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Debra K. Meyer, Ph.D.
Associate Professor
Department of
Education

RESEARCH GRANT PROPOSAL

INTEGRATING PRESERVICE TEACHER EDUCATION & INSERVICE TEACHER PROFESSIONAL DEVELOPMENT THROUGH THE DEVELOPMENT OF A PROFESSIONAL DEVELOPMENT SCHOOL [PDS]

Project Summary

Professional Development Schools (PDSs) are public school settings in which a school district and a college/university partner to provide on-site educational courses and field experiences for preservice (college students) teachers that are integrated with on-going professional development for inservice (certified) teachers. During the 2001-2002 school year I will take my sabbatical to begin the implementation phase of a Professional Development School at Jackson Elementary School in Elmhurst School District #205. I have been meeting with the school district administration and the teachers at the school since the summer of 2000 and space will be provided within the elementary school to house a small office for college faculty and a large multi-purpose room for on-site education courses, professional development workshops, and student learning activities (e.g., tutoring programs, summer reading camps, etc.)

Narrative

Professional Development Schools (PDSs) are public school settings in which a school district and a college of education coordinate teacher education with public school education and professional teacher development around the following four goals:¹

- Preparation of preservice teachers and other school-based educators.

¹ The summary evidence used in this proposal is from Abdal-Haqq, I. (1998). Professional development schools: Weighing the evidence. Thousand Oaks, CA: Corwin Press.

- Professional development of practicing teachers and other school-based educators.
- Exemplary practice designed to maximize student achievement.
- Sustained, applied inquiry designed to improve student and educator development.

PDS sites are the new “lab schools” as they coordinate the development of preservice teachers and inservice teachers toward shared goals for students’ engaged learning and achievement outcomes. At the same time a PDS serves as a natural laboratory for studying teaching and learning.

The outcomes of PDS sites are just beginning to be widely reported in the research literature. In general, the findings are positive, for example:

Preservice Teacher Educational Outcomes are Improved for Graduates in the Education Programs. In other words, we could expect our education majors to experience the following outcomes:

- Earlier, longer, and more structured field experiences
- Coursework and field experiences coordinated by more school-based faculty
- More frequent and sustained supervision and feedback
- More experience with varied assessment strategies (e.g., portfolio & performance assessment)
- Greater exposure to more diverse, authentic learning experiences
- Pedagogy that is more supportive, reflective and empowering

Graduates of the Program Demonstrate Higher Levels of Competency. In their initial years of teaching, they:

- Demonstrate more varied pedagogy
- Are more reflective
- Enter teaching with more knowledge of daily activities & schedules
- Are more confident
- Are more able to teach in diverse settings
- Experience lower attrition rates

Inservice or Practicing Teachers in the PDSs Also Demonstrate More Professional Growth and Greater Job Satisfaction, such as:

- More willingness to take instructional risks
- More intellectually stimulating and energized practice
- Growth in nontraditional roles
- Less isolation
- Less powerlessness
- Improvements in classroom practices
- Greater feeling of professionalism

Current Situation

Although the research literature has reported positive outcomes for preservice and inservice teachers in PDS sites, there has not been significant documentation of the process of developing successful PDS sites or the achievement outcomes for students in a PDS. For example, Abdal-Haqq (1998) summarized the literature:

“In general, the literature does not indicate that the majority of partnerships embedded in the development or implementation process a systematic, ongoing approach to documenting what was being done or evaluating the process or outcomes.” [p. 40]

Therefore there is a need to study the process through which a PDS is created and the learning outcomes of students in the PDS to evaluate how teaching and learning, as well as professional growth and development, have been influenced.

The purpose of my sabbatical leave will be to begin the process of achieving both of these goals. Specifically,

1. To organize and implement the study of a PDS as it is initially organized, and to document the development of the PDS site over time.
2. To study the effect of the PDS on student learning outcomes over time as they relate to school and district goals for student learning and achievement (i.e., School Improvement Plan).

Furthermore, PDS models are more common in post baccalaureate programs (i.e., where teacher certification is a fifth year program), so studying the development within the framework of a four-year education major also will be a potential contribution.

