

# *National Student Teaching and Supervision Conference*

## **Conference Directors' Welcome**

Welcome to West Chester University of Pennsylvania and the 10<sup>th</sup> National Student Teaching and Supervision Conference. This conference was founded at Slippery Rock University of Pennsylvania and was hosted there for the first eight years of its existence. We are honored to be hosting the conference in the eastern part of the state for the second year in a row.

We hope you enjoy your stay here at WCU and that it serves as a time for sharing, learning, and reflecting on the capstone experience in teacher education. The Conference Committee has worked diligently to put together an excellent program that includes something for everyone involved in the student teaching experience—university supervisors, cooperating teachers and teacher candidates. We are pleased to welcome Dr. James Nolan as our keynote speaker.

In addition to the excellent presentations by conference participants, we will also have teacher candidates in attendance to share their presentations of their semester of student teaching. These poster presentations take place at the Friday afternoon reception and morning luncheon on Saturday in the WCU Sykes Student Union.

Thanks for joining us at this year's conference.

**All the best,**  
**Karen Johnson, Tina Alvaggi, and Sally Winterton**

**Note to All Conference Attendees:** NSTSC committee members will have **Committee Ribbons** on their nametags. Please feel free to approach us with any questions regarding the facilities, conference schedule, etc. We will do our best to direct you and make your visit to our campus and conference an enjoyable one.

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**2016 National Student Teacher Supervision Conference  
Committee Members**

- Dr. Karen Johnson - West Chester University of Pennsylvania, Co-Chair  
Dr. Tina Selvaggi - West Chester University of Pennsylvania, Co-Chair  
Dr. Sally Winterton - West Chester University of Pennsylvania (Emerita), Co-Chair  
Dr. James Preston - Slippery Rock University of Pennsylvania, Planning Committee  
Dr. Tara Guerriero - West Chester University of Pennsylvania, Program  
Dr. Matthew Erickson - Slippery Rock University of Pennsylvania, Webmaster  
Dr. Alison DuBois - Westminster College, Educational Forum  
Dr. Melissa Adams-Budde – West Chester University, Student Poster Session  
Mrs. Susan Yocum - Kennett Square Consolidated School District, Public Relations  
Dr. Junko Yamamoto - Slippery Rock University of Pennsylvania, Photographer  
Ms. Natalie Fisher - Slippery Rock University of Pennsylvania, Student Assistant  
Dr. Herbert Hunt - Slippery Rock University of Pennsylvania (Retired), Conference  
Founder

**Proposal Review Committee**

- Dr. Sally Winterton - West Chester University of Pennsylvania (Emerita),  
Chairperson  
Ms. Gail Apfel - West Chester University of Pennsylvania  
Dr. Bernard Badiali - Penn State University  
Dr. Keith Corbett - West Chester University of Pennsylvania  
Dr. Connie DiLuchio - West Chester University of Pennsylvania  
Mr. Don Fraatz - West Chester University of Pennsylvania  
Dr. Tammy Geil - Newman University  
Dr. Karin George - West Chester University of Pennsylvania  
Dr. Cynthia Howard - West Chester University of Pennsylvania  
Ms. Lanya Harkins - West Chester University of Pennsylvania  
Dr. Jay Hertzog - Slippery Rock University of Pennsylvania (Retired)  
Dr. Jason Hilton - Slippery Rock University of Pennsylvania  
Dr. Alison Rutter - East Stroudsburg University of Pennsylvania

**Hospitality Committee**

- Ms. Gail Apfel - West Chester University of Pennsylvania  
Ms. Donna Bialach - West Chester University of Pennsylvania  
Ms. Lanya Harkins - West Chester University of Pennsylvania  
Ms. Sharon McIntyre - West Chester University of Pennsylvania  
Mr. Donald Fraatz - West Chester University of Pennsylvania  
Ms. Chris Menzel - West Chester University of Pennsylvania  
Ms. Donna Griswold – West Chester University of Pennsylvania

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**Conference Overview**

<b>Thursday, April 28, 2016</b>	
<b>6:00–8:00</b>	<b>Reception – Timothy’s Restaurant</b>
<b>Friday, April 29, 2016</b>	
<b>8:00–8:45</b>	<b>Registration</b>
<b>8:45–9:30</b>	<b>Keynote: Dr. James Nolan (Ballroom)</b>
<b>9:40–10:40</b>	<b>Educational Issues Forum (Ballroom)</b>
<b>10:50–11:40</b>	<b>Concurrent Sessions</b>
<b>11:50–12:50</b>	<b>Lunch (Ballroom)</b>
<b>1:00–1:50</b>	<b>Concurrent Sessions</b>
<b>2:00–2:50</b>	<b>Concurrent Sessions</b>
<b>3:00–3:50</b>	<b>Concurrent Sessions</b>
<b>4:00–5:30</b>	<b>Afternoon Reception with Student Poster Sessions (Ballroom)</b>
<b>Saturday, April 30, 2016</b>	
<b>8:30–9:00</b>	<b>Registration</b>
<b>9:00–9:50</b>	<b>Concurrent Sessions</b>
<b>10:00–10:50</b>	<b>Concurrent Sessions</b>
<b>11:00–11:50</b>	<b>Concurrent Sessions</b>
<b>12:50–1:00</b>	<b>Lunch with Student Poster Sessions (Ballroom)</b>
<b>1:00–1:50</b>	<b>Concurrent Sessions</b>

## Conference Planner

<b>Friday, April 29</b>		
<b>Time</b>	<b>Session</b>	<b>Location</b>
8:00–8:45	Registration/Continental Breakfast and Welcome	Ballroom
8:45–9:30	Keynote Speaker-Dr. James Nolan	Ballroom
9:40–10:45	Educational Forum Discussions	Ballroom
Session 1 10:50–11:40	See Concurrent Session Schedule for details	
11:50–12:50	Lunch	Ballroom
Session 2 1:00–1:50	See Concurrent Session Schedule for details	
Session 3 2:00–2:50	See Concurrent Session Schedule for details	
Session 4 3:00–3:50	See Concurrent and Roundtable Session Schedule for details	
4–5:30	Conference Reception with Student Poster Presentations	Ballroom

