



Distinguished Teacher in Residence Program

Cover Sheet, Assigned Time Grant Proposal for AY 2019-20

TITLE OF GRANT PROPOSAL: Coaching and demonstrating effective middle school reading and writing for the success of all students

TO: DTiR Assigned Time Grant Review Committee

FROM: Laurie Stowell

Brief description of grant proposal:

Coaching and demonstration teaching in Woodland Park Middle School English Language Arts classes. Faculty will work with ELA teachers to utilize the co-teachers more effectively to differentiate for all students' success in reading and writing. We will implement more diverse writing experiences, determine effective formative assessments and collect WPMS annotated student writing samples for future teaching of writing.

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: Tiffany Campbell, Director of Secondary Curriculum, SMUSD

Signature:  Date: 4/2/19

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

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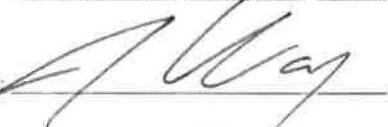
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Name: Josh Way, Principal, Woodland Park Middle School, SMUSD

Signature: 

Date: 4/2/19

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 Sheet(s) with all required signatures	<input checked="" type="checkbox"/>
Check List	<input checked="" 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 checked="" type="checkbox"/>
Objectives are clearly stated, measurable, aligned with standard(s), aligned with mission, and describe the population served.	<input checked="" type="checkbox"/>
Procedures are aligned with objectives and clearly stated.	<input checked="" type="checkbox"/>
Timeline is reasonable for units requested and includes evaluations at intervals.	<input checked="" type="checkbox"/>
Evaluation measures objectives, data collection, and analysis - yields useful.	<input checked="" type="checkbox"/>
Benefits are defined by outcomes for district and School of Education.	<input checked="" type="checkbox"/>
Previous grant reports if applicable are provided with evidence of efforts and successes.	<input checked="" type="checkbox"/>



DISTINGUISHED TEACHER
IN RESIDENCE

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: **Coaching and demonstrating effective middle school reading and writing for the success of all students**

Involved Faculty: **Laurie Stowell**

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

Partnering District(s): **San Marcos Unified School District**

Proposal: New Project Continuing Project

Total Number of Units Requested:	6
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Signature(s):

Laurie Stowell 4.5.19
CSUSM Faculty Member, Signature & Date

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:

3. Proposed project. Describe and connect to the SOE Mission. **Improving students' writing and reading skills helps them succeed inside and outside the classroom. Effective writing and critical reading are vital components of students' literacy achievement, and writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. Indeed, writing and reading are life-long skills that play a key role in post- secondary success across academic and vocational disciplines. To be informed, teachers must constantly examine what good writing is, strategies of effective readers**

constantly examine what good writing is, strategies of effective readers and understand the writers and readers she or he is working with, understand what it means to be a critical reader and effective writer, and use formative and summative assessment data to inform his or her instruction.

San Marcos Unified Schools Secondary Curriculum Coordinator Tiffany Campbell asked me to work with the English Language Arts teachers at Woodland Park Middle School (WPMS) regarding their writing and reading practices. I would spend one day a week throughout the academic year at Woodland Park Middle School either demonstration teaching, coaching or planning with the middle school teachers. In consultation with Tiffany Campbell and WPMS Assistant Principal (and overseeing language arts teachers) Jennifer Gutierrez, we have determined that the goals are:

- 1) Coach and demonstrate best practice in middle school reading and writing in the ELA classrooms;
- 2) Demonstrate and coach teachers and students in providing effective feedback of student writing, one-on-one and in small groups;
- 3) Design differentiated instruction within middle school ELA classes to meet the needs of all learners especially utilizing the co-teaching model;
- 4) Determine gaps in adopted curriculum (*Springboard*) and create opportunities for diverse writing experiences;
- 5) Utilize formative (and summative) assessment to inform instruction;
- 6) Plan weekly, monthly and across the year gradual release teaching toward independence in reading and writing;
- 7) Select *Springboard* texts as mentor texts for writing;
- 8) Collect WPMS student writing samples across a school year from 6th, 7th and 8th grades and annotate with teachers to utilize as mentor texts for future lessons.