Project Plan

Beginning in the Fall of 2001, the Elmhurst Community School District #205 has agreed to partner with the Department of Education at Elmhurst College in developing a PDS at Jackson Elementary School. Due to renovations of the school, a basement office and large multi-purpose classroom are available to support the necessary space for PDS resources and activities.

Therefore, during my full-year sabbatical leave in 2001-2002 I be on-site at the school to help create the necessary organizational structure as well as to document and evaluate the formation and implementation of the PDS around the four central goals of a PDS stated in the “Purpose Statement.”

There are multiple infrastructure goals that I must work toward simultaneously:

Coordination and implementation of Elmhurst College teacher education programs within a PDS framework.

A design for integrating the major coursework in education and field experiences of our undergraduates into a PDS framework needs to be developed. In addition, once students are on-site at a PDS, they need to be supervised. The Department of Education has already begun to establish frameworks for student participation in PDS sites as part of its Satellite Program.

Coordination and implementation of Professional Teaching Development for inservice teachers at the PDS and within the school district.

The partnership with the local school district requires that professional development in the form of workshops, classes, individual consultation, etc. is provided to the teachers participating in the PDS. The Department of Education is currently developing a framework for the participation of District 205 teachers within a PDS site.

Coordination, implementation, and evaluation of an instructional program for studying the effects of “best practices” on student learning outcomes.

College participation at the PDS and professional development of PDS teachers [the prior two goals] need to be coordinated toward specific student learning goals. Tentatively, Jackson Elementary School is focused on improving student writing, so writing instruction will become the primary goal of both preservice teacher education at the school, professional development at the school, and program evaluation. [For this part of the project I am writing separate grants because this is a second new area of research I plan to initiate during my sabbatical.]

Coordination and evaluation of a research project that will study the implementation and outcomes of a PDS.

The entire PDS project lends itself to be a “meta” study of its development and implementation. Therefore, it is necessary to document all steps and measure and evaluate each of the four goals in terms of outcomes for students, inservice teachers, and preservice teachers and faculty, as well as district administration.

Governance Structure for the PDS and future PDS sites.

An entire governance structure must be established for forming such a partnership. This requires developing a model that will work flexibly for Elmhurst College and District #205. Governance, which is an essential part of

successful PDS outcomes, will need to be formally articulated during the “start up” year.²

Policy and Financing Support for the PDS.

Equally important, but time consuming, is the grant writing, policy formation, and on-going financial support for a PDS. Although the start-up grant monies of \$30,000 are anticipated to be in place by Fall 2002, there will be a need to create a structure for maintaining the PDS financing in a way that benefits both the College and the School District, and maintains resources for achieving present and future PDS goals.³

To begin the initial implementation of all of these goals, I need to develop a School-College team of Elmhurst College Faculty and Jackson Elementary School Faculty to insure that they understand each of the PDS objectives and have input into these objectives. In addition, I need to survey the faculties at Elmhurst College and Jackson Elementary School to “pre-assess” their current understanding of, support for, and involvement in the PDS before the school year begins [i.e., this is essential baseline data for the program evaluation].

Therefore, the Research Grant monies will be used to fund my data collection of this baseline data, which will include interviews, surveys, and participation during the one-year implementation phase of the PDS.

Time line

A two-year PDS project time line [see attached] was developed in the summer and fall of 2000 to guide the PDS Planning Team. The project has received the approval of the Elmhurst School District #205 Board of Education and is fully supported by the Superintendent of Schools as well as the President of Elmhurst College.

The specific time line for this initial program evaluation grant would take place in the summer of 2001 as follows:

May [by June 1st]

- Formal permission would be obtained from all participants to determine their extent of participation: surveys, interviews, seminar participation, and observations during the school year.

² Teitel, L. (1998). Designing professional development school governance structures. AACTE: Professional development school practice series. Washington, DC: American Association of Colleges for Teacher Education.

³ Clark, R. W. (1997). Professional development schools: Policy and financing. Washington, DC: American Association of Colleges for Teacher Education.

- PDS Team would be established.

June [by July 1st]

- Team meetings [dates/locations/and times] would be established.
- Surveys would be developed.

