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A University/ Middle School Partnership: From Planning to Performance Assessment [not approved]

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PSU Integrated Cluster Project Proposal Form

Title: A University/ Middle School Partnership: from Planning to Performance Assessment

Project Leadership: Meg Petersen, Jennifer Desloges (community partner)

Project Description:

We are seeking funding to travel to the National Council of Teachers of English conference in November 2017 for five students and one community partner. Our proposal, "A University/ Middle School Partnership: from Planning to Performance Assessment," has been accepted for presentation at this prestigious national conference. At the conference, we will demonstrate a new model for university/school collaboration in teacher education where pre-service teachers plan and implement a unit around a work of literature in a 7th grade classroom. PSU students in the English education program worked together to plan the unit and teach individual lessons in the classroom with communal support. Their professor traveled with them to the class for support and assistance, and the classroom teacher taught the students' lessons in her other section of the course of 7th grade English. The students also used the school's criteria to design a performance assessment for use in the class. We are now seeking funding to be able to present our work before a national audience.

Project Goals and Outcomes:

Overall project goal:

- To present our ongoing partnership work in collaboration with Plymouth Elementary School to a national audience.

Student Learning Outcomes:

Students will be able to:

- Prepare a presentation for a national conference in collaboration with faculty and a local teacher
- Present their work to a professional audience at a national convention
- Participate in a professional conversation about their work with participants in their session.
- Develop their identity as professional educators.
- Reflect on their personal and professional development as teachers of English

Rationale and Impact:

School partnerships are crucial for effective teacher preparation. Often, teacher-candidates are sent out alone to teach isolated lessons, and are unable to experience long-term planning and implementation, and student engagement. Similarly, the planning skills they learn in their university methods classes can seem disconnected from real students and their needs. Prior to student teaching, pre-service methods students often lack the experience to teach without on-site support and mentoring throughout the planning process. This unique partnership provides a bridge between theoretical knowledge and actual classroom experience. Students plan collaboratively in their methods class, a unit to teach in a local middle school. The professor consults with the classroom teacher to select an appropriate text and to

learn about school expectations, class composition, what the students already know, and what skills the teacher wants to be sure are covered in the unit.

The PSU students read the text and create their unit, using google docs, allowing the classroom teacher to participate in the process. The PSU students were able to create a performance assessment, which was a new school requirement. Each PSU student was assigned two--three students to mentor and monitor throughout the experience. The PSU students rotated through teaching lessons, supported by their peers who were mentoring their assigned 7th grade students. Both the professor and the classroom teacher were present to support the PSU students in the classroom. As there were multiple sections of 7th grade, the teacher taught the same unit using the same lessons with her other classes. The google doc enabled the teacher to access the lessons, clarify her understanding, raise questions and make comments.

We drafted a proposal to present this project at the National Council of Teachers of English, which will be held this year in St. Louis from November 16-19, 2017. We are seeking funding to make it possible for the team to attend the conference and present their work.

Project Team

PSU Project Participants

Name	Position/ Title	Project Role Discipline/ Specialty	Email
Meg Petersen	Professor	English	megp@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Position/ Title	Project Role Discipline/ Specialty	Email
Jennifer Desloges	7 th grade teacher	English/ Language Arts	jdesloges@pemibaker.org

Student Participant Profile

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
EN4550 Fall 2016	Presenters/Collaborators	Undergraduate	English	6

IRB (Institutional Review Board) Compliance IRB Compliance:
<http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
- This project DOES require IRB compliance (complete below)

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 9/1/2017

Project Complete Date: 11/30/2017

Project Milestone	Milestone Description	Target Completion Date
Proposal Accepted	Proposal for conference presentation accepted by NCTE	4/26/2017
Collaborative Planning of Presentation complete	Our team will prepare and prep the presentation	10/2/2017
Presentation	Presentation at NCTE	11/17/2017
Student Reflection	Students Reflect on their participation, close of project	11/30/2017

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: ongoing in team.