



Research Intensive PDSs Sustaining Inquiry

Across PDS Faculty, Preservice Teachers, University Faculty




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Benedum Collaborative - West Virginia University


Inquiry: Past and Present



- [**Preservice Teachers:** Required AR (2000)
- [**PDS Teachers:** "Action Research Fellows"
- [**AR Faculty:** Study the AR component and present at conferences
- [**University Faculty:** varied individual agendas
- [**2011:** "Action Research" to "Teacher Inquiry"




"Research Intensive PDS"



- [Professional Development-Renewal Work
- [Support from County Superintendents
- [Program and County financial support
- [Report on findings April 1, Teacher Inquiry Conference

Grant Features



- [Connect to NCATE PDS standards
- [Collect data
- [Involve WVU and preservice teachers
- [Proposals from within school or across schools
- [12 proposals - reviewed by PDS-WVU committee

Funded Projects



- [**Bruceton School:** Writing Curriculum K-8
- [**Mason-Dixon ES:** Literacy Fluency Prof. Development
- [**West Milford ES:** Using iPads to Develop Vocabulary
- [**Marion County (4 PDS):** PBL - 21st Century CSOs

Bruceton School

Preston County, WV

Units of Writing: Developing a Yearlong K-8 Curriculum

- Based on Lucy Calkins and Woodburn ES, Mon County
- Writing and reading achievement
- Alignment: horizontal for each grade; vertical across grade levels
- Dr. Meadow Graham, Literacy, WVU

Bruceton School - Actions to be taken

- **Kick-off celebration with Dr. Meadow Graham**-March 15
- **Resource pack:** Calkins' Units of Study-March 15
- **Book study:** Lucy Calkins- March 29-May 24



The Nuts and Bolts of Teaching Writing
A Guide to the Writing Workshop



Bruceton School - Next school year

- **Calkins:** "Launching the Writing Workshop, The Conferring Handbook, Writing for Readers, Raising the Quality of Narrative Writing"
- **Develop writing units based on first two books**
- **Develop curriculum:** horizontal for each grade, vertical across grade levels
- **Data:** writing samples, student portfolios, WESTEST2, WV Writes, teacher / student surveys

Mason-Dixon ES

Monongalia County, WV

Research-based Practices of Fluency Instruction



- **Nov 2010:** Timothy Rasinski seminar
- **Jan-April:** Videotape and analyze fluency lessons
- **Teachers contracted to do this work even without funding!**
- **Teachers chose this project.**



Mason-Dixon ES - Action So Far



- Pre-Survey on job-embedded professional development.
- Attended Rasinski seminar
- **Nationally-board certified teacher realized there were new ways to teach fluency**
- PD sessions: AR cycle (2), Lesson Study and videotape lesson practice (1), Fluency research (1)

Mason-Dixon ES - Actions to be taken

- 2 PD sessions on fluency, 3 PD sessions analyzing lessons
- **Monday sessions leave teachers energized**
- Videotape 3 fluency lessons: "can be painful"
- Post-survey on job embedded professional development
- **Already decided to expand work on comprehension**



West Milford ES

Harrison County, WV

Using iPads to Develop Vocabulary Development in All Subject Areas



West Milford Elementary
226 School Street, West Milford, WV | 304-329-7030

- iPad Vocabulary Lessons



West Milford ES - Actions so far



West Milford ES -



West Milford ES - Actions to be taken



- Data: DIBELS word use fluency in grades K2
- DIBELS oral reading fluency in grades 1-2
- Acuity benchmark and reading comprehension in grades 3-5


East Dale ES, East Park ES, White Hall ES, Rivesville ES/MS Marion County, WV

Designing and Teaching PBL Units

- **Driving questions:**
 - How does one design, teach, evaluate PBL?
 - How does one manage PBL teaching?
 - How does one build PBL-capacity in a PDS?
- **2 team meetings:** course feedback
- **Superintendent** feedback and buy-in
- **Align** WVU course with WVDE

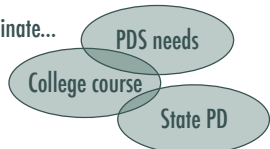


Marion County



- WVU course coordinates PBL activity
- WVDE template, rubrics structure PBL teaching
- Interns design/teach/share/revise in a PDS
- PDS teachers coteach-evaluate

Coordinate...