July [by August 1st]

- Interviews would be coordinated and would begin to be completed by the first day of school.
- I would attend the 2nd annual PDS conference at ISU in late July.
- Specific professional development seminars for the teachers related to PDS objectives would be planned.

August/September [by September 15st]

- First Elmhurst College Student participants would be chosen from those applying for the Satellite Program. Their initial surveys and interviews would be conducted during the first two weeks of the Fall term.
- First Elmhurst College courses would be chosen and coordinated to be taught on-site at the PDS during the Spring term of 2002.

Plans for Evaluation and Dissemination

Evaluation:

This is a program evaluation project. The project will be continually assessed to determine if and how the objectives of the PDS are being accomplished as outlined in the background section of this proposal.

Evaluation tools across the project will include:

- Surveys, interviews, and journals [teachers, administrators, preservice teachers, college faculty, elementary students, support staff, and parents]
- Observations of classrooms and seminars.
- Demographic data on all participants.
- Program materials, meeting minutes, etc.

Dissemination:

- This initial planning and evaluation phase of the project would be submitted as a research proposal to Division K [Teacher and Teacher Education] by August 1st for presentation at American Education Research Association's annual meeting in April 2002.
- The on-going evaluation of the project during the first half of the academic year would be presented to the State consortium on Professional Development Schools, which is sponsored by Western Illinois University, during the summer of 2002.
- The professional development school project would be submitted for publication in a teacher education journal (e.g., The Journal of Teacher Education, or Educational Leadership).
- Once established, this PDS model will be moved to other school sites in District #205. At that time a monograph would be appropriate on the initiation, implementation, and evaluation components of developing a PDS.

Budget

The research grant will be used as “seed money” for the initial data collection and seminar sessions.

Materials Cost:

Survey Materials [\$3.50 each X 40]	\$140.00
Seminar Materials [notebooks, copying costs, etc.].....	\$500.00
Seminar Refreshments	\$250.00
Audio tapes [pack of 12 = \$9.95; 3 packs]	\$30.00
Mailing costs [stamps, envelopes, etc.]	\$75.00

Stipends:

Seminar Planning Team

[2 College Faculty & 3 Jackson Faculty; \$200 each]..... \$1,000.00

Seminar Stipends

\$100 per participant [approx. 30 participants]\$3,000.00*

..... 1,500.00

..... **\$3,495.00**

*I will work with the Office of Adult Education to provide teachers with continuing professional development credits rather than stipends. Through our Office of Adult Education the College is a provider of professional development credits for the State of Illinois Board of Education. The current cost for the most extensive form of professional development credit (a CDU) is \$100. By deferring my professional fees and handling the paperwork for Adult Education, I will ask that all teachers be awarded these professional credits at \$50 each, reducing this cost to \$1,500.00, but providing the same monetary value to the teachers.

Current and Previous Grants

Faculty Development Travel Grants

- 1995 American Educational Research Association, San Francisco
- 1996 American Educational Research Association, New York

The Alumni Association Faculty Study Grant

- 1995 “Preservice Teachers' Development in Using Portfolios for Self-Assessment & Assessment of Student Learning through the First Year of Teaching”
- 1996 “Middle Schoolers' Perceptions of Challenge in the Classroom”

Departmental Initiative Grant

- 1996 “Instructional Technology in the Classroom” with Dr. L. Doty and Dr. C. Hillman on behalf of the Department of Education

1999 “Development of a Literacy Center” with Dr. P. Liu on behalf of the Department of Education

Faculty Research Grant

1997 “Primary Students' Achievement Goals and Affect after Failure on School-related Tasks” with Dr. M. DiCintio

External Grant Writing & Participation

Consultant and Research Assistant on Spencer Foundation Grant: 1998-2002.

Principal Investigators: Dr. Julianne C. Turner, University of Notre Dame, and Dr. Carol Midgley, University of Michigan.

“Avoidance Beliefs and Behaviors in Mathematics Before and After the Transition to Middle Level Schools: Classroom Influences,” a four-year project funded for ≈\$360,000. I was responsible for the qualitative methods section of the research grant proposal. I am non-paid member of the research team based out of Notre Dame and have collected classroom observational data, trained classroom observers at Notre Dame, and transcribed data analyses tapes for both years of data collection. I am a paid consultant on the grant for the qualitative coding and analyses of classroom transcripts in the longitudinal nine-classroom study. I am required to write the qualitative methods results for the annual report due January 15th of each project year.

