

EIA Program Report for Fiscal Year 2011-12

Coversheet

EIA-Funded Program Name: Centers of Excellence

Current Fiscal Year: 2011-12

Current EIA Appropriation: \$887,526

Name of Person Completing Survey and to whom EOC members may request additional information:

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Question 1: History of the program: Please mark the appropriate response (choose one):

This program:

- X** was an original initiative of the Education Improvement Act of 1984
- was created or implemented as part of the Education Accountability Act of 1998
- has been operational for less than five years
- was funded last fiscal year by general or other funds
- is a new program implemented for the first time in the current fiscal year
- Other

Question 2: What SC laws, including provisos in the current year's general appropriation act, govern the implementation of this program? Please complete citations from the SC Code of Laws including, Title, Chapter, and Section numbers.

Code of Laws:

SC Code of Laws (Sect.59-103-140) SECTION 59-103-140. Contracts w/colleges and universities for provision of teacher training programs

Proviso(s): (If applicable. Please make references to the 2011-12 General Appropriation Act as ratified. www.XXXXX)

FY 2011-12 Appropriations Act. SC CHE Part 1A Funding (Section II Service Programs, Centers of Excellence) NOTE: Total authorization for the line \$1,425,052. However, this was in error and per amount included in the Department of Education Appropriation (Part 1A, IX. Innovation and Support. F. Partnerships, Other Agencies and Entities, only \$887,526 was appropriated.

FY2011-12 Appropriations Act, Part 1B Proviso, 1A.53 (SDE-EIA: Centers of Excellence). Of the funds appropriated for Centers of Excellence, \$350,000 must be allocated to the Francis Marion University Center of Excellence to Prepare Teachers of Children of Poverty to expand statewide training for individuals who teach children of poverty through weekend college, nontraditional or alternative learning opportunities. The center also is charged with developing a sequence of knowledge and skills and program of study for add-on certification for teachers specializing in teaching children of poverty.

Note = Funding for the proviso was transferred to CHE along with the proviso. Funding for CHE Centers of Excellence and the transferred funds for continuation of the FMU Center funding that had previously been provided in a separate line are level with FY2010-11 funding.

Regulation(s):

NA

Do guidelines that have been approved by the State Board of Education, the Commission on Higher Education or other governor board exist that govern the implementation of this program?

Yes

No

Question 3: What are the primary objective(s) or goals of this program? Please distinguish between the long-term mission of the program and the current annual objectives of the program. (The goals or objectives should be in terms that can be quantified, evaluated, and assessed.)

The purpose of the Centers of Excellence program is to enable eligible institutions or groupings of institutions to serve as "state of the art" resource centers for South Carolina in a specific area related to the improvement of teacher education. The Centers concentrate on assisting low-performing schools and districts by providing training and support to teachers in those schools and districts. A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for state excellence within the five-year funding period. Two of the currently funded Centers received their initial awards in FY 2008-09. No new Center was funded in FY 2009-10 due to budget cuts. One new Center was funded in FY 2010-11. A new Center is funded for FY 2011-12 at Claflin University to work with professional development in training teachers to work with English Language Learners (ELL).

Current annual objectives, data sources, and results for each Center are summarized on a chart (Appendix A) for the four Centers operating in FY 2010-11. In its proposal, each center must also define its purpose, goals, and objectives. A plan for achieving the goals and objectives and an evaluation plan are required from each Center. Centers are required to submit interim and final reports each year to the Commission that demonstrate how the Center is meeting goals and objectives.

Question 4: In the prior fiscal year, 2010-11, what primary program activities or processes were conducted to facilitate the program's performance in reaching the objective(s) as provided in Question 3? What, if any, change in processes or activities are planned for the current year?

Examples of program processes would be: training provided, recruiting efforts made, technical assistance services, monitoring services, etc.

Answers should be specific to the process undertaken at the state level to support the objectives of the program and should be quantifiable. Please include any professional development services provided.

IF the funds are allocated directly to school districts, please indicate any data collected at the state level to monitor how the funds are expended at the local level?

The attached charts (Appendices A and B) for FY 2010-11 indicates the objectives for the overall program, the source of the data for each objective and the summary result for the four Centers funded during the fiscal year. Results show that the Centers were active in training in-service and pre-service teachers, working with numerous schools and districts, and working with institutions of higher education.

Staff at the Commission has provided assistance to institutions with the submission of grant proposals through email, face-to-face meetings, and telephone. Technical assistance was provided in FY 2010-11 for institutions through a general meeting and individual face-to-face meetings for those interested in submitting a proposal for a Center of Excellence. Plans for FY 2011-12 include a required technical assistance training session for any institution interested in submitting a proposal for the FY 2012-13 project year..

CHE Staff continues meeting with Project Directors from the projects currently receiving funds as well as active Centers that are still functioning after state funding has ended. These meetings involve collaborative efforts between the Centers and provide a sharing of current activities. CHE staff conducts site visits to activities provided by Centers currently receiving funding and continues to attend activities at other Centers when they have been notified of the activities. Joint meetings with representatives from the South Carolina Department of Education and recipients of the Math/Science Partnership grants were held in FY 2010-11 to discuss ways the Centers can work together to help the SCDE meet K-12 initiatives and increase activities and professional development in the areas of mathematics and science.

As a result of these meetings, several Centers have begun collaboration on joint projects between institutions and Centers beginning in FY 2008-09. For example, staff members from the Center of Excellence for Adolescent Literacy and Learning at Clemson University have assisted with professional development workshops with the Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching at USC-Aiken. In addition, the Center of Excellence for Working with Children of Poverty at Francis Marion University has conducted several workshops at the Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking at Newberry College.

The Centers are monitored by CHE staff through the review of on-site visits and an Interim and a Final Report. CHE staff met individually with each project director on-site a minimum of two times during FY 2010-11.

Question 5: In the prior fiscal year, 2010-11, and using the most recent data available, what were the direct products and services (outputs) delivered by this Program? Examples of program outputs would be: number of teachers attending professional development seminars, number of and passage rates on AP exams, number of students served in the program, improvements in student achievement, retention and graduation.

Please see Appendix C for direct products and services for each Center.

Question 6: What are the outcomes or results of this program?

Outcome can be both quantitative and qualitative and should address the program's objectives. Please use the most recent data available:

Examples of outcomes would be: results of surveys, student achievement results, increases in participation, reduction in achievement gaps, loans awarded, textbooks purchased, etc.

Please see Appendix A, B, and C for outcomes and results. In addition, copies of the External Evaluator's reports for each of the Centers are included in Appendices D, E, F, and G.

Question 7: Program Evaluations

What was the date of the last external or internal evaluation of this program?

1993-1994 was the last year for an external reviewer hired by CHE for an evaluation of the overall program. Each Center is now required to have an external evaluator who submits an annual evaluation report to CHE. CHE staff conducts ongoing internal evaluations through on-site visits, telephone calls, emails, Interim Reports, Continuation Reports and annual meetings of the project directors.

Has an evaluation ever been conducted?

Yes

No

If an evaluation was conducted, what were the results and primary recommendations of the most recent evaluation?

A scanned copy of the conclusions and recommendations from the external evaluation of the Centers of Excellence program from the 1994-95 *EIA-Funded Program and Budget Form* is inserted below.

In March 1993 the Centers of Excellence Program was evaluated by an education consultant from Maryland, Dr. Robert Shoenberg. The program evaluation was to determine how well it has succeeded in achieving its intended purposes: to create a group of resource centers for the State, with respect to state-of-the-art teacher education programs, and to support them in efforts to establish reputations for that expertise in the Southeast and the nation.

The consultant's conclusion was:

The Centers of Excellence Program is an admirable strategy of the State of South Carolina, both as to intent and funding. It can probably be made to achieve its intended goals, but it will require some significant changes in the way the program is managed and coordinated with initiatives in public education.

Commission staff have taken steps to address the consultant's recommendations for improving the program. These recommendations were incorporated into the 1994-95 guidelines as well as the proposal review process. The steps taken below have greatly strengthened the program:

- * The Commission supports only those centers whose goals are closely aligned with major State policy or program initiatives.
- * A new four-year goal of achieving statewide, as opposed to regional and national, resource and leadership status has been established.
- * Commission staff actively promotes the programs and leadership role of the centers, enlisting the support of the State Department of Education, the Legislature, and other appropriate State agencies to the degree possible.
- * Commission staff meets at least quarterly with the center directors to share program successes and problems and to develop collaborative activities to promote the work of the centers throughout the State.
- * Applications for funding of future centers and for continued funding for ongoing centers are required to include a systematic plan for developing an influential constituency for the center.

- * Applications for original and continued funding are required to include a plan for achieving a position of leadership in the State within four years.
- * Review panels for new centers are required to look for evidence that the proposed centers will have strong support within the unit in which they are housed.
- * Review panels for new centers are required to look for evidence that the proposed center director has a good sense of the non-programmatic aspects of the director's role.
- * Institutions sponsoring new centers are required to maintain support for proposed centers for at least six years, two years beyond the four-year State funding period. Should institutions not maintain the six-year commitment, they will not be eligible for a new center until the six-year period has expired.

In view of the steps taken during the past three years to strengthen the program, the compelling need to reform teacher education programs to correspond with K-12 education reforms, and the number of fundable proposals that have been received in the past two years, it is strongly recommended that in FY 1995-96, sufficient funds be approved for the Centers of Excellence program such that one Center can be awarded, if merited.

Since this external evaluation, Centers are now required to hire an external evaluator (external to the institution and any partners) to collect data on the successful completion of project goals and objectives and report to CHE at the end of each project year.

Can you provide a URL link, electronic version, or hard copy of this evaluation to the EOC?

Yes

No

If yes, please provide URL link here.

If no, why not?

We have been unable to locate this document. There have been four (4) different program officers for the Centers of Excellence grant program at CHE since this evaluation was conducted. . Results from this evaluation were included in the EIA report, 1994-95 and the scanned portion of this report are included above.

Question 8:

While EIA revenues increased in 2010-11 over the prior fiscal year and no mid-year cuts were made to any EIA programs, programs and agencies continue to implement conservative budget practices.

Please describe how the program and/or organization would absorb or offset potential EIA reductions totaling 5%, and 10% in the current fiscal year, Fiscal Year 2011-12?

Any reductions in funding for FY 2011-12 would be applied in the same manner as FY 2010-11.

Each Center receiving EIA funding for FY 2011-12 would be required to take an equal percentage in the reduction of the award and would be allowed to revise individual budgets to best meet the needs of the Center and the participating schools/districts. The program manager at CHE would be responsible for monitoring the budgets to ensure school districts and teachers would not receive the majority of the cuts in funding. The agency (CHE) would limit travel for the program manager to the institutions and school district sites and the annual meeting with project directors may be cancelled. Unfortunately, if CHE received 10% or more in funding reductions, the FY 2012-13 RFP may need to be pulled again and no new project would be funded for a Center that would focus on Teacher Effectiveness.

Question 9:

If no additional EIA revenues were appropriated to this program in Fiscal Year 2012-13 above the current year's appropriation level, how would the objectives, activities and priorities of this program change?

Please be specific to address the impact to students, teachers or schools. Are there regulatory or statutory changes that you would recommend to the legislature that would assist this program/organization in meeting its objectives?

No new Centers would be funded. There are four Centers that would continue to receive funds depending on the year of funding (100% in year 1, 90% in year 2, and 75% in years 3-5).

Monitoring of project activities through travel to schools/districts and the institutions would be limited and the annual project director conference may be terminated.

If you want to provide supporting documents or evaluation reports, either reference a website below or email the report directly to

mbarton@eoc.sc.gov

Questions 10 and 11 Apply only to programs NOT administered by the South Carolina State Department of Education.

Question 10: Fiscal Year 2012-13

The total amount of EIA funds requested for this program for the next fiscal year will be:

- The same as appropriated in the current fiscal year's appropriation**
- An increase over the current fiscal year's appropriation**
- A decrease over the current fiscal year's appropriation**

If you indicated an increase or decrease in funding for the next fiscal year, what is the total amount requested for this program for the next fiscal year?

N/A. Level funding is requested.

If you indicated an increase or decrease, please describe the reasons for the increase or decrease. How will the increase or decrease impact the objective of the program?

Given the continued budget situation we are not requesting an increase.

Question 11: Fiscal Years 2010-11 and 2011-12

Please fill in the attached charts to reflect the budget for this program in the prior fiscal year (2010-11) and the budget for this program in the current fiscal year (2011-12).

If the program was not funded in the prior fiscal year, please fill out information for the current fiscal year only.

Funding Source	Prior FY Actual	Current FY Estimated
EIA	533,449	886,853
General Fund		
Lottery		
Fees		
Other Sources		
Grant		
Contributions, Foundation		
Other (Specify)		
Carry Forward from Prior Yr		
TOTAL	533,449	886,853

Other: Please specify here.

Expenditures	Prior FY Actual	Current FY Estimated
Personal Service	28,502	28,502
Contractual Services	3,133	3,796
Supplies and Materials	499	1,000
Fixed Charges	2,697	2,700
Travel	3,395	3,400
Equipment	395	500
Employer Contributions	7,328	7,400
Allocations to Districts/Schools/Agencies/Entities	487,500	489,555
Other: Please explain: Amount directed to Francis Marion Center of Excellence to Prepare Teachers of Children of Poverty per FY 12 Proviso 1A.53		350,000
Balance Remaining		
TOTAL	533,449	886,853

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Other: Please explain here.

Appendix A

Program: Centers of Excellence . FY 2010-11 Goals and Objectives of Project

Program Objectives for 2010-11	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2010-11 focused on low performing schools and districts to enhance teacher practice and student achievement.	Request for Proposals for FY 2010-11 and competitive selection of one Center focusing on low performing schools and districts.	One new centers funded FY 2010-11 focusing on Teacher Retention. One new center recommended for funding for FY 2011-12 with a focus on English Language Learners (ELL).
Centers develop and model a state-of-the-art pre-service program.	Center interim and annual reports to CHE.	236 pre-service students participated in Centers' activities: courses, research, study groups.
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	No higher education faculty participated in Centers' activities other than the 8 faculty from the participating 4 institutions: courses and/or instructional activities, workshops, seminars, conferences, etc. Teacher education programs were impacted through the re-design of programs and/or the addition of new courses for both pre-service and in-service teachers.
Centers provide high quality professional development to teachers and districts.	Center interim and annual reports to CHE.	27 in-service activities occurred; 643 teachers were served at 40 schools in 11 districts. Courses/workshops offered to school personnel were standards-based.
Centers undertake research designed to determine effective practice/content.	Center interim and annual reports to CHE.	Centers presented findings at state and national meetings and in publications with 27 presentations.
Centers disseminate statewide to K-16 personnel information on model program and activities.	Center interim and annual reports to CHE.	All Centers maintain web sites. (http://rpsec.usca.sc.edu/CentersOfExc/) Many of the Centers have regular newsletters.

Program Objectives for 2010-11	Proposed Actions to Meet Objectives	Results: Data Reported to Show Whether Objective Met
Fund one new Center of Excellence for FY 2011-12 focused teacher effectiveness in low performing schools.	Request for Proposals for FY 2011-12 and competitive selection of one Center focusing on low performing schools and districts.	One center at Claflin University was recommended for funding for FY 2011-12 with a focus on professional development for teachers in working with English Language Learners (ELL). A second center was not funded for FY 2011-12 due to budget reductions.
Centers develop and model "state of the art" pre-service programs.	Center interim and annual reports to CHE.	Courses and/or instructional activities offered to pre-service students; higher education faculty support and training programmatic changes to pre-service programs; other university personnel involved in activities
Centers impact teacher education programs including pre-service students and higher education faculty.	Center interim and annual reports to CHE.	Courses/ workshops offered to school personnel (standards-based); evaluation of activities indicate school personnel satisfied with course content and have changed teaching methods; participants see impact on student learning and achievement.
Centers provide high quality professional development to teachers and districts and involve low performing schools in the development of a collaborative effort.	Center interim and annual reports to CHE. Site visits by CHE personnel.	Centers evaluate activities to determine if they are effective in enhancing teacher practice and have a positive impact on student learning and achievement. External evaluation reports are provided in appendices for each of the funded projects for FY 2010-11.
Centers undertake research designed to determine effective practice/content	Center interim and annual reports to CHE.	Centers present findings at state and national meetings; Centers maintain a web site and, if appropriate, publish results of research. See appendix of Products and Services for each Center for FY 2010-11.
Centers have a clear evaluation and assessment protocol which facilitates dissemination and replication	Center interim and annual reports to CHE.	Centers hire external evaluators who submit final reports to CHE on the success of the centers meeting their goals and objectives. External evaluation reports attached in appendices.

Goals/Objectives and Completed Activities for the Centers of Excellence FY 2010-11

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
<p><i>Clemson University</i></p>	<p>Center of Excellence for Inquiry in Mathematics and Science (CEIMS)</p> <p>YEAR 3 of 5</p>	<p>http://iim-web.clemson.edu/?page_id=182</p>	<p>I. Increase the number of highly qualified middle school mathematics and science teachers.</p> <ul style="list-style-type: none"> • Objective A1 - Create, implement and disseminate a model undergraduate program for middle school mathematics and science teacher education. • Objective A2 - Modify existing Clemson Pre-service programs by 1) adapting B.S. programs in secondary mathematics and science teaching to provide certification in both middle and secondary grades and 2) changing the elementary education program to allow students to become middle school certified in either mathematics or science. • Objective A3 - Develop and provide an innovative, online and face-to-face program for in-service teachers to obtain add-on, middle school certification. • Objective A4 - Increase the number of math and science graduates from the existing Clemson University middle school M.A. T. Program. <p>II. Increase the quality, confidence, and competence of in-service middle school mathematics and science teachers through the use of content-embedded inquiry.</p> <ul style="list-style-type: none"> • Objective B1 - Implement substantive and sustained 	<ul style="list-style-type: none"> • Conducted PDI-1 with math and science teachers from Riverside and Walhalla Middle School in July 2010. Four follow-up sessions during the academic year were conducted. • Approximately 100 observations were conducted by Center personnel in the FY 2010-11 academic year. • A science educator faculty member, Dr. Cassie Quiqley, was hired in 2009-10 to lead in middle grades science education. • One new course was developed and offered online to assist secondary science teachers in becoming middle school certified. • Updates were made to the Center website throughout the year. • Secondary undergraduate programs have been modified so that students have a middle grades experience. Due to budget cuts, there are no resources available to develop a new undergraduate middle grades program. • Three PDI-2 cohorts were implemented in 2009, 2010, and 2011. School-wide plans were developed to sustain changes in science instruction in their schools.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			<p>professional development opportunities for middle school teachers in partner schools that 1) increase teachers' ability and motivation to use an inquiry-based and research-tested instructional model, 2) enrich teachers' content knowledge, 3) help teachers develop, refine and disseminate a set of inquiry-based units and lessons that serve as exemplars and address "big ideas" identified in the middle school mathematics and science standards, and 3) provide technology-based support that allows teachers to share, improve, and create exemplar, inquiry-based units and lessons.</p> <ul style="list-style-type: none"> • Objective B2 - Conduct research to determine the role of the 4E x 2 Instructional Model in promoting content-embedded inquiry in middle school mathematics and science. 	
<p><i>College of Charleston</i></p>	<p>Center of Excellence for the Advancement of New Literacies in the Middle Grades</p> <p>YEAR 5 of 5</p>	<p>www.cofc.edu/~newliteracies/</p>	<p>I. Increase pre-service teachers and in-service teachers' depth of knowledge and effectiveness in teaching New Literacies in Middle Grades (professional development, coursework and collective study groups).</p> <ul style="list-style-type: none"> • <u>Objective:</u> Advance understanding and teaching strategies of New Literacies in Middle Grades among pre-service teachers through coursework and in-service teachers through professional development or coursework. 	<ul style="list-style-type: none"> • Clubs initiated with Year 2 participants and new teacher participants – provided continued support, professional development and observations of teachers implementation of new literacies through to June 2011 • NCTE Webinar – <i>Copyright Clarity</i> • By-monthly meetings and online discussions about the uses of new literacies and pop culture in classroom instruction. • Self-study and small group activities to facilitate understandings of digital/new literacies and pop culture in our own lives. • Writing of inquiry projects to explore the

