Study Group Funding Application
Coversheet
2011 - 2012

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Partnership School or District Longview Farm Elementary School/Lee’s Summit R-VII School District
Mailing Address  1001 SW Longview Park Drive, Lee’s Summit, MO 64081
Title of Study Group   Supporting Reading, Writing and Thinking in a Workshop Structure
MU Representative   Dr. Laurie Kingsley, LTC Assistant Professor of Professional Practice in Literacy

NOTE: An application must score a minimum of 25 points to receive funding. Any application receiving a score of zero on any one criterion will not be considered. Please respond to each of the following items. Some responses will require short narrative for sufficient explanation.

1. Classroom/building/district issue, topic, or question you will try to answer. Indicate the focus of your research, the issues you will investigate, or the question you will try to answer.

The building question(s) you will try to answer is/are:

Guiding Questions (These overarching questions are in line with building/district professional development plan goals, and stem from workshop/comprehension strategy work put into place 2008-2011.)
A. How do I integrate Thinking, Reading, and Writing, into a workshop?
B. What would good lessons look like for teaching Schema, Monitoring for Meaning, and Visualization during workshop?
C. How do I manage conferences and grade book issues in my workshop?
D. What do I say to kids during conferring as it pertains to refining writing?
E. How can I incorporate phonics and phonemic awareness into my workshop?
F. How can I make vocabulary or word study a significant and meaningful part of workshop?

2. Rationale. Explain why you want to do this project. What is the need, what will be the benefit, and for whom?

The National Reading Panel report (2000) concluded that teaching specific comprehension techniques such as questioning can enhance student reading achievement, but finds that professional development for teachers is necessary if effective teaching is to occur. Harvey and Goudvis (2007) suggest that teaching comprehension strategies as tools for thinking enhances student understanding not only in reading, but in all curricular areas. Teachers at Longview Farm are finding difficulty understanding how these comprehension strategies will fit under the umbrella of the state mandated Grade Level Expectations (GLEs) which are already in place. For example, learning more about how the GLE R1F: Pre Reading can be directly taught through the comprehension strategy of Monitoring for Meaning. Through book studies and professional development sessions, teachers will examine how the teaching of reading comprehension strategies impacts student thinking in reading and across the entire curriculum. This study will assist teachers in better understanding how to teach within a
workshop structure and also help with the process of finding a way to align state GLEs with the comprehension/thinking strategies that will ultimately enhance student understanding and achievement.

3. Outline. Who will be involved (includes staff members, students, parents)? What actions will be taken and where will the project occur? What is the proposed timeline? (indicate the schedule for implementation, data collection, analysis, report writing, completion.)

**July:** All K-6 staff members will identify the resource they wish to use during the 2011-2012 school year in order to carry out and implement their workshop. Texts already studied by staff include That Workshop Book and CAFÉ. The Longview Farm Workshop Adhoc team has identified appropriate texts for staff to choose from and those choices will be made so texts can be ordered and will have arrived for staff’s return date of August 10th, 2011. Each grade level will select the same book for resource study during the school year. The primary purpose of the text selected is to assist in answering the grade levels’ inquiry questions as well as providing for them information that will help them carry out effective reading/writing workshops in K-6 classroom settings. We hope to include teachers at each grade level from other schools throughout our district in our learning discussions as well.

**August:** Teachers will meet in their grade level teams to discuss and review the guiding questions they will be researching throughout the year. After these initial discussions have been completed, teachers will leave and begin making personal decisions as to the ONE guiding question discussed they want to choose as their professional development inquiry question for the school year. They will become an expert on this question by the end of the school year!

**September:** Teachers will be asked to come to this month’s meeting with reflective responses to their decided upon guiding question in the format of “What I know and feel comfortable with?” At this time, teachers will be asked to choose a question of inquiry they want to explore for the year. These questions do not have to be the same for each person in the grade level team. Guiding questions will be identified and posted in the teacher workroom area for reference by all staff members as teachers begin their focus of study for the school year so each teacher can see who is researching particular workshop aspects and can use that person or person(s) if needed during the year of focused study. Grade level inquiry teams will gather in September to complete their individual Professional Development Plans (PDP) for the year centered around the work they’ll do together as a team to answer the inquiry question. Teams will complete their PDP forms by the end of September and on the last Friday in September each grade level team will review their PDP plans with Dr. Rostine during their collaborative plan time. At this time, teachers and principal will sign off on the forms for Fall review. The plans should include any PD provided by the district or other professional, some component of observation in at least 2 other workshop settings, reflection of those observations, and documentation of collaborative discussion as a grade level inquiry team throughout the school year.

