for these children. Advocates for African-American children would view this decision as a 21st Century lynching of African-American children because illiteracy is a death sentence.

The federal government provides Title I funds specifically for scientifically based programs to level the playing field and close the achievement gap. Your district team recommended zero dollars for interventions for our poorest minority children while spending most Reading First funds on commercial publisher's materials, consultants and poorly trained literary coaches who work with adults, not our neediest children.

The remaining funds are being spent placing uncertified literacy coaches to work in K-3 grade classrooms. We met with Ed Williams and your literacy team and reported that the district reading teachers and language skills teachers did not have the skills necessary to help at-risk youngsters. Ed Williams agreed that these teachers must be trained. He ordered Cecilia Cannon, Donna Piekarski and Deborah Chagin to work with us to get these teachers trained. Ed Williams later stated that "Training reading teachers was not a priority." I disagree, it is the most pressing district priority. Commercial publishers' materials and training teachers through a workshop approach will not ensure highly qualified reading teachers. Your literacy team's recommendations are seriously flawed.



Donna Piekarski

Cecelia Cannon stated, "We conclude that this is an intervention program that the district will never be able to bring to scale." I must disagree. Many districts such as Bethlehem, PA and Prince George County, MD have or are moving towards full implementation. I served on the district's Empowerment team; one of four academic advisors assigned by the state was the superintendent for the Bethlehem School District. He is responsible for the implementation of Reading Recovery in Bethlehem. Prince George County has 116 elementary schools and 186 Reading Recovery teachers. It is not a question of having enough funds in Philadelphia. The district's literacy team lacks the will to provide the necessary literacy support for poor children. The district data reveals that your decision to eliminate Reading Recovery will leave poor children behind in large numbers.

Cecilia Cannon further stated, "We could identify a core of the current Reading Recovery teachers and place them in low performing schools as school based literacy supports to be assigned to K-3 classrooms to ensure implementation of Guided Reading." She is deliberately misinforming you. Donna Piekarski, Cecilia Cannon and Deborah Chagin all know that Reading Recovery and Guided Reading are two distinctly different programs. It would be tantamount to using a podiatrist as a cardiologist. The skills do not transfer from one program to another, we informed Gay Su Pinnell, the author of Guided Reading and the person who implemented Reading Recovery in the United States of the district's plan. She agreed that your team's strategy is flawed. She stated, "While Guided Reading is a good program it is not an intervention for our lowest achieving readers. They still need Reading Recovery. Reading Recovery is a reading and writing intervention recovery program. Guided Reading is not." As you are aware our students also take the state's writing exam.

We provided you with data that showed how 1998 Reading Recovery teachers in the highest poverty schools provided intervention for first grade youngsters. These youngsters in K-4 schools were tested during the 2001 school year. The highest poverty schools with Reading Recovery substantially reduced the percentages of youngsters reading below basic to less than 50%.

Your literacy team used the Reading Recovery teacher list requested by Ed Williams to target and encourage principals to eliminate Reading Recovery. This recommendation was made because the district had the responsibility of identifying and training literacy coaches as required by "No Child Left Behind." Using Reading Recovery teachers was the sixty second "quick fix" approach. This strategy will not help schools, children or teachers. It will harm poor and minority children.

Any agreement you made with any organization or individual to eliminate Reading Recovery will have no impact on our advocacy for poor and minority children. We will be relentless in our advocacy for poor and minority children.

Sincerely,

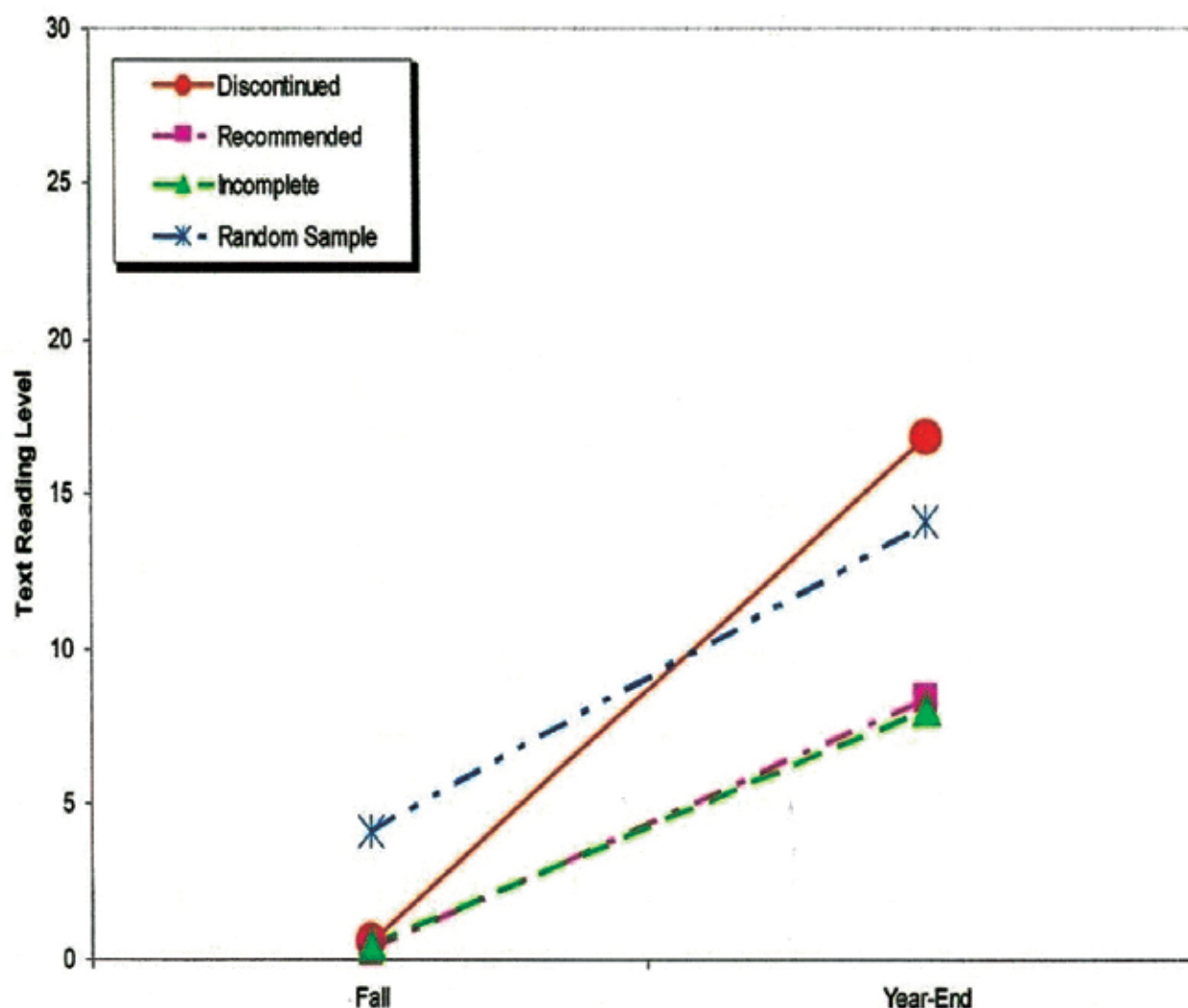
Rosalind Jones Johnson
Site Coordinator, Reading Recovery

Reading Recovery was reinstated and funded by the PA Department of Education. Unfortunately the School District of Philadelphia took over management and only 40% of at-risk first grade youngsters finished first grade on reading level.