Faculty Expertise

I have established myself as a scholar in classroom research, specifically in studying classroom context and the instructional effects of teacher discourse practices on student motivation in mathematics. The PDS project presents me with new avenues for using these research skills in studying the development of professional development schools. In addition, Dr. LuEllen Doty, Dr. Sheila Mehigan, and Professor Judy Fiene have been members of the College’s PDS team. Dr. Mehigan, who is an assistant professor, wants to actively pursue her current research in preservice teacher field experiences at the PDS. Professor Fiene, who is beginning her dissertation studies at National Louis University in Literacy wants to conduct her dissertation at the school. Therefore, this project is important to the scholarship of several members of the Department of Education. In addition, it provides a solid base for future research projects conducted by not only our faculty members, but our students, and teachers in the PDS. We look forward to that challenge, especially because in both areas there is currently a scarcity of research and a need for more informed practice.

With my former mentors at the University of Texas-Austin and my current colleagues, Julianne Turner [University of Notre Dame], Carol Midgley

[University of Michigan], and Helen Patrick [University of Northern Illinois], I have presented 39 conference papers since 1989, published 11 journal articles, 7 book chapters/invited journal manuscripts, and 4 technical reports. Currently, we have one research manuscript submitted and are actively working on a second manuscript. Dr. Turner and I are in the process of writing two invited manuscripts for the APA division journal, Educational Psychologist, and we are negotiating a third manuscript for a research volume on motivation and education. We also have a research paper accepted for presentation in the Spring of 2001.

Publications

Weinstein, C. E., Meyer, D. K., & Stone, G. V. M. (1990). *Strategic learning: The role of executive control processes*. Innovation Abstracts, 12.

Weinstein, C. E., & Meyer, D. K. (1991). *Cognitive learning strategies and college teaching*. In R. J. Menges & M. Svinicki (Eds.), New directions for teaching and learning: Vol. 45. College teaching: From theory to practice (pp. 15-26). San Francisco: Jossey-Bass.

Weinstein, C. E., & Meyer, D. K. (1991). *Implications of cognitive psychology for the improvement of testing: Contributions from work in learning strategies*. In M. C. Wittrock & E. L. Baker (Eds.), Testing and cognition. Englewood Cliffs, NJ: Prentice-Hall.

Meyer, D. K. (1993, Summer). Reorganizing and changing students' misconceptions: An instructional perspective. College Teaching, 41, 104-108.

Meyer, D. K. (1993). *What is scaffolded instruction? Definitions, distinguishing features, and misnomers*. C. J. Kinzer & D. J. Leu (Eds.), Forty-second Yearbook of the National Reading Conference (pp. 41-53). Chicago, IL: National Reading Conference.

Weinstein, C. E., & Meyer, D. K. (1994). *Teaching and testing for learning strategies*. In T. Husén & T. N. Postlethwaite (Eds.) International encyclopedia of education: research and studies (2nd ed., pp. 41-61). Oxford: Pergamon Press.

Weinstein, C. E., Meyer, D. K., & Stone, G. V. M. (1994). *Teaching students how to learn*. In W. J. McKeachie, Teaching tips: Strategies, research, and theory for college and university teachers (9th ed.: Chap. 32,

pp. 359-367). Lexington, MA: D. C. Heath & Company. [revised in 1997 for 10th ed.]

Porter, E., Meyer, D. K., & Hagen, A. S. (1994). *Toward an Exemplary Teaching Videotape Library for Faculty Development*. The Journal of Staff, Program, & Organization Development, 12, 97-107.

Turner, J. C., & Meyer, D. K. (1995). *How to foster middle grade students' motivation for learning: Lessons learned from a fifth grade math class*. The Middle School Journal, 126-136.

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Schallert, D. L., Meyer, D. K., & Fowler, L. A. (1995). *The nature of engagement when reading in and out of one's discipline*. C. J. Kinzer & D. J. Leu (Eds.), Forty-fourth Yearbook of the National Reading Conference (pp. 115-125). Chicago, IL: National Reading Conference.