Tiffany also asked me to meet with the English teachers at San Marcos High and Mission Hills High School to demonstrate and coach effective feedback for writers in order to move them into more sophisticated writing. I will meet with them during department meetings and district professional development.

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 San Marcos Unified School District, providing reading and writing instruction to underserved populations, and inspiring reflective teaching and learning for both middle school and high school teachers. Because the middle level credential program is housed on-site at WPMS, I can invite CSUSM middle level credential candidates to observe me and possibly work with small groups of WPMS students as well. Through this proposal, San Marcos middle school teachers will have the opportunity to reflect upon and advance their practice through new instructional and assessment methods regarding writing and reading. This proposal provides an opportunity for me to better understand the challenges middle school teachers face in implementing the ELA curriculum within a co-teaching model. Learning from the teachers and my experiences coaching and teaching the *Springboard* Curriculum will enable me to bring that learning to my credential candidates, graduate students and writing project teacher leaders. I will also continue to reflect upon and learn from the practices of the teachers and from the students in their classes as well.

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.

Timeline

May 2019: Meet with WPMS 6th, 7th.and. 8th grade language arts teachers to discuss their needs and create a plan for starting in August 2019. Consult with Jennifer Gutierrez and Tiffany Campbell

June and August, 2019: Become familiar with *Springboards* curriculum. Plan overview of year. Set up a schedule to meet with teachers demonstration teaching and meeting during planning periods with ELA. Teachers and co-teachers.

August, 2019: Meet with ELA teachers to set up logistics for demonstration teaching and coaching for the semester.

September to December 2019: Implement the year long plan, meeting with teachers and in class demonstration teaching. Begin to gather student writing to use as annotated mentor texts.

January 2020: Revisit PD plan with appropriate district and school site leadership and ELA teachers and make necessary adjustments for spring semester. Gather feedback from teachers Consider San Marcos Writing

Project teacher leaders who could also lead a workshop or demonstrate effective lessons.

January to June 2020: Implement revised (if necessary) PD and coaching plan. Continue demonstration teaching, coaching and planning. Continue to gather student writing and annotate with teachers and students.

June 2019: Gather feedback from teachers about what worked and what could be improved. Create collections of student writing that demonstrate exemplars of various aspects of writing of the three domains and can be used as “teaching texts” for future WPMS middle school students.

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

The first and most important outcome will be a cohesive shared vision of best writing and reading practice in 6,7,8th grade ELA classrooms at Woodland Park Middle School. I will spend a year coaching teachers and students toward that vision.

Secondly, we will also have a shared articulated vision of effective feedback from middle to high school in San Marcos Unified School District.

Third, we'd like to gather student writing for middle school calibration, scoring, and data analysis of student writing. By the end of the year we would like to have a calibrated rubric with anchor papers as well as annotated exemplars for each writing domain at each grade level that are representative of San Marcos students.

Best Writing Practice for Implementing Units of Study in 2-5 classrooms
Vista Unified School District
Academic Year 2017-18

6 units

Submitted by Laurie Stowell

Objectives:

(1) Participate in the planning and facilitation of 2nd and 3rd grade teacher professional development, 2) Provide ongoing support to district literacy coaches to build internal capacity, 3) Provide ongoing support to principals to build internal capacity, 4) Demonstrate classroom lessons from the Writing Units of Study, 5) Co-develop student mentor texts for each grade level

1. **Met with ELA/ELD Resource Teachers (RT) as a group three times** to describe overview of the project, check in and get feedback. I also had one on one time with each RT when I visited each school site. We were able to plan next steps for teachers following my lessons, trouble shoot challenges and generally talk about implementing best practice in writing.
2. **Taught Demonstration Lessons every Tuesday in a second or third grade classroom.** Elementary Literacy Coordinator Wendy O'Connor set up a schedule for me to visit second and third grade classrooms every Tuesday (see attached schedule "DTiR 2017-2018 Plan for K-5 Writing") The bulk of my time was spent planning and delivering lessons in all second and third grade classrooms in Vista. I also "hung out" in the teachers' lounge at lunch and chatted with teachers. If I returned to a school site (Sometimes I did half the classes one week and returned another day to do the rest), some teachers asked if we could meet to talk about writing in their classroom. During breaks between lessons, I hung out with the RT (Resource Teacher) and talked with her about coaching her teachers in writing. When there was a "break" in the schedule during a Tuesday or a "free" Tuesday I returned to fourth or fifth grade class that wanted me to return.
3. **Provide ongoing support to principals:** This year, one-on-one meetings proved to be more effective. Some principals invited the literacy coach and me to meet with them at lunch or when we had a break

