

*Distinguished Teacher in Residence Program***Cover Sheet, Assigned Time Grant Proposal for AY 2019-20**

TITLE OF GRANT PROPOSAL: Bringing Making and STEAM to Reading Workshop/Makerspace for Transitional Kindergarten, Kindergarten, and First Grade (Phase 2)

TO: Distinguished Teacher in Residence Committee

FROM: Dr. Christiane Wood, Assistant Professor Literacy Education

Brief description of grant proposal:

The proposed continuing project, Bringing Making and STEAM (Science, Technology, Engineering, Arts, Math) to Reading Workshop/makerspace, aims to provide increased multimodal literacy opportunities for TK – (transitional kindergarten), Kindergarten, and 1st-grade students at San Luis Rey Elementary School in the Oceanside Unified School District. With the support of CSUSM literacy faculty member, Christiane Wood, the TK (transitional kindergarten), kindergarten, and first grade teachers will work collaboratively to plan, implement/teach, and assess literacy instruction and activities that enhance children's meaning making through "making" and STEAM integration during Reading Workshop and in the school's makerspace that was a result of a pilot project during AY 18-19.

District/School Site Acknowledgement of proposal submission:

I have read and agree to partner with the School of Education at California State University San Marcos (CSUSM) for the attached Assigned Time Grant Proposal in my school or district.

Name: _____ Mr. Dominic Camacho, Principal

Signature



Date:

3/19/19

District Representative Principal – School Site Administrator (for each site)

Distinguished Teacher in Residence Program
Checklist, Assigned Time Grant Proposal for AY 2019-20

(Submit with Proposal)

APPLICATION IS COMPLETE WITH:

Cover Sheets with all required signatures	<input type="checkbox"/>
Check List	<input type="checkbox"/>
ATG Plan Proposal (to be submitted on the DTiR Assigned Time Grant Plan Proposal Template)	
Description of this as a new or continued project.	<input type="checkbox"/>
Objectives are clearly stated, measurable, aligned with standard(s), aligned with mission, and describe the population served.	<input type="checkbox"/>
Procedures are aligned with objectives and clearly stated.	<input type="checkbox"/>
Timeline is reasonable for units requested and includes evaluations at intervals.	<input type="checkbox"/>
Evaluation measures objectives, data collection, and analysis - yields useful.	<input type="checkbox"/>
Benefits are defined by outcomes for district and School of Education.	<input type="checkbox"/>
Previous grant reports if applicable are provided with evidence of efforts and successes.	<input type="checkbox"/>



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Distinguished Teacher in Residence Program

Plan Proposal, Assigned Time Grant for AY 2019-20

(Plan Proposal should not exceed 3 pages)

Title of Grant Proposal: Bringing Making and STEAM to Reading Workshop/Makerspace for Transitional Kindergarten, Kindergarten and First Grade (Phase 2)

Involved Faculty: Dr. Christiane Wood

Faculty Position for Academic Year: Full Professor Associate Professor Assistant Professor FERPer

Partnering District(s): Oceanside School District – San Luis Rey Elementary School

Proposal: <input type="checkbox"/> New Project <input checked="" type="checkbox"/> Continuing Project	Total Number of Units Requested: <u>6</u>
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Signature(s):

CSUSM Faculty Member, Signature & Date

Christiane Wood April 1, 2018

CSUSM Faculty Member, Signature & Date

CSUSM Faculty Member, Signature & Date

CSUSM Faculty Member, Signature & Date

1. **Type of Project** Applied Scholarship in Educational Settings
 Conducting Research related to SOE Mission

2. **Area of focus** ELL STEM COMMON CORE
 OTHER: Literacy and arts integration

3. **Proposed project.** Describe and connect to the SOE Mission.
The proposed continuing project, Bringing Making and STEAM to Reading Workshop/Makerspace, aims to provide increased multimodal literacy opportunities for TK (Transitional Kindergarten), Kindergarten through 1st-grade students at San Luis Rey Elementary School in the Oceanside Unified School District. With the support of CSUSM literacy faculty member, Christiane Wood, the TK, kindergarten, and first grade teachers will work collaboratively to plan, implement/teach, and assess

literacy instruction and activities that enhance children's meaning making through design thinking, making, and STEAM integration during Reading Workshop and the school's makerspace. The makerspace was created as a result of this project during the AY18-19.