Course-PDS Schedule

| January | February | March | April |
|---|--|--|---|
| Design 4 PBL units by 8 Interns using WVDE template | Teach units | Share findings in PD Event in 4 PDS: PPT, handout, materials given to schools | Revise units for WVDE publication |
| WVDE rubric: Teacher PBL-trained teacher WVU professor | Modified WVDE rubric: Teacher PBL-trained teacher | PDS teacher feedback WVU feedback | WVDE template requirements |
| Units for Portfolio Use | | We are here | |

**East Park ES
White Hall ES**
4th grade - 2 Interns

Frugally Fixing Frosty

How to construct a 3D snowman given a budget and location?

Individual products:
Peer & Self Collaboration assessment
PBL survey

Group product:
Budget proposal
Blueprint design
Completed snowman
Progress photos
Oral, PPT Presentation





East Dale ES
3rd grade - 3 Interns

Money Doesn't Grow on Trees

Why should I know how to use and budget money?

Individual products:
Money dictionary
Adding items to dictionary

Group product:
Bar graph comparing store prices
Calculate family meal costs
Restaurant menu





East Dale ES
6th grade - 2 Interns

Will I or Won't I Eat it?

How do I make appropriate proportions when preparing meals?

Individual products:
Recipes - proportions
Meal description

Group product:
Themed restaurant menu

Rivesville MS
7th grade - 1 intern

Literacy Stations and Striped PJs

What are the major literacy elements, how are they used in a novel and how are they applied in our lives?

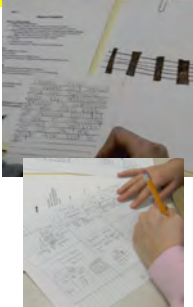
Individual products:
S1: Character trait chart
S2: Plot mountain, comic strip
S3: Symbolic life object
S4: Children's book

Group product:
S5: Movie script





Literacy Stations through the Striped Pajamas
Katie Armentrout - UNIT DESIGN

- **Intern AR:** students' test score data
- **Stations:** Characterization, Plot, Symbolism, POV, Foreshadowing
- **Groups:** movie script (foreshadowing) and Children's Book (POV)
 - **Grouping:** R/LA level, tests, observations
- **Individual:** FB page (characterization), Comic Strip (plot), Novel object (symbolism)



Literacy Stations through the Striped Pajamas
Katie Armentrout - UNIT TEACHING



Day 1

- Set expectations
- Discuss novel
- Discuss stations, checklist, discipline plan

Days 1-5

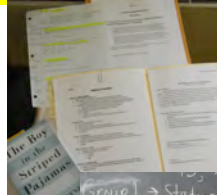
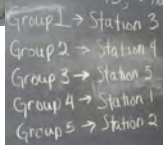
- Student rotations, 3rd & 7th periods, 45 minutes ea
- Flexibility: interruptions, time constraints
- Student journal entries

Literacy Stations through the Striped Pajamas
Katie Armentrout - GUIDELINES

- Discipline plan = Student responsibility
- Student checklist = Student performance

Revisions/Reflections

- Mini-lesson on Holocaust before stations
- Station time needs varied



Sustaining inquiry...

- : Share research across networks
- : Provide professional development for each PDS
- : Fund research efforts across the Collaborative
- : Create an environment of inquiry for pre-service teachers to learn in



Year two...

- | **Expand** the initiative to more partner schools
- | **Align** inquiry across PDS (like Marion County)
- | **Align** inquiry within PDS (in-service/pre-service)
- | **Share** new knowledge within and across partnership
- | **Share** ideas and elicit feedback from other partnerships



March 1-2, 2011



Challenges



- : **Limiting** funds leads to competitive processes
- : **Empowering** each PDS to engage in inquiry
- : **Involving** greater participation at each PDS site
- : **Integrating** "Benedum Stuff" with "Other Stuff" at each PDS

Recommendations



- : How is your partnership doing research?
- : How do you (or can we) share this research?
- : How do you (or can we) engage **all** of your stakeholders?
- : What successes can you provide to guide the work of all partnerships?
- : What barriers do you (or all of us) face - how do we collaborate to overcome them?

Email us!