Data Demonstrating Success of Reading Recovery Under the Fund's Leadership

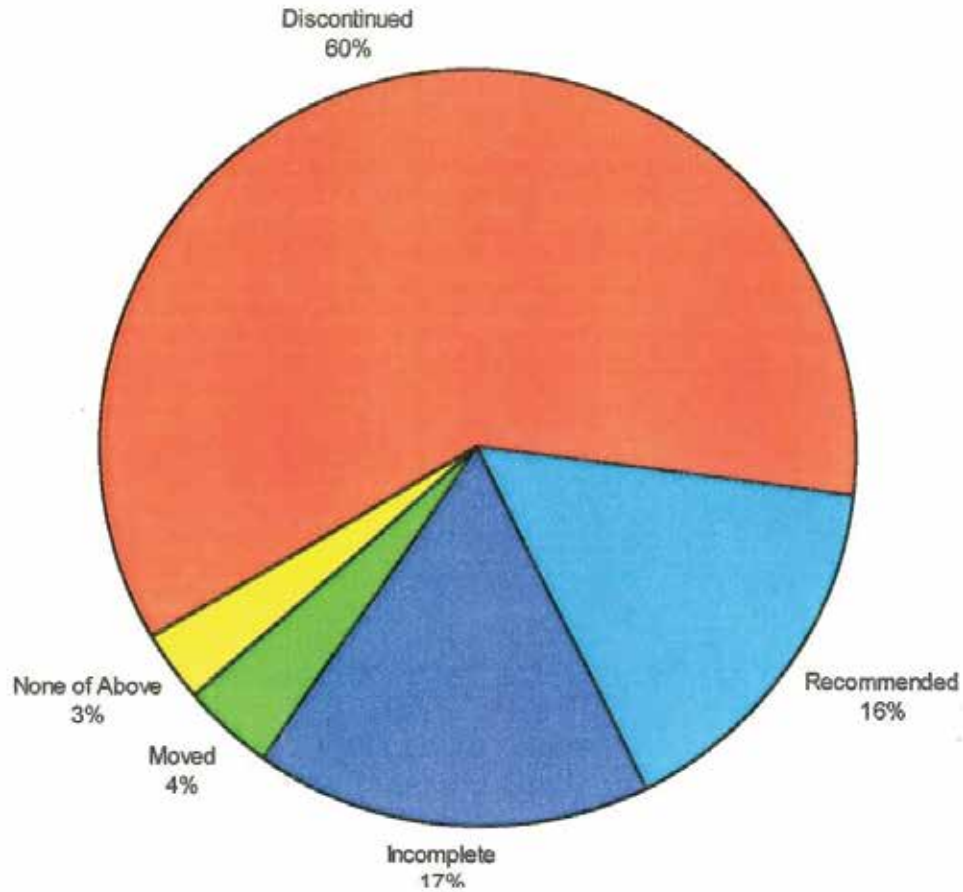
The red line demonstrates the dramatic impact of Reading Recovery on the lowest achieving first grade youngsters who were discontinued because they were reading on grade level or above.

Figure 3.1 Progress Of Reading Recovery And Comparison Group Children On Text Reading Level From Fall To Year-End



Data in Table 3.1 represent average group performance. It is also important to study the performance of individual children. Therefore, the percentage of individual children who scored at each text reading level at the end of the year was determined. Table 3.2 shows the text levels read successfully by children in Philadelphia Quest at the end of grade one.

Figure 2.1 End-Of-Program Status Of Reading Recovery Children



Children's programs that are cut short by mobility, insufficient time at the end of the school year, or by rare and extreme circumstances cannot be considered full instructional programs. Therefore, another way to interpret the data may be useful. The number of children who discontinued can also be examined as a percentage of the children who had an opportunity for a full program of 20 or more weeks.

Reading Recovery Program Status

PFT Health and Welfare Fund

Philadelphia Quest Reading

Research Questions:

How many children were served by Reading Recovery in the full program?

A. 1303 children

How are the children selected?

A. Evaluations determine the lowest achieving 20% of first grade students in reading. These are the children heading to special education

Year	Teachers	Teacher Leaders	Total Children Identified	Children who completed Full Program*	Children Successfully Discontinued (Graduated) Reading at first Grade level or	% of Children in Full Program who Successfully Discontinued ...
1997-1998	0	2	14	13	11	80%
1998-1999	18	2	157	120	92	76%
1999-2000	40	2	321	220	191	87%
2000-2001	37	2	321	246	196	82%
2001-2002	51	12	416	332	273	82.20%
2002-2003	59	5	460	372	298	80%
TOTAL	205	25	1689***	1303*	1061**	81%

* Actual number of students that completed program (mobility rate in Philadelphia School District is very high); many have to be carried over the summer

Discontinued (graduated) number of children who completed program reading at the 1st grade level or higher. **We could not find any of these children to have been placed in a Special Education program.

***Total number of students identified originally. Many left the school before the program was completed (high mobility rate). When summer programs were dropped, some children had to wait until fall to continue.

Data Analysis for Schools with Reading Recovery Teachers

The following charts analyze data for schools with Reading Recovery teachers where the cohort of first graders reached third grade level in 2001. Reading data reported by the District in the Reading First application is for the 2001 school year. Data is available for 31 4 grade students scoring at below basic on the SAT-9 reading test for the 2001 school year. Data is not available for all schools with Reading Recovery teachers trained in 1998-1999 school year because the district is reporting PSSA data for grade five only for the remaining Reading Recovery schools. The first cohort of Reading Recovery youngsters were in third grade during the 2001 school year. A small cohort of 13 youngsters at Waring were in fourth grade. All Reading Recovery youngsters were taught by Reading Recovery teachers-in-training; consequently, results are not based on experienced Reading Recovery teachers. There were no fully implemented Reading Recovery schools.

Comparison of McClure School (Reading Recovery School) With similar non Reading Recovery Schools

School	Region	K-3 Teachers (2002)	Total K-3 enrolled (2003)	% Below average on Reading Test (2001)	% Low income	Reading First Budget
McClure	North	21	551	47.3%	90.2%	\$129,460.00
Barton	North	24	594	49.4%	84.9%	\$135,204.00
Birney	North	22	551	61.3%	81.8%	\$126,257.00
Creighton	North	17	407	64.8%	91.0%	\$111,231.00
Lowell	North	35	916	51.4%	69.5%	\$214.93
Marshall	North	13	315	72.2%	79.2%	\$70,826.00
Taylor	North	19	482	68.1%	90.1%	\$111,231.00

McClure had one Reading Recovery teacher in training when the cohort of youngsters were in the first grade. McClure has one of the highest poverty rates in the North Academic Area at 90.2%; however, it has the lowest percentage of youngsters scoring Below Basic in the North Academic Area 47.3%

Comparison of Mitchell School (Reading Recovery School) With similar non Reading Recovery Schools in Southwest Academic Area

School	Region	K-3 Teachers (2002)	Total K-3 enrolled (2003)	% Below average on Reading Test (2001)	% Low income	Reading First Budget
Morton	Southwest	26	676	62.9%	85.2%	\$158,073.00
Longstreth	Southwest	15	358	68.5%	84.4%	\$158,073.00
Catherine	Southwest	23	569	61.8%	85.2%	\$129,481.00
Harrington	Southwest	17	407	56.8%	85.1%	\$90,861.00
Mitchell	Southwest	21	515	47.8%	89.6%	\$116,608.00

Mitchell had one Reading Recovery teacher in training and one Reading Recovery teacher leader for the cohort of first graders. Mitchell has one of the highest poverty rates in the Southwest Academic Area at 89.6%. It has the lowest percentage of youngsters scoring Below Basic in the North Academic Area 47.8%

Comparison of Sheppard School (Reading Recovery School) With similar non Reading Recovery Schools in Central East Academic Area

