



DISTINGUISHED TEACHER
IN RESIDENCE

Distinguished Teacher in Residence Program

Cover Sheet, Assigned Time Grant Proposal for 2018-2019 AY

(Submit with Proposal)

Title of Grant Proposal: Making Connections, Building Relationships: Improving Literacy Learning in Grades K-3

Involved Faculty: Dr. Christiane Wood

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

Partnering District(s): Epiphany Prep Charter School - Escondido

Proposal: <u>New Project</u> Continuing Project	Number of Units requested: <u>3</u>
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Signature(s):

Christiane Wood 4-14-18
CSUSM Faculty Member, Signature & Date

CSUSM Faculty Member, Signature & Date

CSUSM Faculty Member, Signature & Date

CSUSM Faculty Member, Signature & Date

District Acknowledgement of proposal submission:
(See DTIR Consortium List for Approved Representative Signatures)

José Manuel Villarreal
DTIR Consortium District

José Manuel Villarreal 04/12/2018
DTIR Consortium District Representative, Signature & Date

DTIR Consortium District

DTIR Consortium District Representative, Signature & Date

DTIR Consortium District

DTIR Consortium District Representative, Signature & Date

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DTIR Consortium District

DTIR Consortium District Representative, Signature & Date

DTIR Consortium District

DTIR Consortium District Representative, Signature & Date



EPIPHANY PREP
CHARTER SCHOOLS
SAN DIEGO ESCONDIDO

David Rivera, J.D.
President

José Manuel Villarreal, Ed.D.
Vice President

April 9, 2018

Distinguished Teacher in Residence Grant Program:

Epiphany Prep Charter School of Escondido is to proud partner with California State University San Marcos (CSUSM). Our vision embraces the belief that for students, a critical factor in realizing a positive turnaround in one's life is to possess ideas. As a result, Epiphany Prep's focus is to establish a comprehensive learning environment to influence the whole person by nurturing the intellect (academic achievement), character (moral traits) and spirit (resiliency capacity) of students.

To that end, we are excited to work alongside with faculty and students from the University to help support literacy learning. The administration and staff at Epiphany Prep Charter School in Escondido are in full support of the plan for a drop-in reading program. Our classroom teachers, program specialists, and the CSUSM faculty will provide valuable support to the students in kindergarten through 5th grade. As a school with trends showing that approximately 35% of students enter the school meeting grade level reading expectations, the need for innovative intervention programs to advance learning is great.

Principal of Epiphany Prep Charter School, Anna Lozano-Partida, and I are looking forward to the opportunities this partnership will provide. I thank you in advance for your consideration of our proposal.

If you have questions or need additional information, please don't hesitate to contact me at jvillarreal@epiphanyprep.org.

Sincerely,

José Manuel Villarreal, Ed.D.

Vice President, Academic, Innovation & Personnel

Epiphany Prep Charter Schools, San Diego & Escondido

Twitter: [@DrJoseManuelV](https://twitter.com/DrJoseManuelV) [@epiphanyprep](https://twitter.com/epiphanyprep) | [760-500-2329](tel:760-500-2329) | epiphanyprep.org

Distinguished Teacher in Residence Program

Checklist, Assigned Time Grant Proposal for 2018-2019 AY

(Submit with Proposal)

APPLICATION IS COMPLETE WITH:

Cover Sheet 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. (units calculated with the formula used for RCAP/MAP)	<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"/>
Letter(s) of Support from Schools and/or Districts	<input type="checkbox"/>

Distinguished Teacher in Residence Program

Plan Proposal, Assigned Time Grant for 2018-2019 AY

(Plan Proposal should not exceed 2 pages)

Date: April 14, 2018

Name: Christiane Wood

Title of Project: Making Connections, Building Relationships: Improving Literacy Learning in Grades K-3

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

3. Proposed project.

Describe and connect to the SOE Mission.

Making Connections, Building Relationships: Improving Literacy Learning in Grades K-3, is a proposed pilot program that aims to provide opportunities for children to make connections, build relationships and increase literacy learning opportunities through one on one instructional tutoring. With support from CSUSM literacy faculty member, Chistine Wood, and K-3 classroom teachers from Epiphany Prep Charter School in Escondido, CSUSM EDUC 350/364 students' will learn how to build and establish relationships, help children make connections to their lives, coach and provide word recognition practice activities, and comprehension practice during one-on-one literacy instructional sessions.

Epiphany Prep Charter School in Escondido (New Partner) faces challenges to ensure all students are proficient in reading and writing. The California Assessment of Student Performance and Progress (CAASPP) School data for the 2016-17 school year (Grades 3-8) reports only 24% of students are currently meeting or exceeding the State Standards in English Language Arts. In relation to district scores, 41% of students are meeting or exceeding the standards and only 48% are meeting or exceeding English Language Arts Standards in relation to State scores. Based on this data and school-based

data gathered by classroom teachers, students are in great need of support. There is a need for increased literacy learning opportunities for kindergarten through third grade students to practice reading, writing, speaking, and listening.

The target population for this proposed collaborative tutoring program are kindergarten through third grade students. Data from the 2016-17 Student Enrollment by Group reports that Epiphany Prep Charter School serves the following population of children: Black or African American .6%, Asian .3%, Hispanic or Latino 97.2%, White 1.9%. Socioeconomically Disadvantaged 84.2%; English Learners 71.2%; Students with Disabilities .6%.

