



DISTINGUISHED TEACHER
IN RESIDENCE

Distinguished Teacher in Residence Program

Plan Proposal, Partnership Professional Development for AY 2020-2021

(Plan Proposal should not exceed 3 pages)

Title of Grant Proposal: Alignment of strategies middle and high school students need to meet the CA ELA standards including Social Studies literacy standards.

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: 3

Signature(s):

Laurie Stowell
CSUSM Faculty Member, Signature & Date

CSUSM Faculty Member, Signature & Date

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- 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.

This proposal will continue the work begun during the 2019-20 academic year. As evidenced by the attached preliminary report, I was able to coach, teach demonstration ELA lessons, collaboratively develop formative assessments and meet with the social studies teachers among other activities. Dr. Tiffany Campbell asked me to continue this work at Woodland Park, expanding to include the Social Studies department and work with the high school teachers.

In early March, 2020 I was invited to join an ELA team of middle and high school teachers led by San Marcos Middle School Assistant Principal

Nicky Scott to observe an ELA class in each of the three middle schools and two high schools. Then ELA teachers were to determine essential reading and writing strategies (what students do, not what teachers do) in the context of essential standards and their adopted curriculum. I consulted with Nicky Scott a couple of times before schools were closed about this process. We were developing a structure for debriefing the observations and determining what readers and writers need to know and do at each grade level. Nicky's plan is to pick up this work in the fall. She invited me to continue to consult on this process of alignment and perhaps follow up with professional development. We want to identify the skills and knowledge writers need to meet the standard and how to build on the work of prior grades, rather than reteaching the same skills over and over. For example, if the standard asks students to "Write arguments to support claims with clear reasons and relevant evidence," what do students know about writing a claim and how to get to a claim (do you start with a claim or start with evidence?). How does a writer determine what is relevant evidence? Do writers know how to synthesize evidence, how to order the evidence, how to connect the evidence to the claim? Do writers know how to embed quotes with effective transitions? How can teachers layer the understanding of these skills across grades? Where are these subskills (not overtly identified in the standards) introduced and developed? Developing this cohesive map is the first task. Then we will determine how to implement with teachers across the middle and high schools.

The goals for the second year of work in San Marcos are to:

- 1) Coach and demonstrate best practice in middle school reading and writing in the ELA classrooms;
 - 2) Coach and demonstrate best practice in middle school reading and writing in the Social Studies classrooms;
 - 3) Collaboratively coordinate the teaching of argument writing with the ELA and Social Studies departments at Woodland Park Middle School;
 - 4) Develop (In collaboration with middle and high school teachers) a cohesive vision of what students should know and be able to do for each of the ELA standards within the context of the adopted curriculum;
 - 5) Design differentiated instruction within middle school ELA classes to meet the needs of all learners especially utilizing the co-teaching model;
 - 6) Continue to adapt the adopted curriculum to (*Springboard*) and create opportunities for diverse writing experiences;
 - 7) Utilize formative (and summative) assessment to inform instruction;
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- 8) Plan weekly, monthly and across the year gradual release teaching toward independence in reading and writing;
 - 9) Continue to select *Springboard* texts as mentor texts for writing;

The proposed project aligns with The School of Education’s Mission to “collaboratively transform education by creating community through partnerships, promoting and fostering social justice and educational equity, advancing innovative, student-centered practices, and inspiring reflective teaching and learning.” This is a collaborative project with the middle and high school teachers to transform the teaching of writing in San Marcos classrooms to work toward equity and student centered practices. This project also 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. I also supervise teacher candidates at WPMS and this grant provides me an opportunity to better understand the teachers and students our students will work with at WPMS. Through this proposal, San Marcos middle and high school teachers will have the opportunity to reflect upon and advance their practice through new instruction 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.

May-June 2020: Meet/talk with new Director of Secondary Curriculum Patricia Kurylo, ELA Department Chair (at Woodland Park) Kim Saito and San Marcos Middle School Assistant Principal Nicky Scott to draft a plan

for the 20-21 academic year regarding alignment of ELA standards in middle and high school classroom.

August 2020: Participate/Lead professional development days before the school year begins or early in the year.

September 2020: Join ELA and Social Studies department meetings. Set up logistics for demonstration teaching and coaching coordinating the teaching of argument writing across ELA and Social Studies classes. Participate in observation, debrief and follow up work in aligning ELA strategies across middle and high school classes,

September to December 2020: Attend department meetings, coach and teach. Utilize formative assessments to inform instruction. Collaboratively coordinate ELA and social studies teaching of argument writing. Continue work on aligning ELA strategies

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 Check in with Nicky Scott for further work on cohesive plan.

January to June 2021: Continue demonstration teaching, coaching and planning. Revise plans as needed. Continue developing cohesive map of what students are expected to know and do in writing across grades.

June 2021:Collect feedback from teachers and administrators via a google survey. Create a district wide cohesive map of writing strategies students need to know and be able to do across middle and high school ELA classrooms.

5. End result.
Project the anticipated outcomes.

Collaboratively develop a cohesive, shared vision of developmentally appropriate essential reading and writing strategies (exhibited by students rather than teachers), ELA standards and adopted curriculum across grades 6-12 in San Marcos middle and high school ELA classrooms.

I will work with San Marcos administrators and department chairs to develop professional development workshops around essential standards and best practice primarily in writing, but also in regard to its relationship with reading

Finally, I will work with Social Studies teachers around literacy standards and argument writing in social studies. I hope to help the ELA and Social Studies departments at Woodland Park and perhaps San Marcos Middle School to develop argument writing curriculum that is interrelated and supportive of what each is doing.
