

**Interdisciplinary Academic Service Learning  
at Mayfield Elementary School**

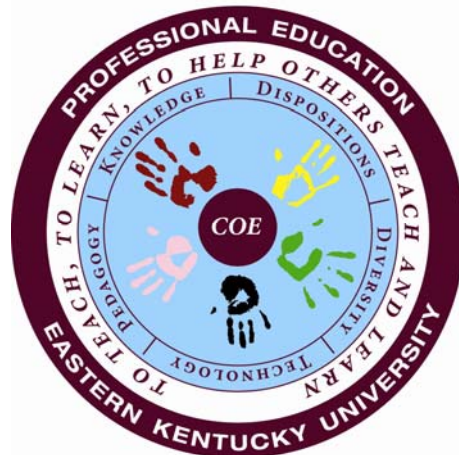
**A Collaborative Effort of the College of Education's Departments of:**

**Curriculum & Instruction**

**Special Education**

**Counseling and Educational Psychology**

**Educational Leadership and Policy Studies**



**Respectfully Submitted by:**

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Background – In 2005, the College of Education launched an ASL project at Mayfield Elementary School in Richmond when it began offering a selection of bundled teacher education courses on the school's campus. These courses called the 'Methods Block' are taught by the faculty from Curriculum & Instruction (C&I) and serve as an intensive practicum experience for the ECU pre-service teachers. The Methods Block, taken just prior to student teaching, ties Reading and Science content and pedagogy to practical classroom experiences with supervision from both the classroom teacher and ECU faculty member. Many benefits have been seen in the short time since this program started; college students receive rich practicum experiences, and school children benefit from the added personal attention. Closer ties have been formed between classroom teachers and university faculty members. A summary of the Mayfield project is attached for the reader's information. Please see attachment A.

Proposal -The College of Education believes strongly in this approach. If this proposal is successful, three more courses will be brought to the Mayfield project, each tailored specifically for this effort, with ASL as a central theme. The courses, listed below, bring students (grad & undergrad) and faculty members from the Departments of Special Education, Counseling & Educational Psychology, and Educational Leadership & Policy Studies to the Mayfield campus, to join the C&I faculty in addressing the stated needs of the Elementary School Community. This project aims to make Mayfield Elementary a model of ASL in the county and the region.

Courses Involved – (1) ELE 446: Mayfield Elementary School Reading/Language Arts Methods Block – C&I (one of the courses that has been on campus for several years); (2)ELE 492: Mayfield Elementary School Science Methods Block – C&I (the other course on campus); (3) SED

Interdisciplinary ASL at Mayfield Elementary School – College of Education

401: Exceptional Learners in Inclusive Classrooms – Dept. of Special Education; (4) COU 847:

Crisis & Abuse Counseling—Dept. of Counseling & Educational Psychology; (5) EAD846:

Leadership for School Community Relations – Dept. of Educational Leadership & Policy Studies.

Sample syllabi are provided as attachments. Please see Attachments B – F.

Timelines – The new courses resulting from a successful proposal (numbers 3-5 above) will commence in the fall semester of 2008. It is the intent of the project team to deliver these courses as often as is practical and warranted after that time.

Instructors - Delinda Lybrand, Associate Professor, C&I, Project Director for this initiative has worked in higher education for 15 years and used ASL to teach courses for the past 10 years.

BethAnne Pruitt, Assistant Professor Special Education, has worked in higher education for five years and has interest in effective instructional strategies for students with learning difficulties.

Laura Schmuldt, Assistant Professor, Counseling has worked in higher education and community mental health, and has an interest in studying and promoting resiliency among disadvantaged children. Jerry Johnson, Assistant Professor, Ed Leadership, has experience as a

high school principal and expertise in rural education issues. Scott Townsend, Assistant

Professor, C&I, has been involved with the Mayfield project for over a year and has a passion

for teaching inquiry-based science. Each faculty member of this project appreciates the

powerful way that ASL can reach and benefit many stakeholders. It is through this appreciation

that the faculty find common ground to work together as colleagues and to provide support to

the local community in their areas of expertise. From a practical standpoint, the project will be

overseen and guided by Dr. Lybrand who will hold routine team meetings and periodic meetings among the students of the five courses to ensure that the project is on track.

Community Problem Addressed - Mayfield Elementary School, located near downtown Richmond, has the highest level of need and the most diverse population of students in Madison County. Nearly all students qualify for free and reduced priced meals. The school accounts for more referrals for social services than any other school in the county. Mayfield struggles with their standardized test scores and although over the past three years the test scores have steadily risen, they remain at risk of corrective measures.

According to the Principal at Mayfield, Mr. Richard Lowe, “the students need more one-on-one tutoring than many of the other schools. Many of the Mayfield students have not had the experiences that other students have had and need extra help to build the background knowledge they need to become successful”. The school makes great effort to meet the needs of its students. Among many other supports, the school provides an after school program where teachers stay after school to help the students with homework and core content support. However, the school lacks the means to provide other extras such as: one-on-one tutoring in reading and math, opportunities to experience rich science inquiry and programs that teach the students the qualities of leadership and responsibility.