The specific instructional focus will be on students' foundation literacy skills, word recognition, and comprehension at students' instructional literacy levels. During each instructional session, K-3 students will spend time building relationships, making personal connections, reviewing sight words, working on word analysis activities, and reading books at their instructional level with a CSUSM EDUC 350/364 student. If a significant amount of CSUSM students express interest for this proposed opportunity, there is the possibility that this project could extend tutoring services to include students in fourth and fifth grade. The tutors will help 4th and 5th graders strengthen their foundational literacy skills (reading, writing, listening, speaking), word recognition, comprehension, and writing.

During the proposed semester-long pilot project, we will use an in-school tutoring/instructional model and collaborative approach (between classroom teachers and CSUSM students) to provide literacy tutoring/intervention that focuses on children's literacy needs. The proposed semester long project is anticipated to be piloted in fall 2018 with CSUSM EDUC 350: Foundations of Teaching as A Profession and/or EDUC 364: The Role of Cultural Diversity in Schooling, students as well as the children and teachers from kindergarten through third grade at Epiphany Prep Charter School located in Escondido.

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 the Escondido community, providing literacy instruction to underserved populations, and inspiring reflective teaching and learning for both teachers and CSUSM students through collaborative efforts to improve early literacy learning for all children. Finally, resulting from the reciprocity of the community

partnership, Epiphany Prep Charter School and the participating classroom teachers will provide opportunities for the EDUC 350/364 students to observe in their respective classrooms to complete the requirements set forth in the EDUC 350/364 course description.

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.

CSUSM EDUC 350/364 students will spend approximately 15-20 hours in the fall 2018 semester at the school site. The 15-20 hours will include:

- Workshops: Early Literacy Training – building relationships, helping children make connections, word work strategies, coaching, and comprehension from CSUSM Faculty (Christiane Wood)
- Create opportunity for CSUSM students to engage in classroom observations
- Develop experiences for CSUSM student to learn about literacy instruction for all students including English Language Learners: CSUSM students will work one-on-one with K-3rd grade children in a supervised context
- Provide opportunity for CSUSM student to collaborate and communicate with the classroom teacher

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

1. Provide CSUSM students with an opportunity to learn about literacy practices within a classroom context in collaboration with CSUSM literacy faculty, Christiane Wood, and classroom teachers.
 2. CSUSM faculty and students will implement support for kindergarten – third grade students that includes regular practice learning words, reading and comprehending texts.
 3. CSUSM faculty and students will implement support for kindergarten-3rd graders' reading, writing, and speaking acquisition, to foster curiosity about books.
 4. Provide CSUSM student with exposure to the recommendations for literacy instruction and student learning set forth by K-12 California Common Core Standards, ELA, and ELD standards.
 5. Support K-3rd grade teachers and students related to The California Common Core State Standards through CSUSM student's literacy coaching/comprehension instruction.
 6. Support Epiphany Prep Charter to improve reading/literacy achievement and overall school success.
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May 2018 - Plan for professional development/Training sessions for CSUSM students.

May-August 2018 – Solidfy plans with school. Meet with principal and teachers to understand specific needs and determine logistics.

September 2018- Provide Training to CSUSM students regarding basic literacy coaching and specific comprehension strategies/questioning techniques.

September, October, November, December - Meet with CSUSM students bi-weekly to check in and provide additional literacy support.

December - Final meeting with CSUSM students -to reflect on the experience.

December/January - Revisit the semester plan. Meet with Epiphany Charter Literacy Leaders, Classroom Teachers, and Administration. Discussion and anlysis of assessment data obtianed by the classroom teacher. Discuss effectiveness of the piolt literacy support provided by the CSUSM Students. We will also discuss sustainability and the school’s ability to continue the tutoring partnership with the CSUSM SOE.

5. End result.
Project the anticipated outcomes.

The end goal is to provide the CSUSM EDUC 350/364 students with a valuable learning experience which also strengthens the literacy abilities of the K-3rd grade children. I plan on collecting data and will complete an IRB to work on an article discussing the processes/effects/outcomes of one-on-one literacy tutoring with university students and ELL students in high need schools.

Guidelines and Procedures for DTiR Assigned Time Grants

Guidelines

- The Grant will run from May 2018 -April 2019.
- Each individual faculty member may receive a maximum of 6 assigned time units for the 2018-2019 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 16, 2017. The call for proposals shall include a request for submitting reports of the previous year's activities if the applicant participated during the 2017-18 academic year.
2. The proposals will be due to the Director by April 13, 2018.
3. The SOE Community Council chairs will form an ad-hoc committee of 2-3 members chosen from SOE tenure-line faculty and application screening will be conducted from April 16- April 26, 2018. A joint meeting of the DTiR committee and district representatives will be held on April 26, 2018 to select the ATG awardees.

Once proposals are received, a review panel will be convened consisting of school district consortium representatives and the DTiR Assigned Time Grant Committee. 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)
4. The DTiR committee chairs will notify the Director of the SOE of the outcome on May 1, 2018, and the Director will announce the ATG awards on May 7, 2018.

Note: If a project for 2017-2018 is not completed at this time, a preliminary/interim progress report must accompany any new proposal.

The deadline for submission of final reports for 2017-2018 DTiR Assigned Time Grants is May 11, 2018. Submit final reports, in electronic form, to Karina Miastkowska. A final report of the grant work should be sent to the district representative by the professor(s) upon completion of the project.

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

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	Rick Grove, Asst. Supt. rgrove@carlsbadusd.net 760.331.5025
<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>VISTA UNIFIED</u> 1234 Arcadia Vista, CA 92084 760.726.2170 x2219	Kyle Ruggles, Director HR kylerruggles@vistausd.org Ext. 92202