<b>Saturday, April 30</b>		
<b>Time</b>	<b>Session</b>	<b>Location</b>
8:30–9:00	Registration/Continental Breakfast	Ballroom
Session 5 9:00–9:50	See Concurrent Session Schedule for details	
Session 6 10:00–10:50	See Concurrent Session Schedule for details	
Session 7 11:00–11:50	See Concurrent Session Schedule for details	
11:50–1:00	Lunch with Student Poster Presentations	Ballroom
Session 8 1:00–1:50	See Concurrent Session Schedule for details	

**Keynote Address: Dr. James Nolan**

Dr. Nolan retired in June 2015 from Penn State University after serving as the Hermanowicz Professor of Teacher Education and the Co-Coordinator of the Elementary Professional Development School Partnership between Penn State University and the State College Area School District. That partnership has won three national awards, from the Association of Teacher Educators in 2002, from the Holmes Partnership in 2004, and from the National Association for Professional Development Schools in 2009. His research interests focus on teacher supervision and professional development, educational change, school-based teacher education and classroom management. He is the author of three books: *Teacher Supervision and Evaluation: Theory into Practice* (Wiley/Jossey-Bass); *Classroom Management: A Professional Decision-Making Model* (Allyn & Bacon); and *Teachers and Educational Change: The Lived Experience of Secondary School Restructuring* (SUNY Press).

Dr. Nolan, a former elementary teacher, secondary teacher and guidance counselor is a graduate of the University of Scranton, Marywood College, and Penn State University. He previously served as a faculty member at Lafayette College and the University of Scranton. He served as Associate Editor of the *Journal of Curriculum and Supervision*, Editor of *Pennsylvania Educational Leadership*, Co-Editor of *The Pennsylvania Teacher Educator*, and an Associate Editor for the *Journal of Teacher Education*. Jim is currently vice-president of the Council of Professors of Instruction, Supervision and a past-president of the Pennsylvania Association of Supervision and Curriculum Development. Among the awards that Dr. Nolan has received are the 2000 Teacher Educator of the Year Award from the Pennsylvania Association of Colleges and Teacher Educators, the Penn State College of Education Career Achievement Award, and the Excellence in Education Award from the Penn State College of Education Alumni Society.

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**Friday, April 29**

**Educational Issues Forum**

**9:40-10:40**

Issue 1:	“Responsible Digital Citizenship: Using 21 <sup>st</sup> Century Tools in Today’s Classroom” (i.e. distance education, use of avatars)  Dr. Matthew Erickson, Slippery Rock University of Pennsylvania
Issue 2:	“Aligning the Teacher Evaluation Model with Pre-service Teacher Competencies”  Dr. Jim Price, West Chester University of Pennsylvania
Issue 3:	“Managing School-University Partnerships: Building Relationships to Last”  Dr. James Preston, Slippery Rock University of Pennsylvania
Issue 4:	“Doing More with Less: Helping Young Teachers Find Resources Under Budget Constraints”  Ms. Sue Yocum, Kennett Consolidated School District
Issue 5:	“The Job Market: What Are We Doing to Prepare Pre-Service Teachers for Getting Their First Job?”  Dr. Alison DuBois, Westminster College
Issue 6:	“Current Issues and Trends with ELL Students: Using a Holistic Approach to Reach All Learners”  Dr. Sara Lamb Kistler, West Chester University of Pennsylvania

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**CONCURRENT SESSIONS SCHEDULE**  
**Friday, April 29**

**Session 1** **10:50-11:40**

Title	Presenter(s)	Room
The Cost of Caring: Developing Resiliency Skills in Pre-Service Teachers	Alison Dubois, Amanda Magnotti, Jennifer Rodgers, Katelyn Jones	209
SAMR or TPACK? Determining the Best Technology Integration Model for Student Teachers	Jason Hilton	210
Change is Hard! – A Look at Transitioning to Co-teaching for Student Teaching	Vicki Goetz and Stephanie Kotoneste	251
Inclusive Classroom Practices: Supporting LGBTQ Youth in our Schools	Karen Dickinson and Jacqueline Hebert	252
A Gift of Time Supports a Specific Focus	Debbie Reynolds and Courtney	254

**Lunch (Ballroom)** **11:50-12:50**

**Session 2** **1:00-1:50**

Title	Presenter(s)	Room
Differentiated Mentoring: Empowering Pre-Service Teachers Growth through Roll-Over Supervision	Krista Varano and Megan V. Gierka	209
Meeting Charlotte – Broadening Awareness of the Teacher Effectiveness Instrument for Teacher Candidates	Donna M. Dombek	210
If Two Heads are Better than One, What about Three?: Implementing a Collaborative Teaching Experience with University Student Teachers	Stacey Leftwich, Christopher Palmer, Julia Voltis	251
The Multimodal Weebly as a Resource for Teachers and Students	Amanda Jeane Reichert and Carol Smith	252
Pre-Service Differently: A Novel Approach to Student Teacher Supervision	James Preston, Ingrid Everett, Rebecca Perruquet,	254

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**Session 3**

**2:00–2:50**

<b>Title</b>	<b>Presenter(s)</b>	<b>Room</b>
The Early Childhood Education Sector and P-4 Teacher Preparation Programs: A Vision for Collaboration	Natalie Renew, Sharon Easterling, Amy Friedlander	209
Thinking outside the Box with University and Non-profit Partnerships: Clinical Practice and Service-Learning Experiences for Teacher Candidates	Christina C. Bartholomew Michelle A. Duffy	210
A Transition from Paper to iPad Paperless Supervision	Susan M. Sibert	251
Preparing Pre Service Teachers for the SLO Process	Nancy I. King and Judith Rance-Roney	254

**Session 4**

**2:00–3:50**

<b>Title</b>	<b>Presenter(s)</b>	<b>Room</b>
Working Collaboratively using the Instructional Coach Model: Cooperating Teachers, University Supervisors, Principals, and Student Teachers	Mary Winn, Steve Guize, Jennifer B. Mahoney, Alicia B. B. McKenna	209
Using Video and a Danielson-Aligned Reflective Protocol to Prepare Teacher Candidates for Clinical Practice and Evaluation	Nancy Vitalone-Raccaro, Christopher Giannotti, Mollie Appard, Maryl Randel	210
The Culminating Experience – The First Step to Becoming Teacher Leader	Anson Rutter, Katherine DiSimoni, Maryellen Mross, Sue Harlan, Nurun Begum, Missy Kern, Roger Pomposello	251
Teacher Candidates Supporting Struggling Readers in the Field: Comparing Course Delivery Methodology and Course Outcomes	Mary Jean Tecce DeCarlo, Lori Severino and teacher candidates	252
Whole Brain Strategies that Differentiate Instruction and foster Critical Thinking with Technology	Jesse Berg	254