between classes. I often stopped in the office when I arrived and said hello to the principal (if she or he was there) and gave them a copy of Lucy Calkin's article, "Growing Extraordinary Writers: Leadership decisions to raise the level of writing across a school and a district" (from *The Reading Teacher* July/August 2016). Principals often popped in on my demonstration teaching and walked with me to the next class. I took advantage of every informal opportunity to chat about supporting effective writing instruction.

4. **Develop Student Mentor Texts:** We put out a call to all the RTs to collect exemplars for each writing domain in each grade level and I asked teachers when I was at the school sites. We also collected some papers in K-1 last year. Wendy and I would like to work with the papers we have collected at a summer workshop or one workshop next academic year. If not I will continue to work with the papers to provide a resource for Vista teachers 2-5. I can label the papers with strengths and areas that can be taught.

5. **Final Evaluation:** I met three times one on one with Elementary Literacy Coordinator Wendy O'Connor to check in with her about how things were going and how I could revise as necessary. We were also regularly in touch by email and phone calls. I also asked the Resource Teachers (RTs) to provide feedback about what was helpful, not helpful and any other comments they had about the coaching and demonstration lessons. See RT's comments attached.

DTiR 2017-2018 Plan for K-5 Writing

Goal: Provide ongoing planning, professional development and support for the coaches, elementary teachers and principals in implementing the Lucy Calkins Units of Study and provide best practice in writing in elementary classrooms.

1. Coach support and Teacher support through classroom demonstration lessons:

Dr. Laurie Stowell will demonstrate a Writing Workshop lesson in every 2nd and 3rd grade classroom across the district. She will work with each Resource Teacher (RT) to arrange a schedule that allows her to teach up to four 45 minute lessons in a day.

Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
9/12 ML (4)	10/3 CA (4)	11/7 VAPA	12/5 FHO (4)	1/9 HA (4)	2/6 GV (4)	3/6 EM (4)	4/3 Open	5/1 LK
9/26 ML (4)	10/10 BE (4)	(4) 11/14	12/12 FHO (4)	1/16 HA (4)	2/13 TH (4)	3/13 GV (4)	(2) & AL (2)	(4) MM
	10/17 BE (4)	BO (4) 11/28		1/23 MV (4)	2/20 GV (1) &	3/20 Open	4/10 AL (3)	(4) 5/8
	10/24 OL (5)	BO (3) & FHO		1/30 MV (4)	EM (3) 2/27 EM	(4)	4/17 VAPA	MM (3)
	10/31 BO (2)	(1)			(4)		(4) 4/24 LK	5/15 ___ (4)
							(4)	5/22 ___ (4)

(#) represents number of 2nd or 3rd grade classes to visit.

Laurie will attend some of the Resource Teacher Friday meetings to provide additional professional development for coaches. The dates of her attendance are TBD.

2. Principal support:

- Laurie would like a portion of her time at the site to be scheduled with the principal to discuss ways they can support writing in classrooms.

3. Co-develop a writing resource where teachers can use VUSD student writing samples as mentor text for various mini-lessons:

- Collect student samples
- Publish a mini-lesson guide showing ways to use the student sample in the lesson

Changes in RT Placement





RESOURCE TEACHER	SITE	PRINCIPAL
Kelly Urena	Bobier-BO	Jen Golden
N/A	Temple Heights-TH	Kim Morton
Mindy Ayers	Hannalei-HA	Tracy Zachry
Theresa Lucero	Maryland-ML	Carol McKane
TBD	Breeze Hill-BH	Lori Higley
Dalia Shaposhnick	Mission Meadows-MM	Bill Porter
Vivian Corriveau	Olive-OL	Stephanie Vasquez
Therisa Cash	Beaumont-BE	Sochie Schmitz
Dalia Shaposhnick	Monte Vista-MV	Charlene Smith
N/A	Alamosa-AL	Cindy Anderson
N/A	Empresa-EM	Cheree McKean
Jerri Keen	Grapevine-GV	Rafael Olavide
N/A	Lake-LK	Krista Berntsen
TBD	VAPA	Catina Hancock
Dayna Shanahan	Foothill Oak-FHO	Sandra Ceja
N/A	Casita-CA	Laura Smith



Survey responses from Resource Teachers (11)

Survey sent out to RTs on April 3. I had not been to all schools yet.

