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DATE: July 31, 2019

TO: Dr. Rau and School District of Lancaster School Board

FROM: Dr. Miriam Witmer and Dr. Jeffrey Wimer

CC: Dr. George Drake, Dr. Tim Mahoney, Dr. Mary Glazier

RE: Project Teacher Development Contract Report

Overview: The purpose of this memo is to provide an overview and outcomes from the SDoL sponsored Project Teacher Development programs at Millersville University between the dates of July 2018-July 2019. As a result of a special collaboration with Lancaster Partnership Program (LPP) for the Summer Academy 2018, not all funds from the original contract were needed. The original contract for July 2018-December 2018 was then extended to include a second Summer Academy in July 2019.

Project Teacher Development Phases

- **Summer Academy II 2018** ran from July 8-12, 2018, on the campus of Millersville University. Summer Academy is a residential college experience designed to teach students to recognize and develop strategies for moving through life and preparing for their future career. Eighteen (18) SDoL students participated in this weeklong residential college preparation experience.
- **Side by Side Program 2018 (SBS)** was offered from September-December 2018 at JP McCaskey High School. SBS was a 10-week program conducted with two groups of students. Group 1 met during 5th period and group 2 met after school each Tuesday during the course of the program. Twelve (12) to fifteen (15) students participated each week in the programming that was designed to motivate, inspire and educate students to consider careers in education.
- **Summer Academy III 2019** was offered from July 21-25, 2019, for seven (7) SDoL students specifically interested in careers in education. This residential camp at Millersville University allowed students to experience campus life while also learning more about preparing for college and careers in education.

Student Outcomes:

1. Students demonstrated an appreciation for culturally responsive teaching practices.

2. Students gained knowledge and skills to be successful in college, such as: financial aid, college application process, moral reasoning, and values clarification.
3. Students read two books during the Summer Academies- *Sometimes you Win and Sometimes you Learn* (Maxwell, 2015) and *Inspiring Teens* (Vidakovic, 2016). Students internalized the life lessons presented in these texts.
4. Students completed the Learning and Study Strategies Inventory (LASSI), which assesses students' attitudes and interests in college and academic success.
5. Three (3) students in PTD have presented at either state or international academic conferences. They gained confidence as well as a better understanding of how scholarship is disseminated.

Project Teacher Development Outcomes:

1. Nine (9) students in PTD will be attending Millersville University in the Fall 2019. There are also others involved who will be attending other universities, but we do not have access to those records at this time.
2. Additional financial support from the office of the Dean of the College of Education and Human Services, the Educational Foundations department, and the Center for Public Scholarship and Social Change at Millersville University enhanced PTD. This financial support demonstrates the University's continuing commitment to urban schools and teacher preparation.
3. Both SBS and Summer Academy provided students the opportunity to actually prepare and teach lessons. While students initially felt like this would be very much outside of their comfort zone, they all reported that they enjoyed the experience and they accepted the challenge.
4. The number of students admitted to the Color of Teaching Mentoring Program (CoT) has increased because students are made aware of the mentoring program during these other PTD programs. Once enrolled in CoT, students receive ongoing support from a college student mentor.

Student Participant Feedback

The following testimonials are just a sampling of students' thoughts during the course of the project to date:

"I can speak in front of a group when I have to and not be shy."

"I am going to work on stepping outside of my comfort zone as well as asking for help when I need it."

My goal is "to graduate, go to college, major in early childhood and minor in special ed."

My goal is "to eventually come to this school [Millersville University] & become a teacher."

"My new dream is to be an ESL teacher for young kids."

Thank you for your support of Project Teacher Development. We look forward to future collaboration.