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>uses of new literacies in classroom content instruction.</p> <ul style="list-style-type: none"> • Creation of class wiki to explore Web 2.0 technologies and to discuss implementation ideas. • Areas explored: YouTube, teachertube, flip cameras, graphic novels, comics, wikis/ning (social networking), iPad applications. • Writing of conference proposals and creation of conference presentation materials. • Presentation of new literacies work at CCSD professional development conference. • Provide professional development, support, materials, and mentoring including presenting at local and national conferences to participating teachers at Northwoods Middle School • Present new literacies theory, research and projects to undergraduate pre-service special education students as part of two courses (EDFS 425 & EDFS 426) • Present new literacies theory, research and projects to undergraduate pre-service students as part of Teacher Education courses (EDEE 325, 375, 617, 645) • Present new literacies theory, research, projects and content to graduate pre-service special education students as part of two courses (EDFS 724 & EDFS 741) and then support implementation of procedures via public school-based classroom observations • Present new literacies theory, research, projects and content to undergraduate pre-service education students as part of EDEE

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<p>375</p> <ul style="list-style-type: none"> Supervise and support an undergraduate independent study research project specifically designed to target new literacies strategies and students with severe emotional and behavioral disorders at the middle/high school level.
			<p>II. Improve school culture and engagement in learning through school-wide focus of the impact on literacy across all content areas that will result in a New Literacies in Middle Grades Model that can be disseminated across the state to school districts and colleges.</p> <ul style="list-style-type: none"> <u>Objective:</u> Provide professional development and College of Charleston faculty on-site support. 	<ul style="list-style-type: none"> See Section 1 for list of completed activities (description not repeated here). Meetings to discuss the possibility of developing a Graduate Certificate in New Literacies were completed in the fall. Possible courses were discussed which would capture the content the Center would like to provide to graduate students.
			<p>III. Improve reading student achievement scores in targeted low-achieving middle schools.</p> <ul style="list-style-type: none"> <u>Objective:</u> Acknowledge the vast literacy competencies in young adolescents' literacy repertoires through informal discussion, professional development coursework, and classroom observations 	<ul style="list-style-type: none"> See Sections 1 and 2 for list of completed activities (description not repeated here) Solicited feedback/input from participants at February 2011 New Literacies conference concerning dates, time, location, and interest in attending/presenting at a spring conference. Conferences hosted at the Lowcountry Graduate Center in February and June 2011 Skinner, E. & Provost, M. C. (2011, June). <i>Introduction to new literacies</i>. Radically Regional Region 5 GT and New Literacies Professional Development Conference, North Charleston, South Carolina. Skinner, E. & Provost, M. C. (2011, February). <i>Welcome and introduction to new literacies</i>. New Literacies in Middle Grades Professional Development Institute, North Charleston, SC.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<ul style="list-style-type: none"> • Hagood, M. C. (2011, February). <i>Bringing it all together: Moving forward with new literacies</i>. New Literacies in Middle Grades Professional Development Institute/Conference, North Charleston, SC. • Skinner, E., Hagood, M. C., & Provost, M. C. (2010, December). <i>Creating a new literacies coaching ethos</i>. National Reading Conference, Fort Worth, Texas • Benning, K., Busse, S., Lichtenstein, M., Skinner, E., & Provost, M. (2010, November). <i>Implementing new literacies in urban middle school classrooms</i>. National Council of Teachers of English, Orlando, Florida. • Provost, M. C. & Babkie, A. (2010, October). <i>Using digital literacy practices with students who are at-risk for or have identified disabilities</i>. 32nd International Conference on Learning Disabilities, Myrtle Beach, SC. • Hodges, J., Gartland, D., Provost, M. C., & Vaden, S. (2010, October). <i>Topics in Emotional and Behavior Disorders in 2010</i>. 32nd International Conference on Learning Disabilities, Myrtle Beach, SC.
			<p>IV. Encourage sharing of relevant research and research-based instructional practices across SC for the improvement of middle school literacies.</p> <ul style="list-style-type: none"> • <u>Objective</u>: Link out-of-school and in-school literacies to assist pre-service teachers, in-service teachers and middle school students in becoming better users of text in their 21st century world through 	<ul style="list-style-type: none"> • See Section 3 for list of completed activities (description not repeated here)

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			coursework and professional development	
<i>USC-Aiken</i>	Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching YEAR 3 of 5	http://rpsec.usca.edu/CE-MIST	<p>I. Developing and modeling exemplary teacher training programs.</p> <ul style="list-style-type: none"> • Objective 1: Offer courses and workshops for in-service teachers. • Objective 2: Develop pre-service, field-based experiences in teaching. • Objective 3: Empower teachers to work with students scoring below basic. 	<ul style="list-style-type: none"> • CE-MIST teachers were able to enroll in a graduate course during summer 2010. • CE-MIST teachers participated in a institute held at USCA in Summer 2010. • A series of workshops were held at the local schools during the 2010-11 academic year. • 54 pre-service teachers participated in a pre-service mentoring program where the pre-service teachers adopted the role of teaching assistants. • Aspects of the professional development activities included strategies designed to address specifically students scoring below basic.
			<p>II. Providing hands-on, inquiry-based, research-supported programs.</p> <ul style="list-style-type: none"> • Objective 1: Engage middle-level students in enrichment programs. • Objective 2: Develop Interdisciplinary Units and Traveling Trunks 	<ul style="list-style-type: none"> • Multiple visits for students were provided during year 2. Pre-service teachers participated in expanded programs with middle-level students. • School-based enrichment activates began during year two. RPSEC staff and pre-service teachers went to the schools to deliver hands-on programs. • Programs for students at the partnering schools were provided beginning in year 1. Programs were expanded (A2) beginning in year 2. School based programs (A3) were provided in year 3. • CHE funding for the trunks was cut during year one. External funding was secured so that the trunks could be developed.
			<p>III. Developing an influential constituency for the Center.</p> <ul style="list-style-type: none"> • Objective 1: Develop an influential constituency for the CE-MIST. • Objective 2: Ensure that CE-MIST 	<ul style="list-style-type: none"> • The RPSEC Advisory Board is an established board that assumed oversight of CE-MIST activities. • CE-MIST Advisory Council meets twice per year. The composition of council is a

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			<p>continues after funding from the state ends.</p>	<p>minimum of two teachers and 1 administrator from each school.</p> <ul style="list-style-type: none"> Activities with local school districts were completed through the advisory council, workshops and enrichment activities with students.
			<p>IV. Achieving a position of leadership in the state.</p> <ul style="list-style-type: none"> Objective 1: Develop and model a strong program. Objective 2: Disseminate information about interdisciplinary teaching. 	<ul style="list-style-type: none"> CE-MIST staff members attended the SCMSA and PoMLE conferences. Presentations were made at PoMLE Symposium, (SC)2 and the Carolina Association of Planetarium Educators. The website has been established. http://rpsec.usca.edu/CE-MIST/
			<p>V. Developing a detailed research agenda.</p> <ul style="list-style-type: none"> Objective 1: Compile an understanding through a literature review. Objective 2: Develop a research agenda. Objective 3: Application of research findings. 	<ul style="list-style-type: none"> Literature review on current issues and trends in Middle Level Education and Reading in the Content Areas was completed. Research activities are underway. A book chapter was submitted and accepted. An article was published.
<p>Newberry College YEAR 1 of 5</p>	<p>Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking</p>	<p>http://www.retainscteachers.org/</p>	<p>I. Increase teacher retention in high need school districts through an innovative retention programmatic model.</p> <ul style="list-style-type: none"> Establish and implement a Guaranteed New Teacher Program at Newberry College that is replicable to other institutions. Extend support of mentors to three years through an incentives-driven mentorship program. 	<ul style="list-style-type: none"> Researched current programs. Developed background for program systems, protocols, and materials. Secured \$10K in outside funding. Conducted Pilot I with principal and two Newberry College graduates at Boundary Street Elementary. Certified 29 graduates at the end of the 2010-11 school year. Summarized background research and assessed program strengths and weaknesses in a GROW white paper. Met with principals to explain program and select appropriate mentors.

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
				<ul style="list-style-type: none"> • RETAIN introductory training developed and conducted with for 28 mentors selected for Cohort 1. • Foundations of Mentoring training given and completed by RETAIN mentors.
			<p>II. Increase teacher retention in high need school districts through high-quality in-service professional development.</p> <ul style="list-style-type: none"> • Develop and implement advanced mentor training for Program for Alternative Certification of Educators (PACE) mentors. • Develop and implement a professional development course related to advanced mentor skills which promote retention. This course will cover mentoring first year teachers in the use of assessment and use of action research to improve teaching and learning. • Develop and implement Poverty Workshops to assist in-service teachers in working with children of poverty (collaborate with Francis Marion University Center of Excellence). 	<ul style="list-style-type: none"> • Developed advanced training for mentors of PACE teachers (Dr. Chris Burkett and Jason Fulmer). • Met with CERRA, PACE, and ADEPT for initial planning of pilot during Fall 2011. • Developed data and assessment literacy module. • Presented modules to administrators and teachers involved in NDPC Nine Schools Project at Annual At-Risk Youth National Forum (Myrtle Beach SC, February 20-21, 2011). • Used Nine Schools feedback to revise module in preparation for use with RETAIN mentors in Fall 2011. • Presented module information on national NDPC webcast on April 12, 2011. • Partnered with Tammy Pawloski to conduct two one-day Poverty Institutes. <ul style="list-style-type: none"> ○ 4/30/2011 at Firehouse Conference Center in Newberry SC ○ 8/16/2011 at Pomaria Garmany Elementary in Pomaria SC • Assessed Institute presentation and material for needs of RETAIN mentors and partner districts.
			<p>III. RETAIN will conduct and disseminate research related to teacher retention.</p> <ul style="list-style-type: none"> • Conduct current research and publish position papers specific to South Carolina on topics that relate 	<ul style="list-style-type: none"> • Conducted research and produced position paper/overview of teacher retention in South Carolina. • Reviewed existing protocol developed by the Center of Excellence for Preparing Teachers of Children of Poverty at Francis

Institution	Center Name	Web Site	Goals/Objectives	Activities Completed
			<p>to teacher retention including, but not limited to strategic management of human capital; needs of millennial teachers; working with students of poverty; teacher working conditions; and effective teacher and principal leadership.</p> <ul style="list-style-type: none"> • Conduct action research with teacher participants on issues specific to local and statewide retention needs. • Plan and host an annual Teacher Retention Symposium. • Create a RETAIN website for publication and dissemination of position papers and data from action research in engaging formats such as videos and webinars as well as related tools and networking opportunities. 	<p>Marion.</p> <ul style="list-style-type: none"> • RETAIN overview and some associated research presented at SCEDA event on 4/4/2011. • Bought appropriate domain name (retainscteachers.org). • Designed and uploaded base site to domain. • Enabled web stats for evaluation purposes (Google Analytics).

Centers of Excellence

FY 2010-11

Products and Services

Institution	Center Name	Web Site	Products and Services
<i>College of Charleston</i>	Center of Excellence for the Advancement of New Literacies in the Middle Grades YEAR 5 of 5	www.cofc.edu/~newliteracies/	<ul style="list-style-type: none"> • During final funding year, a minimum of 250 teachers and/or pre-service educators were supported at schools and through undergraduate/graduate coursework at the College. • Nine CCSD teachers from Cario Middle School participated in NCTE webinar, Copyright Clarity, by-monthly meetings and online discussions about the uses of new literacies and pop culture in classroom instruction. • Presented new literacies theory, research and projects to undergraduate pre-service special education students • 29 undergraduate students registered in EDFS 425; 30 undergraduates registered in EDFS 426 • 15 graduate students registered in EDFS 724; EDFS has eight graduate students registered • 30 graduate students completed EDEE 325; 20 graduate students completed EDEE 645 • Graduate students interviewed students about new literacies at Jennie Moore Elementary and Laing Middle School • 60 participants, 3 Center faculty and one administrative assistant attended conference hosted at the Lowcountry Graduate Center in February and June 2011
<i>USC-Aiken</i>	Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching YEAR 3 of 5	http://rpsec.usca.edu/CE-MIST	<ul style="list-style-type: none"> • 103 teachers from three middle schools participated in a series of three CE-MIST teacher workshops: Instructional Strategies, Differentiating Instruction, Essential Questions and Bloom’s Taxonomy, and Edgewood: An Integrated Approach to Teaching Local History. • 374 8th grade students from three middle schools participated in CE-MIST Student programs School Based Visits • 1,086 middle level students participated in field trip

Institution	Center Name	Web Site	Products and Services
			<p>experiences where they engaged in hands-on, standards-based activities.</p> <ul style="list-style-type: none"> • 400 Grade 6 students participated in CE-MIST Programs at the RPSEC <i>Blown Away, Circuit city, Polygon Puzzle</i> • 318 grade 7 students participated in <i>To the Moon and Beyond, Probing the Periodic Table, Ravenous Raptors</i> • 325 grade 8 students participated in <i>More than Meets the Eye, Rockin' & Rollin', Are You Dense</i> • 366 grade 6 students participated in New program <i>Ancient Sky Lore, Hiker, May the Force be with You</i> • 339 grade 7 students participated in CE-MIST STEP at Audubon <i>Investigating an Aquatic Ecosystem – Pond</i>
Newberry College		www.Retainscteachers.org	<ul style="list-style-type: none"> • Advanced Mentor Training for PACE teachers • Website • 106 teachers in attendance at two Poverty Institute sessions • Radio broadcast on Classroom Data and Assessment as it relates to preventing dropout through National Dropout Prevention Center at Clemson University • Issued guarantee certificates to 29 Newberry College graduates in May 2011 • RETAIN Introductory training in Foundations of Mentoring • 4-lesson, 15 hour Data and Assessment Literacy module • Guaranteeing Success Through Resources, Outreach, and Wisdom (GROW) program material, white paper • Poverty Institute material • Position paper
Clemson University	Center of Excellence for Inquiry in Mathematics and Science YEAR 3 of 5	http://iim-web.clemson.edu/?page_id=182	<ul style="list-style-type: none"> • Beginning July 2011, worked with 14 new PDI-1 teachers, helping them increase and improve their use of inquiry-based instruction. Attended two weeks of intense training in which they experienced inquiry and began to develop exemplar lessons that target two of the “big ideas” that they will teach in the subsequent academic year. • Thirteen teachers returned who attended and participated in PDI-2, advanced leadership professional development training.

Institution	Center Name	Web Site	Products and Services
			<p>Personal classroom support was provided for all of these teachers throughout academic year.</p> <ul style="list-style-type: none"> • The website is fully operational and has approximately 70 exemplar lessons for teacher use. Videos and student work samples are included on the website and have been accessed by teachers in 49 states and multiple countries. The site provides an interactive tool for teachers to design inquiry-based lessons, implement existing lessons, and modify lessons so they can be used to differentiate instruction effectively and communicate with other teachers about the lessons. • The Electronic Quality of Inquiry Protocol (EQUIP) has been refined and fully implemented. EQUIP is used as a research tool and teachers are using it to assess the quality of inquiry they are implementing in the classroom. EQUIP has appeared in national, peer-reviewed journals. • The three main supports that were developed through the Center, the 4E x 2 Instructional Model for designing and implementing lessons, the web tool for viewing and creating lessons, and the EQUIP for evaluating and planning improvements for inquiry-based instruction, are fundamental to our new MAT program in secondary mathematics and science.

Appendix D

Clemson CEIMS Project
2010-11 Survey Results and Annual Report
Submitted by Dr. Mike Rischbieter

The purpose of the survey was to obtain views of the participants about the usefulness of the project. Teachers were not individually identified while taking the Survey in order to obtain the most candid responses possible. Fourteen participants responded to this survey; of that total, four were math teachers, nine were science teachers and one taught both math and science. Responses from math teachers and science teachers were analyzed both separately and together.

Question 1 This survey is for the External Evaluator for this project. All responses will be analyzed and reports will be sent to the project staff, with NO identification except as to primary teaching subject.

Primary subject area taught?

Math	4
Science	9
Both	1

Question 2 How often do you use inquiry in your teaching?

Math teacher responses:

Daily	0
At least once a week	5
At least once a month	0
At least once a semester	0
Never	

Science teachers

Daily	3
At least once a week	7
At least once a month	0
At least once a semester	0
Never	

All teachers

Daily	3
At least once a week	11
At least once a month	0
At least once a semester	0
Never	

All of the teachers use inquiry at least once a month. However, the science teachers use inquiry on a daily basis more than the math teachers.

Question 3 To what extent has your participation in this project enriched your content knowledge?

Math:		
Great extent		2
Some extent		2
Not at all		0
Science:		
Great extent		4
Some extent		6
Not at all		0
All:		
Great extent		6
Some extent		8
Not at all		0

Question 4 To what extent has your participation in this project enhanced your ability to plan inquiry-based science or math lessons?

Math:		
Great extent		4
Some extent		1
Not at all		0
Science:		
Great extent		8
Some extent		2
Not at all		0
All:		
Great extent		12
Some extent		2
Not at all		0

Question 5 To what extent has your participation in this project enhance your ability to lead inquiry-based science or math lessons?

Math:		
Great extent		3
Some extent		2
Not at all		0

Science:		
	Great extent	7
	Some extent	3
	Not at all	0

All:		
	Great extent	10
	Some extent	4
	Not at all	0

Question 6 To what extent has your participation in this project improved student achievement?

Math:		
	Great extent	2
	Some extent	3
	Not at all	0

Science:		
	Great extent	3
	Some extent	7
	Not at all	0

All:		
	Great extent	5
	Some extent	9
	Not at all	0

Question 7 Please explain answers 3-6.

Teacher responses are as follows:

- I think that I was more comfortable with my content knowledge to begin with. I have a good understanding of the concept of inquiry I would just like more guidance in the different ways I can incorporate it into my curriculum specifically. I feel comfortable leading inquiry-based lessons but I would like more experience with it. I am not sure about student achievement
- The course has helped me greatly in understanding how to implement and lead inquiry based lessons. My students have been motivated during the lessons, and seem excited to learn. I have also noticed a better understanding of material.
- Making connections to prior knowledge before introducing a new skill gives students the opportunity to build on their current knowledge. Teaching through inquiry probes students to think about skills so that they retain it more.

- Now when I plan a unit, I am automatically thinking how can I have the students explore a concept before I give them the information. The students are more engaged and remember the information because they have discovered the answers.
- Being a part of inquiry has provided an opportunity to plan and collaborate with other teachers. It has also allowed me to give students an opportunity to think about content before just giving notes and information. The students seem to benefit from this; however, they do not seem to process the information for long term.
- My students progressed somewhat but I am expecting a greater improvement next year after I have completed the second year of training.
- Participating in this project helped me understand what inquiry looks like specifically in the math class. It increased my awareness of the importance of inquiry and the successfulness of using inquiry on a regular basis in the classroom. The support from this project helped me overcome and work through the many challenges of implementing inquiry based instruction. Planning an inquiry lesson is such an important part of the process. The support from this project helped me understand how to plan a good inquiry lesson. As I slowly implemented the inquiry method into my lessons, I saw a connection between inquiry lessons and student achievement. Students got more out of inquiry lessons than lecture style lessons. The inquiry lessons make students think more and make more connections. As I get more comfortable with inquiry lessons, the students will become more comfortable. This project has supported me and helped me pull together the things that are necessary to change my teaching style and improve student achievement.
- I now use the 4E model for all units that I complete. It has helped my students do more than just memorize facts, they process the material.
- I have seen the benefits of this program this year with my students.
- Implementing inquiry has helped me and in turn helps my students. We all benefit from it.
- I have a better handle on how to set up my science class to make my students better thinkers through better questioning techniques. Also, I fully agree with the method of letting the students explore before you explain and have seen first hand an improvement in my students participation and understanding of the content.
- There were some opportunities to refresh my content knowledge, but the primary focus of the project improved my understanding of inquiry based instruction and my ability to implement said instruction.

- Involvement in this project has led me to develop more effective inquiry based lesson through more thoughtful planning and improved my skills at implementing the inquiry based lessons. My content knowledge was always pretty complete (although I am constantly learning more as I grow) but implementation was lacking. This project helped me address my weaknesses and improved my reflective thinking.

Most of the teachers reported that this program has helped them understand how the inquiry method works, how to implement this system into the classroom, and that students seem to be benefitting from this kind of instruction.

Question 8 To what extent are you better able now to use inquiry-based instructional strategies, compared to before your participation in this project?

Math:

Great deal better	3
Somewhat better	2
No better	0

Science:

Great deal better	6
Somewhat better	4
No better	0

All:

Great deal better	9
Somewhat better	5
No better	0

Question 9 To what extent are you better motivated now to use inquiry-based instructional strategies, compared to before your participation in this project?