**Conference Reception and Student Poster Session\*:**

**Ballroom**

**4:00-5:30**

**\*A list of poster presentations, authors, and abstracts is included in the program following session descriptions (page 23).**



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**Saturday, April 30**

**Session 5**

**9:00–9:50**

<b>Title</b>	<b>Presenter(s)</b>	<b>Room</b>
An Eye on One University’s Approach to Teacher Preparation: A Year-Long Clinical Residency	Sandra Countley, Maggie Brady, Sherri Brooks, Valerie Conaghan, Stacie Zdrojewski	209
Teacher Candidates as Co-teachers: The end of sink or swim	Jennifer Fisler, Patricia Joergensen, Sandra Reed, Carrie Soliday, Jane Wilburne	210
Beyond Student Teaching: A First Year Teacher’s Experience	Meaghan Sherry	251
Teaching Digital Citizenship for Middle Level and High School Students	Junko Yamamoto	252
Best Practices in Field Experience and Supervision - Top Ten Tips Developed, Tested and Tried in a University Environment	Sarah Keenan Edwards, David McLaughlin, Susan Beltrami, Stephanie Gardner, Sarah Bush, Erin McGinty	254

**Session 6**

**10:00–10:50**

<b>Title</b>	<b>Presenter(s)</b>	<b>Room</b>
The Importance of Student Teacher’s Self-Efficacy when Teaching Science as Inquiry	Lori A. Smolleck	209
The Flip Classroom: Synchronous Learning in an Asynchronous Environment or Asynchronous Learning in a Synchronous Environment? Why not both?	Matthew Snedecor and Jesse Haight	210
<b>MOP UP...Maximizing Our Potential with Universal Practices</b>	Gina R. Scala and Lisa Chemidlin	251
Using Responsive Classroom: Linking Clinical Educators, Schools, and Teacher Candidates	Linda S. Zankowsky	252
Using the Adapted Danielson Evaluation with Teacher Candidates: Observation, Evaluation, and Professional Development Plans	Ellen Long, John Ward, Charlton Wolfgang, Timothy Shea, Kim McCullum-Clark, Miriam Witmer	254

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**Session 7**

**11:10–12:00**

<b>Title</b>	<b>Presenter(s)</b>	<b>Room</b>
Focusing on Feedback: Fostering a Growth Mindset with Pre-Service Teacher Education Students and Supervisors	Jodi Bornstein and Kathy Trainor	209
Follow the Yellow Brick Road	Gina R. Scala	210
Co-Teaching as a Catalyst for Fostering Inclusive Instructional Practices within a Professional Development School	Maryl Randel and Andrea LoCastro	251
The Mindful Monday Challenge	Lisa Lucas	252
Dual Certification Teacher Candidates: Preparing for Authentic School Environments Through Professional Development School Partnerships	Ellen Long	254

**Lunch with Student Poster Presentation**  
**Ballroom**

**12:00–1:00**

**\*A list of poster presentations, authors, and abstracts is included in the program following session 7 presentations (page 28).**

**Session 8**

**1:00–1:50**

<b>Title</b>	<b>Presenter(s)</b>	<b>Room</b>
Elementary Science Partnerships: A Model that Supports Involvement of Student Teachers	Jessica B. Hosley & Nathaniel S. Hosley	209
Middle School Mathematics Student Teachers' Use of Video to Reflect on Engaging Learners in Exploratory Talk	Amanda Jansen	210
Collaborating to Improve Teacher Candidates' Classroom Management During Clinical Experiences	Laurie Palmer	251
The Year-Long Student Teaching Experience: Multiple Perspectives	Tina Selvaggi, Karen Johnson, Don Fraatz, Nicole Bevenour, Katelyn Walsh	252
Pulling It All Together: The Job of the PDS Liaison	Alison Rutter and Lisa Chemedlin	254

**Overview of Sessions  
Friday, April 29**

**CONCURRENT SESSIONS SCHEDULE**

**Session 1**

**10:50–11:40**

**The Cost of Caring: Developing Resiliency Skills in Pre-Service Teachers  
Room 209**

Alison Dubois (Westminster College)  
Amanda Magnotti (Westminster College)  
Jennifer Rodgers (Westminster College)  
Katelyn Jones (Westminster College)

This session will explore ways in which school pre-service teachers (PST) can identify burnout as it relates to secondary trauma as well as its long-term effects, and how to equip PSTs with successful implementation of resiliency strategies.

**SAMR or TPACK? Determining the Best Technology Integration Model for Student Teachers**

Jason Hilton (Slippery Rock University of Pennsylvania)

The SAMR and TPACK models suggest alternative ways to think about technology integration into the classroom. Both models will be explored with an eye toward practical application in student teaching.

**Change is Here! – A Look at Transitioning to Co-teaching for Student Teaching  
Room 251**

Vicki Goettel (University of Delaware)  
Stephanie Kotch-Jeste (University of Delaware)

This presentation will follow our journey through the transition of utilizing co-teaching, highlighting specific components that have provided support and guidance to each member of the student teaching experience.

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**Inclusive Classroom Practices: Supporting LGBTQ Youth in our Schools**

**Room 252**

Karen Dickinson (West Chester University of Pennsylvania)  
Jacqueline Hodes (West Chester University of Pennsylvania)

Helping students succeed in school calls for all students to be comfortable in their learning environment. Learn how to create a positive and inclusive climate for LGBTQ students.

**A Gift of Time Supports a Specific Focus**

**Room 254**

Sue Yocum (Kennett Consolidated School District)  
Courtney Keehn (West Chester University of Pennsylvania)

A cooperating teacher and student teacher present a weakness uncovered during the reading field. The duo share a lesson of support administered during the extended placement in the “Kennett Experience”.