School	Region	K-3 Teachers (2002)	Total K-3 enrolled (2003)	% Below average on Reading Test (2001)	% Low income	Reading First Budget
Adaire	Central East	10	213	68.3%	71.6%	\$44,018.00
Brown, HA	Central East	13	341	53.5%	90.4%	\$80,108.00
Cramp	Central East	26	659	68.0%	90.0%	\$152,004.00
Elkin	Central East	40	1047	61.2%	94.9%	\$245,689.00
Sheppard	Central East	13	309	49.7%	95.7%	\$68,684.00
Webster	Central East	25	638	61.3%	85.9%	\$147,710.00
Welsh	Central East	14	347	72.9%	89.7%	\$79,047.00
Willard	Central East	26	660	53.1%	90.8%	\$152,361.00

*Sheppard School had one Reading Recovery teacher in training

Reading Recovery At The Zoo



The Fund worked with officials at the Philadelphia Zoo to provide a free trip to the zoo for Reading Recovery youngsters. Reading Recovery teachers recognized that many Reading Recovery youngsters struggled with concepts in Reading Recovery books because they did not recognize zoo animals found in many of the 500 selected Reading Recovery books. Many families simply did not take their children to the zoo or could not afford the cost of admission.

The Fund worked with the zoo and School District of Philadelphia administrators to provide a trip to the zoo for all Reading Recovery youngsters. Reading Recovery teachers worked with students and helped them identify zoo animals, providing youngsters with this opportunity would expand their background knowledge and improve reading comprehension. Transportation to the zoo was provided by the district. The union provided tee shirts, lunch and books for all Reading Recovery youngsters.



Students proudly wear their Reading Recovery at the Zoo tee shirts and pose in front of school bus provided by the School District of Philadelphia.

NEW TEACHER SUMMER INSTITUTE: STARTING ON THE RIGHT TRACK

The PFT Health & Welfare Fund in partnership with the Mid-Atlantic Regional Laboratory for the United States Department of Education, the Laboratory for Student Success sponsored a pilot program



Instructor Rosalind Jones Johnson is presented with a floral arrangement by students in the summer institute at Temple University.

to improve retention of novice teachers in the School District of Philadelphia. The Institute was held August 20 through August 23, 2010 at Temple University. Seventy-five elementary, middle and high school teachers participated. The workshop received an excellent rating; 4.8 on a scale of 5.0. The Fund provided instructional materials and salaries for all Summer Institute Professional Development Leaders. Participants were not compensated for attending the institute.

Expectations for student performance has risen significantly in recent years and the District's number of experienced teachers have waned. Ten years ago it was typical for the district to expect fewer than one hundred new teachers per year. Currently, the District has approximately 2,500 teachers with three or fewer years of experience. These teachers lack experience in classroom management, assessment and instructional practices. These teachers need extensive support and training to serve effectively in their roles.

Most teachers who do not make the grade in teaching have trouble with classroom management. The AFT's Educational Research and Dissemination Program has translated the research on classroom management and put it in a form that is meaningful to teachers. The Summer Institute gives new teachers an overview of the research findings by Carolyn Everston, Linda Anderson, Edmund Emmer, et al. In addition, exercises were adapted from training manuals, *Organizing and Managing the Junior High Classroom*, developed by the *Classroom Organization and Effective Teaching Project* were utilized to develop research based rules and procedures for each participant.

The first day, weeks and months of the school year are crucial to teachers' feelings of success and accomplishment as practitioners. The New Teacher Summer Institute was designed to share the body of knowledge from educational research on effective classroom management and efficient classroom instructional practices which are reflected in current new teacher evaluation procedures. Effective classroom management helps create an environment in which learning can take place. Starting On the Right Track helped new teachers to become proactive designers of efficiently functioning classrooms that minimized disruptions and maximized effective instruction.

Summer Institute 2011

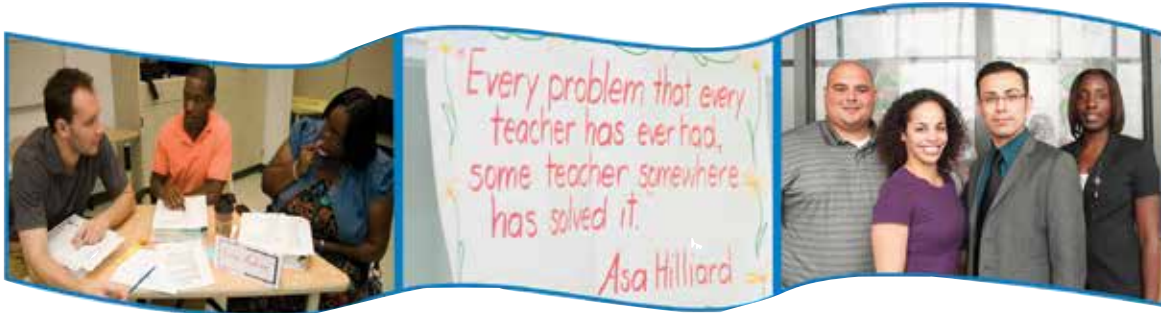
2010 had been a tough year for teachers in Philadelphia. So who could blame them for using summer break to soak up sun and relax? Instead, nearly 120 teachers and 15 trainers gave up their time to make sure they were at the top of their game when they hit the classroom in the fall. They took part in the PFT Health & Welfare Fund's *Strong Beginnings* "Teacher Induction Initiative." Jerry T. Jordan, PFT President, visited participants during induction, congratulating them for being dedicated to their professions and the students of Philadelphia.

The induction program is designed to improve teacher retention and effectiveness. But *Strong Beginnings* is also beneficial to supporting school-based staff, including deans, special education directors and school psychologists. It offers them proven research-based instructional strategies that model effective teaching practices.

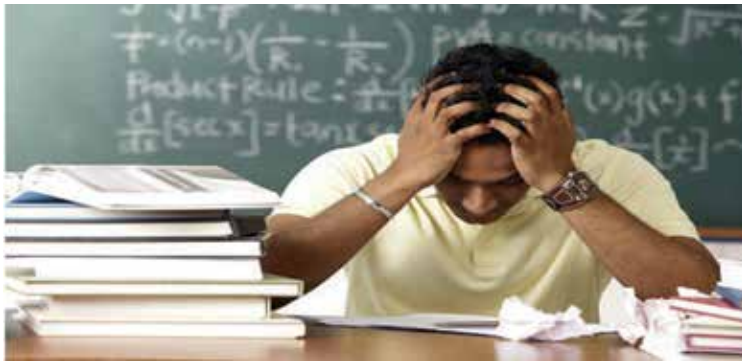
When participants complete the five day professional development course, the work isn't done. They must take what they've learned, implement and complete a series of reflections or case studies demonstrating their understanding. "*Effective teaching isn't just about knowing what to do. You have to apply it over and over so that it becomes a habit. That's how good teachers are developed over time,*" says the Fund's Chief Trustee Jack Steinberg.

~Reporter September 2011~

TEACHER INDUCTION “STRONG BEGINNINGS”



Teacher Induction “*Strong Beginnings*” is an induction program developed by the Educational Issues Department of the Philadelphia Federation of Teachers Health & Welfare Fund in 2008. The purpose of the program is to help retain committed, effective teachers in Philadelphia Public Schools. According to a 2006 study by the National Teachers Association, a teacher’s union, nationwide almost half of all teachers quit within their first five years on the job. At that time national statistics revealed almost 15% of new teachers left in their first year of teaching, over 30% left within the first three years and almost 50% quit after five years. 831 teachers were hired for the 2005-06 school year, almost 42% quit after three years, according to the data supplied by the Philadelphia Federation of Teachers. Many teachers cited lack of support from school administration and school disciplinary problems as their reason for leaving.