Math:

Great deal better	5
Somewhat better	0
No better	0

Science:

Great deal better	9
Somewhat better	1
No better	0

All:

Great deal better	13
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Somewhat better	1
No better	0

Most teachers felt that they were now a great deal better motivated to use inquiry-based instructional strategies.

Question 10 How many exemplar lessons from this project have you already implemented in your classroom?

Math:

Range was from 2 to 5, with a mean of 3.3

Science:

Range was from 2 to 12, with a mean of 4.0

All:

Range was from 2 to 12, with a mean of 3.1

Science teachers implemented somewhat more exemplar lessons than did math teachers.

Question 11 How successful were you at implementing exemplar lessons? Be specific.

Teacher responses are as follows:

- I think that the lessons went well. I am sure that I would fine tune it more next time.
- The exemplars went well. The students were interested in the lessons, and they were encouraged to learn the material. I saw success through these lessons.
- 3 - I haven't completed ALL of the assessments each lesson requires because I felt like I was running out of time. I will definitely work in the assessments in the future. I know how important this piece of inquiry is.
- Pretty successful : 4 out of 5 were a success. Students who were present in class and participated exhibited good test and quiz scores. I learned to adjust certain aspects of the exemplars to accommodate for the needs of the classes. Some classes required more scaffolding than others.
- 75%. I was able to use most information from the exemplars with my students. However, if they seemed to be getting lost or not grasping the information, I may have needed to take another route (ex. adding a different worksheet or pulling back.)
- I think they were very successful. I still have difficulty allowing my students to work without direct instruction.
- The lessons were successful and students enjoyed them. The lessons took a little longer than I had planned. I think that was because of the fact that inquiry lessons are new to students. The lessons were challenging and interesting at the same time. Students seemed to understand the material better. They enjoy exploring and

explaining. It was interesting to see the different methods that students used to solve problems.

- Very successful with the chemistry lesson. The cell process lesson needs some changes before next year.
- I feel that I implemented them very well. I had to modify them to fit my style but I stayed true to the inquiry in motion model.
- I can honestly say that they all worked very well. Implementing questions was the hardest part, but it got better.
- I know that the atmosphere unit my group wrote was very successful in helping my students better understand the differences in the layers of the atmosphere and their characteristics. It was amazing to watch their growth and the pieces started to fit for them.
- They went well, however; the Law of Conservation of Mass was not actually shown at the end of our investigation. I was able to talk about human errors and product ineffectiveness, but it would have been nice if the investigation showed the law.
- Although I am still developing the skill to "adjust on the fly" most of my exemplars have had a good "feel and flow" and have gone as planned.
- Our lesson worked well but needed a few modifications.

The responses are very good with a range of qualifiers from pretty successful to very successful. The students seemed to benefit from this kind of instruction.

Question 12 How well do the exemplar lessons address "big ideas" in middle school math or science?

Math:

Very well	4
Pretty well	1
Not well at all	0

Science:

Very well	6
Pretty well	4
Not well at all	0

All:

Very well	10
Pretty well	4
Not well at all	0

Both math and science teacher-participants felt that the exemplar lessons at least addressed big ideas pretty well, with math teachers more positive than science teachers.

Question 13 How useful is the lesson planning tool? Please explain.

Math:

Very useful	1
Pretty useful	4
Not useful	0

Science:

Very useful	4
Pretty useful	6
Not useful	0

All:

Very useful	5
Pretty useful	9
Not useful	0

Question14 Please explain your answer to #13, including how it might be improved.

Teacher responses are as follows:

- It is very involved. It is frustrating at times to try to put the ideas in to very specific steps or terms.
- I found it very useful.
- The website was difficult for me to access on my school computer, but I used the same template for my lesson planning.
- I need more practice before I can suggest changes.
- It is very user friendly and easy to follow.
- There is nothing wrong with the tool, our district has approved activities that we are supposed to follow. I honestly have not had time this year to explore other lesson on the tool.
- It is very user friendly.
- I like the lesson plan web tool because it provides ideas for questions to ask and assessments to use. On the other hand, it's hard saving and editing the lessons.
- I have not planned an exemplar on my own yet but I hope to become better able to do so as I participate in PD2 this summer.
- Simplify. Too many words & categories can lead to confusion...confusion will lead to lack of use.
- I have developed an "addiction" to the planning tool, and I not only encourage my co-workers to use it regularly, but I also introduce my pre-service teacher candidates to the web tool and encourage them to use it. It is comprehensive, fairly easy to use, provokes through planning, and is easy to use as a teacher.
- We could plan our lesson on paper effectively...using the tool and working on the wording took a tremendous amount of time.

Almost half of the teachers found the tool to be useful, but a variety of problems were identified. It appears that some modifications to the tool need to be made so that all of the participants are able to reasonably take advantage of the positive attributes identified.

Question 15 How often have you used the lesson planning tool?

Math:

Daily	0
Once a week	0
Once a month	3
Once a semester	2
Never	0

Science:

Daily	0
Once a week	2
Once a month	3
Once a semester	5
Never	0

All:

Daily	0
Once a week	2
Once a month	6
Once a semester	6
Never	0

All but of the teachers have used the lesson planning tool, with science teachers using it somewhat more often than math teachers.

Question 16 To what extent have other teachers in your school utilized exemplar lessons?

Math:

- Great deal
- Somewhat
- None
- I don't know

Science:

- Great deal
- Somewhat
- None
- I don't know

All:

- Great deal
- Somewhat
- None
- I don't know

Question 17 What are some things that the project staff could do to improve this project? Be specific.

Teacher responses are as follows:

Math Teachers

- I would like to see more feedback on the actual lessons taught. I would like to have more time to plan for the year different ways to incorporate inquiry into the units (even if they are not exemplar lessons).
- Walk through each component of a new lesson, explaining how to "think" through the process of creating one. I spent more time getting started on my first lesson than I did actually creating it.
- I found that the problems with the computer program in writing the exemplars was distracting. Writing exemplars are very time consuming but I don't think there is much that can be done to improve that situation.
- I feel it is a very good project. I am not sure how it could be improved.

Science Teachers

- I feel the staff did a wonderful job and I no major criticism.
- I only have been able to have brief conversations with others in our school in other grade levels but I know my partner teacher has used them. I do not have any suggestions at this time but as I said I look forward to this next session and what I can use from it in my classroom.
- More specific examples of middle school lessons that are inquiry-rich.
- The project staff needs to provide feedback to the participants in a timely manner. After observations the teachers have no ideas for making adjustments in their plans or presentations, and we often feel like we are "flying solo" after the initial course. Many of the participants could use the feedback to improve their prep and presentations. Others lack confidence in the lesson and planning, and these teachers could use immediate feedback to make adjustments and improvements.
- Maybe some individual planning activities to address areas of need for each teacher.
- Walk through each component of a new lesson, explaining how to "think" through the process of creating one. I spent more time getting started on my first lesson than I did actually creating it.
- There was so much support from this staff that it is hard to suggest additional things that they could do. There is one thing that they offered that I would take advantage of if given the opportunity to do it over. They offered to teach our class or team teach with us. I feel like I would be much more comfortable with that idea now. Seeing them directly interact with my own students would be very beneficial.
- I feel the staff did a wonderful job and I have no major criticism.

Comments and Recommendations

1. Analysis of the data provided clearly points to the effectiveness of this program in providing teachers with the necessary tools to teach inquiry-based math and science curricula in their classrooms. Teachers reported that they felt presenting the material in an inquiry approach led to better student engagement and actual understanding of the material. Students appear to be the beneficiaries of the activities the teachers have been involved in with respect to this program.
2. Based on teachers' comments in this survey, there are some things that can still be improved:
 - More individual work with teachers might help the large range of familiarity with the inquiry approach. While many were quite satisfied with the degree to which the staff was involved in the learning sessions, some teachers reported they needed more one-on-one time with the staff during the planning sessions
 - Some teachers requested that feedback needs to be more timely, and more frequent. Again, the range of teacher participant knowledge of the inquiry method, and planning exemplars based on this method may require more time being spent with the teachers that are somewhat lacking in experience with the inquiry approach.
 - The web tool for writing exemplars may need some fine tuning, or more user-friendly instructions for those teachers that are less familiar with web-based development tools.
3. All of the data collected through the Survey, and an analysis of ethnographic data collected from a visit to one of the planning meetings indicates to me that this program has been very successful in meeting the pre-set objectives, and should continue to be funded.

**College of Charleston's
Center for the Advancement of New Literacies in Middle School
Year Five Final Report**

September, 2011

**Submitted by
Susan S. Harman, PhD
Patrick H. Harman, PhD**

Introduction

This Year Five, Final Evaluation Report briefly describes the program's goals, evaluation questions, instrumentation, and provides detailed findings along with an overall summary. Ultimately, the purpose of this evaluation is to determine the effectiveness of the College of Charleston's **Center for the Advancement of New Literacies in Middle Grades** on increasing teachers' use of research-based instructional practices in the classroom and its potential impact on student learning. The program evaluation sought to expand the current applied research literature through examination of the impact of English/Language Arts, Social Studies, and Special Education teachers' participation in the **New Literacies in Middle Grades** on student reading scores in low performing middle schools.

Years Three and Four differed from Years One and Two. Years One and Two included and compared teachers from two middle schools, West Ashley Middle School and Morningside Middle School. Year Three reported on data collected from teachers from Alice Birney Middle School (ABMS), Burke Middle School (BMS), and two elementary teachers from Memminger Elementary School (MES). Year Four focused on 24 teachers from Haut Gap Middle School (HGMS).

The focus of Year Five has been to extend the work of the Center beyond Charleston County School District. In an effort to do this, College of Charleston faculty continued their work with the participating teachers from Alice Birney (now Northwoods Middle) and two of the teachers from Cario Middle (who began during the Professional Development course offered in the fall/spring 2009-10). Faculty worked with the teachers from Northwoods and ran a Professional Development course (year-long) for a total of 9 teachers at Cario Middle School. Although Cario has a very different demographic population, the participating teachers primarily worked with students performing in the lowest 25th percentile who also tend to be from low SES income families.

Additionally, faculty continued to present their work locally, regionally and nationally. They hosted one local conference in February and one regional conference in June that was free to interested teachers. There were approximately 200-225 teachers who attended. Finally, they continued to incorporate New Literacies research into their undergraduate and graduate courses, personally supervising and observing 25 graduate students and 2 undergraduate students working in the schools implementing lessons and providing feedback.

Program Goals

The annual evaluations in Years One through Five were based on the **Center for the Advancement of New Literacies in Middle Grades'** goals. Goal One focused on *Increasing teachers' depth of knowledge and effectiveness in teaching **New Literacies in Middle Grades***. Goal Two focused on *Developing literacy-focused middle schools by creating a **New Literacies in Middle Grades** model that can be disseminated across the state to schools and colleges*. Goal Three centered around *Improving reading student achievement scores in targeted middle schools*. Finally, Goal Four involved *Encouraging the sharing of relevant research and research-based instructional practices across South Carolina for the improvement of middle school literacies*. This Year Five Final Evaluation Report provides a summary of Year Five data on Goals One and Three as well as a summary examination of evaluative across all five years.

Evaluation Questions

To assess Goal One, the following evaluation questions were developed:

- *To what extent do middle school teachers participating in the **New Literacies in Middle Grades** process increase their use of research-based reading instructional strategies in their classrooms?*
- *To what extent do teachers perceive uses of New Literacies in their own lives?*
- *To what extent are teachers accepting various strategies introduced during **New Literacies in Middle Grades Institutes**?*

To assess Goal Three, the following evaluation question was developed:

- *To what extent do middle school students whose teachers participate in the collective study group process improve their reading comprehension and vocabulary outcomes when compared to students whose teachers do not participate in the collective study group process?*

Analyses were conducted on data collected from several types of stakeholders using a variety of instruments to address the goals and evaluation questions as outlined in the grant proposal. Stakeholder groups consisted of teachers from treatment groups and students from both treatment and control groups. The following is a description of the instrumentation.

Instrumentation

The Faculty Self-report Survey (Appendix A) is an eleven-item survey designed to determine various demographic information about individual teachers. Questions included: grade(s) currently taught and the number of years teaching; individual licensure and certification; gender; ethnic identity; and highest level of educational attainment. In Year Five the survey was completed electronically.

The Teacher New Literacies Confidence Scale (Appendix B) was designed to assess the percentage of time teachers reported they spent teaching specific literacy skills and resources, their confidence in their ability to teach middle school students these specific literacy skills and resources, and whether or not the specific literacy skill and resources were taught in their classroom. This was distributed in paper version for Years One through Four. In Year Five the survey was completed electronically.

The Teacher Survey (Appendix C) was designed to determine participants' individual definitions for "reading," "writing," "text," and "literacy." In addition, participants were asked to list all the things they: read and write at school throughout the day; read and write outside of school; think their friends read and write; and the amount of time they spend reading and writing on a typical Friday. This was distributed in paper version for Years One through Four. In Year Five the survey was completed electronically.

The Center of Excellence for the Advancement of New Literacies in Middle Grades Institute Evaluation (Appendix D) was designed to determine participants' reaction to The New Literacies Institutes as far as their structure, the facilitators, and distributed materials. In addition, teachers were asked to describe the issues/topics they would like to learn more about in collective study group meetings, see included in the upcoming New Literacies Institutes and make recommendations for future New Literacies Institutes. This instrument was administered during the first three years of the initiative.

Two achievement tests were used to examine progress on the project's goal of impacting student reading and vocabulary outcomes. The first tests were the **Measures of Academic Progress (MAP)**. These benchmark assessments have been administered by the Charleston County School District since the 2004-05 school year to formatively evaluate the progress its students are making in reading, language usage, and mathematics. Test results provide the instructional level of students so that teachers can target instruction.

The second assessments (used in Years One and Two only) were the **Palmetto Achievement Challenge Tests (PACT)**. These tests are state-mandated and are administered each spring in English/Language Arts (ELA), mathematics, science, and social studies. These assessments are administered for all students in grades three through eight. The ELA tests include both multiple-choice and constructed-response items. There is also one extended writing item on each ELA test.

Year 5 Teacher Survey Findings

Faculty Self-Report Survey

The **Faculty Self-Report Survey** was administered in July 2011 to 12 teachers from the two participating schools in July 2011. Respondents included three teachers from Northwoods Middle School (NMS) and six teachers from Cario Middle School (CMS). Respondents consisted of nine females (all Caucasians). Educational levels ranged from Bachelor of Arts degrees (4) to Master's Degree (2) to Master's degree plus additional course hours (3).

Participants responded to an email request to take an on-line survey consisting of questions worded identically to paper instruments administered in Years One through Four. Excluding demographic information, questions ranged from identifying an individual's subject area information to information about licensure and areas of certification. The responses are summarized below.

Participants acknowledged the grade level(s) they were currently teaching. One identified herself as a sixth grade teacher, one identified herself as a seventh grade teacher, three identified themselves as eighth grade teachers, and four identified themselves as sixth, seventh, and eighth grade teachers.

Participants were asked to report all subject area(s) they currently teach. Two participants each teach English/Language Arts. One each teaches: Math, Language Arts, and Entrepreneurship; Spanish and World Cultures; Math and Reading Intervention; English (Honors and Inclusion); Gifted/Talented and Creative Writing; History; and Careers and Related Arts.

Participants provided the number of years they had taught: in general; at this school; and at the grade level they were teaching during the 2010-2011 school year. The reported overall number of years teachers taught ranged from one year to 47 years, with a mean of 14.3 years. The reported number of years taught at their current school ranged from one year to 37 years, with a mean of 8.8 years. The reported number of years they taught the grade level they were teaching during the 2010-2011 school year ranged from one year to 11 years, with a mean of 6.6 years.

All teachers stated they held a state license in the grade level(s) in which they teach. Participants identified their area(s) of certification. One of the nine respondents is certified in three areas, four are certified in two areas, and three are certified in one area. Areas included: Middle School English/Language Arts (5); Elementary Education (2); Academically Gifted (1); Theatre (1); Middle

School History (1); Reading (1), Spanish (1), Supervision (1), and Administration (1). When participants were asked if they were nationally board certified (NBPTS), one individual said she was certified. No one is currently a candidate for NBPTS certification.

Teacher New Literacies Confidence Scale

The **Teacher New Literacies Confidence Scale** was administered to teachers electronically in July 2011. The data are summarized in Tables One through Four. All participants answered all items. Percentages were rounded.

Table 1
Teacher Practice and Confidence in Teaching “Code Breaker” Skills

Percentage of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
Avg=23% (n=9)	recognize and know spelling patterns when reading and writing	8/9 89%	1/9 11%	0	8/9 89%	1/9 11%	0
	become familiar with conventional sentence structures in reading, writing and speaking	9/9 100%	0	0	9/9 100%	0	0
	be able to figure out the literal meaning of various symbols and gestures	9/9 100%	0	0	9/9 100%	0	0
	know the spelling of high frequency words for reading and writing	9/9 100%	0	0	9/9 100%	0	0

Table 1 illustrates that, on average, respondents estimated that 23% of their instructional time focused on teaching their students “Code Breaker” skills or how to: recognize and know spelling patterns when reading and writing; become familiar with conventional sentence structures in reading, writing and speaking; be able to figure out the literal meaning of various symbols and gestures; and know the spelling of high frequency words for reading and writing. Most respondents (97%, on average) stated that they possess the ability to teach these skills and that they teach all these skills in actual classroom practice.

Table 2
Teacher Practice and Confidence in Teaching Students “Text Participant” Skills

Percentage of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
Avg=28% (n=9)	retell a written, spoken or visual text considering plot, character, setting, movement through time and change	9/9 100%	0	0	9/9 100%	0	0
	compare the themes of different texts	9/9 100%	0	0	9/9 100%	0	0
	use comprehensive strategies such as questioning, making corrections, determining importance to construct meaning about text	9/9 100%	0	0	9/9 100%	0	0
	learn about different cultures through thinking about how they are presented in texts	9/9 100%	0	0	9/9 100%	0	0

Table 2 illustrates that, on average, respondents estimated that 28% of their instructional time focused on teaching their students “Text Participant” skills or how to: retell a written, spoken or visual text considering plot, character, setting, movement through time, and change; compare the themes of different texts; use comprehensive strategies such as questioning, making corrections, determining importance to construct meaning about text; and learn about different cultures through thinking about how they are presented in texts. All respondents (100%) stated that they possess the ability to teach these skills and that they taught these skills in actual classroom practice.

Table 3
Teacher Practice and Confidence in Teaching Students “Text User” Skills

Percentage of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
Avg=25% (n=9)	think about audience when reading, writing, speaking, viewing or listening to a text	9/9 100%	0	0	9/9 100%	0	0
	compose a text to fit a particular context	9/9 100%	0	0	9/9 100%	0	0
	plan and construct a project with a particular purpose in mind	9/9 100%	0	0	9/9 100%	0	0
	use different spoken language patterns depending on the situation and participants	8/9 89%	1/9 11%	0	8/9 89%	1/9 11%	0

Table 3 illustrates that respondents estimated that 25% of their instructional time focused on teaching their students “Text User” skills or how to: think about audience when reading, writing, speaking, viewing or listening to a text; compose a text to fit a particular context (e.g., email to a friend vs. a potential employer); plan and construct a project with a particular purpose in mind (e.g., convince people to recycle); and use different spoken language patterns depending on the situation and participants (e.g., talking with friends while playing sports vs. talking to media specialist about a research project). Most respondents (97%, on average) stated that they possess the ability to teach these skills and that they teach all these skills in actual classroom practice.

Table 4
Teacher Practice and Confidence in Teaching Students “Text Analyst” Skills

Percentage of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
Avg=24% (n=9)	figure out the beliefs and ideologies of the authors of a particular text through considering what and how ideas are presented in the text	9/9 100%	0	0	9/9 100%	0	0
	compare and contrast different perspectives across texts that address the same issue and think about how one’s beliefs intersect with or deviate from these perspectives	9/9 100%	0	0	9/9 100%	0	0

Table 4 (cont.)