**Break**  
**Sykes Ballroom**  
**11:50-12:50**

**Session 2**

**1:00-1:50**

**Differentiated Mentoring: Enhancing Pre-Service Teacher Growth through Roll-Over Supervision.**

**Room 209**

Krista Varney (Kutztown University of Pennsylvania)  
Megan V. Gier (North Schuylkill Elementary Center)

Practicing what we preach? In the university classroom, pre-service teachers learn the importance of differentiated instruction. Yet in the field, how often do student teacher supervisors differentiate their mentoring?

**Meeting Charlotte – Broadening Awareness of the Teacher Effectiveness Instrument for Teacher Candidates**

**Room 210**

Donna M. Dombek (University of Pittsburgh at Bradford)

The session will provide information on how one instructor combines an in-depth review of the literature with Danielson’s Framework for Teaching culminating in a student capstone research project.

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**If Two Heads Are Better than One, What About Three?:  
Implementing a Collaborative Teaching Experience with University  
Student Teachers**

***Room 251***

Stacey Leftwich (Rowan University)  
Christopher Palmer (Rowan University)  
Julia Voltis (Rowan University)

The Collaborative Teaching Model is an approach where two master teachers share instructional responsibilities. This presentation will share a modified model using one master teacher and three university teacher candidates.

**The Multimodal Weebly as a Resource for Teachers and Students**

***Room 252***

Amanda Jeane Reichert (West Chester University of Pennsylvania)  
Carol Smith (West Chester University of Pennsylvania)

Multimodal resources are more than just something students have to read. Students can utilize multimodal weeblys to learn and to create their own multimodal projects and resources.

**Pre-Service Differently: A Novel Approach to Student Teacher  
Supervision**

***Room***

James Preston (Slippery Rock University of Pennsylvania)  
Ingrid Everett (Bloomsburg University of Pennsylvania)  
Rebecca Perrin, Principal, Watson Elementary School, Warrior Run  
School District

Bloomsburg University and Slippery Rock University have partnered with the Pennsylvania Department of Education to enact a grant that provides professional development and additional stipends to cooperating teachers and university supervisors in an effort to improve the pre-service experience for teaching candidates.

**Session 3 - Concurrent Sessions**

**2:00–2:50**

**The Early Childhood Education Sector and P-4 Teacher Preparation Programs: A Vision for Collaboration**

**Room 209**

Natalie Renew (Public Health Management Corporation)

Sharon Easterling (Public Health Management Corporation)

This session will present recent data collected regarding ECE teacher preparation in the greater Philadelphia region, and propose strategies to improve collaboration between the ECE sector and teacher preparation programs.

**Thinking outside the Box with Universities and Non-profit Partnerships: Clinical Practice and Service-Learning Experiences for Teacher Candidates**

**Room 209**

Christina C. Bartholomew (Virginia Commonwealth University)

Michelle A. Duffy (Virginia Commonwealth University)

Practice-Based Educator Preparation in the Age of Increased Teacher Accountability: Challenges, Solutions, and Successes Original Research Related to Clinical Practice

**A Transition from Paper to iPad Paperless Supervision**

**Room 251**

Susan M. Sibert (Indiana University of Pennsylvania)

Moving from paper to paperless supervision is a major change involving many people and requires planning over time. This session presents an overview of considerations from a current pilot program.

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**Preparing Pre Service Teachers for the SLO Process**  
**Room 254**

Nancy I. King (Cedar Crest College)  
Judith Rance-Roney (Cedar Crest College)

This session will provide the participant with current information on Pennsylvania's Student Learning Outcome requirement, how to develop SLOs, and how students can implement SLOs in the student teaching semester.

**Session 3 - Roundtable Sessions** **2:00–2:50**

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**Educational Misinformation and Student Teachers: Are Beliefs Grounded in Facts? (first roundtable session only)**

**Ballroom**

Richard L. Mehrenberg (Millersville University of PA)

Through the presentation of original research, the seminar explores to what degree student teachers can distinguish between education-related fact and fiction. Implications for teacher-educators will be discussed.

**Hiring (and Keeping) Quality Adjunct Student Teaching Supervisors (second roundtable session only)**

**Ballroom**

Richard L. Mehrenberg (Millersville University of PA)

This seminar describes specific techniques a teacher-education program developed to attract, hire, support, and retain quality adjunct student-teaching supervisors. Audience dialogue highly encouraged.

**Establishing Inter-rater Reliability of a Teacher Work Sample Evaluation Rubric**

**Ballroom**

Marianne Vitale (Misericordia University)  
Michele Brague (Misericordia University)

Research evaluating inter-rater reliability of a student work sample rubric will be presented. Outcomes of formative use of such a tool earlier in the teacher preparation program will be described.

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**Preparing Candidates for Interviewing**  
*Ballroom*

Joan Kern (Cedar Crest College)

This session will provide concrete examples of ways to prepare student teachers for interviewing. Preparing candidates decreases their anxiety, and these experiences offer candidates valuable feedback on their interview performance.

**Session 4**

**3:00–3:50**

**Working Collaboratively using the Instructional Coach Model:  
Cooperating Teachers, University Supervisors, Principals, and  
Student Teachers**

*Room 209*

Mary Williams (LaSalle University)  
Steve Glaize (Hallowell Elementary School)  
Jenifer Basmajian (Hallowell Elementary School)  
Alicia Bush (LaSalle University)  
Maura McKenna (LaSalle University)

Share outcomes of cooperating teachers, supervisors, and principals trained in instructional coaching who coach STs during their clinical experience. Includes impact on relationships, CT and CT development, and IHE-LEA partnerships.



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**Using Video and a Danielson-Aligned Reflective Protocol to Prepare Teacher Candidates for Clinical Practice and edTPA**

***Room 210***

Nancy Vitalone-Raccaro (Rowan University)  
Christopher Giannotti (Rowan University)  
Mollie Sheppard (Rowan University)  
Maryl Randel (Rowan University)

This is a presentation of a project to improve teacher candidates' ability to reflect upon their practice. Participants will learn about the reflective protocol, review candidate work, and discuss implementation.

