

XXXXX School

Professional Development Project Proposal

_____, 2015

Tammy Pawloski, Ph.D.

XXXXXXX School instructional staff will grow in their understanding of both the challenges and opportunities that lie in their work with under-resourced students. That growth in understanding will inform strategic instructional shifts that will result in greater engagement and higher achievement by **XXXXXXX School** students, and increased positive attitudes and beliefs by all participants. School leaders will identify specific data points from Research Agenda Menu (attached).

This goal will be achieved through the focused exploration of the following topics:

1. The impact of poverty and life experiences on the brain and on school achievement.
2. The unique and specific needs of children of poverty as learners in the school community.
3. Specific, research-based strategies designed to increase achievement and school success in one or more of the following areas*:
 - a. Cultivation of positive relationships with students,
 - b. Health services necessary for school success,
 - c. Family and community partnerships,
 - d. Academic and socio-emotional background knowledge,
 - e. Alignment of instruction and standards,
 - f. Purposeful instruction grounded by neuroscience, and
 - g. School and teacher leadership and advocacy.

*Tentative content follows, however specific strategies will be determined in consultation with school leaders as project proceeds.

Process Overview

The **XXXXXXX School** faculty will participate in a series of professional learning activities facilitated by Tammy Pawloski. The activities will be designed to explore the unique needs of children of poverty as students, specifically in terms of the ways in which teachers can recognize those needs and make adjustments that will lead to greater student and teacher investment in the learning processes.

An action research model will be used to underpin the project. That is, content will be introduced and participants will then develop specific plans which they will later implement with students, as appropriate. Participants will be encouraged to 'target' students or groups of students whom they believe could especially benefit from specific interventions or they may use the information to inform the development of instructional shifts designed to impact the class environment. Participants will be challenged to collect output and outcome data that could be used for analysis and later discussion.

The **initial August session** will consist of a whole group activity that will provide an overview of the content and of the project. **XXXXXX** monthly sessions will be held between **XXXXX** and **XXXXX**. Multiple identical sessions with sub-group PLCs **OR** a single session with all staff will be facilitated each month. Participants will report outcomes from their month of action research, followed by introduction of a new focus strategy and planning for its implementation.

Content and Timeline

Tentative project timeline and content follows. Adjustments will be made as indicated by ongoing assessment by school leaders and project facilitator.

Date (TENTATIVE)	Tentative Content	<i>SAMPLE ONLY!</i>
_____, 2015	Introductory overview session:	How poverty impacts students of poverty and the power of relationships as a mitigating factor.
_____, 2015	Action Research Reflection: New topic:	Relationships and Classroom Community Stress
_____, 2015	Action Research Reflection: New topic:	Stress Status and Hope
_____, 2015	Action Research Reflection: New topic:	Status and Hope Soft Skills and Hidden Rules
_____, 2015	Action Research Reflection: Midyear Reflection:	Soft Skills and Hidden Rules Shifts in thinking – Executive Functions
_____, 2016	New Year – Next Steps: New topic:	Children in Need – Recognizing the Needs Motivation and Emotions
_____, 2016	Action Research Reflection: New topic:	Motivation and Emotions Motivation and Mindsets
_____, 2016	Action Research Reflection: New topic:	Motivation and Mindsets 'ME' Strategies
_____, 2016	Action Research Reflection: New topic:	'ME' Strategies Chronic Misbehaviors
_____, 2016	Action Research Reflection: Culminating Reflection:	Chronic Misbehaviors I used to think.... And now I think...

Evaluation:

This project will be evaluated both qualitatively and quantitatively. **XXXXXXX School** leaders will select school and project measures they wish to be included in the research agenda from the attached Research Agenda Menu.

A concluding project report will be provided within 60 days of the completion of the project.

FRANCIS MARION UNIVERSITY
CENTER OF EXCELLENCE TO PREPARE TEACHERS OF CHILDREN OF POVERTY
School-Based Embedded and Sustained Professional Learning

Research Agenda for **XXXXXXX School**
Contact **XXXXXXX Principal**

Assessment Menu					
Selected	Measure	Measures?	Admin Date	Completed	Notes
Poverty Simulation					
	Poverty Simulation Pre-Assessment	Beliefs			
	Poverty Simulation Post-Assessment	Beliefs			
Participant Self-Perceptions					
	Longitudinal Survey Pre-Treatment	Beliefs			
	Longitudinal Survey Post-Treatment	Beliefs			
	Attitudes and Beliefs Survey	Beliefs			
	'I used to think' reflective narrative	Beliefs			
	Focus Groups	Beliefs -Actions			
Content Mastery					
	Action Research (6 data points)	Actions			
	Action Research (3 data points) OR	Actions			
	Action Research Reflection	Beliefs			
	'I used to think' reflective narrative	Beliefs			
	Mastery Assessment Pre-Treatment	Knowledge			
	Mastery Assessment Post-Treatment	Knowledge			
School Data					
	Student Attendance Pre-Treatment	Impact			
	Student Attendance Post-Treatment	Impact			
	Teacher Attendance Pre-Treatment	Impact			
	Teacher Attendance Post-Treatment	Impact			
	Discipline Referrals – Minor Pre-Treatment	Impact			
	Discipline Referrals – Minor Post-Treatment	Impact			
	Discipline Referrals – Major Pre-Treatment	Impact			
	Discipline Referrals – Major Post-Treatment	Impact			
	Achievement Data (EOG) Pre-Treatment	Impact			
	Achievement Data (EOG) Post-Treatment	Impact			
	MAP Pre-Treatment	Impact			
	MAP Post-Treatment	Impact			
	MClass Pre-Treatment	Impact			
	MClass Post-Treatment	Impact			
	End of Course Pre-Treatment	Impact			
	End of Course Post-Treatment	Impact			
	HSAP Pre-Treatment	Impact			
	HSAP Post-Treatment	Impact			
	Other Pre-Treatment	Impact			
	Other Post-Treatment	Impact			
	Other Pre-Treatment	Impact			
	Other Post-Treatment	Impact			

******Must be completed prior to project onset.******