Teacher Practice and Confidence in Teaching Students “Text Analyst” Skills

Percentage of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
	consider whose beliefs are represented and under-represented in a particular text	9/9 100%	0	0	8/9 89%	1/9 11%	0
	rewrite a text to present an alternative idea about government, race and/or class	9/9 100%	0	0	7/9 78%	2/9 22%	0

Table 4 illustrates that respondents estimated that 24% of their instructional time focused on teaching their students “Text Analyst” skills or how to: figure out the beliefs and ideologies of the authors of a particular text through considering what and how ideas are presented in the text; compare and contrast different perspectives across texts that address the same issue and think about how one’s beliefs intersect with or deviate from these perspectives; consider whose beliefs are represented and underrepresented in a particular text (e.g., newspaper photograph); and rewrite a text to present an alternative idea about government, race and/or class. All respondents (100%) stated that they possessed the ability to teach these skills but 93% reported that they taught all these skills in actual classroom practice.

Five-year Summary of Confidence Scale Responses

Table 5

Average Percentage of Teachers’ *Ability to Teach Versus Actual Classroom Practice* by Language Skills and Year

Year	I feel confident in my ability to teach middle school students...	Ability to Teach			Actual Classroom Practice		
		Fall	Spring	Diff	Fall	Spring	Diff
1	Codebreaker Skills	90.0%	87.1%	-2.9%	71.2%	64.2%	-7.0%
2		84.8%	91.7%	6.9%	65.0%	76.2%	11.2%
3		98.0%	94.4%	-3.6%	78.0%	87.0%	9.0%
4		87.0%	94.4%	7.5%	62.5%	87.5%	25.0%
5		NA	97.2%	NA	NA	97.2%	NA
1	Text Participant Skills	94.9%	96.0%	1.1%	83.8%	93.1%	9.3%
2		91.3%	92.9%	1.6%	90.0%	84.5%	-5.5%
3		93.0%	97.1%	4.1%	80.0%	84.3%	4.3%
4		88.6%	97.2%	8.6%	71.7%	84.4%	12.6%
5		NA	100%	NA	NA	100.0	NA
1	Text User Skills	97.1%	92.7%	-4.3%	85.3%	86.7%	1.4%
2		91.3%	92.9%	1.6%	85.0%	83.3%	-1.7%
3		98.0%	97.1%	-0.9%	74.0%	86.1%	12.1%
4		89.1%	100%	10.9%	69.6%	87.5%	17.9%
5		NA	97.2%	NA	NA	97.2%	NA
1	Text Analyst Skills	84.6%	89.2%	4.6%	62.5%	69.2%	6.7%
2		75.0%	86.9%	11.9%	62.5%	66.7%	4.2%
3		73.0%	85.6%	12.6%	60.0%	53.7%	-6.3%
4		79.3%	81.3%	1.9%	42.0%	61.7%	19.6%
5		NA	100%	NA	NA	91.6%	NA

Table 5 shows a five-year comparison between teachers' reported ability to teach specific language skills versus their teaching of the skills in actual classroom practice. Overall, there is a trend toward increases from fall to spring (in both areas). This trend was particularly true in the fourth year of the initiative. It is also evident that over time, teachers have confidence in their ability to teach more than their actual classroom practice. For example, in each Spring, over 80% of teachers were confident of their ability to teach text analyst skills while slightly over 60% taught these skills in their classrooms.

Table 6
Average Percentage of Time Teaching Specific Skills by Year

Year	Language Skills	% Time Classroom Practice	
		Fall	Spring
1	Codebreaker Skills	18%	19%
2		20%	16%
3		23%	27%
4		24%	27%
5		NA	23%
1	Text Participant Skills	26%	34%
2		32%	30%
3		27%	31%
4		28%	21%
5		NA	28%
1	Text User Skills	26%	25%
2		21%	31%
3		27%	24%
4		31%	37%
5		NA	25%
1	Text Analyst Skills	19%	20%
2		21%	38%
3		21%	17%
4		16%	15%
5		NA	24%

Table 6 shows a five-year comparison between teachers' average percent of time teaching these specific language skills during fall and spring. Over time, there were no significant trends from fall to spring, although there were some slight increases spent on text user and text analyst skills. Overall, teachers seemed likely to spend more time teaching Text Participant and Text User Skills than Codebreaker and Text Analyst Skills.

Teacher Survey

The **Teacher Survey** was administered electronically to teacher during July 2011. Summaries of teachers' comments are listed below by subject.

Reading

Participants' definitions for "reading" varied but the most common terms that were used were "text" and "processing." The simplest definition was "Essential." The most complex was "The translating and interpreting of text, behaviors, and other communication skills."

Writing

Respondents' definitions for "writing" varied but the most common terms used were "text" and "communicating." The simplest definition was *"Creating text."* The most complex was, *"A way of using language (letter, numbers, pictures) [to] express ideas or inform or facilitate living."*

Text

Respondents' definitions for "text" varied but the most common terms that were used involved "communication" and some form of "any" or "anything." The simplest definition for "text" was, *"Information."* The most complex definition was, *"Any written word or tool found to communicate a message. It can be transmitted via technology (cell phones, DVDs CDs, signs, books, newspapers)."*

Literacy

Respondents' definitions for "literacy" were varied but the most common terms were some form of "able" or "ability" to "interpret" or "understand." The simplest definition was *"Reading and writing."* The most complex was *"Literacy is the way we receive ideas, information from a variety of sources. Literacy is as simple as reading a road sign and as complex as theory of black holes."*

Reading and Writing at School

Participants were asked to list all the things they read and write at school throughout the day. The top item read at school, listed by all of the 9 respondents, was books (both fiction and non-fiction). The next most frequently mentioned item was email (7 of 9). Items that were mentioned by over half of the respondents were memos, newspapers/magazines, student work, and signs. Four respondents each mentioned text messages, computer screen, and websites. Other items were directions/instructions and SmartBoards.

The top two written items that were identified by all but one of the respondents were emails and notes. Five respondents mentioned lesson plans while three mentioned text messages, student feedback, passes, lesson plans, and instructions/assignments. Two respondents mentioned lists.

Reading and Writing Outside of School

Participants listed all the things they read and write outside of school. The top reading item read outside of school, which was listed by seven respondents, was novels/books. Reading materials that were mentioned by six of the respondents were newspapers and emails. Five respondents mentioned magazines. Items mentioned by four respondents were text messages and computer-related sites, while three people mentioned recipes and letters/notes. Two respondents mentioned signs.

With regard to things written at home, email and lists were mentioned by seven people while six people listed notes/letters. Three respondents each mentioned computer-related writing, texts, and journaling. Two people mentioned checks.

What Friends Read and Write

Participants listed all the things they think their friends read and write. The top reading material respondents think their friends read, which were listed by all of the respondents, were books. Reading material that was mentioned by five of the respondents were notes/letters. Three respondents mentioned computer-related writing, while two respondents each mentioned lists and text messaging.

Time Spent Reading and Writing

Participants were asked, “On Fridays, when you’ve got to go to school, how much time do you spend reading and writing in a day, from the moment you wake up to the moment you fall asleep?” Figure 1 illustrates their responses.

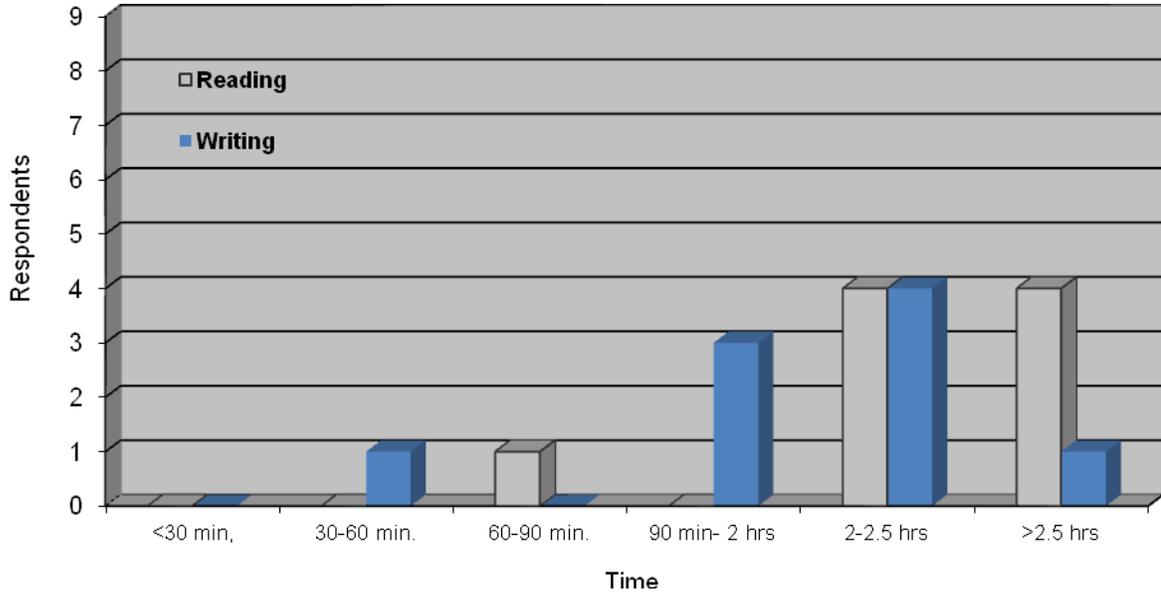


Figure 1: Teachers’ Time Spent Reading and Writing on a Typical Friday

As illustrated in Figure 1, four of the teachers indicated that they read over 2½ hours on Fridays. In contrast, just one person indicated that they write over 2½ hours on a typical Friday. Nearly half of the respondents (4 out of 9) read and write between 2 and 2½ hours on a typical Friday.

Year Five Student Achievement Results

This section provides fifth year results from the Reading and Mathematics Measures of Academic Progress (MAP) tests. While 12 teachers participated in Year 5, only five teachers taught in the English/Language Arts (ELA) area. Two of three Northwoods teachers taught in this area. One of these teachers taught creative writing and was not the main ELA teacher. Three of nine Cario teachers taught ELA. Only the students of these ELA teachers are included in these analyses.

MAP Sample Description

Tables 10 and 11 provide a demographic breakdown of the students taught by ELA teachers. At Cario, student diversity varied by grade. In 6th grade, the majority of students were Caucasian and a third were African-American. In 7th grade, a slight majority were African-American. In 8th, almost three-fourths were Caucasian. At Northwoods, African-American students were in the majority in all three grades. There were also a significant number of Hispanic students at each

grade level, particularly in 7th grade. At both schools, males outnumbered females in all 6th and 7th grades while the reverse was true for 8th grade.

Table 10
Cario Middle School Demographics

Grade	African-American	Hispanic	Caucasian	Asian	Male	Female
6 th (n=22)	36%	5%	59%	--	64%	36%
7 th (n=19)	53%	--	47%	--	53%	47%
8 th (n=212)	19%	5%	74%	2%	49%	51%

Table 11
Northwoods Middle School Demographics

Grade	African-American	Hispanic	Caucasian	Male	Female
6 th (n=28)	78%	11%	11%	54%	46%
7 th (n=76)	61%	28%	11%	53%	47%
8 th (n=15)	60%	13%	27%	40%	60%

Assessment Description

MAP tests are computerized, adaptive assessments that are based on the state’s curriculum. These assessments are formative in nature as teachers can use the results to target instructional strategies to match student needs. Classroom teachers in the Charleston school district administer these tests three times during the school year (fall, winter, and spring). The MAP tests provide a number of scores for each test, including percentiles, lexiles (for reading), and Rasch unit (RIT) scores. The RIT scores were used in these analyses because they are an equal-interval scale and can be used to assess a student’s academic growth over time. These scores are also grade-independent.

These analyses used results from two different MAP tests. The Reading test measures word recognition and vocabulary, literal, inferential, interpretive, and evaluative reading comprehension as well as literary response and analysis. The Mathematics test measures number sense, estimation and computation, algebra, geometry, measurement, statistics and probability, and problem solving.

Analytical Approaches

Achievement comparisons were made utilizing “virtual comparison groups” (VCGs). VCGs have been developed by Northwest Evaluation Association to compare a district’s students to similar students across the nation. VCGs are created utilizing three filters.

The first filter includes only those students with valid scores from the Fall and Spring test administrations of the 2010-11 school year. The second filter is to include only schools that are within a range of 15% of a school’s percent free and reduced-price lunches as well as having the same urban/rural classification from the National Center for Education Statistics. The final filter matches students from the same grade who are with 5 RITs on the Fall test, tested within a 12-day period as the matched student for both Fall and Spring test administrations, and are

from a different school district. If more than 51 matches are made, a random sample of 51 students is selected to form the VCG.

Two types of analytical approaches were used with MAP Reading and Mathematics scores. The first approach was descriptive. Mean RIT scores were calculated for project and VCG students for the Fall 2010 baseline test and Spring 2011 post-test. Gain score differences were also calculated for both groups of students. Finally, the percent of project students whose gain scores were greater than their matched VCGs was calculated.

The second approach was inferential with analyses of covariance (ANCOVAs) being conducted to determine if there were significant differences between project students and VCGs. ANCOVAs were conducted separately for each grade level and for each school. The covariate was the pre-test score.

MAP Results

Cario Middle

Table 12 shows post-test and gain score MAP means for both Reading and Mathematics. These results are broken down by grade and student type.¹ Table 13 shows gain score differences between project students at Cario and VCG students as well as the percent of project students' gain scores exceeding their VCG matches. Results show that, in Reading, project students made more growth in all three grade levels. In contrast, VCG growth was greater for Mathematics in 6th and 7th grade. In all three grades, the percent of project students' Reading gain scores exceeding VCG students' gain scores was greater than 50%. The highest was in 7th grade with 68% and lowest in 8th grade with 57%. For Mathematics, the trend was different with VCG student growth exceeding project students' growth in 6th and 7th grade.

Table 12
Cario Middle MAP RIT Mean Scores by Student Type, Grade, & Subject Area

Content Area	Project Students		VCG Students	
	Spring 2011	Gain Score	Spring 2011	Gain Score
6th Grade				
Reading (n=22)	215.32	8.36	212.62	5.69
Mathematics	219.18	4.77	220.61	6.17
7th Grade				
Reading (n=19)	215.00	7.89	213.23	6.02
Mathematics	220.95	3.74	223.70	6.43
8th Grade				
Reading (n=212)	228.67	3.17	227.81	2.31
Mathematics	244.17	5.99	241.80	3.66

Table 13
Cario Middle MAP RIT Gain Score Differences by Grade & Subject Area

Content Area	Project Students	
	Mean Gain Score Difference	Percent Exceeding VCG
6th Grade		

¹ Pretest scores are not provided as they were equal for project and VCG students.

Reading (n=22)	2.67	68%
Mathematics	-1.40	36%
7th Grade	Mean Gain Score Difference	Percent Exceeding VCG
Reading (n=19)	1.87	74%
Mathematics	-2.69	37%
8th Grade	Mean Gain Score Difference	Percent Exceeding VCG
Reading (n=212)	0.86	57%
Mathematics	2.33	64%

ANCOVAs were conducted to take into account pre-test MAP Reading achievement to examine possible impacts. These results are summarized in Table 14. In 6th and 8th grades, the results were marginally statistically significant suggesting that project students' growth exceeded VCG students' growth. In 7th grade, the results were not statistically significant.

Table 14
ANCOVA Results for Cario Middle MAP RIT Reading Scores by Grade

6th Grade	F-test (df = 1, 41)	p-value
Reading	3.576	.066
7th Grade	F-test (df = 1, 35)	p-value
Reading	1.615	.212
8th Grade	F-test (df = 1, 421)	p-value
Reading	3.012	.083

Northwoods Middle

Table 15 shows post-test and gain score MAP means for Reading and Mathematics, by grade and student type. Table 16 shows gain score differences between Northwoods students and VCGs and the percent of project students' gain scores which exceeded their matched VCGs. Northwood students' gain scores in Reading were greater in 6th and 7th grade and smaller in 8th grade. A similar pattern was found in Mathematics. The percent of project students exceeding VCG gain scores were greater in 6th and 7th grade, with 57% and 66%, respectively, of project students having greater growth. For 8th grade, only 33% of project students had greater Reading gains than VCG students. Results for Mathematics were different with less than 50% of project students having exceeded VCG gains for 6th and 8th grade.

Table 15
Northwoods Middle MAP RIT Mean Scores by Student Type, Grade, & Subject Area

Content Area	Project Students		VCG Students	
	Spring 2011	Gain Score	Spring 2011	Gain Score
6th Grade				
Reading (n=28)	212.00	5.39	210.13	3.49
Mathematics	219.14	6.46	218.55	5.91
7th Grade				
Reading (n=76)	213.51	8.79	209.33	4.51
Mathematics	219.92	6.99	217.74	4.75
8th Grade				
Reading (n=15)	212.47	-1.87	216.61	2.29

<i>Mathematics</i>	221.60	2.13	223.78	4.25
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Table 16

Northwoods Middle MAP RIT Gain Score Differences by Grade & Subject Area

Content Area	Project Students	
6th Grade	Mean Gain Score Difference	Percent Exceeding VCG
Reading (n=28)	1.90	57%
Mathematics	0.55	46%
7th Grade	Mean Gain Score Difference	Percent Exceeding VCG
Reading (n=76)	4.28	66%
Mathematics	2.24	53%
8th Grade	Mean Gain Score Difference	Percent Exceeding VCG
Reading (n=15)	-4.16	33%
Mathematics	-2.12	47%

ANCOVAs were conducted to take into account pre-test MAP Reading achievement to examine possible impacts. These results are summarized in Table 17. In 7th grade, the results were statistically significant suggesting that project students' growth exceeded VCG students' growth. In 6th and 8th grades, the results were not statistically significant.

Table 17

ANCOVA Results for Northwoods Middle MAP RIT Reading Scores by Grade

6th Grade	F-test (df = 1, 53)	p-value
Reading	1.451	.234
7th Grade	F-test (df = 1, 149)	p-value
Reading	13.975	.000
8th Grade	F-test (df = 1, 27)	p-value
Reading	2.240	.146

Analytical Approaches Employed across the Five Years

The primary achievement test that was used to examine progress on the project's goal of impacting student reading and vocabulary outcomes was the **Measures of Academic Progress (MAP)**. A variety of analytical approaches have been used to examine the initiative's impact on student MAP achievement. The common feature of these approaches has been the use of a comparison group of students whose teachers had not participated in the New Literacies project. The approaches are summarized in the paragraphs that follow.

Year 1

Year One analyses could be considered more indicative of baseline analyses than impact analyses as project teachers had limited opportunities to implement new teaching strategies as they began designing New Literacies teaching strategies during the second institute in January. For this reason, no inferential analyses were conducted.

Achievement for students from the 2006-07 school year was matched, if available, to their prior achievement scores from the 2005-06 school year. Thus, these analyses were based only on those students who had complete achievement scores from two school years. Sample means were calculated for each test administration of the MAP Reading, ELA, and Mathematics. The Spring 2007 was considered the post-test.

Differences in mean scores between project students and other students in the district were compared using effect sizes. Effect sizes are measured in standard deviation units. It is calculated by subtracting the project mean score from the comparison mean score and dividing this figure by the standard deviation of the comparison group. Effect sizes were simply used as a guide to interpreting results.

Year 2

Achievement for students from the 2007-08 school year was matched, if available, to their prior achievement scores from the 2006-07 school year. Thus, these analyses were based only on those students who had complete achievement scores from two school years.

Two types of analytical approaches were also used with MAP scores. The first approach was the calculation of mean RIT scores for project and non-project school students for the Spring 2007 baseline test and Spring 2008 post-test. These analyses were done for descriptive purposes to obtain a greater understanding of student achievement in project schools.

The second analytical approach was the development of an achievement prediction model to assess the extent to which project school students' achievement exceeded expectations. This regression model was based only on students from non-participating schools. For each grade level and subject, Spring 2008 MAP RIT scores were predicted from prior RIT Scores, Ethnicity, Gender, and Free Lunch Status. Resulting regression coefficients were then used to predict MAP RIT scores for each project school student. A binomial test was then used to determine if the percent of students exceeded predicted achievement was greater than 50%. Fifty percent is the expected value if there are no programmatic impacts.

Year 3

Year 3 MAP achievement comparisons were made utilizing "virtual comparison groups" (VCGs). The analytical approach was the same as Year 5. A description can be found in the Year 5 results section.