**October:** This would be the first of four visits by Dr. Kingsley. The date would be October 14th, 2011. During this time, Dr. Kingsley would provide collaborative structure for the entire staff. Inquiry groups would also share out in small groups to teach others about some of the early answers they are discovering in the area of inquiry they have chosen as a team.

**November:** During this time, teachers will meet specifically in their inquiry groups to continue discussing findings as well as make a decision as to how they will share out findings to their question(s) at the end of the school year with the entire staff.

**January/February:** Teachers will set up times to observe in other classrooms during the months of January and February. These observations can be in a teacher observation format without their students or could be in a “fish bowl” format while bringing their kids along with them so they, too, can observe learners in a workshop structure. Teachers will write a reflection after doing a classroom observation. Observation and classroom visits will be had during their 60 minute collaborative planning time or can be done during actual teaching time if preferred. Two additional visits by Laurie Kingsley will be scheduled during January 13 and February 17, 2012. Content of
these visits will be determine as the inquiry teams begin their study. Communication with Dr. Kingsley will be had so visits are designed around staff need at that particular time.

**March:** This month will be for presenting findings as inquiry groups to the entire staff. The date of this share out will be March 9th, 2012. Groups will provide summaries to share with other members of the staff. Celebration during this month avoids everything happening in April/May.

**April:** Reflective period—April 26th, 2012--Teachers will meet to complete a follow up survey and discuss the impact of the inquiry group. Teachers will offer suggestions for future new teachers and ideas for further professional development. Teachers will be asked to write a self-reflection upon the questions: How do I feel now about myself as a teacher? and What are my personal goals for growth as a teacher as a result of my discoveries? Teachers will compare these answers to those given in September and share as a group. During this month, Dr. Kingsley will visit for her 4th and final time to create grant for the 2012-2013 school year as an extension to the work completed during the 2011-2012 school year.

4. **Collaboration.** Specify the ways in which the MU faculty member will collaborate with this study.

The Longview Farm team will work with Dr. Laurie Kingsley, Assistant Professor of Teaching in literacy, from the University of Missouri. Dr. Kingsley will provide 3-4 days of in-service that will include on-going, on-site collaborative partnering with classroom teachers during their workshops, participating in periodic staff meetings, as well as providing information and guidance through the district’s collaboration staff development calendar. To provide a more personalized approach to staff comfort levels for the work done throughout the year, group selected texts will be purchased through funding of this grant for faculty working with the K-6 population and will be the focus of discussion via Blackboard between the Longview Farm staff and Dr. Kingsley throughout the year.

5. **MPER Goals.** Indicate how this proposal aligns to MPER goals and focuses on improved student achievement.

**Goal #1**  
A collaborative partnership will be created to provide an effective, standards-based professional development program for Missouri educators.

**OBJECTIVES:**
1.3 Practitioners in the participating school districts, the University of Missouri faculty and staff, and the Missouri Department of Elementary and Secondary Education will collaborate in developing and promoting effective research-based instructional strategies, intervention approaches, and assessment systems for their schools.

1.4 Public school educators, MU faculty and staff as well as consultants that the partnership may choose, will develop professional development activities that draw upon the expertise of all who participate.

**Goal #3**  
The University of Missouri educator preparation programs will be structured in order to better prepare educators for a standards-based education system in Missouri’s public schools.

**OBJECTIVES:**
3.1 Participants will collaborate to determine the appropriate content and form of educator preparation.

3.2 The educator preparation programs will focus on high quality field experiences of candidates in
partnering school districts.

3.3 Educators from the partner schools and faculty of the MU Colleges of Education and Arts and Sciences will collaborate and share their knowledge of effective practice in local schools and to facilitate practitioner-led inquiry.

6. CSIP goal. Specify how this proposal connects to a specific CSIP goal.

The Lee’s Summit R-7 School District has identified Teaching and Learning as its first objective. The objective calls for maximizing the achievement of each student through an effective teaching and learning program. Strategy D initiates the implementation of district programs and practices that expand the learning opportunities for students. Task 7 of this objective puts into place the continuation of the development of strategic readers with an emphasis on the implementation of differentiated instruction. The continuation of our work here at Longview Farm in the area of readers’ workshop and the focus on the comprehension strategies connect to this goal by developing and strengthening the reading process for each child, K-6, based on the specific strength and deficit area at that particular time. By learning more about how to teach the comprehension strategies we can better address our students’ needs as readers, writers, and thinkers.

