

Research Intensive PDSs Sustaining Inquiry

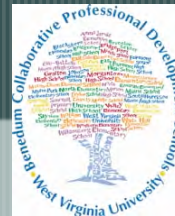
Across PDS Faculty, Preservice Teachers, University Faculty



Katie Armentrout - Robin Hagedorn
Linda Hennen - Beverly Wiles - Susan Taylor
Neal Shambaugh - Sarah Steel - Jason Jude Smith

Benedum Collaborative - West Virginia University

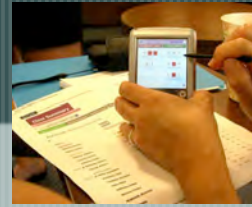
Inquiry: Past and Present



- [Since 2000 Preservice Teachers: Action Research
- [PDS Teachers: "Action Research Fellows"
- [AR ON AR: Conferences
- [University Faculty: varied individual agendas
- ["Action Research" to "Teacher Inquiry" in 2011



"Research Intensive PDS"



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

Grant Features

- [Connect to NCATE PDS standards
- [Collect data
- [Involve WVU and preservice teachers
- [Within school or across schools
- [12 proposals - review by PDS-WVU committee

"Research Intensive" PDS Grant
INTENT TO APPLY FORM

This year, PDSs have the opportunity to participate in a competitive process to receive grants that will support innovative professional development/renewal work. Recipients of these grants will have the special designation of "Research Intensive" PDS. Grants will be awarded in the amount of \$5000 - \$10,000, depending on the scope of the work planned. Grant proposals will be due in electronic format on November 15, 2010, and notification of awards will be made by December 15, 2010. All monies must be expended by June 30, 2011.

To be competitive, proposals should address the following guidelines:

- Make a strong connection to the NCATE PDS standards.
- Include a strong "action research" focus where participants are collecting data related to the initiative, and
- Involve representation from WVU and from preservice teachers.
- PDSs may submit projects which focus on their own school's initiative or projects that represent a collaboration across PDSs (may be across county lines if appropriate).

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

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 Confering 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

Research-based Practices of Fluency Instruction



- **Nov 2010:** Timothy Rasinski seminar
- **Jan-April:** Videotape and analyze fluency lessons

Mason-Dixon ES - Action So Far

- Attended Rasinski seminar
- Survey on job-embedded professional development
- 2 PD sessions on the AR cycle
- 1 PD session on Lesson Study, videotape lesson practice
- 1 PD session on fluency research

Mason-Dixon ES - Actions to be taken

- 2 PD sessions on fluency
- Videotape 3 fluency lessons
- 3 PD sessions analyzing lessons
- Complete final survey on job embedded professional development



West Milford ES

Harrison County

Using iPads to Develop Vocabulary Development in All Subject Areas



**West Milford
Elementary**

226 School Street, West Milford, WV | 304.326.7030

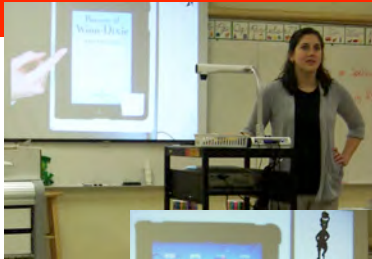
- iPad Vocabulary Lessons



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

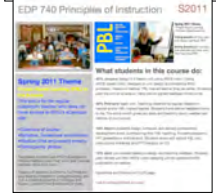
Designing and Teaching PBL Units

- **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
-
- More teacher ed' into the PDS
 - Coordination of WVU course, PDS student needs, and WVDE professional development guidelines

Course-PDS Schedule

January	February	March	April
<p>Design 4 PBL units by 8 Interns using WVDE template</p>	<p>Teach units</p>	<p>Share findings in PD Event in 4 PDS: PPT, handout, materials given to schools</p>	<p>Revise units for WVDE publication</p>
<p>WVDE rubric: Teacher PBL-trained teacher WVU professor</p>	<p>Modified WVDE rubric: Teacher PBL-trained teacher</p>	<p>PDS teacher feedback WVU feedback</p>	<p>WVDE template requirements</p>

Units for Portfolio Use

We are here

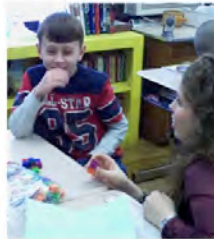
**East Park ES
White Hall ES**
4th grade - 2 Interns

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:

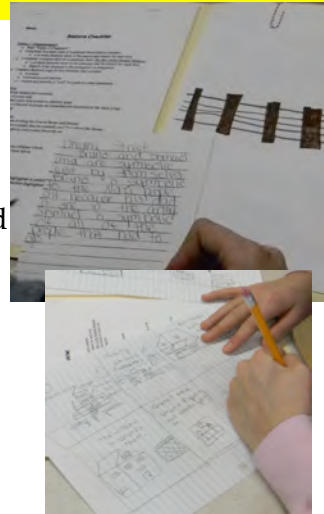
S5: Movie script



The Boy
in the
Striped
Pyjamas
JOHN BOYNE

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

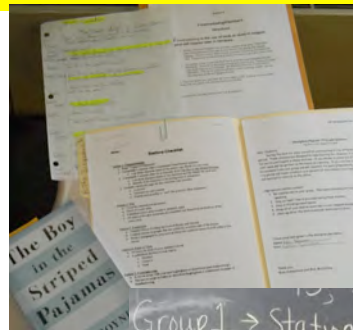
Literacy Stations through the Striped Pajamas

Katie Armentrout - GUIDELINES

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

Revisions/Reflections

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



Group 1 → Station 3
Group 2 → Station 4
Group 3 → Station 5
Group 4 → Station 1
Group 5 → Station 2

Marion County - Actions to be taken

Jan = Design Unit

Feb = Teach Unit

Mar = PD Event

May = Revise Unit



April 1: Morgantown

Teacher Inquiry Conference

- 5th year Intern Presentations
- Research Intensive Roundtables



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



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?