Year 4

MAP achievement comparisons were made utilizing a matched comparison group. These matches were created utilizing three filters. The first filter includes only those students with valid scores from the spring test administration of the 2008-09 school year and the fall and spring test administrations of the 2009-10. The second filter is to include only those students who remained at the same school for the 2009-10 school year. The final filter matches students attending other middle schools in the district from the same grade based on gender, ethnicity, and Spring 2009 Reading RIT score. As multiple matches were obtained for a number of participating students, matched students were weighted to reflect the demographic composition of these students. Two types of analytical approaches were used with MAP Reading and Mathematics scores. The first approach was descriptive. Mean RIT scores were calculated for project and matched comparison students for the spring 2010 post-test. Gain score differences were also calculated for both groups of students. Finally, the percent of project students whose gain scores were greater than their matched counterparts was calculated. Independent samples t-tests were conducted to determine if there were significant differences between project students and matched students on the Spring 2009 to Spring 2010 Reading RIT Gain Score. These tests were conducted separately for each grade level.

Five-Year Summary of MAP Results

Figure 2 below depicts the average gain scores for the MAP Reading and Mathematics assessments by student type, grade, and project year. The following caveats need to be kept in mind while interpreting these results. There are five project years represented, however, it is important to remember that these data do not represent a four-year look at achievement as the same teachers did not participate in each year.

For Years 1 and 2, a school-wide approach was deployed at two middle schools. Of note for these two schools is that, even with the matching process discussed above, the pre-test means were lower than of those of their matched counterparts. For Years 3 through 5, an individual teacher approach was utilized. Additionally, for Years 3 and 4, the schools were different. In Year 5, two teachers had participated for three years, one teacher had participated for two year, and one teacher participated for one. Unlike Years 1 and 2, the matching process for schools participating in Years 3 through 5 resulted in equal pre-test means.

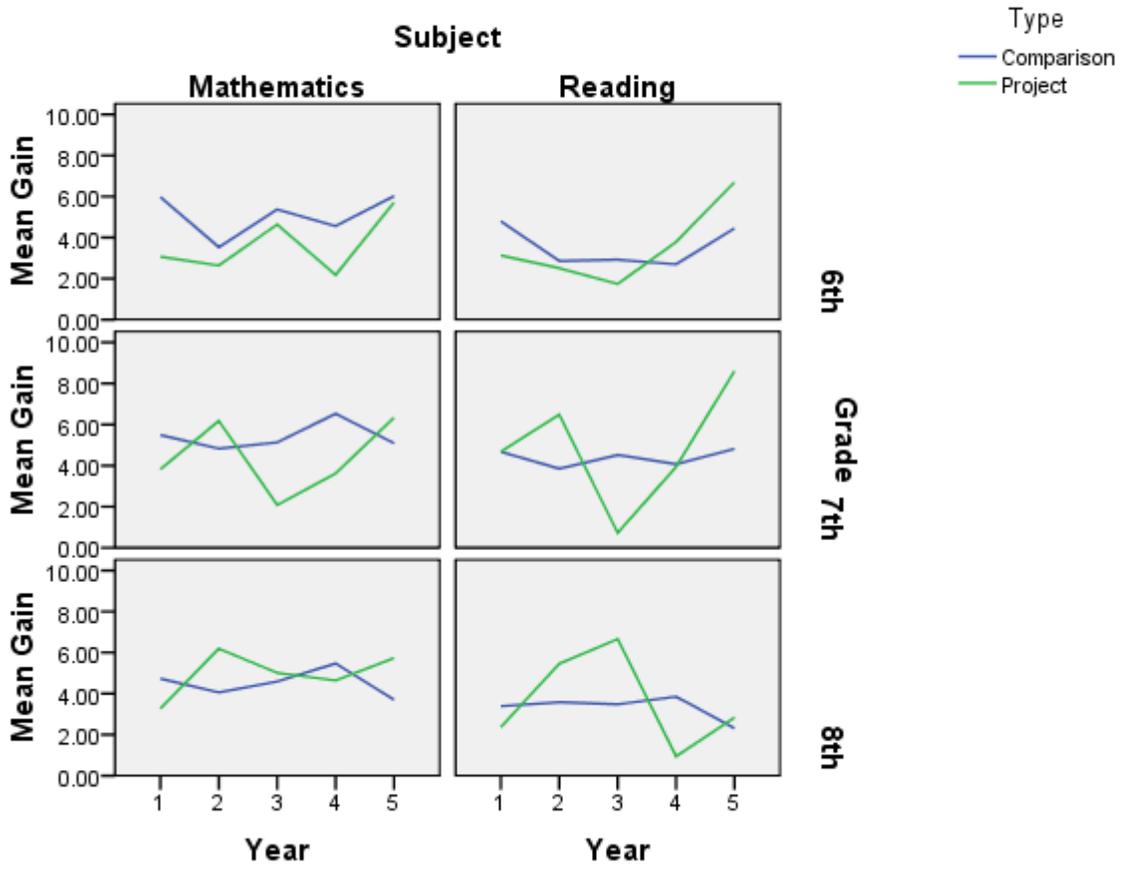
A visual analysis of the results finds slightly more instances of project students' gain scores exceeding the non-participating students. In 6th grade, project students' growth was greater in two of the four project years and similar in another. For 7th, project students' growth was greater in two years and the same in two other years. Eighth grade results show three years of greater growth for project students.

A visual examination of the first two project years, which reflect two years of the same teachers' participation, across the three grade levels reveals more positive results. In Year 2, project students' gain score growth was greater than non-participating students in both 7th and 8th grade. A majority of these students would have been exposed to two years of the New Literacies project. In 6th grade, for Year 2, project students' growth was less than their matched peers but this gap was much less than for Year 1.

An examination of trends in Mathematics gain scores provides additional context in interpreting Reading gain score results. As Math teachers did not participate in the project, their MAP results give an indication of how the students performed outside of their English teacher's participation. If the gain score trends are similar, then the variation seen in the Reading results is more likely to be due to school trends, rather than teacher's participation in the project.

Trend lines for the Mathematics gain scores are different than Reading gain scores for all three grade levels. For 6th grade, comparison students' Mathematics gain scores were greater across all five years compared to just two of the four years in Reading. Seventh grade performance in Mathematics for project students was less than their matched peers in three of the five years compared to only one in Reading. In 8th grade, the results in Reading and Mathematics were more similar in that project students had greater gain scores in three of the five years. However, the difference in gain score performance was greater in Reading for those years.

Figure 2: MAP Reading and Mathematics Gain Score by Student Type, Grade, and Year



Five Year Overall Summary

The College of Charleston's **Center for the Advancement of New Literacies in Middle Grades** implemented the **New Literacies in Middle Grades** process into two middle schools in the Charleston, South Carolina School District during the 2006-2007 and the 2007-2008 school year (i.e., West Ashley Middle School, Morningside Middle School) and then, for the 2008-2009 school year, implemented the program in two new middle schools (i.e., Alice Birney Middle School, Burke Middle School) and, for the first time, with two fifth grade elementary teachers (Memminger Elementary School). During Year Four, one middle school (Haut Gap) participated in the program. During the first three years, most participating middle school teachers attended two Institutes per year and continued the process of incorporating the program components into their classrooms. The elementary teachers did not attend any institutes, nor did the teachers from HGMS.

In Year Five, College of Charleston faculty continued their work with the participating teachers from Alice Birney (now Northwoods Middle) and two of the teachers from Cario Middle (who began during the Professional Development course offered in the fall/spring 2009-10). Faculty worked with the teachers from Northwoods and ran a Professional Development course (year-long) for a total of 9 teachers at Cario Middle School.

Data collected from teachers has been self-reported and so must be viewed as such. Evaluation questions help to guide evaluation focus, so in order to evaluate Goal One the following three evaluation questions must be addressed.

*To what extent do middle school teachers participating in the **New Literacies in Middle Grades** process increase their use of research-based reading instructional strategies in their classrooms?*

This question can best be addressed by looking at the data collected from the **Teacher New Literacies Confidence Scale**. From August 2006 until May 2008, teachers from West Ashley and Morningside reported spending an average of between 15% and 21% of their instructional time teaching "Code Breaker" skills which remained fairly consistent over time. Percentages of West Ashley teachers who reported they taught these skills in actual classroom practice ranged from 75% in August 2006 and 56% in May 2007 to 64% in August 2007 and 75% in May 2008 showed no real trend, but were moderate. Similarly, percentages of Morningside teachers who reported they taught these skills in actual classroom practice ranged from 68% in August 2006 and 72% in May 2007 to 65% in August 2007 and 77% in May 2008 showed no trend, other than increasing from fall to spring each year.

From August 2008 until May 2009, teachers from ABMS and BMS reported spending an average of between 21% and 30% of their instructional time teaching "Code Breaker" skills, with BMS increasing about 5% from fall to spring. Percentages of ABMS teachers who reported they taught these skills in actual classroom practice dropped from 95% in August to 79% in May. BMS teachers who reported they taught these skills in actual classroom practice increased from 78% in August to 88% in May.

From August 2009 until May 2010, teachers from HGMS reported spending an average of between 24% and 27% of their instructional time teaching "Code Breaker" skills. Percentages of HGMS teachers who reported they taught these skills in actual classroom practice ranged from 63% in August to 88% in May 2010 indicating an increase from fall to spring.

In July 2011, teachers from Northwoods Middle and Cario Middle School reported spending 23% of their instructional time teaching “Code Breaker” skills. Most respondents (97%, on average) stated that they possess the ability to teach these skills and that they teach all these skills in actual classroom practice.

From August 2006 until May 2008, teachers from West Ashley and Morningside reported spending an average of between 25% and 35% of their instructional time teaching “Text Participant” skills which remained fairly consistent over time. Percentages of West Ashley teachers who reported they taught these skills in actual classroom practice ranged from 85% in August 2006 and 96% in May 2007 to 93% in August 2007 and 86% in May 2008 showed no real trend, but were high. Similarly, percentages of Morningside teachers who reported they taught these skills in actual classroom practice ranged from 83% in August 2006 and 87% in May 2007 to 88% in August 2007 and 84% in May 2008 showed no trend, but also were high.

From August 2008 until May 2009, teachers from ABMS and BMS reported spending an average of between 23% and 33% of their instructional time teaching “Text Participant” skills, with BMS increasing about 7% from fall to spring. Percentages of ABMS teachers who reported they taught these skills in actual classroom practice rose from 87% in August to 96% in May. BMS teachers who reported they taught these skills in actual classroom practice stayed about the same from 80% in August to 81% in May.

From August 2009 until May 2010, teachers reported spending an average of between 28% and 21% of their instructional time teaching “Text Participant” skills. Percentages of teachers who reported they taught these skills in actual classroom practice ranged from 73% in August to 84% in May indicating an increase from fall to spring.

In July 2011, teachers from Northwoods Middle and Cario Middle School reported spending 28% of their instructional time teaching “Code Breaker” skills. All respondents (100%) stated that they possess the ability to teach these skills and that they teach all these skills in actual classroom practice.

A summary examination of five years of the Confidence Scale results showed a trend of increased confidence from fall to spring in both ability to teach and actual classroom practice. This trend was particularly observed in the initiative’s fourth year. This analysis also demonstrated that, over time, teachers had more confidence in their ability to teach more than their actual classroom practice. This was especially true in teaching text analyst skills.

From August 2006 until May 2008, teachers from West Ashley and Morningside reported spending an average of between 19% and 35% of their instructional time teaching “Text User” skills which showed no trends over time. Percentages of West Ashley teachers who reported they taught these skills in actual classroom practice ranged from 85% in August 2006 and 81% in May 2007 to 89% in August 2007 and 86% in May 2008 showed no real trend, but were high. Similarly, percentages of Morningside teachers who reported they taught these skills in actual classroom practice ranged from 87% in August 2006 and 90% in May 2007 to 83% in August 2007 and 82% in May 2008 showed no trend, but also were high.

From August 2008 until May 2009, teachers from ABMS and BMS reported spending an average of between 25% and 31% of their instructional time teaching “Text User” skills, with both groups dropping to 23% from fall to spring. Percentages of ABMS teachers who reported they taught these skills in actual classroom practice rose from 75% in August to 96% in May.

BMS teachers who reported they taught these skills in actual classroom practice increased from 74% in August to 83% in May.

From August 2009 until May 2010, teachers reported spending an average of between 31% and 37% of their instructional time teaching “Text User” skills. Percentages of teachers who reported they taught these skills in actual classroom practice ranged from 70% in August to 89% in May, indicating, again, an increase from fall to spring.

In July 2011, teachers from Northwoods Middle and Cario Middle School reported spending 25% of their instructional time teaching “Text User” skills. Most respondents (97%, on average) stated that they possess the ability to teach these skills and that they teach all these skills in actual classroom practice.

From August 2006 until May 2008, teachers from West Ashley and Morningside reported spending an average of between 11% and 25% of their instructional time teaching “Text Analyst” skills which showed no trends over time. Percentages of West Ashley teachers who reported they taught these skills in actual classroom practice ranged from 67% in August 2006 and 60% in May 2007 to 61% in August 2007 and 71% in May 2008 showed no real trend, but were moderate. Similarly, percentages of Morningside teachers who reported they taught these skills in actual classroom practice ranged from 59% in August 2006 and 76% in May 2007 to 63% in August 2007 and 71% in May 2008 showed no trend, other than increasing from fall to spring each year.

From August 2008 until May 2009, teachers from ABMS and BMS reported spending an average of between 20% and 21% of their instructional time teaching “Text Analyst” skills, with ABMS staying constant at 21% and BMS dropping to 16% from fall to spring. Percentages of ABMS teachers who reported they taught these skills in actual classroom practice dropped from 63% in August to 58% in May. BMS teachers who reported they taught these skills in actual classroom practice decreased from 62% in August to 47% in May.

From August 2009 until May 2010, teachers reported spending an average of between 16% and 15% of their instructional time teaching “Text Analyst” skills which showed no trends over time. Percentages of teachers who reported they taught these skills in actual classroom practice ranged from 42% in August to 63% in May indicating an increase from fall to spring.

In July 2011, teachers from Northwoods Middle and Cario Middle School reported spending 24% of their instructional time teaching “Text Analyst” skills. All respondents (100%) stated that they possess the ability to teach these skills but 93% reported that they teach all these skills in actual classroom practice. In addition to estimating instructional time, these teachers reported that their confidence in their ability to teach students these skills was somewhat higher than actually teaching the students the skills in the classroom. These results must be viewed with caution because of the low numbers of teachers responding.

A five-year summary comparison was made between teachers’ average percent of time teaching these specific language skills during fall and spring. There were no significant trends from fall to spring. Teachers were likely to spend more time teaching Text Participant and Text User Skills than Codebreaker and Text Analyst Skills.

An indicator of self-reported increases was evident in the Institute evaluations which were distributed the first three years of the initiative. In August 2006, West Ashley and Morningside respondents had a high level of agreement with the statement, *“I am excited to integrate New*

Literacies research and strategies into my teaching” with a mean of 5.17 (on a 6-point scale). When asked about the same statement again in January 2007, respondents’ mean response was 5.53, an increase of .70. On August 13th, 2007, respondents had a mean of 5.26, on August 14th, 5.37, and in January 2008, 5.38. Although there was a slight drop from January 2007, this indicates a high level of agreement with this statement and this agreement has remained consistent over time.

When ABMS respondents were asked their level of agreement with this statement in August 2008, their mean response was high at 5.87. When asked again in May 2009, the mean was 6.0, indicating a mean increase of .23. These results can only be attributed to ABMS respondents since BMS respondents did not complete evaluation forms.

A second evaluation question related to Goal One is:

To what extent do teachers perceive uses of New Literacies in their own lives?

This question can best be addressed by looking at the data collected from the Teacher Survey. The definitions created by teachers for “reading,” “writing,” “text,” and “literacy” indicate varying degrees of sophistication and understanding. Participants listed “all” the things: they read and write at school throughout the day; they read and write outside of school; they think their friends read and write, and the amount of time they spend reading and writing on a typical Friday. The responses given would indicate a clear recognition of the variety of opportunities available for one to read and write at school or at home. A comparison over the last five years seems to indicate few changes in teachers’ perceptions and understanding of these concepts. If consistency is a goal of the program, then there is an indication that exists.

The third evaluation question related to Goal One is:

*To what extent are teachers accepting various strategies introduced during **New Literacies in Middle Grades Institutes?***

This question can best be addressed by looking at the data collected from the **Center of Excellence for the Advancement of New Literacies in Middle Grades Institute Evaluation** held in August 2006, January 2007, August 2007, January 2008, August 2008, and January 2009. All aspects of each Institute received high marks from participants. In August 2006 and January 2007, the highest level of agreement occurred with the facilitators’ knowledge concerning New Literacies theory, research, and pedagogy. On August 13, 2007 and January 2008, the highest level of agreement occurred with “Materials, handouts, and readings aided my understanding of New Literacies theory and methods and will help me in implementing New Literacies pedagogy.” On August 14th, 2007, the highest level of agreement occurred with “Facilitators were effective in presenting New Literacies material in relevant, meaningful, and understandable ways.”

In August 2006, January 2007, and August 13th 2007, an area for attention was the pacing of presentations, activities, and discussions. On August 14th, the lowest level of agreement occurred with “Materials, handouts, and readings aided my understanding of New Literacies theory and methods and will help me in implementing New Literacies pedagogy.” During the January 2008 Institute, the lowest level of agreement occurred with “There was a balance between New Literacies theoretical and practical material.”

During the first two years of institutes, areas for attention were: the pacing of presentations, activities, and discussions; “Materials, handouts, and readings aided my understanding of New Literacies theory and methods and will help me in implementing New Literacies pedagogy”; and “There was a balance between New Literacies theoretical and practical material.” Similarly, in August of Year Three, “Pacing of presentations, activities, and discussions were engaging and effective” received the lowest rating, but was still very positive. In January 2009, all areas were given the highest rating possible.

The response to “I look forward to working with my colleagues in collective study groups to learn more about New Literacies pedagogy,” has risen steadily over time. August 2006 results yielded a mean of 4.75 compared to a mean of 5.60 in January 2007. August 13th and 14th, 2007 yielded means of 5.35 and 5.37, respectively, while January 2008 results yielded a mean of 5.25. In August 2008, the mean was 5.87 and in January 2009, 6.0—a steady increase over time.

This question cannot be addressed in Years Four or Five because there was no Institute data collected.

The following evaluation question must be answered to assess Goal Three:

To what extent do middle school students whose teachers participate in the collective study group process improve their reading comprehension and vocabulary outcomes when compared to students whose teachers do not participate in the collective study group process?

In Year One, baseline achievement results found that students at the project schools had lower achievement levels than students in the rest of the school district at all three grade levels. Interestingly, across all three grades, African American students in the project schools had similar achievement levels and PACT ELA gain scores to those African American students in other district schools. In contrast, there was a gap between the project schools’ Caucasian students and other Caucasian students in the district for all three grades. Overall, achievement patterns for MAP reading test results were similar to those from the PACT ELA tests.

First year achievement results should be considered with caution as project teachers had limited time to utilize new teaching strategies. Results show that, overall, project students exhibited slightly less achievement growth on the Reading and ELA MAP tests over the course of the 2006-07 school year. This result was similar to that observed for the Mathematics MAP test suggesting that growth discrepancies between project students and other students in the district could be expected in all subject areas and are not a reflection of the New Literacies project.

Second year achievement results were mixed. There were positive trends from the MAP results. Although lagging behind in initial achievement level, project students exceeded predictions in MAP Reading for the 7th and 8th grade. These results were different than those obtained with the MAP Mathematics tests suggesting a possible programmatic impact. Actual reading achievement levels were less than expected in 6th grade. However, these results were similar for the 6th grade MAP Mathematics test.

PACT results for Year Two were not as promising. Similar to the MAP results, initial achievement for project students was at a much lower level. In examining post-test results, project students made less improvement in achievement proficiency levels compared to students across the district. Additionally, actual project student achievement performance on

the ELA test was significantly lower than their actual performance. Similar results were found for the Mathematics test. However, these results were better when compared to the ELA test.

During the third year of the project, participating teachers were in their first year. Consequently, achievement results should be considered preliminary. Overall, achievement results were mixed. For BMS, eighth grade MAP Reading performance was greater for project students. This pattern was different than observed with their Mathematics performance suggesting there might have been some programmatic impact. Seventh grade project performance was less for project students. This same pattern was observed with 7th grade Mathematics suggesting that the Reading results were not a negative programmatic impact. For ABMS, growth in MAP Reading scores was similar for participating students compared to their matched counterparts. Eighth grade ABMS students had the same growth while 6th grade students had slightly less growth. These differences were not statistically significant.