Teacher Induction “*Strong Beginnings*” was specifically designed using documented research to address the needs of Philadelphia Public school teachers, many of whom cite the aforementioned difficulties in their own schools. What differentiates this program from other induction programs is its emphasis on critical beginning-of-the-year issues including: Classroom Management, Student Discipline, Effective Teaching Practice, and Collaborating with Parents. It also offers

year-long support for teachers. In addition to five days of face-to-face induction sessions, teachers are required to implement what they learned and complete follow up work during the school year. During the implementation phase, if teachers need help applying what they’ve earned, they can reach out to Educational Issues Professional Development Leaders for guidance. Teacher Induction “*Strong Beginnings*” also enables new and veteran teachers the opportunity to obtain induction credits, a mandatory criterion for Level II Teaching Certification.

Chief Trustee, Jack Steinberg and Rosalind Jones Johnson, Education Director met with Dr. Arlene Ackerman in September 2008. The meeting resulted in a partnership between the Health & Welfare Fund and the School District of Philadelphia to restructure the New Teacher Induction program that should result in stronger first year retention rates and effective instruction for students.

Maria Pitre, Chief Academic Officer and Emmanuel Caulk were able to work with the Fund to develop a partnership that produced a restructured New Teacher Induction Program. Positive articles on the program were reported by KYW, The Inquirer, and appeared in the October/November issue of the AFT’s *American Teacher*.

The School District of Philadelphia’s responsibilities:

- Register participants
- Select facilities for six day Summer Induction program

- Provide new teacher coaches to be trained as Professional Development Leaders
- Secure laptops and LCD projectors for School District Professional Development Leaders
- Reimburse PFT Health & Welfare Fund for expenses

Health & Welfare Fund's responsibilities:

- Train and certify at least twenty (20) *Strong Beginnings* Professional Development Leaders
- Provide lunch on day six for participants and staff
- Design and produce professional development materials for all participants and Professional Development Leaders
- Monitor and maintain the quality of the Induction program in collaboration with the Chief Academic Officer and staff
- Provide public relations about *Strong Beginnings*
- Provide laptops and LCD projectors for PFT Professional Development Leaders

Inductee's responsibilities:

- Attend all induction classes
- Seek help when needed from Professional Development Leaders
- Observe experienced teachers/specialists
- Meet regularly with mentor teacher
- Submit reflections on research concepts
- Meet with other inductees to discuss experiences
- Evaluate the program

It is also recommended that inductees maintain a journal to develop the practice of reflective teaching (Induction Plan Guidelines, PA Department of Education, 2002).

Program Content

- Code of Professional Practice and Conduct
- Teacher Evaluation System (2013)
- Professional responsibilities including reflections and professional growth
- Classroom Management
- Effective instructional delivery to meet needs of regular, gifted and special needs learners
- Student assessment
- Engaging all students in active learning
- What Works in Instruction
- Working with students, parents and community
- Personal skills such as time management, communications skills and interpersonal skills

The Educational Issues Department designed "*Strong Beginnings*" in the summer of 2008. "*Strong Beginnings* New Teacher Induction" provided twenty four hours of professional development for five hundred thirteen (513) participants comprised of new hires, Philadelphia Teaching Fellows and novice teachers.

The Fund received very positive evaluations from participants and trainers about the new initiative. Induction was offered in the three summer sessions at Audenried High School, Benjamin Rush Middle School and Thomas Edison High School. The Induction program must be for at least one school year,

however, it may be longer if desired. Induction plans must include the following: First-year teachers and educational specialist (*Induction Guidelines, PA Department of Education*).

Teacher Induction “*Strong Beginnings*” Program Number of Participants

2009: 439 participants

2010: 234 participants

2011: 118 participants

2012: 176 participants

2013: 92 participants

2014: 107 participants

(Year-to-date): We have provided induction for **1165** participants

Strong Beginnings: New Teacher Induction Initiative is a professional development partnership between the Educational Issues Department of the PFT Health & Welfare Fund and The School District



New teachers were required to dress professionally during their six day Strong Beginnings Institute. This helped them make the transition from college student to professional teacher.

of Philadelphia, designed to give new teachers the skills to cope with teaching in an urban classroom. Using Level 3 Research-strategies proven nationwide to be effective the PFT Health & Welfare Fund created a curriculum specifically for Philadelphia teachers, geared to sharing tricks of the trade with newcomers, while still engaging teachers with a couple of years under their belts seeking Level II certifications. More than 124 teachers spent the first week in August at Samuel Fels High School under the watchful eye of master teachers absorbing these tried and tested strategies. Mike Towle, for example taught in Los Angeles before mov-

ing to Philadelphia. After a year at George Washington High School he will be teaching at the Hill Freeman Middle School. Towle was impressed with the organization of the Strong Beginnings Program and the high level of instruction. *“It is always good to get a fresh perspective,” he said. “Especially since I am not only starting a new school, but changing a grade level. The class helped me restructure myself for a new situation.”*

Hafeezah Nurid-Din spent last year at Martha Washington Elementary School and is awaiting a new assignment. She also praised the professional information presented and especially appreciated the emphasis on creating relationships with fellow teachers. *“If you can’t build relationships with your colleagues, how can you build relationships with your students?” she asked.*

According to Rosalind Jones Johnson, Educational Issues Director, for the PFT Health & Welfare Fund, in the past, teachers had five to seven years in the classroom to develop their skills and come into their own. Today’s young teachers don’t have that luxury. *“New teachers must be effective right off the bat,” she said. “This program is built on that, on training them to be accountable. Every child is entitled to the most effective teacher in the classroom.”* Johnson said the program is slightly different this year, for the first time, the teachers will be required to use 25 strategies presented during their program over the course of the school year. They will be monitored by their *Strong Beginnings* instructors and will not receive credit for the induction course until they complete this requirement.

The PFT, explained Johnson, is committed to improving student achievement through professional development. *“The union just can’t show up when a teacher is dismissed,” said Johnson. “We have to provide professional support for our teachers.”*

~Reporter September 2010~

Strong Beginnings 2011 Year 3



PFT President Jerry T. Jordan commends Strong Beginnings Instructor Bralinda Christian and her participants for their hard work and dedication.

PFT President Jerry T. Jordan visited participants during induction commending them for being dedicated to their profession and the students of Philadelphia.

"Many times people think teachers have the summer off. But they don't. They constantly hone their skills year round through professional development opportunities like Strong Beginnings to perfect their craft so they can better serve their students," said Jerry.

The induction program, in its third year was improved and designed to improve teacher retention and effectiveness. The new design would also be beneficial in supporting school-based staff, including deans, special education directors, and school psychologists during the school year. It offered them

proven research validated instructional strategies that modeled effective teaching practices.

"Now that I've broadened my knowledge base on what practices really work in the classroom, I can assess students's needs and consult teachers on what instructional strategies to apply in their classrooms," said school psychologist Angel Royal. "I also feel more in-sync because I know what teachers are facing in the classroom. I can empathize with the difficulties they face, but still encourage them to use teaching techniques and strategies that support their goals."

The Fund's Professional Development Leaders designed on-line teacher support for Strong Beginnings participants. When they completed the five day face-to-face professional development sessions their work wasn't done. They had to take what they learned, implement it and then complete twenty reflections with artifacts. They must have 80% success rate in order to be recommended for instruction credits.



PFT President, Jerry T. Jordan and Rosalind Jones Johnson, PFT HW Fund's Educational Issues Director observe a Strong Beginning workshop session.



Teachers collaborate at a professional development session.