**The Culminating Experience – The First Steps to Becoming Teacher Leaders**

***Room 251***

Alison Rutter (East Stroudsburg University of Pennsylvania)  
Katherine DiSimoni (East Stroudsburg University of Pennsylvania)  
Maryellen Mross (East Stroudsburg University of Pennsylvania)  
Sue Harlan (East Stroudsburg University of Pennsylvania)  
Nurun Begum (East Stroudsburg University of Pennsylvania)

Our Student Teachers are the next generation of teacher leaders, mastering best practices, conducting research, and advocating for their students and the profession.

**Teacher Candidates Supporting Struggling Readers in the Field: Comparing Course Delivery Methodology and Course Outcomes**

***Room 252***

Mary Jean Vecce DiCarlo (Drexel University)  
Lori Severino (Drexel University)

What is the best way to prepare preservice teachers to support struggling readers in the field? This study compares courses where the same content was delivered online and using a flipped classroom approach.

**Whole Brain Strategies that Differentiate Instruction and foster Critical Thinking with Technology**

***Room 254***

Jesse Berg (Visual Leap, LLC)

Experience a flexible and versatile set of teaching strategies rooted in cognitive science that enable students to become confident thinkers who can organize ideas, evaluate information and learn independently.

**Conference Reception and Student Poster Session\*:**

**Sykes Ballroom**

**4:00-5:30**

**\*A list of poster presentations, authors, and abstracts is included in the program following session descriptions (page 22).**

**Saturday, April 30**

**Session 5**

**9:00–9:50**

**An Eye on One University's Approach to Teacher Preparation: A Year-Long Clinical Residency**

**Room 209**

Sandra Countley (Wilmington University)

Maggie Brady (Wilmington University)

Sherri Brooks (Wilmington University)

Valerie Conaghan (Wilmington University)

Stacie Zdrojewski (Wilmington University)

This workshop shows how one university revised its teacher preparation program to include a year-long clinical residency approach which features a team-based, co-teaching model, rare among teacher preparation programs nationwide.

**Teacher Candidates as Co-Teachers: The End of Sink or Swim**

**Room 210**

Jennifer Miller (Mercy College)

Patricia Josephson (Holy Family University)

Sandra Reed (Penn State Harrisburg)

Carrie Soliday (Lincoln Intermediate Unit)

Jane Wilburne (Penn State Harrisburg)

Three institutions implemented a co-teaching model in the student teaching semester. This presentation highlights outcomes of this project specifically related to gains for teacher candidates and cooperating teachers.

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**Beyond Student Teaching: A First Year Teacher's Experience**  
**Room 251**

Meagan Sherry (Saint Ambrose Catholic School)

You have completed student teaching! Hooray! Now what?!?! The presenter will talk about her experience of life after student teaching and college. Different tips and tricks will be shared.

**Teaching Digital Citizenship for Middle Level and High School Students**  
**Room 252**

Junko Yamamoto (Slippery Rock University of Pennsylvania)

The participants will discuss about safe, healthy, and ethical uses of technology resources and how to teach them to teen age students.

**Best Practices in Field Experience and Supervision: Top Ten Tips Developed, Tested and Tried in a University Environment**  
**Room 253**

Sarah Renee Edwards Moore (Susquehanna University)  
Sue Wenteroth (Susquehanna University)  
David McLaughin (Susquehanna University)  
Stephanie Gardner (Susquehanna University)  
Sarah Bush (Susquehanna University)  
Erin McGinty (Susquehanna University)

This session will give you ten practical tips for either supervising or being supervised as a student teacher during your entire student teaching experience. The tips have been used in a University environment and found success.

**Session 6**

**10:00–10:50**

**The Importance of Student Teacher's Self-Efficacy when Teaching Science as Inquiry**  
**Room 209**

Lori A. Smolleck (Bucknell University)

This research purported to investigate the extent to which the self-efficacy beliefs of preservice teachers impact teaching behaviors and practices in relation to the teaching of science as inquiry.

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**The Flex Classroom: Synchronous Learning in an Asynchronous Environment or Asynchronous Learning in a Synchronous Environment? Why not both?**

**Room 210**

Matthew Snedecor (Kiski Area School District)

Jesse Haight (Kiski Area School District)

This presentation will focus on the “Flex Classroom” and how this model allows for both synchronous and asynchronous student learning opportunities, a comparison to the Flipped Classroom Model, and utilizing the Flex Classroom within the student teaching experience.

**MOP UP...Maximizing Our Potential with Universal Practices**

**Room 251**

Gina R. Scala (East Stroudsburg University of Pennsylvania)

Lisa Chemidlin (Lincoln Elementary School Bethlehem, PA)

Multiple components will be highlighted including PDS structure, 7 Habits, PBIS, RtI, Teacher Effectiveness, Student Progress, and Parental Engagement, all current practices that maximize our collective performance.

**Using Responsive Classroom: Linking Clinical Educators, Schools, and Teacher Candidates**

**Room 252**

Linda S. Zankowsky (University of Delaware)

This session will share how the Office of Clinical Studies in one University has supported schools where teacher candidates are placed to develop the Responsive Classroom Approach.

**Using the Adapted Danielson Evaluation with Teacher Candidates: Observation, Evaluation, and Professional Development Plans**

**Room 254**

Ellen Long (Millersville University of Pennsylvania)

John Ward (Millersville University of Pennsylvania)

Charlton Wolfgang (Millersville University of Pennsylvania)

Timothy Shea (Millersville University of Pennsylvania)

Kim McCullum-Clark (Millersville University of Pennsylvania)

Miriam Witmer (Millersville University of Pennsylvania)

Millersville University is in its third semester of using an Adapted Danielson Evaluation with Teacher Candidates. Use of the evaluation provides more comprehensive observation and evaluation of the Teacher Candidates' skills.

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Additionally, the instrument is being used to write concise Professional Development Plans for struggling Teacher Candidates.

### **Session 7**

**11:00-11:50**

#### **Focusing on Feedback: Fostering a Growth Mindset with Pre-Service Teacher Education Students and Supervisors**

##### ***Room 209***

Jodi Bornstein (Arcadia University)

Kathy Trainor (Arcadia University)

In our session, we will share the evolution of our pre-student teaching program with the current focus on feedback. Discussion will center on the value of providing and receiving feedback.