1. What was helpful?

*Seeing Lucy Calkins lesson modeled.

Shoulder to shoulder coaching with the teacher

Modelling actual Lucy lessons

Modelling for the RTs

Watching student conferences

Lunch with the teachers

Meeting with the principal

I think she was able to show how easy it is to teach Writer's

Workshop/Lucy Calkins. In one grade she did an actual Lucy lesson and I think the teachers got a lot out of it. Everyone loved using the sticky notes for organization.

It was very helpful to have Dr. Stowell model a writing lesson for the teachers. The teachers were given some very useful strategies to use with their students. They were very excited to continue to use these strategies.

The tie in to reading and writing

All of the various topics were helpful. Teachers liked seeing someone else approach it.

She modeled lessons based on the needs of the teachers. I had her come at the beginning of the school year, so it was great because it started the year out with great modeling and talking Lucy Calkins.

Seeing how you can pull parts from different LC lessons, how to introduce opinion writing, pro and cons routine with stickies

the google planning doc to collaborate

Shoulder to shoulder coaching.

-A third party instructor bridged the subject/forced the conversation with all 4/5 teachers since I was new to the site and she visited at the beginning of the year.

The demo lesson with students was amazing!

2. What was not helpful?

*Not blocking time for teacher to meet with Laurie ... how can we make it mandatory that Laurie meet with teachers after the model lesson?

*Not returning for another visit

*Some not getting the lessons until the end

*They wanted to see the Lucy Calkins Structure, the mini lesson, conferencing, and share. Because that is the program that we have.

*All of it was helpful

*Teacher buy in; Perhaps RTs could send out a survey with options for

types of things Laurie Stowell could do with them while she's there.

*Even though part of the positive was having you at the beginning of the year there was so much going on I don't feel like I planned with the teachers as well the purpose of the lesson. Overall it was a very positive experience but targeting to the individual teacher would have made it more impactful.

*The timing/calendar. It would be nice for teachers to be able to sign up for dates throughout the year to observe a lesson in a unit they choose.

3. Any other suggestions or feedback?

*Perhaps have Laurie meet with teachers before she models lesson to see where teachers are with writer's workshop and provide opportunity to ask questions.

*I think sticking to Lucy Calkins lessons would be more beneficial since that is our goal in the district. Maybe in the teacher survey ask where they are at and what they would like to see in Lucy.

*A more detailed survey to teachers ahead of time might be helpful. Teachers were a little unsure of how to fill out what type of lesson they wanted.

*Have a prepared Lucy Calkins lesson

*My teachers wanted to see more conferencing and how you handle the rest of the students when you are conferencing, what are the other students doing?

*None--it was all great! I would like to maybe see what kind of lessons or modeling you are doing now towards the end of the year and how it differs from what we did at the beginning of the year. Thanks for all your support!!

*Meet with teacher before and after lesson to meet their individual

*The time with Laurie was extremely valuable but it was unfortunate that teachers didn't always see it that way-perhaps if Laurie spoke with the teachers personally at an RT PD day or at the team's PLC on a Monday the teachers would then have more buy-in and see how valuable time with Laurie is.

*I think connecting with site principal to offer an after school follow up to teachers to debrief your lesson and create next steps would be helpful.

While I talk with teachers about writing as much as I can to have someone like yourself with as much experience in teaching writing would really be beneficial! Thank you for all that you did do this year!

*I think it would be very powerful for the teachers to watch a demo lesson during our C & I PD sessions. All teachers could watch Laurie demo the lesson in one class and then return to the PD session to debrief, discuss, and plan.