Induction doesn't end with the five day Summer Institute, everyone who completed *Strong Beginnings* was required to complete 20 "Reflections on Research Concepts". These reflections had to demonstrate each participant understood the concepts learned during *Strong Beginnings* and were successful in implementing these concepts over the course of a year. In 2013, reflections and artifacts were submitted electronically and evaluated by teams of Professional Development Leaders.



Professional Development Leaders evaluate reflections.



Strong Beginnings Coordinator Naomi Dunn reviews New Teacher Induction reflections.

Year 4: "Strong Beginnings" Helps New Teachers Beat the Odds

When much of the media focus was on contract negotiations both the School District and the Fund wanted to develop a meaningful program for the nearly 500 incoming Philadelphia teachers. Did "*Strong Beginnings*" actually help new teachers? We went straight to the source to find out, receiving feedback from several *Strong Beginnings* participants who completed the six days of intensive professional development over the summer.

One participant commented that the most important strategy she learned during Strong Beginnings was how to use proximity to her advantage, circulating constantly through the classroom. The results . . . "Nothing keeps the students on task better than knowing they are being observed and monitored at close range and students will cease inappropriate behavior if you are standing before them."



Professional Development Leader Tawanna Jones clarifies the four types of student behavior teachers can identify.



Dr. Bernice Henry and Cassandra Jackson evaluate reflections.

Another participant was appointed as a social studies teacher, but for the first week or so she had to float and fill-in for other teachers. *Strong Beginnings* provided specific strategies to prepare them for these situations. She said, *“Learning about rules and procedures was an enormous help. Strong Beginnings taught me that rules needed to be clear and concise in order for students to understand them.”* She posted her rules and went over procedures on the very first day and students reacted very well. She said things continued to go well throughout the school year. Because she “stuck to her guns” and students respect her. Some of her co-workers **couldn’t believe she’s a new teacher.**

Another participant stated he valued the entire *“Can’t Miss Discipline Strategies”* section of *Strong Beginnings*. It not only helped him to effectively manage his classroom, but it taught him the secret to avoiding satiation and misbehavior all-together . . . ensuring maximum learning opportunities. He went on to say, unlike college, *Strong Beginnings* taught him. . . *“What good behavior and good instruction look like through videos, charts, examples and real life experiences from the trainers.”*

There is one recurring theme on how the program can be improved. Many participants note their building lacks a school-wide discipline plan that supports their classroom efforts. When new teachers establish a hierarchy of consequences, most students respond positively, but sometimes, there are a few that refuse to do their work. One teacher commented, *“It’s hard to stay on top of students like that, but if you don’t the whole class will slip.”* Another new teacher says her school-wide discipline plan is too *“bureaucratic.”* New teachers wonder if there is a way to fix school-wide discipline plans that are broken... and implement them in buildings where they don’t exist. The Fund does offer school support in developing school-wide Behavior Support plans and professional development.

Did *Strong Beginnings* help new teachers? The interviews and responses indicate the answer is yes. New teachers had the tools and professional knowledge needed to walk into the classroom and be effective leaders. ~**Health & Welfare Fund Newsletter June 2012~**

Strong Beginnings Aligned with Philadelphia’s Evaluation System

The Fund’s Professional Development leadership team met with Karen Kolsky, Deputy Director, Office of Professional Development on April 24, 2013, to discuss the professional development partnership. Karen Kolsky asked the union to align the new teacher evaluation system with Induction and incorporate it into *Strong Beginnings*. The Summer Institute was scheduled for August 2013 which presented a challenging timeline for the Fund’s Leadership Team. After three months of intensive work, a group of young professional development leaders: Tawanna Jones, Tarik Johnson, Tiffany Settles and Shameeka Browne successfully revised *Strong Beginnings* aligning all Induction content with Charlotte Danielson’s *Framework for Teaching* and the District’s new Teacher Effectiveness System.

PFT HEALTH & WELFARE FUND WORKSHOPS

Differentiated Instruction

Differentiated Instruction is a series of workshops that prepares teachers to identify the diverse learning needs of their students and understand how their learning needs impact their achievement. Teachers will be able to adapt instructional plans to maximize success for each learner and create classroom routines that support differentiation. These series of workshops were taught by Dale Croxton and Cassandra Jackson.

Understanding Cooperative Learning



Carole McBride



Kathy Prillerman

Understanding Cooperative Learning is a series of workshops developed in 2009 by professional development leaders Carole McBride and Kathleen Prillerman. The workshops were designed to help teachers shift from simply grouping students to using groups of students to collaborate and cooperate to significantly improve academic achievement.

These workshops involve structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success. There are different kinds of groups for different situations, but they all balance some key elements that distinguish cooperative learning from competitive or individualistic learning.

Cooperative Learning Content

Session 1: *A Foundation*, and its corresponding workshop activities help to clarify several misconceptions about learning; establish its importance as a teaching approach, especially in today's education environment of standards and achievement goals; and lay out the required essential elements of cooperative learning that teachers must incorporate to gain the full benefits of this approach.

Session 2: *Implementing Conditions*: Participants will observe and learn how teachers design cooperative activities that satisfy content standards and learning goals and what decisions they make to move toward optimal cooperative learning.

Session 3: *Assessing Conditions*, will engage participants in an exploration of how teachers manage and monitor student learning during the course of a cooperative learning activity, how students manage and monitor their own learning and the learning of their teammates and how the data and information obtained at the end of cooperative assignments help teachers and students prepare for the next assignment.

Response to Instruction and Intervention Workshop

Response to Instruction and Intervention (RtII) in Pennsylvania refers to the use of a standards-aligned, comprehensive school improvement and/or multi-tiered system of support for implementing PA's Standards Aligned System (SAS). Response to Instruction and Intervention rests on using a continuum of student performance data to continuously inform, monitor and improve student access and response to high-quality core and supplemental instruction/intervention. Through a multi-tiered system of support, implementers have a road map for facilitating systems change within the context of data based decision-making and instructional matching. The intent of RtII is to improve learning as efficiently, effectively and equitably as possible for ALL students, including students with disabilities. Response to Instruction and Intervention is an "Every Ed" standards-aligned initiative.

This workshop was specifically designed to help teachers understand the process involved in implementing this framework and assist them in making informed judgments about the evidence base for RtII.

Response to Instruction and Intervention Content

Session I: *Introduction*

This session reviews the benefits of transitioning from CSAP to RtII in the School District of Philadelphia.

Sessions II and III: *School-wide Positive Behavioral Interventions and Supports*

This session identifies behavioral interventions to be used in supporting students who are moving through the three Tier process.

Session IV: *A Focus on Literacy*

The literacy session focuses on the difference between an objective, strategy and an intervention.

Session V: *The Response to Instruction and Intervention (RtII) for the English Language Learners (ELLs)*

This session is designed to professionally develop classroom teachers and support staff members to teach the English Language Learners in the public school. The English Language Learners (ELLs) present many challenges for public schools. These students speak a variety of languages and come from a diverse social, cultural and economic backgrounds. Mainstreamed teachers in schools need to be prepared to teach these students as they grow in age.



Professional Development Leader Bettie Hunt-Aycox conducts a workshop.

Sessions VI, VII and VIII: What Works in Classroom Instruction-McRel Strategies

Sessions VI, VII and VIII identify generalizations from research and recommended classroom practices related to the nine categories of instructional strategies.

Session IX: Implementing RtII in Secondary Schools

Problem analysis within an RtII framework at secondary schools outlines how to use data to analyze student problems at the secondary level to determine appropriate interventions. Successfully implementing RtII in secondary settings requires a strong plan for addressing drop-out prevention and it details how developing early warning sign programs within RtII models can generate real change for students.