#### **Follow the Yellow Brick Road**

##### ***Room 211***

Gina R. Scala (East Stroudsburg University of Pennsylvania)

Students are required to meet multiple expectations, assume increased responsibilities, and enter the field ready to excel. The process is multifaceted for all and it is essential that the big picture is critical.

#### **Co-Teaching as a Catalyst for Fostering Inclusive Instructional Practices within a Professional Development School**

##### ***Room 251***

Maryl Rapson (Rowan University)

Andrea DiMauro (Glossboro Public Schools)

Elementary teacher candidates placed in co-taught PDS classrooms facilitated closer examination, using ethnographic methods, to understand, refine, and develop teaching practices to enhance instruction for diverse learners.

#### **The Mindful Monday Challenge**

##### ***Room 252***

Lisa Lucas (West Chester University of Pennsylvania)

Discover how mentors, supervisors, and students have collaborated to cultivate a healthy, positive culture that nourishes staff to be present, by minimizing complaining and focusing on gratitude and self-care.

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**Dual Certification Teacher Candidates: Preparing for Authentic School Environments through Professional Development School Partnerships**  
**Room 254**

Ellen Long (Millersville University of Pennsylvania)

Increasing number of Teacher Candidates are seeking dual certification. Millersville University and several school districts have worked together for 6 years to create and grow Professional Development School partnerships for Teacher Candidates seeking dual certification.

**Lunch and Student Poster Sessions**

A list of poster presentations, authors, and abstracts is included in the program following session descriptions (page 28).

**Sykes Ballroom**

**11:50-1:00**

**Session 8**

**1:00-1:50**

**Elementary Science Partnerships: A Model that Supports Involvement of Student Teachers**

**Room 210**

Jessica B. Hosley (Lock Haven University of Pennsylvania)  
Nathaniel S. Hosley (Lock Haven University of Pennsylvania)

This session explores the strengths of a University-School partnership focusing on the performance of primary students in science and providing student teachers with a meaningful role in unit implementation.

**Middle School Mathematics Student Teachers' Use of Video to Reflect on Engaging Learners in Exploratory Talk**

**Room 210**

Amanda Jansen (University of Delaware)

Student teachers in middle school mathematics classrooms used the EdThena platform to share and analyze their instruction and reflect upon the degree to which they engaged learners in exploratory talk.

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**Collaborating to Improve Teacher Candidates' Classroom Management During Clinical Experiences**

**Room 251**

Laurie Palmer (University of Delaware)

Classroom management is a struggle during clinical experiences. This session identifies the obstacles and provides interventions to improve teacher candidates' classroom management success during clinical experiences.

**The Year-Long Student Teaching Experience: Multiple Perspectives**

**Room 252**

Tina Selvaggi (West Chester University of Pennsylvania)

Karen Johnson (West Chester University of Pennsylvania)

Don Fraatz (West Chester University of Pennsylvania)

Nicole Bevenour (West Chester University of Pennsylvania)

Katelyn Walsh (West Chester University of Pennsylvania)

This presentation will describe a university year-long student teaching experience. Elementary classroom teachers, teacher candidates, and university faculty will share background, experiences, and advantages/disadvantages of the program.

**Pulling It All Together: The Job of the PDS Liaison**

**Room 252**

Alison Rutter (East Stroudsburg University of Pennsylvania)

Lisa Chemedlin (East Stroudsburg University of Pennsylvania)

The PDS Liaison is key to coordinating the many PDS students' learning experiences at the site while also managing the relationship with the university and among the school staff.

**Student Poster Abstracts**

**Friday, April 29 ~ Conference Reception with Student Poster Presentations 4:00 – 5:30 PM (Ballroom)**

<b>Student Name &amp; Email</b>	<b>College/University</b>	<b>Title</b>	<b>Abstract</b>
Stacey Chiarolanza chiarols@go.stockton.edu	Richard Stockton University	Art in Education	Students learn differently. Incorporating art into learning helps students to expand their creative, critical thinking skills by looking at something in a different way. Art is a

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			great way to differentiate instruction and help assess learning in non-traditional ways. Students are free to express themselves whilst still actively learning content.
Lauren Sacher Lauren.n.sacher@gmail.com	West Chester University of Pennsylvania	Thinking Thinkers and Self-Regulating Learners	Metacognition refers to the ability to be aware of one's own cognitive processes. Students who think about their own thinking are able to regulate their own learning as they become more aware of their own abilities. This presentation will display teaching strategies implemented to promote metacognition in third grade students.
Jessica Seidl jessica.seidl@stu.laroche.edu	La Roche College	Adapted Aquatics for Those with Autism	The purpose of this case study was to evaluate the effects of an adaptive aquatics program on a seven year old child with autism. Data was collected on his physical health and social skills for two months. He made significant gains in both areas after the adaptive aquatics intervention.
Christina Knaack knaack22@students.rowan.edu Rachel Ferrante ferran06@students.rowan.edu	Rowan University	Co-Teaching in an Inclusion Classroom	This presentation will display the benefits of co-teaching in an inclusion classroom during my student teaching. Student teaching in an inclusion classroom not only enhances instructional support by heightening awareness of instructional strategies, but also brings a newfound energy to the classroom allowing for an increase in adult attention.
Brittany Kummer brittanykummer@gmail.com	Rowan University	Community Service Learning	Students gain deeper understanding through cooperative learning, collaborative learning groups, and student conducted research. This presentation demonstrates how these differentiation strategies were used to create a community service-learning project. Students made cultural connections within communities using technology to write and publish newsletters for their surrounding communities.
Allison Lawlor AL780946@wcu	West Chester University of Pennsylvania	Concrete-Pictorial-Abstract	Special education students with specific learning disabilities in mathematics at the middle school level