During the fourth year of the project, participating teachers were in their first year. Consequently, achievement results should be considered preliminary. Overall, achievement results were mixed. Sixth grade MAP Reading performance was greater for project students. Seventh grade Reading performance was similar for project and matched students while, in 8th grade, matched students exhibited greater growth. Project students' gains in Reading were greater than in Mathematics for 6th and 7th grade suggesting there might have been some programmatic impact, although 8th grade project performance was less for project students. Results from independent samples t-tests at each grade level showed no statistically significant differences in Reading gain scores.

During the fifth year of the project, and the second or third year of participation for the teachers, overall achievement results were positive. For Cario Middle, MAP Reading performance was greater for project students in all three grades. This pattern was different than observed with their Mathematics performance suggesting there might have been some programmatic impact. In 6th and 8th grades, the results were marginally statistically significant which also suggests an impact.

At Northwoods, Reading results were positive for 6th and 7th grade with project student performance exceeding VCG performance. A similar pattern was found in Mathematics performance. In 7th grade, the results were statistically significant suggesting an impact. In 8th grade, project students actually experienced a decline in Reading performance from Fall to Spring. The growth in Mathematics gain scores was also smaller than the VCG performance.

A summary analysis of the five years of MAP scores found slightly more instances of project students having larger gain scores in Reading than comparison students. An examination of the first two project years, which reflect two years of the same teachers' participation, revealed more positive results across all three grade levels. This phenomenon was also observed in Year 5 results with teachers who had participated for more than one year. Trend lines for the Mathematics gain scores were different than Reading gain scores for all three grade levels and were less favorable for project students suggesting an impact on participating students' reading achievement.

Appendix A
FACULTY SELF-REPORT SURVEY

FACULTY SELF-REPORT SURVEY

School _____ Teacher Name: _____

Directions: Please respond to each of the questions below either by darkening the applicable response or writing in the requested information.

Check all that apply:

1. Grade(s) you teach (choose all): 6 7 8

All subject area(s) you teach: _____

2. What is the locale of your school? Rural Suburban Urban

3. What is your gender? Female Male

4. What is your racial identity?

African American Asian Native American
 White, non-Hispanic Hispanic Other _____

5. What is your highest level of education?

Bachelor's degree (BA/BS) Education Specialist
 Master's degree Doctoral degree (EdD/PhD)
 Master's degree plus additional course hours Other _____

6. How many years have you taught?

<1 1 2 3 4 5 6 7 8 9 10 11 12 13
 14 15 16 17 18 19 20 21 22 23 24 25 26 >26

7. How many years have you taught **at this school**?

<1 1 2 3 4 5 6 7 8 9 10 11 12 13
 14 15 16 17 18 19 20 21 22 23 24 25 26 >26

8. How many years have you taught the grade level you are teaching during the 2005-2006 school year?

<1 1 2 3 4 5 6 7 8 9 10 11 12 13
 14 15 16 17 18 19 20 21 22 23 24 25 26 >26

9. Do you hold state licensure in the grade level(s) in which you teach? Yes No

10. What is/are your area(s) of certification?

Academically gifted Mathematics Reading
 Elementary Education Language Arts Second Language endorsement
 Middle School Science Special Education
 High School Social studies Other _____

11. Are you a nationally board certified (NBPTS) teacher? Yes No

Are you currently a candidate for NBPTS? Yes No

Appendix B
Teacher New Literacies Confidence Scale

Teacher New Literacies Confidence Scale

Teacher Name: _____ Subject : _____
 School: _____ Grades: _____ Date: _____

Instructions: Please indicate your level of agreement with each statement on the left by shading in the bubble on the right. There are no right or wrong answers. We are simply interested in your opinion. Your answers will not be shared with others.

Percent of Time	I feel confident in my ability to teach middle school students to...	Ability			Actual Classroom Practice		
		Agree	Unsure	Disagree	Agree	Unsure	Disagree
	recognize and know spelling patterns when reading and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	become familiar with conventional sentence structures in reading, writing and speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	be able to figure out the literal meaning of various symbols and gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	know the spelling of high frequency words for reading and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	retell a written, spoken or visual text considering plot, character, setting, movement through time, and change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	compare the themes of different texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	use comprehensive strategies such as questioning, making corrections, determining importance to construct meaning about text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	learn about different cultures through thinking about how they are presented in texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	think about audience when reading, writing, speaking, viewing or listening to a text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	compose a text to fit a particular context (e.g., email to a friend vs. a potential employer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	plan and construct a project with a particular purpose in mind (e.g., convince people to recycle)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	use different spoken language patterns depending on the situation and participants (e.g., talking with friends while playing sports vs. talking to media specialist about a research project)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	figure out the beliefs and ideologies of the authors of a particular text through considering what and how ideas are presented in the text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	compare and contrast different perspectives across texts that address the same issue and think about how one's beliefs intersect with or deviate from these perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	consider whose beliefs are represented and underrepresented in a particular text (e.g., newspaper photograph)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	re-write a text to present an alternative idea about government, race and/or class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C
Teacher Survey

Teacher Survey

Name: _____ School: _____

Grade(s) taught: _____ Date: _____

Gender: M / F Your birth month and birth date: _____

How would you answer the following questions?

(There are NO wrong answers)

1. What is “reading?” _____

2. What is “writing?” _____

3. What is “text?” _____

4. What is “literacy?” _____

5. List all the things you read and write at school throughout the day:

READ	WRITE

6. List all the things you read and write outside of school:

READ	WRITE

7. On Fridays when you’ve got to go to school, how much time do you spend reading and writing in a day, from the moment you wake up to the moment you fall asleep? (Circle your answer)

READING	WRITING
Less than 30 minutes 30 minutes to 1 hour 1 hour to 1 ½ hours 1 ½ to 2 hours 2 to 2 ½ hours More than 2 ½ hours	Less than 30 minutes 30 minutes to 1 hour 1 hour to 1 ½ hours 1 ½ to 2 hours 2 to 2 ½ hours More than 2 ½ hours

8. What do your friends read and write?

READ	WRITE

Appendix D

**Center of Excellence for the
Advancement of New Literacies in Middle Grades
Institute Evaluation**

**Center of Excellence for the
Advancement of New Literacies in Middle Grades
Institute Evaluation**

Location: I

Dates:

Evaluation

Please check which school you are from:

Check one:

Morningside Middle School _____
West Ashley Middle School _____

Language Arts Teacher _____
Social Studies Teacher _____
Literacy Coach _____
Administrator _____
Other _____

Directions: Evaluate each of the following criteria regarding the New Literacies August Institute on the following scale:

6-Strongly Agree
3-Somewhat disagree

5-Agree
2-Disagree

4-Somewhat Agree
1-Strongly Disagree

Criteria	6	5	4	3	2	1
1. The New Literacies August Institute was well-organized and facilitators were prepared.						
2. Facilitators were knowledgeable about New Literacies theory, research, and pedagogy.						
3. Facilitators were effective in presenting New Literacies material in relevant, meaningful, and understandable ways.						
4. Facilitators were engaging and enthusiastic.						
5. Pacing of presentations, activities, and discussions were engaging and effective.						
6. Balance between large, medium, and small group structures was engaging and effective.						
7. Presentation of New Literacies material encouraged critical thinking about the teaching and learning of adolescent students.						
8. Materials, handouts, and readings aided my understanding of New Literacies theory and methods and will help me in implementing New Literacies pedagogy.						
9. I look forward to working with my colleagues in collective study groups to learn more about New Literacies pedagogy.						
10. I am excited to integrate New Literacies research and strategies into my teaching.						

What issues/topics presented at the New Literacies August Institute would you like to learn more about in collective study group meetings?

What additional issues/topics would you like to learn more about in collective study group meetings?

What issues/topics would you like to see included in the New Literacies January Institute?

What recommendations do you have for future New Literacies January Institutes?

Additional comments:

**Evaluation Report for Newberry College Center of Excellence
FY 2010-11
Submitted by Dr. John K. Luedeman**

10/06/2010 Management Team Meeting 1:

The management team consists of Cindy Johnson-Taylor PI, Jennifer Morrison who manages the Center, Angie Floyd who is the administrative assistant for the Center, Don Johnson-Taylor, Michelle Hardy and Wayne Kannaday. Paula Gregg from the SCCHE and the external evaluator observed this meeting.

This project is off to an excellent start. Office space has been secured and furnished. An administrative assistant has been hired. Funding has been obtained from a private donor to help fund the Newberry College guaranteed teacher program (GROW). Partnerships with CERRA and the South Carolina Department of Education have been developed for a mentoring program focused on the needs of PACE teachers. A partnership with the National Dropout Prevention Network at Clemson University has been developed to support work and dissemination of the Center's planned professional development modules on Data and Assessment Literacy. A logo for the Center has been developed.

The number of partnerships and the outside funding developed in such a short time bodes well for the institutionalization of the RETAIN Center of Excellence.

10/25/2010 Meeting with Partner Principals:

Ten of seventeen schools partnering with RETAIN sent representatives to this meeting for a total of thirteen attendees. Essentially an overview of the activities of the Center was given. Then Ms. Morrison led a very active discussion among the participants concerning induction and mentoring of new teachers and what needs the schools have. Concerns brought forward were

1. mentors need time to mentor
2. three years of mentoring might support the second year ADEPT evaluation, and
3. it is difficult for principals to balance the first year monitoring of a teacher with being that teacher's evaluator in year two.

The participants then completed an Induction/Mentoring Worksheet. After completion of the worksheet, two administrators who did not know each other met for two minutes to compare how mentoring works at their schools.

Ms. Morrison then distributed mentor teacher applications and requested that each school nominate three teachers to become RETAIN mentors at their school. Training will be provided by RETAIN.

Comments: Jen Morrison is very organized and has an uncanny ability to draw ideas from people and get a good discussion going. I believe that she will be a strong force for this Center.

03/18/2011 RETAIN Gala:

The Gala was held at the McClurg Education Building on the Newberry College campus. The Newberry College Jazz Quintet played while the attendees talked. The program began with the introduction of the Newberry President who expressed great confidence in Cindy Johnson-Taylor and the RETAIN project. Financial support for the Gala was provided by Aramark and the company who furnished the RETAIN classrooms and offices. The keynote speech was given by Cindy Johnson-Taylor who highlighted Newberry's program by responding to Secretary of Education Arne Duncan's three criticisms of teacher education programs and how these criticisms do not apply to the program at Newberry College.

1. The first criticism is that most programs deal with the teaching of theory but not practice. The program at Newberry is built on practice and Dr. Johnson-Taylor gave many examples.
2. The second criticism is that most faculty in such programs do not have classroom experience. Dr. Johnson-Taylor delineated her faculty and the number of years of K-12 classroom experience each has.
3. The third criticism is that the teaching profession is a Bermuda Triangle in which teachers disappear. This criticism was negated by a discussion of the guaranteed teacher program developed by Newberry College.

At the conclusion of the keynote speech, the attendees migrated to the RETAIN classrooms and lounge for refreshments. The refreshment hall was the place for poster session presentations highlighting Newberry Colleges various education programs.

After the refreshments, attendees had a choice of several presentations: one was a demonstration of the state-of-the-art classroom facilities while the other was a presentation about the activities of RETAIN. I attended the latter session presented by Jen Morrison. She began with some data about teacher retention in South Carolina. The low country and Pee Dee region of South Carolina have the highest number of unfilled teaching positions. Yet, while teacher migration is a problems for school districts, many studies have shown that the best teachers are those who have the most varied experiences from moving positions. Yet the cost of teacher migration to states is high. In Texas, data showed that for each teacher who left Texas, it cost the state \$8000. In North Carolina, the cost ranged from \$8000 to \$11500 per teacher.

Much research has been done on what teachers say they want in a position in order to stay. These needs are:

1. A collegial atmosphere at their school,
2. Good principal and administrative support, and
3. Good facilities and resources.

Ms. Morrison then gave an overview of RETAIN's programs and how these programs are driven by the research and data given above.

Plans for the rest of the grant are underway which include a Gala on March 18, Foundations of Mentoring Training, development of the PACE mentor course and a Poverty Workshop on April 30 provided by the Francis Marion Center of Excellence. Jen Morrison has also developed the Data and Assessment Literacy

Module and piloted it with 30 teachers from the National Dropout Prevention Center through the Nine Schools project. Evaluation of the pilot will take place in March.

4/12/2011 Dropout Prevention Webcast:

Abstract: Data-driven decision making and data-driven instruction can be overwhelming for all educators, already stretched with the many challenges they face in their schools and classrooms each day. Yet knowledge and a real understanding of the different kinds of data - and it's not just standardized tests - can help educators become the creators of the significant, student-centered learning at-risk students need to be successful. This session can start you on the road to being "data literate"! Data literacy gives teachers a daily, classroom-based lens through which to view data, ask questions of it, and use it to inform and improve practice. Improving data literacy across a school can become the agent of deep, sustained change, increased student engagement in learning, and educational improvement.

I listened to the webcast. Data was presented about the retention of teachers and the cost to the school district for each teacher that leaves the district. The providers were very well rehearsed. They presented the information in a well- organized manner. They interacted with the hosts well and answered ad hoc questions in an accurate and timely manner. The webcast can be heard in its entirety at www.dropoutprevention.org/webcast. The accompanying PowerPoint presentation can be viewed there.

04/30/2011 Poverty Workshop:

The presentation began with Jennifer Morrison giving a short introduction to RETAIN. She then introduced Tammy Pawloski from the Center of Excellence in Teaching Children of Poverty. The presentation was full of interesting data on brain science and how being a child of poverty affect the developing brain. Door prizes were distributed as well as favors (a RETAIN kazoo and a Center of Excellence in Teaching Children of Poverty pen). This was a test run for this presentation. The project director and assistant had checked on the quality of the presentation by contacting Winthrop University where it was given. The presentation was shortened to three hours for this workshop. In Year One of the project this workshop was to be developed but since Dr. Pawloski already had a workshop prepared, the administration of RETAIN decided to offer this workshop to the local schools.

Attendance was as follows:

Students	
Clemson University	1
Lander University	1
Newberry College	9
Newberry Library	1
Newberry Lit Cncl	1
Total	13

District Personnel	
Newberry School District	1

School	Attendees	Admin/Support	Teaching
ALA Newberry	2	1	1
Boundary Street Elem	4	1	3
Cherokee Trail Elem	1		1
Gallman Elem	3	1	2
Mid Carolina HS	7	0	7
Mid Carolina MS	1	0	1
Newberry Career Ctr	1	0	1
Newberry Elem	3	0	3
Newberry HS	3	0	3
Newberry Middle	1	0	1
Reuben Elem	1	0	1
Sandhills Middle	5	1	4
Swansea HS	1	0	1
Whitmire School	3	3	0
Total	36	7	29

The demographics of the attendees can be found in the table below:

7 African American	9 Male
43 Caucasian	41 Female

The ten question evaluation instrument was administered and 43 attendees completed it. All questions received a strongly agree response. The evaluation instrument will need to be revised since most of the attendees routinely marked strongly agree on each question. The evaluation form is attached.

Recommendations:

1. The first portion of this presentation should be a detailed explanation of RETAIN delineating its goals and activities.
2. Following this, there should be an explanation as to how this professional development relates to the goals of RETAIN.
3. The presentation was too long for three hours. This material should be covered in three three-hour sessions. In this way all the material can be thoroughly covered and the professional development will be continuous and on-going.
4. RETAIN mentors and administrators should be individually invited and told that they are expected to participate to be a RETAIN mentor. In this iteration, the RETAIN members were not told they were expected to attend nor contacted individually.

5. Project staff originally told the evaluator that an action plan would be developed by each attendee. Such was not done. An outline of the notes that would be given to the attendees was seen but was in no way an action plan.
6. In this presentation, the project staff did not know the content of the presentation beyond that it would cover strategies to teach children of poverty. Dr. Pawloski sent a copy of the handout and needs for the presentation. She had a power point presentation developed which would have helped the evaluator and staff know what the presentation would cover. In essence, they bought a “pig in a poke”. I suggest in the future that the director examine the materials for professional development to know what is to be covered.
7. The assistant director insisted that some of her questions be included on the evaluation instrument (questions 6 through 10). The evaluator thought that the workshop did not address these questions. After I copied the report to the director, by e-mail, she agreed that some of these questions were not supposed to be addressed by the workshop. The director and assistant director need to be on the same page.

Note: The miscommunications seem to have disappeared. The presentations that have taken place since this one have been closely tied to RETAIN’s goals of improved retention of teachers. I have previewed one of Ms. Morrison’s PowerPoint presentations on Data and Assessment Literacy and made some minor suggestions. This presentation is tied closely to teacher retention and should be a good product for RETAIN.

Poverty Workshop 8/16/2011: I did not attend this workshop but was told by the assistant director that again Dr. Pawloski used her usual canned workshop and flipped through the slides as before. This workshop needs to be tailored to fit the goals of RETAIN. If Dr. Pawloski is unwilling to do this, then the RETAIN staff should modify the workshop to fit their needs and present it themselves.

I examined the evaluations from this workshop and drew the following conclusions:

1. Several attendees (4 of 48) did not complete questions 8 to 10. I am guessing that many thought the presentation did not address these points. Several were incensed that the workshop was held the day before school started.
2. Several (13 of 48) did not want to provide anecdotal evidence to RETAIN about how they used this plan. However since the plan was again not developed in the presentation, this was expected.
3. Many participants (17 of 48) also did not plan to access more information from the website of RETAIN.
4. Many participants just filled in all 3's (agree) and went home. Two wrote out comments which should be examined by the project team.
5. This instrument should be rewritten so that some questions receive a negative response.

Training Evaluation

Activity: Teaching Children of Poverty Workshop

Presenter: Dr. Tammy Pawloski

Date: April 30, 2011

Directions: Please check the appropriate response.

The workshop presentation and materials:

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Will help me to be a better teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Improved my confidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Made me proud of my profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Invigorated my choice of teaching as a career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can be applied to what teachers need to be successful as well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Helped me feel empowered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Helped me feel supported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Helped me develop collegial relationships with educators in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Helped me develop collegial relationships with educators in my district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Helped me develop collegial relationships with educators outside my district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7/25/2011 – 7/27/2011 Foundations of Mentoring Workshop: I asked the assistant director of RETAIN to administer an open-ended questionnaire to the participants.

1. What three big ideas did you take away from this workshop?

Not all first year teachers come with the same background and needs.

A variety of strategies to use to mentor.

How to relate to Gen Y teachers.

The first 5 years matter most (turnover and retention data).

A mentor/mentee relationship is necessary to the success of new teachers.

I have learned how to interact better with fellow teachers.

I will be a better teacher by being aware of others in my school.

I have learned how many teachers actually leave within the first 5 years.

Coaching techniques.

Trust is key.

Mentors wear many hats and need to be conscious about when to wear each hat.

I learned what roles a mentor plays in a mentee's life.

I learned the many ways how language can be interpreted.

Support and assessment strategies.

Use of cognitive coaching.

Sources of information.

Interactive journaling.

Clearly the participants took away techniques useful in mentoring as well as an appreciation of what role a mentor plays with the mentee.

2. What might be accomplished by extending the mentoring relationship from one to three years?

Building expertise for the mentor.

Building relationships and support for both the mentor and mentee.

Increased teacher retention.

Mentee is provided with more support, encouragement and can develop more self-confidence.

Teachers are always growing. Becoming a good teacher does not happen overnight.

Increase in the professionalism of mentor teachers.

A new teacher and mentor will develop a continuing nurturing relationship.

It is clear that the participants developed an appreciation of the value of increasing mentoring from one to three years and that this increase will go a long way towards attaining RETAIN's goal of increasing teacher retention.

The assistant director of RETAIN also administered an evaluation instrument consisting of 21 questions on a Likert scale. All questions averaged 4.5 or better (2 = strongly disagree, 3 = disagree, 4 = agree, 5 = strongly agree). Only three participants averaged 4.05 or less over all questions. In other words, only three participants were critical in any way of the training. Also the questionnaire should be changed so that some of the questions are phrased negatively to stop participants from just checking all "strongly agree".

The questionnaire is listed on the next page.

Training Evaluation

Activity: Foundations of Mentoring

Presenter: Sherri Kennedy with Carson Ware

Date: July 25-27, 2011

Directions: Please check the appropriate response.