7. District or building support. Provide evidence of district or building support, including time and teacher materials for effective implementation.

Our district’s Comprehensive Literacy Model is designed around the Ellin Keene comprehension strategies taught through the workshop structure. In 2007-2008 teachers began to implement a workshop structure in their classrooms. Support work included classroom modeling and teacher debriefing sessions with Dr. Laurie Kingsley, and book study of Samantha Bennett’s That Workshop Book. Previously teachers had studied Debbie Miller’s Reading with Meaning, and participated in a year long professional development piece on comprehension strategies provided by Lori Conrad from the PBEC. During 2008-2009 and 2009-2010, extended work has continued through Dr. Kingsley’s consultations with Longview Farm as well as more in-depth in-services provided by PBEC. A variety of books and support materials have already been purchased to support teachers as they work toward implementation. During 2010-2011 school year teachers continued to refine the workshop structure by the universal study of The CAFÉ Book written by Gail Boushey and Joan Moser. Professional Development Plans began this year to take a more individualized appearance and began to include more components of learning by observing others. This type of structure is what we’d like to continue at this time.

8. Project success. Indicate how this proposal collects and provides evidence to support project success.

Teachers will be surveyed before and after the study to evaluate their comfort level regarding the progress made based on the inquiry question of their choice. Each K-6 teacher will also spend time observing in others’ rooms during the implementation of workshop. Grade levels will begin to produce units around the thinking strategies which may change over time as teacher knowledge increases. Student achievement will be monitored through the tracking of Student Developmental Reading Assessment (DRA) scores, universal screening two times a year through Aimsweb progress monitoring, administration of the Northwest Evaluation Association’s MAP (NWEA), administration of the Student Reading Inventory (SRI) and/or on-going anecdotal records.

9. Is this a continuation/second year study application? If this is a “continuation/second year” study application, explain how this year’s proposal will build upon / enhance last year’s study.
This is a continuation of our 2010-2011 grant. Our work with Dr. Kingsley this year was interrupted on several occasions due to excessive snow days so we’d like to use much of the skeleton framework of our previous grant to continue forging ahead in greater understanding of workshop structures and content. Another large piece of this year’s focus will be the incorporation of the five literary elements of phonemic awareness, phonics, fluency, vocabulary and comprehension. Our grant work has provided the structure and framework needed to effectively incorporate a workshop approach in our literacy instruction. Dr. Kingsley’s partnering with us taught us about how our management of literacy instruction would compliment deeper literacy focus with our Kindergarten-6th grade student population. This proposal will enhance work already begun as teachers identify a more focused guiding question which is based on teacher understanding and/or phase of implementation.

10. References:


Budget cannot exceed $1,500.00.  

Estimated Budget for Building/District (complete those that apply):

- Substitute Teacher Costs: NA
- Stipends (hourly rate $ ________) : NA
- Consultant Fee for Non-MU Representative: NA
- Mileage for Non-MU Representative ($0.48 cents per mile): NA
- Other Consultant Expenses (please list details): NA
- Materials, other resources (please list details): $395.04

Once identified in July, the text selections by grade level members will be purchased from the identified amount above ($395.04). Average cost per book, including shipping, will be between $15-$16 dollars.

Subtotal for Building/District Expenses: $395.04

Estimated Budget for University Expenses* (complete those that apply):

- Consultant Fee for MU Representative (must include benefits): $650.00
  Laurie Kingsley ($ 603.81 salary + $ 46.19 benefits) paid April 2011 ??
- Mileage for MU Representative ($0.48 cents per mile) 4 visits (Oct, Jan, Feb, Apr): $454.96
- Other Consultant Expenses (please list details): _______

Subtotal for University Expenses: $1,104.96

Total Cost for Proposal (Building/District + University): $1,500.00

*Study Group proposals, including budgets for University Expenses, must be approved by the faculty member’s department chair to determine if the work is a part of his/her assigned workload or is additional compensation above and beyond his/her assigned workload. Please attach an email to this application from the faculty member and his/her department chair indicating his/her approval of the collaboration efforts.

NOTE: For approved proposals, the district will be sent only monies budgeted for their expenses. Budgeted monies for the MU Representative will be transferred to the MU Representative’s department at the conclusion of the study.