High priority to improve and support the number of underrepresented groups with 21st literacy skills fuels educational initiatives to equally distribute learning opportunities for all children. First, there is a need for increased literacy opportunities around vocabulary learning, reading comprehension, and receptive and expressive language. Second, there is a need to increase exposure to content area and disciplinary literacies related to math and science. As our world becomes increasingly complex, there is a need to equip our current and future generations of children with knowledge and skills to gather evidence, make sense of information, solve difficult problems and apply what they know to not only contribute to new developments and innovations but also strive for equality and social progress. The goal of this proposed project is to expose children to design thinking, making, and STEAM-related curriculum embedded in a multiliteracies pedagogy framework during reading workshop and makerspace time.

Purposeful children's literature/picture books and teacher guided read-aloud provides an instructional approach to teaching critical thinking, design thinking, and interdisciplinary content. With teacher modeling, guidance, and support, children will be provided with opportunities for deeper literacy learning. Children will gain insights about how creativity and the generation of ideas can be cultivated through their engagement in "making" and STEAM related activities.

The Bringing Making and STEAM to Reading Workshop project proposes to use a co-teaching instructional model and collaborative approach to literacy instruction (between classroom teachers and CSUSM faculty). Together, Dr. Wood and the participating classroom teachers will seek to uncover how pedagogical practices and instructional activities of developing 21st-century literacy skills might be successfully and authentically integrated into conventional literacy instructional frameworks - such as Reading Workshop. The proposed project is anticipated to take place over the course of the 2019-20 academic school year.

The proposed project aligns with the School of Education's Mission to "collaboratively transform education by creating community through partnerships; promote and foster social justice and educational equity; advance innovative, student-centered practices; and inspire reflective teaching and learning." This project aligns with the School of Education's mission by enhancing CSUSM's partnership with Oceanside School District, providing literacy instruction to underserved populations, and inspiring reflective teaching and learning for both teachers and the CSUSM faculty through collaborative efforts to improve early literacy learning for all children. The outcomes from this project will help to inform my teaching of literacy classes in the credential program and will provide

opportunity for publications centered around integration of making and STEAM in conventional classroom settings with underrepresented populations of students.

Objectives Aligned with the CSUSM School of Education mission statement, this project will:

1. Provide yearlong ongoing support to TK, kindergarten, and 1st grade teachers related to literacy instruction that includes design thinking, making, and STEAM in support of innovative teaching practices.
 2. Provide weekly demonstration lessons to be observed by the participating classroom teachers to inspire reflective teaching and learning.
 3. Co-develop a professional guide that lists and describes texts and making/STEAM activities that support TK, kindergarten, and first -grade teachers and students related to the California ELA/ELD/Common Core State Standards and Next Generation Science Standards.
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4. **Detailed description of the activities.**
Provide a timeline.

NOTE: The equivalent time commitment for 3 units is approximately 135 hours and for 6 units 270 hours.

May-August 2019 - meet with principal, classroom teachers, and support personnel to create a yearlong plan for teaching demonstrations and co-teaching related to making and STEAM activities in reading workshop. Discuss assessment plan.

August 2019 - meet with classroom teachers to finalize themes and topics and discuss curriculum related to ELA/ELD, CCSS, and NGSS. Begin co-planning literacy lessons and activities.

September 2019- April 2020- Implement yearlong plan, meet with teachers (weekly), principal, and district personnel provide in class demonstration teaching and coaching.

April 2020 - Meet to discuss materials developed, discuss feedback, and determine future needs and goals.

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5. **End result.**
Project the anticipated outcomes.

The anticipated outcomes of this proposal are as follows:

Foster a community partnership with the Oceanside Unified School District.

Provide literacy and STEAM support to the underserved population of kindergarten through second grade students to promote and foster social justice and educational equity.

Through collaborative teacher and CSUSM faculty interactions, inspire reflective and innovative teaching and learning.

Children's improved reading and comprehension achievement and improved school performance.

Finally, this project will help us to reflect on making and STEAM related activities in reading workshop/makerspace and the development of a shared vision and goals for the future.