Mayfield’s needs are not limited to their student body. The families of the school’s students overwhelmingly live in poverty, are under-educated and are not engaged with their school community. Whether because of lack of transportation, child care or an appreciation for the importance of parent/school ties, or being ill at ease in the school environment due to their

own educational background, parents are overall, not well engaged in the school community. It is this area that could bring the most change in the student body. Mr. Lowe and his administrative staff believe that parent involvement, communication and education is the key to positive change for all involved.

The service activities described below are directly linked to the needs that have been identified as priority by the Mayfield Elementary School community. This proposal seeks to bring together faculty, graduate and undergraduate students, public school personnel and school children to demonstrate how powerful ASL can be and to create a model of ASL for our service region.

Service Activities - (1) *Curriculum & Instruction* - After School One-on-One Reading Tutoring:

Twice weekly, practicum students will work with struggling readers. This assistance is partially credited for the jump in reading CATS scores this past year of 10.6% for Reading and 23.3%

overall. (2) *Curriculum & Instruction* - After School Science Club: Held weekly, using inquiry hands-on methods of teaching science with the on-site greenhouse as the context. (3) *Special*

*Education* - After School One-on-One Math Tutoring: Twice Weekly, practicum students will

work with special need students who are struggling with math. (4) *Counseling & Educational*

*Psychology*: a) Parenting Consultation: Once per semester; to correspond with open-house

activities at Mayfield; b) Weekly mentoring of practicum students by graduate Counseling

students. Mentoring will instruct students in responding effectively to the social issues encountered while teaching (death of parents, jail, drugs, foster homes, abuse, etc.).

Consultation will focus on factors that are known to foster resiliency amongst children.

(5)Educational Leadership - Identify model and consult re increasing parent involvement:

FREQUENCY Providing administrative leadership and support for teaching and learning activities that involve community and contribute to community well-being.

Reflection Activities - **Activities common among the courses:** (1)A pre & post survey about ASL knowledge and perceptions will be given to all students; (2)Students in all five courses will be asked to keep a reflective journal throughout the semester about their ASL experiences; including a formal reflection at the beginning of the semester, during the middle, and at the end of the semester; (3)The final reflection will include all students from the five courses meeting together to discuss their thoughts, insight, changes they would make, what they would keep, and what the next steps should be. This session will be video taped by Dr. Fred Kolloff's staff; and (4) Written as well as oral reflections from Mayfield's administration and faculty.

***Other course specific reflective activities will be developed.***

Budget – While no specific budget section was requested, the project team believes it is important to explain how the requested funds would be used. The Project Director, Dr. Lybrand, would utilize one of the course releases to organize the team's efforts and to assure the project stays on track. The other course release would be used by Dr. Pruitt to adapt the Special Education course to the demands of meeting entirely on the Elementary School campus. Operating expenses would primarily be used to purchase science supplies for the science club. The potential funding for scholarly work would be used by two of the Assistant Professors, depending on the outcomes of their efforts.

Interdisciplinary ASL at Mayfield Elementary School – College of Education

<b><u>Plan of Action Table</u></b>		
<b>Period</b>	<b>Action</b>	<b>Anticipated Outcome</b>
Upon Award thru Dec. 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Team begins to meet weekly to plan project/activities, calling upon each to insert their expertise into those aspects of the project where it is most applicable. Roles and collaborative opportunities will be finalized during that process.</li> <li>• Communications about these special course sections disseminated to parties responsible for advising and identification of up-coming students; orient them to this new opportunity;</li> <li>• Submit IRB application</li> </ul>	Team formalized, logistics for courses arranged including scheduling, syllabi changes, advising alerts published,
Jan.– Mar. 08	<ul style="list-style-type: none"> <li>• Develop ASL content for associated courses;</li> <li>• Build-in cross discipline interaction among college students;</li> <li>• Develop and articulate syllabi content surveys reflections and assessments</li> </ul>	research agendas coordinated; courses aligned
Apr.– Aug 15, 2008	<ul style="list-style-type: none"> <li>• Build modules within one Blackboard site to accommodate all students and coursework; including on-line chats, threaded discussions, WIKI's;</li> <li>• Arrange for multimedia aspect of this project</li> </ul>	An interdisciplinary and centralized site for consultation and collaboration
Fall Sem.	<ul style="list-style-type: none"> <li>• New ASL Courses taught;</li> <li>• gather data;</li> </ul>	College students develop relevant skills through service
Spring 09	<ul style="list-style-type: none"> <li>• Analyze assessment data from Fall Semester; Organize Scholarly Efforts; Repeat ASL courses as appropriate</li> <li>• Gather data</li> </ul>	College students develop relevant skills through service
Summer 2009	<ul style="list-style-type: none"> <li>• Analyze assessment data from Spring Semester;</li> <li>• Utilize Scholarly Work Funds to develop presentations for National venues</li> </ul>	Presentations and publications across disciplines
Fall 2009	<ul style="list-style-type: none"> <li>• Project Team makes presentations, publishes articles</li> </ul>	Recognition for ASL Model