The workshop presentation and materials:	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Will help me to be a better teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Improved my confidence in teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Made me proud of my profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Invigorated my choice of teaching as a career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can be applied to what teachers need to be successful as well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Helped me feel empowered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Helped me feel supported	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Helped me develop collegial relationships with educators in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Helped me develop collegial relationships with educators in my district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Helped me develop collegial relationships with educators outside my district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The information I received:	Strongly Disagree	Disagree	Agree	Strongly Agree
11. Changed (or confirmed) my thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Was useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Was convincing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Was credible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Was practical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Was helpful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The information or strategies presented:	Strongly Disagree	Disagree	Agree	Strongly Agree
17. Will be useful as I make professional decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Will be useful in my daily professional activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Will be shared with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Outcomes:	Strongly Disagree	Disagree	Agree	Strongly Agree
20. I will use the new strategies in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I plan to access more information from RETAIN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Conclusions: This project has begun well and is proceeding apace. The mentoring is going well and the school districts appear to be willing contributors to this project. A few snags appeared along the way but appear to have been ironed out. If this pace is followed in year two of the project, I predict great success for the project.

**Evaluation Report
CE-MIST
University of South Carolina at Aiken
Submitted by John, K. Luedeman, Ph.D.**

This project is proceeding well and is on schedule. The revised project consists of the items below:

Goal 1: Developing and modeling exemplary teacher training programs.

Objective 1: Offer courses and workshops for in-service teachers.

Activity 1: Offer content and interdisciplinary courses at USCA.

Activity 2: Content and interdisciplinary professional development activities offered at USCA.

Activity 3: Content and interdisciplinary professional development offered at local schools.

Objective 2: Develop pre-service, field-based experiences in teaching.

Activity 1: Develop a pre-service teacher-mentoring program where pre-service teachers adopt the role of teaching assistants.

Activity 2: Expansion of the middle level student program activities.

Activity 3: Establishment of school-based enrichment activities that are related to activities at the RPSEC.

Objective 3: Empower teachers to work with students scoring below basic.

Activity 1: Identify below basic students and focus enrichment activities on them.

Activity 2: Provide professional development strategies for working with below basic students.

Goal 2: Providing hands-on, inquiry-based, research-supported programs.

Objective 1: Engage middle level students in enrichment programs.

Activity 1: Engage middle level students in hands-on, inquiry-based, research-supported programs offered at the RPSEC.

Activity 2: Expansion of the middle level student program activities.

Activity 3: Establishment of school-based enrichment activities that are related to activities at the RPSEC.

Objective 2: Develop Interdisciplinary Units and Traveling Trunks.

Activity 1: Develop Thematic Interdisciplinary Units of Instruction that will be used with students at the target schools.

Activity 2: Develop "Traveling Trunks" of materials to be used with the Themed Interdisciplinary Units.

Goal 3: Developing an influential constituency for the Center.

Objective 1: Develop an influential constituency for the CE-MIST.

Activity 1: Establishment of an advisory board.

Activity 2: Establishment of the CE-MIST Advisory Council.

Activity 3: Work with local school districts.

Objective 2: Ensure that CE-MIST continues after funding from the state ends.

Activity 1: Internal funding support for CE-MIST.

Activity 2: External funding support for CE-MIST

Activity 3: Continue strong relationship with the advisory board and the coordinating committee.

Goal 4: Achieving a position of leadership in the state

Objective 1: Develop and model a strong program.

Activity: Develop and model a strong program.

Objective 2: Disseminate information about interdisciplinary teaching.

Activity 1: Establish a presence at statewide conferences through conference presentations.
Activity 2: Establish a website as a means of disseminating CE-MIST activities.

Goal 5: Developing a detailed research agenda

Objective 1: Compile an understanding through a literature review.

Activity: Review literature on current issues and trends in Middle Level Education and reading in the content areas.

Objective 2: Develop a research agenda.

Activity 1: Further develop a set of research questions to guide research activities.

Activity 2: Develop and implement a research and analysis plan.

Objective 3: Application of Research findings.

Activity 1: Incorporate findings into professional development.

In this evaluation, we will discuss each Objective and Activity separately with the numbering above.

Goal 1, Objective 1, Activity 1: 6/27/2011 Bringing Nuclear to the Classroom: This workshop was presented by Citizens for Nuclear Technology Awareness, a consortium of pro-nuclear groups. Many of the presenters were retired from the Savannah River Nuclear Plant. The presenters were knowledgeable and interesting. The 22 participants were raptly attentive, asked many questions, and participated in many hands-on activities. The hand outs were excellent and the participants were given many books and references.

The schedule for the day was as follows:

1. Atomic Fundamentals
2. Power Generation Fundamentals
3. Nuclear Fundamentals
4. Lunch
5. Nuclear Technology Application
6. Risk (Real versus Perceived)
7. Nuclear Industry Career Opportunities.

Conclusions: This workshop demonstrates how CE-MIST is successfully involving local industry in workshops and activities that support CE-MIST's goals.

6/28/2011 Developing Interdisciplinary Instructional Units: This workshop is part of a continuing series of workshops developed and presented by the University of Tennessee at Knoxville. Dr. Jennifer Richards has been the lead instructor for all of these summer workshops. Her former assistant instructor has completed all requirements for her doctorate and so has left the program. This year Dr. Amy Beavers from Lee University joined the staff. The instructors were well organized. The instruction was activity based. The participants were active and involved and asked good questions.

Seventeen participants joined the workshop this year.

The goal of this workshop is for the participants to create interdisciplinary instructional units, aligned with state content standards in two or more core content areas (mathematics, science, language arts, social studies), that is ready to use in the participant's classroom.

The workshop hit the ground running. After defining interdisciplinary instruction, the participants worked together on an existing microbiology interdisciplinary unit, deconstructing the unit to find

concepts and skills used in the unit in mathematics, science, language arts and social science. After lunch, they began developing their own unit by generating subject ideas for the unit. They completed the day developing purposes, skills and assessments for the unit. On day two they covered the following topics:

1. Organization, Resources and Methods
2. Getting Chunky With It!
3. Applying the Finishing Touches
4. What are the next steps?

Several of the teams from participating schools are using this workshop to get a start on developing their travelling trunk for next year.

Conclusions: The activities of CE-MIST all seem to fit well together and complement each other leading to top notch Travelling Trunks.

Goal 1, Objective 1, Activity 2: Last year teachers participated in an institute held at USC-Aiken entitled Food Safety. This year participants participated in a summer institute entitled Transportation: Learning on the Move. This institute was taught by staff from the University of Tennessee. This year the Tennessee group presented Developing Interdisciplinary Instructional Units. I observed several hours of this institute which was full of hands-on activities integrating mathematics, science, social studies and language arts. A more detailed report is listed in the previous section.

Goal 1, Objective 1, Activity 3: Content and interdisciplinary professional development activities were offered at three local schools – JET middle school, Leavelle McCampbell Middle School and Corbett middle school. I did observe Bridget Coleman on December 1, 2010. She gave a great presentation that was well received by the teachers.

Her presentation and the presentations observed in previous years show that this program is having an effect on teachers at the three schools. I look forward to observing the one presentation I have missed next year.

I did note that JET middle school is constantly changing the dates for these presentations. While CE-MIST is accommodating these changes, some presentations had to be cancelled because they ran out of time to give them.

In general, the evaluation of these presentations by teachers is high.

Three items in Dr. Coleman's session that teachers found interesting are:

1. _____ How to create essential questions-15
2. _____ Traveling Trunks-4
3. _____ New/Old Blooms Taxonomy-5
4. _____ Make questions relevant
5. _____ Creating a traveling trunk that integrates all subject areas under one theme.-2
6. _____ Fun and engaging activities for student engagement.
7. _____ Guide class discussion based on essential questions.
8. _____ Don't just expect students to use H.O.T.S, but require them to use it by using essential questions in class.-2
9. _____ Working w/teams
10. _____ What essential questions evoke i.e. Intellectual stimulation, debate, etc
11. _____ Unit planning w/E.Q. rubrics and cross curricular planning

12. _____ Is there a resource available with essential questions across the curriculum?
13. _____ What additional training is available?
14. _____ Will use questions – great for focus in lesson.
15. _____ Team work
16. _____ Sharing examples from other groups
17. _____ Developing criteria for essential questions

Three areas of concern that the information in this session created:

1. _____ Creating effective essential questions for better student participation actively engaged-2
2. _____ Are we doing enough to carry out the idea of using essential questions
3. _____ Find time to put together this new trunk
4. _____ I need to use more essential questions – I have made them too simple!
5. _____ Using essential questions
6. _____ I'm concerned about how I write my essential questions for my lesson plans
7. _____ Will I began to effectively utilize the traveling trunks at school
8. _____ Learning to write units for the traveling trunks as well as my other co-workers

Provide a possible solution to one area of concern.

1. _____ More professional development time to work on planning the trunk lessons
2. _____ Continue to work and learn from my team how this process is done

Attendance at these programs is shown in the following table:

CE-MIST Teacher Workshops at A. L. Corbett		
Date	Topic	Participants
10/6/10	Instructional Strategies	56
12/1/10	Differentiating Instruction	20
2/2/11	Edgewood: An Integrated Approach to Teaching Local History	19

CE-MIST Teacher Workshops at Leavelle McCampbell Middle School		
Date	Topic	Participants
10/6/10	Differentiating Instruction	27

CE-MIST Teacher Workshops at Leavelle McCampbell Middle School		
Date	Topic	Participants
12/1/10	Essential Questions and Bloom's Taxonomy	26
1/5/11	Edgewood: An Integrated Approach to Teaching Local History	24
2/2/11	Instructional Strategies	26

CE-MIST Teacher Workshops at JET Middle School		
Date	Topic	Participants
9/14/10	Essential Questions and Bloom's Taxonomy	20
1/19/11	Edgewood: An Integrated Approach to Teaching Local History	24
1/26/11	Differentiating Instruction	20

Goal 1, Objective 2, Activity 1: This process has begun at Leavelle but was not in full force until the Fall of 2009. In this activity pre-service teachers helped students in class and compiled an activity notebook. Four undergraduate students participated in this program observing instruction with students participating from partner schools. They were given the opportunity to assist in teaching some of the programs. This year the impact on pre-service teachers was expanded by providing opportunities for fifty-two (52) pre-service teachers to spend 10 – 20 hours in partnering schools. A list of the pre-service teachers is appended.

In year 3, two new students were added. One of these was assisting when students visited RPSC. I spoke with her. She enjoyed working with students and was very accomplished in working with the physical science activities.

Goal 1, Objective 2, Activities 2: Multiple visits for students were provided during year 2. The evaluator observed some of these activities in Year 3 of this project.

Goal 1, Objective 2, Activity 3: School-based enrichment activities began during year 2 with Ruth Patrick Science Education Center staff and pre-service teachers delivering hands-on programs at the schools to Grade 8 level students entitled Minerals, ores and fossil fuels. This year these activities were increased so that all students in the eighth grade at all schools have school-based enrichment activities.

Goal 1, Objective 3: Aspects of the professional development activities included strategies designed to address specifically students scoring below basic. These activities were observed by the evaluator.

Goal 2, Objective 1, Activity 1: All grades (5, 6, 7, and 8) at each partner school have participated in activities at the Ruth Patrick Science Center this past year. The activities conducted were:

Programs for Grade 6:

1. Blown Away: The Wild World of Weather (planetarium)
2. Circuit City
3. Polygon Puzzle

Programs for Grade 7:

1. Journey into the Living Cell (planetarium)
2. CSI Solutions
3. Ravenous Raptors

Programs for Grade 8:

1. Mission to Mars (planetarium)
2. Minerals, Ores, & Fossil Fuels
3. Solar System Rescue

Attendance at these programs this year is:

School Name	Student Visits	Chaperones	Teacher Visits
Leavelle-McCampbell	2211	240	30
A. L. Corbett	915	126	15
JET	2175	159	30
Total	5301	525	75

Student Program at Audubon Center 11/16/2010 “Investigating an Aquatic Ecosystem – Pond”: It was pouring cats and dogs outside when the students arrived at 9:15 am. The pond activity is usually held outside but today was moved inside the classroom since thunder storms were predicted. The activity was led by Tara Jenkins with assistance from Gary Senn. Students were organized into tables of five students.

Ms. Jenkins led the discussion with a series of questions. She did an excellent job of drawing the answers from the students. She asked them what can live in a pond and affect the viability of a pond. The students came up with abiotic (non-living) items such as rocks, soil, water, air, and the sun or temperature. They then discussed biotic (living items) such as animals, plants, fungi, bacteria, etc.

After this discussion, two students from each table left with Dr. Senn to visit the pond and dip out pond water along with soil and animals. One person from each table was designated the data recorder. The remaining students tested the prepared water samples on each table for dissolved oxygen content and ph. Other students observed the animals in their pond water sample and used a chart to determine if these animals indicated a healthy or unhealthy ecosystem. The class concluded with wrap-up of the entire class data.

Many of the parents accompanying the class had as much fun with this class as did the students.

Ms. Jenkins kept a safe classroom by picking up the used materials and disposing of them.

I noticed that safety glasses were not used by the students during this activity. I discussed this with Dr. Senn and he stated that this was an intentional omission since earlier pink eye was passed through the students by using such glasses. This seemed reasonable since the risk of danger was low.

I also noticed one student opening a bag in which a chemical reaction was taking place and smelling the substance inside. While no accident took place and while middle grades students are not always safety conscious, this behavior should be warned against and supervised.

Overall, this was an excellent activity and both students and parents learned much. Ms. Jenkins demonstrated excellent classroom management skills with the students.

JET Middle School Grade 6 Activity Day at RPSC 04/14/2011: Eighty to ninety sixth graders from JET Middle School attended as well as eight adults. The day consisted of three different activity sessions: Planetarium, Force and Hiker. I will discuss each activity separately.

Planetarium: Excellent classroom management was evident as approximately thirty students and four supervising adults entered the auditorium. The auditorium is thirty feet across with the seats facing the southern part of the sky. After viewing a movie about motion, the students were led to find many major constellations visible in the 9:00 pm sky in Aiken. The students were active and picked up the names of the major stars quickly. The excitement and interest of the students was evident.

Force: Twenty-one students participated with three supervising adults. Leading the activities were one RPSC staff member and one pre-service teacher. This session consisted of six activities: pulleys, the plane, machines and motion.

Pulleys: A series of four different pulley systems were available for the students to use. To each system a brick was attached. Student teams used a spring scale to measure the force needed to lift the brick. The team then designed their own pulley system and measured the force needed to lift a brick.

Plane: Four 2" x 6" boards were inclined against a table. A cord was attached to a brick and a spring scale was attached to the other end. First one student lifted the brick vertically while another student read the force used on the scale. In succession, the student slid the brick up each of the inclined boards while another student measured the force used. I interviewed several of the students performing this activity. Many were confused about the purpose of this experiment.

Gear Up: Students used gears of different sizes and numbers of teeth and answered questions such as: In a gear train do all the gears move in the same direction? How does the gear size affect the speed of the gear in revolutions per minute?

Rolling on a Racetrack: A Hot Wheels type race track was inclined with a loop in the middle. Six type of balls of different masses were rolled down the track and students noted which ball made it around the loop.

Machine Shop: A large selection of common household machines were available for student use. The students classified the machines by sorting the machines by type into plastic tubs.

Clever Lever: Students used a balance beam and found different combinations of washers on the beam to make it balance.

I interviewed several of the student teams. They unanimously enjoyed the activities. When I asked them what they learned, it was evident that they learned much.

I also interviewed the pre-service student assisting in the Force activity. She was enthusiastic about her activities at the RPSC. She said, "It's the best most interesting job that I have ever had!" Because of this job, she is more interested than ever in becoming a teacher. She is paid to do this job. It was interesting to note that the student newspaper at USC-Aiken contained an article criticizing the use of students in internships and how useless this was for the students. Such is clearly not the case in this project.

Hiker: Hiker is a mathematical graphing activity. Thirty students attended with three supervising adults.

The activity was introduced by the leader passing out two stories to the students. A graph with time on the x-axis and distance from home on the y-axis was projected on a screen. Student teams then discussed which story best described what was represented by the graph. There was good student participation in this activity but not all students understood which story best represented the graph. The instructor clearly explained and re-explained how the correct story explained the graph. The instructor then passed out Sonic Rangers to each team. A Sonic Ranger measures the student's distance from the ranger over time and graphs it. In this way students could visibly see how their distance from the sensor was graphed over time. Several graphs were projected on the screen and student teams were asked to replicate the graphs using their Sonic Ranger and moving about the sensor. By the end of the activity, all of the student teams could replicate the graphs. They were excited. A challenge discontinuous step graph was then shown on the board and the teams were asked to replicate this using the Sonic Ranger. This was difficult but many of the teams solved this problem.

Conclusions: This day was activity oriented and very much hands-on. The activities were well planned and students gleefully participated. Speaking with students I heard comments such as, "Really neat!", "I liked the planetarium best. I come here as much as I can.", etc.

I was very impressed with the pre-service student assistant. She clearly enjoys interacting with the students and this interaction is reinforcing her interest in teaching.

I was impressed with the close interaction between the students' teachers and the RPSC staff. There was mutual respect with very good classroom management shown. The students were always busy and involved in the activities. There was no down time as the students moved between activities. This Center of Excellence is clearly having a positive effect on this region and every dollar funded to this center is very well spent and giving good results.

Goal 2, Objective 1, Activity 2: The above programs were expanded in year 2. The expansion was maintained in year 3.

Goal 2, Objective 1, Activity 3: Programs were brought to the schools in year 2. In year 3 this was increased so that all students in eighth grade at all schools had school-based enrichment activities.

Goal 2, Objective 2, Activity 1 & 2: The teachers have completed the work on the first group of traveling trunks and the accompanying themed interdisciplinary units. They have received information about the process of developing the trunk units through a summer institute that was run through a partnership project, The Aiken Writing Project. The first phase of the trunks was completed in September. I observed presentations of these efforts at the CE-MIST Joint Advisory Council meeting on March 25, 2010 and at the Fall meeting in 2010. The teachers from Leavelle McCampbell Middle School did a trunk show and tell.

Grade 6: Medieval Times: The students took a field trip to the Myrtle Beach Medieval Time show. The activities in this trunk involve Art (make shields and swords), English Language Arts (reading stories about medieval times) and mathematics (the Sir Cumference series of books).

Grade 7: The Holocaust: In science they discussed diseases, genetics and gas composition. In mathematics they learned how to manage money. In art they made tissue boxes. In Literature they read books about the Holocaust. Several Holocaust survivors spoke to the students.

Grade 8: Charleston Earthquakes (Shake, Rattle and Roll): In literature they read books about the earthquakes and in science they learned how to measure earthquakes (the Richter Scale).

A list of all trunks developed is below:

Grade 6:

- A. Ancient Egypt
- B. Medieval Times
- C. The Middle Ages

Grade 7:

- A. Milkweed (The Holocaust)
- B. Remember! Never Forget the Holocaust!

Grade 8:

- A. Great Charleston Earthquake of 1886
- B. South Carolina's Culture and the Cold War of the 1950's;
- C. Shake, Rattle & Roll

A second round of trunks has begun. Teams have been assigned at each school and the grants for materials have been awarded. I expect to see these trunks at the Fall 2011 meeting of the Joint Advisory Council.

Goal 3, Objective 1, Activity 1: The evaluator has examined the minutes of the Advisory Board. This board appears to be the same as the Advisory Board of the Ruth Patrick Science Center. The board is being kept abreast of developments and concerns in the CE-MIST project.

Goal 3, Objective 1, Activity 2: Advisory Council Meeting 11/11/2010: The meeting began at 12:00 noon with lunch. Dr. Senn was unable to attend the meeting because a group of students was touring the Savannah River Plant and the authorities at SRP wanted an additional adult to assist in supervising the students. Deborah McMurtie ran the meeting.

She began by introducing the participants. Last year JET Middle School had a new principal. At first he was not on board with the project but this year seems to be a strong supporter of the project. This is mainly due to the flexibility shown by the CE-MIST staff in scheduling workshops and working with the school. This year Leavelle McCampbell Middle School has a new principal. Also, A. L. Corbett Middle School has combined with Busby Elementary School under one principal. This principal wants all students to attend the CE-MIST activities and all teachers to attend the workshops. This is raising some concerns since the early elementary teachers view the activities as not meshing with the early elementary grade level standards.

Next Dr. Lynne Rhodes of the Aiken Writing Project introduced the Summer Institute to be held July 5 - 29, 2011. As an alternative to the Summer Institute, teachers may participate in an Open Institute on

April 16 and May 14 from 9:30 am to 11:30 am. One person on each trunk development team must be trained in one of these Institutes.