Guidelines and Procedures for DTiR Assigned Time Grants

Guidelines

- The Grant will run from May 2019 -April 2020.
- Each individual faculty member may receive a maximum of 6 assigned time units for the 2019-2020 academic year.
- Proposals should be developed cooperatively with district representatives, in narrative form, and limited to not more than two, single-spaced pages in length at a 12-point font.
- ***Please submit proposals electronically via e-mail to Karina Miastkowska, kmiastkowska@csusm.edu.***
- Incomplete proposals will not be considered.

Procedures

1. The DTiR Committee will send out a call for proposals to all tenure-line faculty by **February 7, 2019**. The call for proposals shall include a request for submitting reports of the previous year's activities if the applicant participated during the 2018-19 academic year.
2. The proposals will be due to the Director by **April 5, 2019**.
The DTiR Committee will review all proposals received. Selection will be based upon:
 - a. completeness of the application
 - b. viability of the project
 - c. match between units requested and depth of work proposed (committee may recommend fewer units if deemed appropriate)
 - d. the districts being served (See Consortium List, page 4)
 - e. anticipated benefits to the district(s)
3. The DTiR committee chairs will notify the Director of the SOE of the outcome on **May 1, 2019**, and the Director will announce the ATG awards on **May 6, 2019**.

Assigned Time Year-End Report

Assigned time year-end reports should include a brief overview of how your service/project/research contributed to the Mission of the SOE/CSUSM and an evaluation of intended outcomes. **Submission of the year-end report is necessary prior to the consideration of next year's proposal.** Assigned time proposals are the sole means by which the 3 or 6 units of instructional assigned time for this purpose will be considered and granted to individual faculty members. Therefore, faculty who do not submit both a year-end report and assigned time proposal will not be considered for an ATG the following year.

Please provide a short summary of work accomplished this past year. The year-end report should be approximately one page in length and may, in addition, include any necessary attachments. Reports should include:

- **Summary of project and work completed** (This can be in a narrative or bulleted format. Please include the target population being served or targeted journal venue for research findings / article)
- **Evaluation of intended outcomes** (Evaluation can include findings from data collected from a project, letters of support from appropriate district personnel in recognition of work completed, completed manuscripts for submission to journals, etc.)

School of Education Mission Statement

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community



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Distinguished Teachers in Residence Consortium List

<i>District</i>	<i>Representative</i>
<u>CARLSBAD UNIFIED</u> 6225 El Camino Real Carlsbad, CA 92009 760.331.5002	Robert Nye , Asst. Supt. rnye@carlsbadusd.net 760.331.5013
<u>ESCONDIDO UNION</u> 2310 Aldergrove Ave Escondido, CA 92029 760.432.2110	Leila Sackfield , Deputy Supt. lsackfield@eusd.org 760.432.2112
<u>ESCONDIDO UNION HIGH</u> 302 N Midway Dr Escondido, CA 92027 760.291.3201	Charan Kirpalani , Director HR ckirpalani@euhsd.org 760.291.3280
<u>OCEANSIDE UNIFIED</u> 2111 Mission Ave Oceanside, CA 92058 760.966.4006	Todd McAteer , Director of HR tmcateer@oside.us 760.966.4001
<u>POWAY UNIFIED</u> 15250 Avenue of Science San Diego, CA 92128 858.521.2800	Sandra Huezo , Director of HR shuezo@powayusd.com 858.521.2762
<u>SAN MARCOS UNIFIED</u> 255 Pico Ave, Ste. 250 San Marcos, CA 92069 760.752.1294	Gabriella Gomez , Director of El. Ed. Gabriella.gomez@smusd.org 760.752.1255
<u>TEMECULA VALLEY UNIFIED</u> 31350 Rancho Vista Road Temecula, CA 92592 951.676.2661	Jodi McClay , Asst. Supt. ESS jmcclay@tvusd.k12.ca.us
<u>EPIPHANY PREP CHARTER-ESCONDIDO</u> 725 N. Escondido Blvd. Escondido, CA 92025 760.280.0028	Jose Manuel Villarreal , Vice President jvillarreal@epiphanyprep.org 619.677.2180