Pathways to Math Success



*Math Strand Coordinator
Evelyn Johns*

This workshop focuses on how children learn mathematics. It is a course with a repertoire of techniques, strategies and best practices. The course examines the stages of counting with conceptual knowledge using situational stories and manipulatives as tools to help develop student understanding.

Unwrapping Common Core Within Your Mathematics Instruction and Assessment

This workshop reviews best practices for implementing instruction and assessment that align with the Common Core Standards for Mathematical Practice for your specific grade level.

Using Bar Model Drawings to Problem Solve

This workshop was developed by Peggy Outing, Shameeka Browne, Evelyn Johns and Daineen Jones. The Bar Model Method is introduced in the primary grades in Singapore and is basically used



Professional Development Leader Peggy Outing

throughout elementary grades. The students of this country score in the top 5 countries consistently in the TIMSS test (Trends in International Mathematics and Science Study). The Bar Model method is based on the teaching of Jerome Bruner, Ph.D., who stressed that the young learner develop a strong understanding of mathematics when you build lessons in primary grades that take the learner from the concrete to the abstract. Solving word problems is difficult for many students, because the process involves a complex web of skills

that require a student to be able to read, comprehend, strategize, compute and analyze. The learner cannot form a mental image of the problem. Model drawing helps the learner to translate words into pictures and become strategic problem solvers. The problem solver draws the bar or bars needed that depict the problem. All math operations are performed and indicated within the bar area. A sentence that provides the answer to the problem is also written.

The first portion of the workshop began with a brief history of Singapore discussing ethnic groups, religions, geographic location, languages spoken, educational system and the development of the Bar Model Method. Next, the Professional Development Leaders showed how the model is initiated in the first grade using basic math sentences. The seven-step process for model drawing was presented by the leaders. Word problems were presented that are used in the second through sixth grades. Many of the word problems given in the fourth grade and above are problems that many American students have difficulty with. It is important to note that math is taught using word problems and the number of topics per grade is limited, but are taught with great depth.

Initially we modeled how to use this strategy, constantly asking questions and explaining the procedures. A very important question that was asked of the participants was what is the question that we are seeking a solution? The participants were given a series of word problems to solve on their own. Some participants struggled because this method was a paradigm shift. As time went on most participants began to see how this method helped the learner visualize the problem and move towards a solution.

Developing Young Math Thinkers Using the Singapore Bar-Model Strategy

This workshop was developed by Peggy Outing and Evelyn Johns



This workshop was designed by Peggy Outing and Evelyn Johns

It introduces elementary teachers to Singapore Math. An examination of the pedagogy of Singapore Math Strategies and exploration of the applications used in the classroom will occur. This approach to math is based on a progression from the concrete experience using manipulatives to a pictorial stage and finally to the abstract level or algorithm which covers mathematical concepts and relationships. These three stages of growth and development of the student were from the research done by the American educator, Jerome Bruner, Ph.D.

Three Singapore Math components are the development of a strong number sense, place value and mental math. The young math thinker must have a good foundation in these areas in order to perform on a proficient level. Number sense is developed through the use of counting, estimation, use of benchmarks and mental computation skills. A student's understanding of a digit's value position in a number and understanding the difference between quantity and value indicate place value. Being capable of performing math computations strictly in your head is mental math.

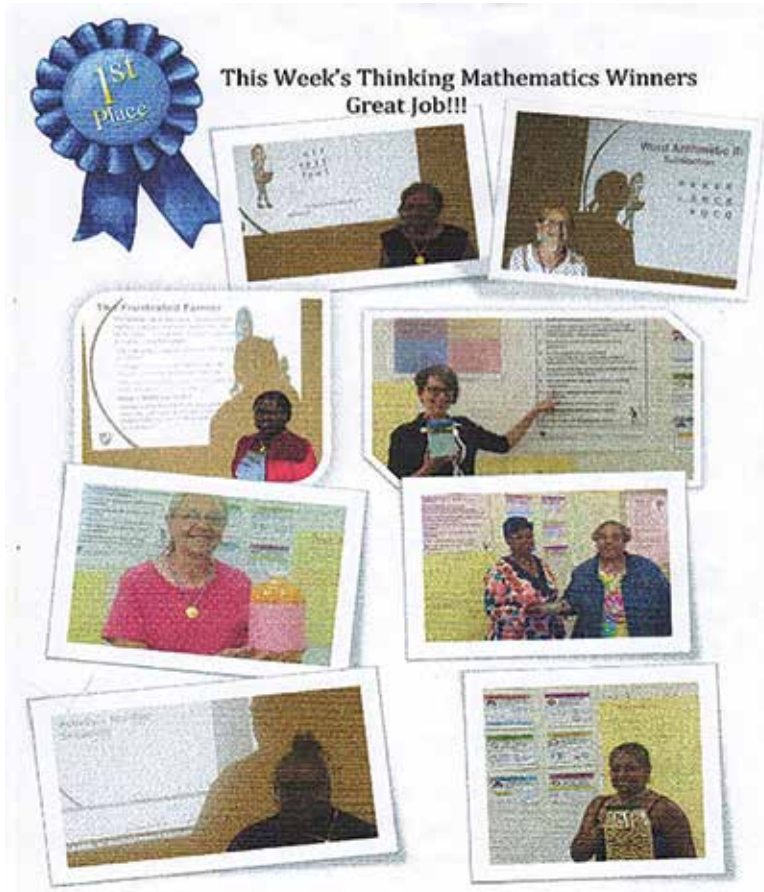
The math lessons in Singapore are introduced with word problems. The leaders asked the workshop participants what most frightens students about word problems. The response was comprehension.

A few word problems were given to the participants and the Professional Development Leaders demonstrated how the Bar-Model is used to find the solutions. The seven-step process was presented and discussed. A bar or bars are drawn to depict the problem. A sentence turning the question into

an answer is written leaving the answer blank. All math operations are indicated within the bar area. Once the answer is determined the blank is filled in the sentence. The participants were then given problems to solve in groups.

Kindergarten teachers will have the children role play to find the answers to problems. The kindergarten and first grade teacher can also have the learner use manipulatives to show the problem and determine the answers. The younger student needs concrete based materials to understand the problem. The teacher must select the correct manipulatives for the students to use.

When the teacher can help the student visualize the problem given, the learner has a greater opportunity to solve the problem and explain how the answer was derived.



Learning Is a Habit

This workshop introduces school staff to the 16 Habits of Learning (Costa & Kallick). The habits of learning can be incorporated into Tier 1 Response to Instruction and Intervention plan. In addition, teachers will be provided with simplistic math, reading and writing interventions that can be used to build basic skills at the Tier 1 and 2 levels.

What Every Teacher Needs to Know About New Teacher Evaluation System

The Danielson Model is the new model for teacher evaluation in the state of Pennsylvania. "What Every Teacher Needs to Know About New Teacher Evaluation System" walks teachers through the components of the Danielson Model emphasizing the use of the model as a self-reflection tool. This workshop examines what administrators will be looking for while improving your craft through self-reflection.



Professional Development Leaders Tarik Johnson and Tawanna Jones (not shown Tiffany Settles) develop and teach Learning is A Habit and New Teacher Evaluation System

Summer Institute for Biology Teachers: Integrating Understanding the Keystone Exam, Webb's Depth of Knowledge and The Danielson Method

The goal of the Institute is to provide secondary science, Biology and Special Education teachers an intensive three days immersed in researched based pedagogy and content to increase students' ability to pass the Biology Keystone exam at the proficient level.

The Institute focuses on integrating specific instructional strategies, Webb's Depth of Knowledge and Charlotte Danielson's *Framework for Teaching* to provide a series of implementable lessons and labs that align with the Keystone Exams. Teachers learn that they do not need to teach to the test but imbed the anchors and eligible content into their weekly planning. Teachers are introduced to the state's problem Based Assessment and how they can use it as a teaching vehicle stressing appropriate and effective questioning techniques, research and writing for the exam.