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<p>pa.edu</p>		<p>Approach to Mathematics among Specific Learning Disabilities (SLDs)</p>	<p>require carefully constructed specially designed instruction to maintain continuity with the grade level curriculum and master the goals prescribed within their individualized education plans. This presentation will display how special education teachers can cater to the unique needs of this population through implementing the succession of steps in the concrete-pictorial-abstract approach to problem solving. While general education students can often comprehend and operate immediately within the abstract phase of problem solving, we can quickly bring students with learning disabilities in mathematics up to this level with this multiple representational curriculum modification.</p>
<p>Samantha Lane s.a.lane@eagle.clarion.edu  Hannah Reed h.m.reed@eagle.clarion.edu</p>	<p>Clarion University of Pennsylvania</p>	<p>Connecting the dots: History and Mathematics</p>	<p>Connecting the dots between history and mathematics is something not many teachers do. With a combination of simulation and storytelling, we were able to bring to life “Gauss’ Little Lemma”. Sequencing can be more than just a pattern; it can be a problem to solve that brings history to life.</p>
<p>Christina Slavin CS780988@wcupa.edu</p>	<p>West Chester University of Pennsylvania</p>	<p>Incorporating Brain Breaks into a Kindergarten Classroom</p>	<p>Incorporating brain breaks into elementary classrooms increases students’ attention span and stamina during instructional activities. This presentation will display the different brain breaks that I used with the Kindergarten students and how it benefitted the students during instruction. Research on using brain breaks in classrooms will be discussed as well.</p>
<p>Lauren Valerio lv780737@wcupa.edu</p>	<p>West Chester University of Pennsylvania</p>	<p>Beyond the Script: Kinesthetic, Inquiry, and Technology Based Approaches</p>	<p>In order to increase student motivation, I have expanded scripted manuals to include kinesthetic, inquiry, and technology based approaches while maintaining original standards and objectives. This presentation will highlight several of the lessons that allowed students to become the pioneer</p>

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			in their own education through these multiple approaches.
Brittany Woll brittanywoll192@yahoo.com	Rowan University	The Daily Dozen	I have created a formative assessment, "The Daily Dozen", to use an exit slip. The data collected is measurable, and it allows me to check for understanding. Students rate their understanding of new concepts, reflect on their level of engagement, and provide feedback that could potentially launch another lesson.
Sarah Memon sarahmemon5@gmail.com	West Chester University of Pennsylvania	Literacy in the Content Areas	This presentation will display how students in a third grade classroom engaged in literacy-based activities across the content areas of math, science, and social studies. This presentation will display the strategies and teaching methods used during my student teaching experience. Incorporating literacy activities made the learning experience even more meaningful for students.
Alyssa Modesto AM785420@wcupa.edu	West Chester University of Pennsylvania	Utilizing a Flipped Classroom	A flipped classroom is a model of instruction that provides students with active roles through interactive learning experiences. This presentation will display the teaching methods, which require students to investigate content at home, utilizing technology, as well as uses of class time, devoted to personalized instruction and small group interactions.
McKenna Farquharson mf785255@wcupa.edu	West Chester University of Pennsylvania	Enhancing and Enriching Education Through Technology	Engaging and assessing young learners through the use of various types of new and innovative technology is essential to effectively teaching students of the 21st century. This presentation will focus on how technology can be used as a collaborative opportunity to not only engage students and enhance learning during direct instruction, but can be used to assess and receive immediate feedback about content knowledge from students. Various types of technology and assessments that were used in the classroom will be introduced in this presentation.

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<p>Jessica Marshall jh839574@wcupa.edu</p>	<p>West Chester University of Pennsylvania</p>	<p>Co-teaching and Collaboration: Benefits Everyone Involved</p>	<p>Through co-teaching and collaboration with my cooperating teacher, I am able to hone my skills, while students are able to experience the advantages of having two educators. Together, my cooperating teacher and I collaborate on content and execution. This experience exemplifies the saying “two heads are better than one.”</p>
<p>Kimberly Rohrer kr787925@wcupa.edu</p>	<p>West Chester University of Pennsylvania</p>	<p>Instant Feedback: Formative Assessment using Plickers</p>	<p>Assessing students’ understanding of objectives takes up a large amount of time in the typical classroom now. This presentation will introduce a technological tool that can be used in the classroom to assess students’ understanding that is both exciting for the students and beneficial for the teacher. Plickers is a free technological tool that provides educators with feedback so they can differentiate instruction and reteach based on students’ needs.</p>
<p>Kathryn Lehocky lehock86@students.rowan.edu  Abigail Erchick</p>	<p>Rowan University</p>	<p>The Quad Squad</p>	<p>The intent of this poster is to explain the concept and purpose of the quad-squad model, including benefits for teachers, clinical practice candidates, and students in the classroom. It’s further explained by sample materials used in the classroom both the teachers and the clinical practice candidates while co-planning instruction.</p>
<p>Sarah White Sarah.White@laroche.edu  Eric J. Bieniek eric.bieniek@sru.edu  Natalie Rugg natalie.rugg@laroche.edu</p>	<p>Laroch College</p>	<p>Educational Planning for transition aged students having Autism Spectrum Disorder (ASD) utilizing the Comprehensive Autism Planning System (CAPS).</p>	<p>There is a continued need to support learners having Autism (ASD) in mainstream schools. Educators should employ a comprehensive approach to learning considering sensory needs, capturing motivation, environmental accommodations, designing comprehensible instructional materials, appropriate instructional demands and identifying skills to teach to support long-term success. This case study presents one example of an individualized transition plan (ITP) for a transition aged learner on the spectrum to support inclusive learning and effective post-secondary transition.</p>

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<p>Greg Cison greg.cison@gmail.com</p> <p>Eric J. Bieniek eric.bieniek@sru.edu</p> <p>Natalie Rugg natalie.rugg@laroche.edu</p>	<p>La Roche College</p>	<p>Educational Planning for early elementary students having Autism Spectrum Disorder (ASD) utilizing the Comprehensive Autism Planning System (CAPS).</p>	<p>There is a continued need to support learners having Autism (ASD) in mainstream schools. Educators should employ a comprehensive approach to learning considering sensory needs, capturing motivation, environmental accommodations, designing comprehensible instructional materials, appropriate instructional demands and identifying skills to teach to support long-term success. This case study presents one example of an individualized plan (IEP) completed during field experiences for an early-elementary learner on the spectrum to support inclusive learning.</p>
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**Saturday, April 30 ~ Lunch with Student Presentations 12:00-1:00 (Ballroom)**

