Development of Prosocial & Active Learning (PAL) Classrooms Intervention

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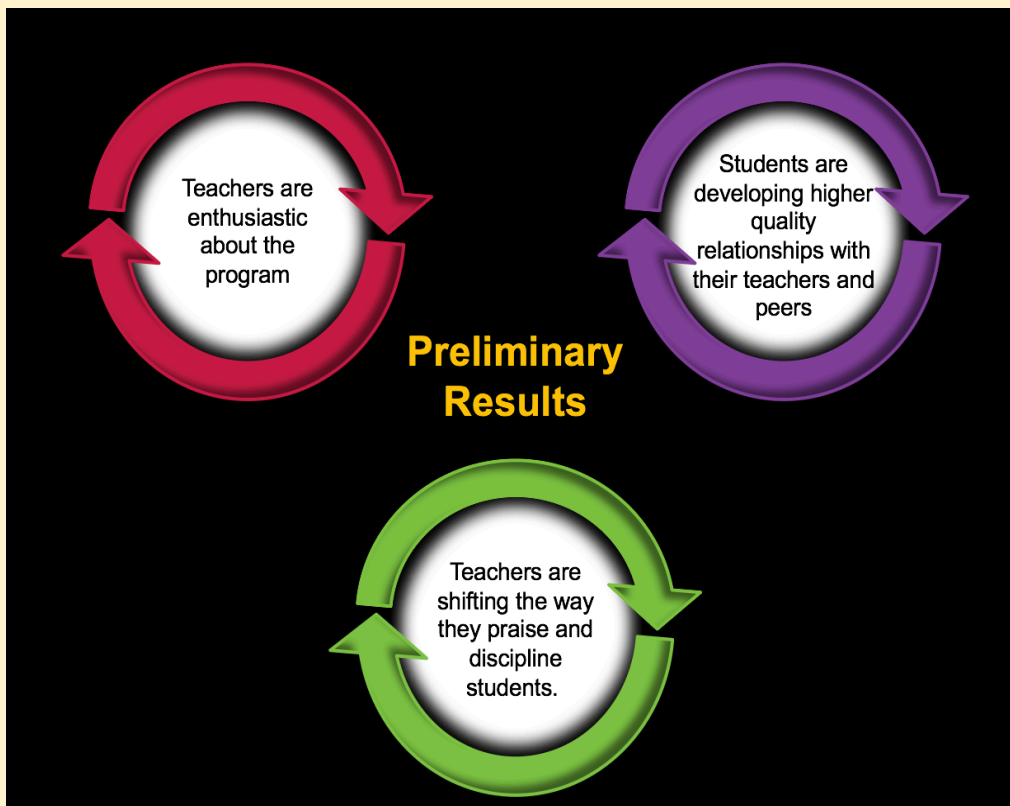
INTRODUCTION:

The University of Missouri in addition to **eMINTS** National center collaborate in developing the Prosocial and Active Learning (PAL) **5-year (2018-2023)** professional development program.

- Prosocial Skills
- Technology Rich Learning Environment
- Problem - based Learning
- Research - based Instructional Strategies

APPROACH:

- Focus on prosocial, rather than negative, behavior.
- Is integrated into the regular curriculum, not an "add on."
- Promotes prosocial teaching behavior in technology-rich, collaborative problem-based learning environment.

Preliminary Results

- Teachers are enthusiastic about the program
- Students are developing higher quality relationships with their teachers and peers
- Teachers are shifting the way they praise and discipline students.

"By showing/modeling that I care about my kids in actions and words, they … change negative behavior into positive behavior. It makes learning better in my classroom, but also for the classrooms of their future teachers and the community they will live in as adults/citizens."

—*Teacher participant*

PAL CLASSROOMS

PARTICIPANTS:

- Three Midwestern (rural), Title I schools
- Six 5th grade teachers (and their 113 students) from the 3 schools participated
- Focus on math and science instruction

DATA COLLECTION:

Qualitative:
- Classroom observations
- Book Study feedback
- PD feedback
- Teacher Journaling

Quantitative:
- Students and teachers participated in a pre and post test survey of climate, engagement, and relationships.

INTERVENTION:

- Year-long teacher intervention
- 60 hours face-to-face PD
- 6 in-class coaching sessions
- Online community of practice
- Collaborative book study