Collage of PFT HW Educational Issues Department Summer Institutes Foundations for Effective Teaching and Biology. Courses were facilitated by Sandra C. Dunham, Evelyn Johns, Shameeka Browne, Tiffany Settles, Dale Croxton, Wilhelmina Calland, Carole McBride, Bettie Hunt-Aycox, Heather Zadjel, Joe Nihill and Russell Gregory.

PFT SUPPORTS CORE KNOWLEDGE

The American Federation of Teachers (AFT) is a long-time advocate of high standards and strong curriculum. In its 1998 *What Works* publication, the federal government identified Core Knowledge as one of six promising research-based school-wide reform programs. Even before then, the AFT had recognized the important ideas of E.D. Hirsh, Jr. and his contribution to American education. In 1985, the AFT published one of Hirsch's early pieces, in which he advocated a rigorous core curriculum as a means for ensuring equity and excellence in education. The AFT has continued to recognize his contribution by publishing pieces by and about Hirsh and the Core Knowledge program. The Core Knowledge Curriculum is linked to state standards.

The PFT Health & Welfare Fund provided funds for four teachers from Dobson Elementary School to attend Core Knowledge conferences. In addition, one teacher from each QuEST School also attended Core Knowledge National Conferences.

The PFT Health & Welfare Fund provided the following support for Dobson and QuEST schools:

- Baltimore Curriculum Plan
- *What Your 1st-6th Graders Needs to Know*—set of books for each school
- Core Knowledge CERT program for Dobson
- Health & Welfare Fund-Session for 300 parents from QuEST Schools



Dobson Elementary School

ACORNS TO OAKS



Acorns to Oaks New Teacher Program (l to r) Kathleen Hanratty, ER&D Instructor; Nicole Miller, Blankenburg; Standing: Rosalind Jones Johnson, Site Coordinator; Debra Russell-Browne, ACORN

Acorns to Oaks was a program designed to strengthen the professional skills of teachers at three public elementary schools. Funds for Acorn to Oaks came from the School District of Philadelphia to ACORN. ACORN contacted the Educational Issues Department to provide professional development to teachers at three elementary schools. Teachers from the Blaine, McDaniel and Blakenburg schools participated in professional development.

CONTENT BASED PROFESSIONAL DEVELOPMENT

The Fund, through the Educational Issues Department presented the first ever Content Based Professional Development Institute in 2014. All early childhood, elementary and secondary educators including Special Education will be expected to participate in content-specific professional development within their area of certification or assigned work over the course of the Professional Education Plan. All teachers certified in Special Education are required to obtain at least half of their required hours for Act 48 in one or more academic content areas.

Using Technology in Classroom Instruction

Technology can bring a world of information into the classroom and increase teachers' ability to individualize instruction and engage students. The workshop provides tips on linking instructional strategies with education technology applications and resources. Participants will engage in interactive learning through use of technology and activities tailored to fit their needs. This course was designed and presented by Camina Ceasar of the Educational Issues Department



Using Technology in Classroom: Instruction That Works

NATIONAL BOARD CERTIFICATION SUPPORT



Bayyinah Abdul-Aleem



Robert M. Lyerly



Charlene Miller

The Fund provided videotaping support for all teachers seeking National Board Certification (NBPTS) in 2006 and 2007. National Board Certification is a professional undertaking that requires the mastery and integration of both content and pedagogical knowledge. It also requires that teachers possess a repertoire of instructional strategies to help all students meet high standards.

Part of the submission to begin Board Certification is an unedited video of the teacher in action in the classroom teaching students. The Fund offered and provided assistance to the teachers applying for National Board Certification because the district did not offer or promise videotaping support. The Fund provided the equipment, visited each classroom and videotaped the lesson applicants submitted to NBPTS. In 2006, three teachers received National Board Certification.

Bayyinah Abdul-Aleem has been working with the School District in various capacities for over twenty-five years, including as a special education teacher, assistant testing coordinator and roster room assistant. Currently, Bayyinah is a new teacher coach supporting new teachers during their first year in the classroom and facilitates induction training.

Robert M. Lyerly has over twenty-three years experience teaching physical education in Pennsylvania and New York. Bob has spent the last thirteen years teaching at Hackett Elementary School. Among the many honors and awards Bob has collected, Mayor John Street presented Bob with the Physical Education Teacher of the Year Award in Spring 2000.

Charlene Miller has been a School District employee since 1974. Throughout her successful career, she has taught all grades (K-8) as a grade teacher, a prep teacher, gifted support teacher, Program Support Teacher, Reading Recovery Teacher and Literacy Teacher. Charlene is currently the School-Based Teacher Leader in Literacy at Fox Chase Academics Plus School.

PROFESSIONAL DEVELOPMENT LEADERS WITH NATIONAL BOARD CERTIFICATION



Emily Taylor



Bayyinah Abdul-Raheem



Tina Randall

SITE-BASED PROFESSIONAL DEVELOPMENT

Site-Based Professional Development Leaders assist in the dissemination of research findings and then provide on-site supports to those colleagues as they begin the process of changing their practice. Site-Based Professional Development Leaders is a way to provide a powerful resource for schools and classroom educators that is not being provided by other means.



*Yvonne Bowersox
Ferguson Elementary School*



*Tawanna Jones
Lincoln High School*



*Tarik Johnson
Penn Alexander School*

In 2012, the Fund shifted its focus from providing Professional Development Institutes during the Fall, Winter and Spring to recruiting and training Professional Development Leaders who could provide PFT sponsored professional development to teachers and paraprofessionals in their own schools.

Far too many professional development days are based on the latest educational fads. Sometimes teachers receive professional development from outside “experts” or teachers receive district-wide scripted professional development. The Educational Issues Department recognized these problems and designed Site-Based Professional Development Leaders similar to the AFT’s Research Linkers. The Fund’s Site-Based Professional Development Leaders will offer ER&D courses and professional development specifically designed by the Educational Issues Department.

The goal of this initiative is to improve instruction by helping teachers change their instructional practice. The kind of instructional changes needed cannot occur through workshops currently offered by the School District of Philadelphia. They can only occur through in-depth learning of effective practices and the research-base that undergird those practices.



*Shameeka Browne
Wagner Middle School*



*Stephanie Dubin Fliegelman
Lea Elementary School*



*Joe Nihill
Disston Elementary School*

Site-based professional development decision was made in 2012 for the following reasons:

- There was an increasing demand for professional development services by the Fund's Professional Development Leaders at school sites and on professional development days
- Teachers in schools needed to be trained to deliver effective professional development
- The model will allow Professional Development Leaders to provide feedback to participants in their own school which should lead to significant change in instructional practices; unlike many models of teacher-in-service; the facilitator would not disappear when formal training was complete
- Site-Based Leaders move resources and assistance close to those who need them
- Professional Development Leader's salaries are covered by the union so that it is not an additional expense to the District.

Site-Based Professional Development Leaders training is conducted over the course of year a by the Fund's Professional Development Leaders. First, participants learn about effective teaching, followed by student discipline and Response to Intervention. All Site-Based Professional Development Leaders learn about these topics in 45 hours of professional development. They try out the research concepts in their own classrooms and then share those experiences with participants in their cohort's reflective discussions.



PFT members engaged in a professional development workshop.