<b>Student Name &amp; Email</b>	<b>College/University</b>	<b>Title</b>	<b>Abstract</b>
<p>Sierra Gruff sgruf14006@wildcats.wilmu.edu</p> <p>Audrey Shearon</p> <p>Melodie Miller</p>	<p>Wilmington University</p>	<p>A Year-long Clinical Residency: What Cares?</p>	<p>This presentation is a student teacher's perspective on an extended field experience. It highlights the benefits of a year-long residency for the student teacher and the students. It showcases the differences and additional opportunities experienced and it also exemplifies how the co-teaching model enhances teaching and learning in the classroom.</p>
<p>Brittany Schiavo BS780417@wcupa.edu</p>	<p>West Chester University of Pennsylvania</p>	<p>Multiple Intelligences + Creativity = Meaningful Learning</p>	<p>During my student teaching experience, I made sure to always include a variety of teaching modalities in order to meet the needs of my learners. I took what I needed to teach from my school districts curriculum with the current PA Core Standards to incorporate activities that involved my students getting up out of their seats, using their creativity, using multiple disciplines, connecting to the community, and many more. I will display multiple teaching strategies fellow educators can incorporate and implement in their teaching.</p>

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Cynthia Kline ckline7@live.esu.edu	East Stroudsburg University of Pennsylvania	SLO Research Study in a 4th Grade PDS Site	In my second student teaching placement in a fourth grade classroom at my PDS site, I will be learning about my students' abilities by conducting an SLO research study. I will determine the group of students to assess and best instruct to reach my goals.
Desiree Brown dbrown54@live.esu.edu	East Stroudsburg University of Pennsylvania	All about Reading Fluency!	In my student teaching placement at my PDS, I will be conducting a SLO research project with a targeted group of students to increase their reading fluency. Working with my cooperating teacher, I will collect data and use that data to assess whether or not their fluency increased.
Lauren Monteith <a href="mailto:lmonteith@live.esu.edu">lmonteith@live.esu.edu</a>	East Stroudsburg University of Pennsylvania	SLO Research in a 3rd grade PDS classroom	In my second half of student teaching I will be conducting my SLO research. This PDS third grade classroom has a diverse ability range from which I will identify students to help improve their learning by providing them with a variety of instructional strategies.
Samantha Mason smason5@live.esu.edu	East Stroudsburg University of Pennsylvania	SLO in a 3rd grade Classroom	In my PDS student teaching placement, I will develop and implement a SLO project. My goals will be to identify a targeted population of these 3 <sup>rd</sup> grade students by increasing skill level by increasing their use of technology.
Jaime Giordano jgiordano4@live.esu.edu	East Stroudsburg University of Pennsylvania	SLO in a Multi-Disability Self Contained Classroom	While student teaching in a Multi-Disability classroom, I will be conducting an SLO research study in which I identify a target population to assess and use focused instruction to help meet student IEP goals. I will be working with students in the 10-12 age range in a fully self-contained classroom.
Ashley Brown abrown2@live.esu.edu	East Stroudsburg University of Pennsylvania	SOL research in a low SES	In my student teaching PDS placement, containing diverse and low SES 4 <sup>th</sup> grade students, I will be conducting an SOL research project testing the success rate of hands-on activities directly correlated to an increased understanding of a specific subject area.

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Tanya Lorah tlorah1@live.esu.edu	East Stroudsburg University of Pennsylvania	Bridging the Head Start Gap	My SLO research in a kindergarten PDS classroom. It will be using engaging interventions and instruction of early literacy to help bridge the gap of students who have had pre-k and head start experiences and those who have not had that experience.
Alexandra Heltzel aheltzel@live.esu.edu	East Stroudsburg University of Pennsylvania	SLO Research in a 1 <sup>th</sup> Grade P.D.S School	My SLO research will take place in a P.D.S. first grade classroom. It will involve engaging instruction and technology in order to improve reading fluency. This will be beneficial to this diverse classroom of learners.
Samantha M Everts sevarts1@live.esu.edu	East Stroudsburg University of Pennsylvania	Kinesthetic Learning in Kindergarten	My SLO presentation will be targeting my PDS placement in Intensive Kindergarten during my student teaching placement. I will be focusing on my SLO to teach a group of numerous students that target the kinesthetic learner.
Meghan O'Toole motoole1@live.esu.edu	East Stroudsburg University of Pennsylvania	SLO in PDS	I will be presenting my SLO research that was conducted in my 4 <sup>th</sup> grade PDS classroom. This presentation will discuss interactive learning and engaging activities in mathematics. This is a diverse classroom and the learning through the SLO will benefit many of the students.
Amalia Velazquez velazqua2@newpaltz.kmail.newpaltz.edu	State University of New York at New Paltz	Incorporating STEAM in Elementary Classrooms	Through hands-on activities at the Blue School, key skills are fostered including creativity, critical thinking, and the ability to build social relationships. The importance of a challenging inquiry-based environment is evidenced through different projects that my students created using the design-thinking process, incorporating all components of STEAM in elementary classrooms.
James Gaeta jgaeta4@ycp.edu	York College of Pennsylvania	Education Technology	The need for technology in education is growing rapidly. Individuals who want to be effective educators must attempt to understand the technologies and interests of their students and apply them where possible in the classroom. My presentation will show my own success using technology in my field

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			experience, as well as highlight the ways in which several educational technology tools can engage student learning.
Lauren Best L.E.Best@eagle.clarion.edu	Clarion University of Pennsylvania	Understanding and Adapting to Students' Needs	Recognition and sensitivity to students' backgrounds, and circumstantial differences is vital in understanding motivational triggers for individual students. This presentation will address strategies used in a low-income middle school to encourage students to capitalize on their potential.
Ashley Wheeler awheeler1@ycp.edu	York College of Pennsylvania	Exploring Culture Through Technology Collaboration	Technology is an excellent asset to the classroom. This presentation will display ways that I used educational technology in my field experience, such as Nearpod to interactively aid students in exploring cultures as well as conceptually discuss their findings.
Kara Kiska kiskak@miser cordia.edu  Nicole Hunsinger hunsinn2@miser icordia.edu	Misericordia University	How Implementation of Pennsylvania's Act 82 Affects Middle Schools	The purpose of the proposed project is to determine through structured interviews whether middle school teachers in fact have newly developed reservations about including students with disabilities (because they might affect their Act 82 ratings).