The following Travelling Trunks are available for checkout: Grade 6: Medieval Times; Grade 7: The Holocaust; Grade 8: South Carolina Culture and the Cold War; and Grade 8: Shake, Rattle and Roll - The Great Charleston Earthquake of 1886. Soon to be completed and available is Grade 8: Edgewood - Stage of Southern History.

The next round of Travelling Trunks has been approved for funding. A. L. Corbett received funding for Grade 6: Ancient Greece; Grade 7: Adventures (A Gebra Named Al); and Grade 8: A Galactic Journey. JET received funding for Grade 6: China. Leavelle McCampbell received funding for Grade 6: The Renaissance; Grade 7: The Holocaust; and Grade 8: Space - To Infinity and Beyond! A new approval process has been developed for the next round of trunks and the scoring rubric and Plan Overview to be used to in the judging of the projects were distributed.

Probing the Periodic Table is a new student program developed at the request of the teachers and will be introduced this year.

School based lessons on minerals classes for Grade 8 will be debuted in December and January.

A new Ancient Cultures teacher workshop has been developed and will be debuted this year.

Mrs. McMurtie noted that the pre-service teachers participating in CE-MIST programs has had the effect of having many of them changing their study program to middle school.

The next item of business was to have each school share their successes and challenges. The comments are listed below by school.

A. L. Corbett: The successes are the Traveling Trunks and the manipulatives given the school. The biggest challenge is the reassigning of teachers to different subjects. Remember that this school was combined with Busby Elementary School and has a new principal.

JET: This school listed no challenges. They viewed their successes as working well together, the organization of the Travelling Trunks, the additional resources provided by CE-MIST, and the flexibility of CE-MIST to change their schedule to mesh with the ever changing school schedule.

Leavelle McCampbell: The school stated that the school has come far with the Travelling Trunks and credits the Travelling Trunk program with helping them meet AYP last year. They believe that the rubric distributed for the Travelling Trunks is very timely and useful. Their concerns are the ever changing staff and the reassigning of teachers to different grade levels. This school also has a new principal this year.

After the close of the meeting, Dr. Fred Splittgerber and I met with Gary Senn and Deborah McMurtie to offer suggestions to meet the challenges raised.

1. The Travelling Trunks should be presented at workshops at SCCTM, SCSC and SCMSA annual meetings. A list of supplies for each trunk should be listed on the CE-MIST website. If CE-MIST wishes to allow teachers outside the project to check out the Travelling Trunks, the materials in the trunks should be copyrighted.
2. When teachers in this project have been reassigned to other schools, they should still be allowed to check out the Travelling Trunks since they assisted in the development of the trunks and are trained in their use. However, before doing this, staff should check with Dr. Pruitt at SCCHE to determine if this is allowed under the funding rules.

3. In the matter of the principal at A. L. Corbett wanting all teachers to attend all of the CE-MIST programs, both Dr. Splittgerber and I suggested that special tender loving care be given to this principal and that she be brought into this program gently. It was also suggested that the evaluation forms used in the workshops at Corbett be coded so that the early elementary teachers evaluations can be separated from the middle school evaluations. After all, this project was designed for middle grades teachers and including the elementary observations may skew the evaluation results.
4. Dr. Splittgerber is an excellent resource to this project. His experience and manner are a great complement to this project.

Goal 3, Objective 1, Activity 3: Through the advisory council, this project is working well with the local school districts. In June, CE-MIST began work with Hampton School District One. The CE-MIST staff offered a graduate course for teachers in science and mathematics with an emphasis in reading and writing across those subject areas. CE-MIST is working on providing more PD for them. CE-MIST is communicating with Horry County to conduct some professional development related to the trunks. This summer, CE-MIST began work with some other schools through contacts with the Aiken Writing project and other networking opportunities. Teachers from other schools have begun to check out the traveling trunks. The impact of CE-MIST is expanding. It is reaching out to other school districts different from the initial districts and has a state wide presence through its presentations.

Goal 3, Objective 2, Activity 1: The Aiken Writing Project is providing support for CE-MIST teacher stipends and traveling trunks in the amount of \$15,000. The Aiken Writing Project is also allowing CE-MIST teachers to enroll in a 6-hour graduate class as part of its summer institute. USC-Aiken has agreed to fund Dr. Senn's salary as he continues to work with CE-MIST once SCCHE funding has ended.

Goal 3, Objective 2, Activity 2:

The Summer Institute on Food Safety In The Classroom was partially sponsored by the USDA National Integrated Food Safety Initiative. Dr. Senn has obtained one-time funding which he has saved in an account to use to support CE-MIST after SCCHE funding has ended.

Goal 4, Objective 1, Activity 1: Activities these past three years have been well received. The project is strong and is on its way to being well established.

Goal 4, Objective 2, Activity 1: Project staff members attended the South Carolina Middle School Association and the PoMLE conferences. Presentations were made at the South Carolina Science Council and the Carolina Association of Planetarium Educators. A list of the presentations shown below clearly demonstrates that this Center of Excellence is well on its way to establishing a presence at statewide conferences through conference presentations:

Publications:

Senn, G., Coleman, B. & McMurtie, D. (2010). Using an interdisciplinary "trunk" to facilitate interdisciplinary planning among teachers. *South Carolina Middle School Association Journal*, 2010-2011,71-80. Available: <http://www.scmsa.org>

Presentations:

Coleman, B. K., Senn, G. J., & McMurtie, D. H. (2011, May). Guiding middle level teachers in interdisciplinary planning. Symposium conducted at the meeting of Southeast Regional Professors of Middle Level Education, Milledgeville, GA.

Hutchens, J. M. (2010, November) National Engineers Week Future City Competition - SC Regionals. Presented at South Carolina Science Council (SC2) Conference, Myrtle Beach, SC.

Rhodes, L., McMurtie, D. & Coleman, B. (2011, January). Integrating writing across the curriculum. Paper presented at the annual meeting of South Carolina Council of Teachers of English (SCCTE), Kiawah Island, SC.

Senn, G. J. & Smalley, D. C. (2010, August). *The Sun is 'hot:' Hands-on Solar Education*. Presented at Carolina Planetarium Educators (CAPE) conference, Greensboro, NC.

Smalley, D. C. (2010, November). *Kinesthetic Activities to Teach Challenging Topics*. Presented at South Carolina Science Council (SC2) conference, Myrtle Beach, SC.

Smalley, D. C. (2011, March) *Constellations and Celestial Navigation*. Presented to Savannah River Sail & Power Squadron in the DuPont Planetarium, Aiken, SC.

Smalley, D. C. (2011, June). *Using Modified Scales to Explain Weight, Gravity and Mass*. Presented at South Eastern Planetarium Association (SEPA) conference, Young Harris, GA.

Goal 4, Objective 2, Activity 2: The website is established and can be seen at <http://rpsec.usca.edu/CE-MIST/>.

Goal 5, Objective 1: The literature review has been conducted in Spring 2009. Emphasis now is on presenting research developed at CE-MIST.

Goal 5, Objective 2, Activity 1: Research presentations were made at the South Eastern Planetarium Association meeting, the EdTech 2009 Conference and the Southeastern Symposium for Middle Level Teacher Education. A proposal for publication in the South Carolina Teacher Education Journal was submitted in June.

Several activities not suggested in the proposal have come about during this project.

1. At Corbett Middle School, several teachers shadowed teachers at a different school. They found this activity to be very valuable. The teachers suggested that this activity be spread to all participating schools and that the Middle Schools To Watch list might be consulted to find schools to visit.
2. Given the poor economic climate and school budget cuts, the participating teachers were very thankful for this project because the only way teachers could attend conferences this past school year was through CE-MIST.

Appendix 1: Syllabus for Aiken Writing Project

Instructor	: Lynne A. Rhodes, PhD		
Office	: HSS A-11	Class Location	: HSS 205
Office hours	: By appointment	Class Meeting Times	: 6/8/10 – 7/2/10
Phone	: 641-3571 (office)		8:30-3:00 M-Th
Email	: lynner@usca.edu		

I. Descriptive Information

USCA Bulletin course description: (6) Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

Intended audience: This course is intended for professional educators who teach writing or who use writing to teach content area subject matter, at all levels (K-12/college), particularly literacy coaches and other teachers who are pursuing re-certification credits. Students in the USCA Masters of Education programs (M.Ed. in Elementary Education) or the USCA / USC Columbia Master of Technology Degree in Educational Technology may also be interested in the course.

II. Course Goals and Objectives

A. General Goals

To provide opportunities for professional educators to develop as leaders in language arts education by expanding their knowledge of language arts standards, concepts, and teaching strategies, particularly those standards regarding writing and research. The course is designed to reflect on and model good teaching practices and to develop knowledge of and the ability to implement teaching strategies as described in the South Carolina Language Arts Curriculum Standards.

In alignment with stated goals of the National Writing Project, the course is designed to identify and share the expertise of teachers who teach writing or who use writing strategies to teach content areas, and to prepare these teachers to share their expertise and strategies with other teachers. Working as partners, universities and schools can articulate and promote effective school reforms. Teachers are the best teachers of teachers; successful practicing teachers have greater credibility with their colleagues than outside experts. A long term goal for the course depends on the philosophy that real change in classrooms happens over time, and effective professional development programs are on-going, systematically bringing together teachers at various stages of their careers to examine successful practices and new developments.

Because writing needs constant attention from the early grades through the university, teachers who teach or use writing can best understand the process of writing by engaging in practice; teachers of writing should write. What is known about the teaching of writing comes not only from the research but also from the practices of those who teach writing.

The course will allow for critical examination of a variety of approaches from a variety of sources. In collaboration with other teachers who teach writing or use writing across the curriculum, the course joins

with the efforts of the SC Writing Project to effect long-term, system wide improvement of writing instruction.

B. Instructional Objectives

Teachers in SC classrooms should plan to bring their awareness of the instructional needs of SC students in the area of writing to the discussions in class, and each teacher will be given opportunities to create demonstrations and lesson modules that promote pre-service and in-service support of writing as a tool for subject area learning. The activities of the course are designed to strengthen the integration of writing across all disciplines and grade levels. Because writing is as fundamental to learning in science, mathematics, and history as it is to learning in English and the language arts, participants in the course will:

1. Identify, discuss, and explain the state and national objectives relative to writing and research skills, primarily in the language arts curriculum, but also identifying how writing is relevant to the standards in all content areas;
2. Develop and review effective teaching strategies for effective teaching of writing, both in English and in math, science, and social science;
3. Develop instructional strategies and methods for the teaching of writing across the curriculum into lesson plans with appropriate activities, materials, and teaching techniques, covering elementary, middle, and secondary levels (K-12);
4. Engage in a variety of writing activities with ample opportunities for responding, revising, and reflecting;
5. Engage in on-going research into the teaching and learning of writing and of skills related to writing;
6. Identify, discuss, and develop ways of influencing policies related to the teaching and assessment of writing and the skills related to writing.

III. Course Readings and Texts

Each teacher / participant will collect a binder of informational materials and resources throughout the semester. As we move through the demonstrations / lesson plans presented, participants will collect instructional plans and lessons in the binder. Additionally, The Nine Rights of Every Writer: A Guide For Teachers (Spandel 2005) will be used by reading and research groups as a springboard for discussion. Teachers who are already members of NCTE who subscribe to the NCTE professional journals (Language Arts, School Talk, Voices from the Middle, English Journal, English Education, English Leadership Quarterly, and Classroom Notes Plus), or who are members of SCCTE will be encouraged to share / read recent recently published professional literature. Teachers of content areas will be encouraged to find professional publications which invite submissions on writing in the subject areas. Additional books / recent publications can be accessed through <http://www.ncte.org/pubs>. Further course readings will be determined in elementary, middle, and secondary book discussions, and authored pieces will be shared with response groups.

IV. Instructional Procedures

Two tenets of the class are that *student writing can be improved by improving the teaching of writing*, and *the best teacher of teachers is another teacher*. A key element of the session will be to prepare and give a 75 minute demonstration of a "best practice" that involves writing, and the delivery of writing instruction.

Note: I will make adjustments as needed to the attached schedule depending on the number of class participants and therefore the number of demonstrations that must be scheduled.

V. Course requirements

A. Administrative Requirements

- Attendance and late assignments may impact overall course grade.
- Students are expected to attend and be punctual to all regular class meetings.
- Participate in class and attend at least 85 percent of the sessions.
- Obtain any information presented in any missed classes.
- Complete all class assignments by due dates. Assignments submitted after given deadlines may be penalized one letter grade for each day late.
- The following statement should appear on all major examinations and assignments:

On my honor as a University of South Carolina Aiken student, I have neither given nor received any unauthorized aid on this assignment. To the best of my knowledge, I am not in violation of academic dishonesty.

Signature

- **Disabled Student Statement:** If you have a disability which may affect your performance in this class, please inform your instructor and contact the Office of Disability Services as soon as possible. Once an evaluation has been made, appropriate accommodations will be determined.

B. Required Activities

Daily writing / Journal: Each day will begin promptly at (add time) with journal writing which will be voluntarily shared throughout the session with a "read aloud." Just as an athlete stretches before engaging in more strenuous activities, journal writing to begin each day will "stretch" writing muscles and "warm us up" for the group discussions. At the conclusion of the journal writing, the floor will be opened for volunteers to practice and improve skills in reading aloud, to allow for bonding as participants share of themselves with each other.

Scribe notes: Peer response groups will collaborate on weekly recordings of daily events in a daily log, called Scribe Notes. This log will be a permanent record of the course activities. This log will consist of a record of activities as well as personal reactions to and observations of those activities.

Big Book Entry: Once during the session, each person will share an entry for the Big Book (to be further elaborated in class). Each person will read (show and explain) his or her entry after journal time (TBA).

Response groups: One major strategy for helping teachers / practitioners to improve their own writing is to meet regularly with a response group to read aloud work in progress and get feedback on it. Each response group should devote at least 10 minutes to discussion of author's work; authors should bring enough material (a single long piece or several shorter ones) to sustain a 10-15 minute discussion.

Twice weekly, response groups will meet to share and response. While groups will naturally work out details for sharing, they should all follow a *praise, question, and polish* sequence for responding:

1. The author provides copies and a context for the piece to the group, then reads aloud, and asks for specific kinds of feedback.

2. Group members should first focus on the strengths of the piece (or the author); then,
3. Group members should ask questions which are supportive of the author's intentions;
4. Group members should offer suggestions for improving the piece.

Author's Chair: At the conclusion of each week, volunteers are given the opportunity to read a work in progress aloud to the entire group. Each member of the class will have a turn in the Author's chair during the session.

Anthology Piece: At the conclusion of the session, an anthology of writings will be published. Each response group will have up to eight pages available (including writings, photos, and drawings), and each person will contribute at least one complete page. The anthology will collect "best" pieces - fiction, poetry, non-fiction, other genres - as the first "major paper" of the session.

Two Non-published pieces: To help teachers stretch as writers, each person will create two additional pieces of writing that are shared and revised with help from Response Groups. This writing should give practice in a new or little used genre, and will be turned in at the conclusion of the session.

Demonstration / Lesson Plan: Each teacher will give a 75 minute, interactive demonstration of a "best practice" involving writing. Coaching groups will be available to brainstorm, preview handouts, and give formative feedback during writing time. Following the demo, participants will provide written feedback, and a reflective session will be held with the coaching group after demonstrations.

Inquiry Project / Literacy Truck. Each participant in the class will be given an opportunity to create either a "traveling literacy truck" or some other inquiry project to take back to his or her school by writing an Inquiry Proposal. Inquiry will be continued in the following academic year as continuity for Aiken Writing Project.

Participation / Attendance: Assignments and responsibilities are due on dates and times specified. The instructor should be notified at least 2 days in advance if a student cannot meet an obligation on time. The student must request to submit any make-up work. Excessive tardiness or leaving early can affect the final grade.

VI. Evaluation and Grading Scale

Expected competencies: Your instructor expects and values active participation in classroom discussions. Presenting ideas and questions orally and reflecting in writing / journals are effective tools for personal and professional growth. You are expected to be punctual and professional in attendance and behavior.

20% - Daily journal writing and Big Book

20% - Anthology and Response Group writing

20% - Demonstration / Lesson Plan of Best Practice

20% - Position paper / Teaching story

10% - Book Discussion

10% - Inquiry Project

"A" (95+) will be earned when a student demonstrates an impressive ability to read, think, communicate (both orally and in writing), and collaborate in a mature, critical, and reflective fashion. An "A" student demonstrates a consistently clear sense of purpose, coherent and balanced organizations,

concise and well-chosen language, correctness, impressive appearances, and an obvious sense of caring about audience and topics.

"B" (85-89; B+ 90-94) will be earned when a student demonstrates an above average ability to read, think, communicate (both orally and in writing), and collaborate well. A "B" student consistently demonstrates a good sense of purpose, fairly coherent organizations, fairly good language choices, fairly correct appearance, and a sense of caring about audience and topics.

"C" (75-79; C+ 80-84) will be earned when a student demonstrates only an adequate ability to read and think, or makes only an average attempt to communicate and collaborate effectively. A "C" student conveys the impression that she or he is not fully concerned about the assignment/class, but manages to convey some sense of purpose, coherence, and correct appearance. **A grade of C or better must be earned to receive credit for this course.**

"D" (65-69; D+ 70-74) or in the extreme an "F" (below 65) will be given when a student's attendance, collaboration, and/or work is either incomplete, disorganized, plagiarized, or so sloppy and error-ridden that the instructor is distracted or cannot follow a train of developed thought.

VII. Additional information

All major assignments should be typed, including anthology writing, demonstration handouts, etc. Computers on campus may be used daily.

VIII. Best Practice Demonstrations

Two primary tenets of the class are that *student writing can be improved by improving the teaching of writing, and the best teacher of teachers is another teacher*. You might either present a "tried and true" practice with which you are comfortable or choose to try out a new idea - perhaps based on book discussions - that seems promising.

Strive for the following characteristics in your demo (and models in the first week will illustrate these characteristics and how to adjust various demos to this scheme):

- ❖ Ground your presentation in research (both published sources and your own observations based on classroom practice).
- ❖ Involve the class in hands-on, try-it-for-yourself activities. Let the demo be interactive so that you can avoid lecturing. It's a good idea to start the demo by having everyone write something. If practical, have the group talking in peer groups, moving around, creating, and engaging in active learning.
- ❖ Feel free to schedule time to meet with me and other AWP leaders so that we can give you some formative feedback on your demo (and those who go first will be applauded for their bravery!).
- ❖ Please provide handouts for everyone with a title page (including your name and your school), an overview (goals and steps), a brief narrative of your research and a bibliography, a list of the activities that you suggest, a list of materials used or needed, and copies of materials if appropriate. Suggest extensions: if you are a primary or secondary teacher, suggest applications for middle school students.

You can be as "low tech" or "high tech" as you wish. Plan to stretch and learn in a safe environment with knowledgeable, interested colleagues. Keep the following goal in mind: **What should teachers know (or be able to do) at the end of the demonstration that they didn't know (or know how to do) at the beginning?**

Appendix 2: List of Pre-service Teachers Visiting Partner Schools

Alston, Taressa	Grose, Carl	Reynolds, Misty
Bailey, Richie	Hamilton, Angela	Richardson, Christie
Barboza, Tyler	Harley, Courtney	Rickabaugh, Lauren
Baskett, Brandon	Jones, Terry	Roever, Michael
Birchmore, Bradleigh	Kinsey, Kevin	Russell, Victoria
Boyette, Jessica	Lynn, Alecia	Samples, Kelsey
Byrd, Maggie	Mayson, Christy	Scott, Holly
Cohn, Isaiah	Meyer, Sarah	Shaw, Brittany
Davis, Teresa	Mitchell, Michael	Shults, Virginia
Dixon, LaQueshia	Nicodemus, Joey	Taylor, Kirstin
Dowdy, Chip	Obanion, LeAnne	Vanderford, Lindsey
Freeman, Kristen	Oldaker, Terry	Veres, Brandy
Frick, Jarrod	Padgett, Ashley	Walters, Candace
Gary, Jasmine	Pedano, Rob	Wheelon, Justin
Gary, Nadira	Porth, Brittany	White, Floyd
Garza, Rick	Powell, Jenny	Williams, Devan
Godwin, Brett	Reese, Candace	Williams, Whitney
Gregg, Jocelyn		