

*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: Insights for Curriculum Innovation: Literacy, Technology, and STEAM Integration in Teaching and Learning Across K-8 Classrooms

Involved Faculty: Dr. Christiane Wood, Assistant Professor, Literacy Education

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

Partnering District(s): San Marcos School District

Proposal: <input checked="" type="checkbox"/> New Project <input type="checkbox"/> Continuing Project	Total Number of Units Requested:	3
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**Signature(s):**

<p style="font-size: small;">CSUSM Faculty Member, Signature &amp; Date</p> <p><i>Christiane Wood</i> 4/6/2020</p> <p style="font-size: small;">CSUSM Faculty Member, Signature &amp; Date</p>	<p style="font-size: small;">CSUSM Faculty Member, Signature &amp; Date</p>  <p style="font-size: small;">CSUSM Faculty Member, Signature &amp; Date</p>
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1. **Type of Project**  Applied Scholarship in Educational Settings  
 Conducting Research related to SOE Mission

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2. **Area of focus**  ELL  STEM  COMMON CORE  
 OTHER: Educational Innovations and Technology

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3. **Proposed project. Describe and connect to the SOE Mission.** Aligned with the CSUSM School of Education's mission to advance innovative, student-centered practices; inspire reflective teaching and learning; and conduct purposeful research, this proposed participatory research (Cochran-Smith & Lytle, 2009) project aims to explore how teachers design innovative curricula in traditional educational contexts using the Benchmark Literacy Curriculum. This project will take place during the 2020-21 academic school year. Through classroom observations by Dr. Wood, and self-study/focus groups with Double Peak School's (DPS) K-8 teachers – facilitated by Dr. Wood- we will gain a better understand how teachers develop pedagogical practices and learning activities that engage learners through the integration of literacy, technology tools, and STEAM-related activities.

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Double Peak School is selected for this project based on established professional relationships and experiences with the administration and classroom teachers over the past two years. Also, the K-8 teachers at Double Peak School emphasize teaching and student learning using an integration of literacy, technology, and STEAM in their existing curriculum design. This integration provides students with experiences of learning that are both important and relevant to their social futures and provides insights for innovation in planning and lesson delivery. The 2018-19 demographic data for students in grades kindergarten through 8<sup>th</sup> grade for DPS is as follows.

<https://dq.cde.ca.gov/dataquest/dqcensus/enrethgrd.aspx?aggllevel=School&year=2018-19&cds=37737910131433>

African American	40	3.1%
American Indian or Alaska Native	18	1.4%
Asian	185	14.4%
Filipino	43	3.3%
Hispanic or Latino	231	18.0%
Pacific Islander	10	0.8%
White	758	58.9%
Two or More Races	1	0.1%
<b>Total</b>	<b>1,286</b>	<b>100.0%</b>

Contemporary research expresses the need to understand new perspectives and innovative practices related to how teachers create and engage students in new forms of meaning-making through literacy, technology, and STEAM integration in contemporary classroom contexts (Wholwend, Keune, & Pepler, 2016). As a result, this project, through self-study and classroom observations aims to understand how the teachers at Double Peak School create a culture of innovation in a formal school setting for K-8 elementary school children.

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The seven questions that guide this research project include:

1. How do teachers define innovation?
2. How do teachers create classroom environments that support the integration of literacy, technology, and STEAM?
3. What does literacy, technology, and STEAM integration look like in action when it is done well?
4. What pedagogical knowledge practices guide the integration of literacy, technology, and STEAM in formal classroom contexts?
5. How can a pedagogy of creativity and innovation be created/adapted to address different disciplines, age levels, and cultural contexts?
6. What are the aspects of a school culture that promote learning?
7. What experiences, rituals, tools, and spaces support a culture of learning through literacy, technology, and STEAM?

This project aligns with the School of Education's mission by enhancing CSUSM's partnership with the San Marcos School District, by inspiring reflective teaching and learning for both the DPS teachers and the CSUSM faculty through collaborative efforts to improve educational innovations in curriculum design.

Carefully constructed case studies by Dr. Wood at each grade level (K-8) will provide details on how the teachers conceptualize their knowledge of literacy, technology, and STEAM integration based on focus group meetings and classroom observations over the 2020-21 AY. Engaging K-8 teachers in focus groups and reflective self-study will help them to conceptualize their knowledge, instructional approaches, and perspectives about what and how students learn in classroom spaces. An IRB will be completed that will outline self-study/focus group questions and evaluation protocols. Aligned with the CSUSM School of Education mission statement, this research will contribute to teacher's understandings as well as the literature related to new forms of meaning-making specifically new literacies with technology and STEAM integration. The outcome of this project is twofold. First, this project aims to help teachers reflect on their practice and lesson creation through reflective self-study, and second, to create a pedagogical framework and curriculum resource to help other teachers and schools within the San Marcos School District as well as other districts with the integration of literacy, technology, and STEAM. This research is necessary to help school leaders and educators understand the complexities of student's access to new forms of literacies and meaning-making, and to concurrently understand how a culture of innovation is created in formal school settings. This research is also necessary to share conceptual and functional frameworks that guide the complexities of teaching and learning in contemporary classroom spaces and can be used for further professional development opportunities.

Finally, the outcomes from this project will not only help to inform the teaching of literacy courses in the credential program at CSUSM, the results will also provide an opportunity for publications centered around the integration of literacy, technology, and STEAM in conventional classroom settings. The end goal is to collaboratively co-develop a professional development tool/book that can be used at CSUSM as well as across the SMSD and beyond.

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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 (Or when applicable) - August 2020 – Submit an IRB, meet with Mr. Baum - principal, classroom teachers, and support personnel (TOSA) to create a yearlong plan to establish K-8<sup>th</sup> grade teacher focus groups for self-study and observations.

August 2020 (or when applicable)- meet with classroom teachers to finalize focus groups and classroom observations.

September 2020- April 2020- Meet with teacher focus groups at each grade level (K-8) at a minimum 2 times during the school year. I anticipate the meetings with the various grade levels will be conducted over 8 weeks in the fall and spring. I will schedule the meetings based on the teachers/school schedule. Dr. Wood will conduct classroom observations in selected K-8 classrooms over the course of the AY 20-21 school year. The observation schedule will be based on teachers schedules and activities. Dr. Wood will check in with Principal Baum on a monthly basis. During the self-study/focus groups data will be collect related to the research questions and observed learning activities. Evaluation of the meetings will use the protocols outlined in the IRB and/or those established through collaborations with classroom teachers. Dr. Wood will conduct on-going data analysis throughout the project. K-8 Teachers and Dr. Wood will co-develop instructional frameworks and support materials for the integration of literacy, technology, and STEAM.

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

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

The anticipated outcomes of this proposal are as follows:

Foster a community partnership with the San Marcos School District.

Gain a better understanding of innovative teaching and learning practices to promote and foster social justice and educational equity that include literacy, technology, and STEAM to support kindergarten through eighth grade students.

Through collaborative teacher and CSUSM faculty interactions, inspire reflective and innovative teaching practices to foster student learning and achievement, improved school performance, as well as curriculum development. This work will be disseminated as a book, article publications, and conference presentations. The findings from this project will be used to disseminate and share planning processes and curriculum/lesson examples with other schools/teachers within the district and beyond.

Finally, this project will help us to reflect on pedagogical decisions around what is an innovative education and how can the integration and documentation of literacy, technology, and STEAM related activities in curriculum design impact student learning and shared visions and goals for the future of education.