The first cohort of Site Based Professional Development Leaders are:

Kerrie Brewster	Harding Middle School
Daniel DiMartino	Juniata Park Elementary School
Beverly Faunce	Anderson Elementary School
Audrey Fields	Heston Academics Plus Program
Russell Gregory	Northeast High School
Karen Hollman	Spruance Elementary School
JoAnn Lander	J.B. Kelly Elementary School
Christine Lokey	Finletter Elementary School
Jessica McCracken	Anderson Elementary School
Lydia Merriweather	W.D. Kelley Elementary School
Tina Randall	Overbrook Educational Center
Eleanor Reese	W.D. Kelley Elementary School
Michelle Sampson	Dobbins Career Technical Education High School
Mira Solomon	Juniata Park Elementary School
Yolanda Sutton	W.D. Kelley Elementary School
Anna Varano	Penn Alexander School
Sydney Warren	High School of the Future
Felicia Whitney	Morris Elementary School
Heather Zadjel	Philadelphia Learning Academy

A Strong Beginning for Heather Zadjel— New Site Based Professional Development Leader



Heather came to the School District of Philadelphia in 2007. In 2012, Heather participated in the PFT Health and Welfare Fund's *Strong Beginnings* New Teachers Induction program held July 30 through August 3rd. During that academic year, she completed a year-long induction program implementing twenty-five research validated concepts in her classroom.

Heather was selected to be in the first cohort of School Based Professional Development Leaders. Her dedication to her profession has not gone unrecognized. In May 2014 Heather completed the Site-Based Professional Development program. That year she also received the Lindback Award for Distinguished High School Teachers.

Currently at the Philadelphia Learning Academy South, Heather continues to work in support of a strong school community, involving teachers and administrators in school-wide behavior support committee. Heather states, "The PFT Health and Welfare Fund has fostered the growth of a strong network of educators through the Site-Based Professional Development Leaders program. This opportunity has provided me the ability to connect with like-minded and knowledgeable peers district-wide. Meaningful and on-going reflections and conversations with colleagues is extremely helpful. My participation in the Site Based Professional Development Leaders Program enables me to assess and support my school's professional development needs."

THE FUND PARTNERS WITH THE SCHOOL DISTRICT OF PHILADELPHIA TO TRAIN PROFESSIONAL DEVELOPMENT LEADERS

Health & Welfare Fund's Professional Development Leaders



First Row: *Rosalind Jones Johnson, Peggy Outing, Dale Croxton, Carol McBride,*

Second Row: *Kathy Prillerman, Wilhelmina Calland, Robena Wilson and Bettie Hunt-Aycox*

Dr. Arlene Ackerman's visit to the 2008 Summer Institute led to a historic partnership between the PFT's Fund and the District. Following a 2009 meeting between Jack Steinberg, Rosalind Jones Johnson and Superintendent Arlene Ackerman, the Fund met with Chief Academic Officer, Maria Pitre to enhance Strong Beginnings and begin the process of training School District of Philadelphia's Professional Development Leadership team, teacher coaches and Empowerment Team members in the newly designed Strong Beginnings Professional Development.

The Educational Issues Department added an effective Instructional Strategies component to *Strong Beginnings*. Approximately twenty top level Professional Development Leaders were selected from the group to form a team of PFT and School District Professional Development Leaders. The strategy would be to present the highest quality professional development led by the best Professional Development Leaders.

In June 2009, sixty-five prospective Professional Development Leaders were trained by Rosalind Jones Johnson. Prospective leaders had to pass exams demonstrating they mastered the content. In addition to passing exams they also had to successfully design and present a twenty-minute professional development session.

School District of Philadelphia Professional Development Leaders



First Row: Wanda Graham, Cynthia Powell, Cassandra Bradley, Bayyinah Abdul-Aleem

Second Row: Deborah Williams, Lynne Podrat, Carol Marion, Maria Powell

Third Row: Susan Rosano, Gayle Overton-Houston, Sheila Halpern, Veronica Barber

Fourth Row: Michelle Shields, Julie Baranauskas, Julia Smith-Giles, Ginger Smith

Fifth Row: Francine Hughes-Stanback

ADDITIONAL PROFESSIONAL DEVELOPMENT PARTNERS

CaseNEX



The Fund did extensive research to select an organization that could provide high quality online professional development for our members. In October 2001, Education Director, Rosalind Jones Johnson met with the CaseNEX staff to offer online professional development for our members. Founded at the University of Virginia's Curry School of Education, CaseNEX supports educators through online, case-based approach.

According to the website the CaseNEX problem-solving model is engaging, collaborative and effective. PFT members were able to obtain ACT 48 hours and graduate credits.

Case-Method Learning

The case-based approach enables teachers the opportunity to read cases, view video and use a virtual library of research. CaseNEX developed a research-based methodology that teachers apply during case study analysis. The framework allows teachers to approach CaseNEX learning with a basis for interpretation and to solve problems.

The steps are:

- Identify educational issues, problems or opportunities as they present themselves in the case;
- Recognize different perspectives or values that drive people's actions in the case;
- Call up personal, theoretical and empirical knowledge relevant to the issues identified;
- Propose possible actions for handling the issues identified and;
- Forecast the likely consequences.



DREXEL UNIVERSITY

In 2007, the PFT Health & Welfare Fund announced its partnership with Drexel University on-line. The Fund was approved to receive a 30% tuition reduction in on-campus rates for the School of Education Online Graduate Degree and online Graduate Certification programs.

Through collaboration between the PFT Health & Welfare Fund and Drexel University, PFT members can earn a bachelor's or master's degree and receive special tuition rates for enrolling in any of Drexel's online programs. As a member of the PFT and, PFT Health & Welfare Fund or a PFT employee, one could receive a 10-30% reduction off the regular on-campus courses towards an online bachelor's or master's degree through Drexel's School of Education.

The partnership was developed through the Health & Welfare Fund's Educational Issues Department. The Fund extended special thanks to Rosalind Jones Johnson, Yvonne Browne, William Mathias and Maura Buzard-Trainer for developing the Drexel partnership. The following online programs are available at reduced rates:

- Bachelor's Degree Programs in Education
 - BS in Education
- Master's Degree Programs in Education
 - MS in Higher Education
 - MS in Science Instruction
 - MS in Education Administration Collaborative Leadership
 - MS in Global and International Education
 - MS in Teaching, Learning and Curriculum
 - MS in Human Resource Development
 - MS in Learning Technologies
- Certification Programs in Education
 - Principal's Certification Program
 - Post-Bachelor's Teaching Certificate
 - Graduate Intern Teaching Certificate
 - Teaching English as a Second Language (TESL) Certificate
 - Instructional Technology Specialist Certificate



Seated (l to r): Jerry Jordan, President, PFT; Kenneth E. Hartman, academic Director, Drexel University; Jack Steinberg, Chief Trustee, PFT Health and Welfare Fund. Standing (l to r); Maura Buzad Trainer, Business Development Specialist, Drexel University; Rosalind Jones Johnson, Director of Education, PFT Health and Welfare Fund.

PFT HEALTH & WELFARE FUND AND TEMPLE UNIVERSITY



The PFT Health & Welfare Fund's ER&D program and Temple University worked together to provide PFT members with three graduate level courses to improve their effectiveness in the classroom.

The courses offered were Beginning Reading Instruction, Foundations for Effective Teaching and Managing Student Behavior.

PARTNERSHIP WITH CHEYNEY UNIVERSITY

In 2008, the PFT Health & Welfare Fund and Cheyney University worked together to provide Philadelphia teachers with high quality, peer-led professional development at Cheyney University's urban campus in Philadelphia.

CHEYNEY UNIVERSITY PARTNERSHIP

Rosalind Jones Johnson, keynote speaker for Cheyney University's graduation hooding ceremony joins Dr. Michelle Vitale, President of Cheyney University and Dr. John Williams, Dean of Graduate Studies.



