



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: Bringing Making and STEM to Reading Workshop

Involved Faculty:

Dr. Christiane Wood

Faculty Position  
for

Academic Year: Full Professor Associate Professor Assistant Professor FERPer

Partnering

District(s): Oceanside Unified School District

Proposal: New Project Continuing Project

Number of Units requested: 3

**Signature(s):**

CSUSM Faculty Member, Signature & Date

Christiane Wood April 13, 2018

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)

DTiR Consortium District  
Oceanside Unified

DTiR Consortium District

DTiR Consortium District

DTiR Consortium District

DTiR Consortium District

DTiR Consortium District

DTiR Consortium District

DTiR Consortium District

DTiR Consortium District Representative, Signature & Date

Terri M'ate April 13, 2018

DTiR Consortium District Representative, Signature & Date

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**Checklist, Assigned Time Grant Proposal for 2018-2019 AY**

(Submit with Proposal)

**APPLICATION IS COMPLETE WITH:**

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

*Distinguished Teacher in Residence Program***Plan Proposal, Assigned Time Grant for 2018-2019 AY**

(Plan Proposal should not exceed 2 pages)

Date: April 13, 2018Name: Dr. Christiane WoodTitle of Project: Bringing Making and STEM to Reading Workshop**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.*

The proposed new project, Bringing Making and STEM to Reading Workshop, aims to provide increased multimodal literacy opportunities for Kindergarten through 2<sup>nd</sup>-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 kindergarten, first, and second-grade teachers will work collaboratively to plan, implement/teach, and assess literacy instruction and activities that enhance children's meaning making through "making" and STEM integration during Reading Workshop. According to data obtained from the 2016-17 SCAR report, San Luis Rey serves the following population of children: 4.4% Black, 1.2% Asia, 1.2% Filipino, 74.7% Hispanic or Latino, 2.6% Native Hawaiian or Pacific Islander, 11.3% White, 83.1% socioeconomically disadvantaged, 38.1% English Learners, and 11.3% students with disabilities.

High priority to improve and support the number of underrepresented groups in the STEM fields fuels educational initiatives to equally distribute STEM learning opportunities for all children.

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The Oceanside School District, specifically, San Luis Rey Elementary School faces challenges to ensure all students are proficient in reading. CASPP School data for the 2016-17 school year (Grades 3-8) reports only 24% of students are meeting or exceeding the State Standards in English Language Arts. Comparison across the District reveals only 42% are meeting or exceeding expectations and 48% are meeting or exceeding English Language Arts Standards in relation to State scores. The 2015-16 CAASPP test results in Science for all students reveals 26% of students are meeting or exceeding the state standards; 52% District and; 54% at the State level. Analysis of classroom data in general, reveals two needs. 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 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 STEM-related curriculum embedded in a multiliteracies pedagogy framework during reading workshop.

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 STEM related activities.

The Bringing Making and STEM 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 2018-19 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

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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 STEM in conventional classroom settings with underrepresented populations of students.

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

1. Provide ongoing support to kindergarten through 2<sup>nd</sup>-grade teachers related to literacy instruction that includes design thinking, making, and STEM in support of innovative teaching practices.
  2. Provide 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/STEM activities that support kindergarten through second-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.

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

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May-August 2018 - meet with principal, classroom teachers, and support personnel to create a yearlong plan for teaching demonstrations and co-teaching related to making and STEM activities in reading workshop.

August 2018 - 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 2018- April 2019- Implement yearlong plan, meet with teachers, principal, and district personnel provide in class demonstration teaching and coaching.

April 2019 - Meet to discuss materials developed, discuss feedback, and determine future needs and goals.

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

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The anticipated outcomes of this proposal are as follows:

Foster a community partnership with the Oceanside Unified School District.

Provide literacy and STEM 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.

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

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

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## 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](mailto: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 TEACHER  
IN RESIDENCE

Distinguished Teachers in Residence Consortium List

<i>District</i>	<i>Representative</i>
<b><u>CARLSBAD UNIFIED</u></b> 6225 El Camino Real Carlsbad, CA 92009 760.331.5002	<b>Rick Grove</b> , Asst. Supt. <a href="mailto:rgrove@carlsbadusd.net">rgrove@carlsbadusd.net</a> 760.331.5025
<b><u>ESCONDIDO UNION</u></b> 2310 Aldergrove Ave Escondido, CA 92029 760.432.2110	<b>Leila Sackfield</b> , Deputy Supt. <a href="mailto:lsackfield@eusd.org">lsackfield@eusd.org</a> 760.432.2112
<b><u>ESCONDIDO UNION HIGH</u></b> 302 N Midway Dr Escondido, CA 92027 760.291.3201	<b>Charan Kirpalani</b> , Director HR <a href="mailto:ckirpalani@euhsd.org">ckirpalani@euhsd.org</a> 760.291.3280
<b><u>OCEANSIDE UNIFIED</u></b> 2111 Mission Ave Oceanside, CA 92058 760.966.4006	<b>Todd McAteer</b> , Director of HR <a href="mailto:tmcateer@oside.us">tmcateer@oside.us</a> 760.966.4001
<b><u>POWAY UNIFIED</u></b> 15250 Avenue of Science San Diego, CA 92128 858.521.2800	<b>Sandra Huevo</b> , Director of HR <a href="mailto:shuevo@powayusd.com">shuevo@powayusd.com</a> 858.521.2762
<b><u>SAN MARCOS UNIFIED</u></b> 255 Pico Ave, Ste. 250 San Marcos, CA 92069 760.752.1294	<b>Gabriella Gomez</b> , Director of El. Ed. <a href="mailto:Gabriella.gomez@smusd.org">Gabriella.gomez@smusd.org</a> 760.752.1255
<b><u>TEMECULA VALLEY UNIFIED</u></b> 31350 Rancho Vista Road Temecula, CA 92592 951.676.2661	<b>Jodi McClay</b> , Asst. Supt. ESS <a href="mailto:jmcclay@tvusd.k12.ca.us">jmcclay@tvusd.k12.ca.us</a>
<b><u>VISTA UNIFIED</u></b> 1234 Arcadia Vista, CA 92084 760.726.2170 x2219	<b>Kyle Ruggles</b> , Director HR <a href="mailto:kylerruggles@vistausd.org">kylerruggles@vistausd.org</a> Ext. 92202