

Moore shared "Theoretical and Practical Internship Opportunities". Matt Brown and Dr. Mark Dewalt joined other PDS stakeholders in a presentation called "Sustaining Inquiry Across the Partnership" at the National Network for Educational Renewal in Denver, Colorado.

Dr. Susan Green has been working with Dr. Gary Alderman of Winthrop's Psychology Department to introduce new ways for teachers to monitor students' progress in language arts using various forms of Curriculum-Based Measurement (CBM). Dr. Alderman has been working with the kindergarten teachers on Dynamic Indicators of Basic Early Literacy Skills (DIBELS), a method for looking at fluency on emerging literacy skills such as naming letters and sounds. Dr. Green has been working with teachers in grades 2-5 on writing assessments that pinpoint progress over time. Both of them are currently working with the 2nd grade teachers on assessing literacy. Dr. Green and Dr. Alderman have been very impressed and excited about the receptivity of the teachers at CBES to the idea of academic progress monitoring. The teachers have been very dedicated to learning the process and are anxiously awaiting new ideas for academic interventions.

CONCEPTUAL TEAMWORK

On November 8, 2001, PDS faculty members joined forces with Winthrop faculty to review the Richard W. Riley College of Education Conceptual Framework. The PDS participants provided feedback on various aspects of the teacher education program. The faculty reviewed and provided feedback on the graduate and undergraduate Conceptual Frameworks and the recently developed competency review process for undergraduates.

A special thanks to the Winthrop University brokers and PDS faculties for their contributions and efforts: Dr. Barbara Blackburn, Dr. Mark Dewalt, Dr. Susan Green, Dr. Richard Ingram, Crowders Creek Complex, Cotton Belt Elementary School, Lancaster High School, Lewisville Elementary School, and Sullivan Middle School



LEWISVILLE ELEMENTARY Submitted by Christina S. Melton (Lewisville Elementary Educator)

Staff development at Lewisville Elementary School has undergone a transformation this year. The days of mass meetings with a "one-size-fits-all" approach has been replaced with an innovative model, known as *The Action Reflection Process*, which is based on the work of Dr. James Comer. *The Action Reflection Process: Looking at Student Work* serves as a framework for our staff development for the 2001-2002 school year.

Teachers meet twice per month in small groups of two grade levels, including special education teachers, administrators, and a facilitator. The focus of these sessions is one of three content areas: mathematics, science, and English-language arts. A presenting teacher brings work samples of three students to present to her group, a student who is considered to be: at-risk, typical, and advanced. Each session begins with establishing the three guiding principles of Dr. Comer, consensus, collaboration, and no-fault. These guiding principles are especially important in creating an open environment where teachers can expose themselves, reflect on their practices, articulate their philosophy, and consider ideas of others'. *Looking At Student Work* establishes time frames to maintain the focus of the session on the needs of the teacher and the work samples of the students. The presenting teacher sets the context for the lesson or the unit so the group can understand the expectations and objectives that were established and also presents a focus question. The next steps include, reading the samples, analyzing the assessment instrument, and sharing observations. The presenting teacher answers any questions that the group may have. The group discusses any ideas that they may have for future activities, instructional goals, and assessments. Before the session ends, the facilitator

solicits input from the group of how to summarize each session.

Our teachers have had several reactions to using this model. Some teachers have felt reaffirmed after presenting to the group or participating in a discussion. Others have left with ideas or strategies to consider. Participants are analyzing the correlation of activities with learning standards, evaluating assessments (including rubrics), and sharing between grade levels and across areas of specialties. Each participant has a notebook which contains the work samples that were shared and notes from each session to allow further individual reflection.

We are excited that our teachers are examining best practices, reflecting on their own beliefs, focusing on the strengths of students, while being supported by a wealth of resources to make the implementation of this staff development possible. The North Central Math and Science HUB specialists, Jan Massey and Libby Baker are the facilitators for the math and science sessions. Richard Ingram, Winthrop University Riley College of Education Curriculum and Instruction Faculty member, assists in the English-language arts sessions. Being able to offer this caliber of expertise to teachers is highly unusual for schools in our area.

Our teachers and administrators are to be commended for the experimentation in *The Action Reflection Process: Looking at Student Work*. The possibilities are endless with this model. Teachers have asked to begin study groups to further examine topics that have been brought up thus far. Teachers pursuing National Board Certification have felt supported in their efforts by participating in this process. Still others have already asked to continue this process next year by grade levels, focusing on one content area and following three students for the duration of an academic year.

For additional information about the *Action Reflection Process: Looking at Student Work*, contact Christina Melton at meltoc_les@chester.k12.sc.us