Svinicki, M. D., Hagen, A. S., & Meyer, D. K. (1995). *Research on learning: A means to enhance instructional methods*. In R. Menges & M. Weimer (Eds.), Better teaching and learning in college: Toward more scholarly practice (pp. 257-296). San Francisco: Jossey-Bass.

Meyer, D. K., Turner, J. C., & Spencer, C. A. (1997). *Challenge in a Mathematics Classroom: Student Motivation and Strategies in Project-Based Learning*, The Elementary School Journal, 97, 501-522.

Meyer, D. K. & Tusin, L. T. (1998). *Preservice Teachers' Perceptions of Portfolios: Process Versus Product*. The Journal of Teacher Education, 50, 131-139.

Turner, J. C., Thorpe, P. K., & Meyer, D. K. (1998). *Relating Students' Reports of Motivation and Negative Affect: A Theoretical and Empirical Analysis*. Journal of Educational Psychology, 90, 758-771.

Turner, J. C., Meyer, D. K., Cox, K. E., Logan, C., DiCintio, M. & Thomas, C. (1998). *Creating Contexts for Involvement in Mathematics*. Journal of Educational Psychology, 90, 730-745.

Turner, J. C., & Meyer, D. K. (1999). *Integrating classroom context into motivation theory and research: Rationales, methods, and implications*. In T. Urdan (ed.) Advances in Motivation and Achievement (Vol. 11, pp. 87-121). Greenwich, CT: JAI Press.

Turner, J. C., & Meyer, D. K. (2000). *Historical Foundations, Research Methods, and Future Directions for Studying and Understanding Classroom Contexts*. In L. H. Anderman & E. M. Anderman (eds.), *The Role of Social Context in Educational Psychology: Substantive and Methodological Issues* [special issue]. Educational Psychologist, 35, 69-86.

Technical and Research Reports

Meyer, D. K., & Weinstein, C. E. (1990). *Editorial staff guidelines for the Educational Psychologist*. *Journal of Division 15 of the American Psychological Association*. Austin, TX: Author.

Shell, D. F., Meyer, D. K., & Weinstein, C. E. (1991). *An annotated bibliography for learning strategies*. In D. England & M. Smith (Eds.), TASP Clearinghouse Catalog (Vol. 1, pp. 95-135). College Station, TX: TASP Clearinghouse, Center for Teaching Excellence, Texas A & M University.

Meyer, D. K., Tusin, L., & Turner, J. C. *Preservice teachers' use of portfolios: Process versus product*. Eric Document #ED396000.

Doty, L., Meyer, D., & Hillman, C. (1996). *Teacher Technology Portfolio*. In CD-ROM supplement accompanying J. Willis, J. Price, S. MacNeil, B. Robin, & D. Willis (Eds.). Technology and Teacher Education Annual. AACE: Charlottesville, VA.

Scholarly Work in Progress

Meyer, D. K., & Turner, J. C. [working title for an invited manuscript]. *Analysis of instructional discourse patterns for scaffolding student learning, motivation, and autonomy*. In N. Perry, [guest ed.] *Qualitative Research in Self-Regulated Learning* [special issue]. Educational Psychologist.

Meyer, D. K., & Turner, J. C. [working title for an invited manuscript]. *The necessity of studying emotion for understanding motivation to learn in classroom contexts*. In P. Schultz, [guest ed.] *Emotions in Education* [special issue]. Educational Psychologist.

Note. Invited manuscripts will be peer reviewed before final revisions, editing, and publication.

Scholarly Work Under Peer Review*

The Classroom Environment and Students' Reports of Avoidance Strategies in Mathematics: A Multi-Method Study

Julianne C. Turner¹

Carol Midgley²

Debra K. Meyer³

Margaret Gheen²

Eric Anderman⁴

Yongjin Kang²

Helen Patrick⁵

¹The University of Notre Dame

²The University of Michigan

³Elmhurst College

⁴The University of Kentucky

⁵Northern Illinois University

* This manuscript received a "revise and resubmit" in January and was submitted for publication on February 19, 2001. I was responsible for the classroom observation and qualitative coding of the teacher discourse.