

Final Report
Faculty Development Grant Area 2d
Submitted July 6, 2005

Project Title: Developing Writing Teachers and Student Writers in the Elementary Classroom

Project Director: Mark Hallenbeck, Associate Professor of Education

Purpose of the Project:

This project generated funding to support an Augustana education major, Annmarie Kowalczyk, to join in the planning, implementation, and analysis of Mark Hallenbeck's sabbatical leave research project in a fifth-grade classroom in Sioux Falls. Data collection and initial analysis occurred from September 2004-February 2005, with ongoing analysis and report writing to continue through at least the 2005-06 academic year.

Final planning occurred during the summer of 2004. Although primary responsibility for planning fell to Hallenbeck, Kowalczyk was involved via e-mail. Summer work also included orienting Kowalczyk to the data collection and analysis procedures that began in September; Kowalczyk then was involved in the progress of the research study throughout the 2004-2005 academic year and into the summer of 2005.

This project sought to implement and analyze a best-practice expository writing instruction model that combines Cognitive Strategy Instruction in Writing (CSIW), a strategy on which Hallenbeck has conducted other research, with the format of the writing workshop utilized by Cynthia Nelson, fifth-grade teacher. The intent was to develop and evaluate a model of writing instruction that brings together powerful writing research from both special education and general education.

Participants:

Mark Hallenbeck, Associate Professor of Education

Cynthia Nelson, Fifth-Grade Teacher, Hayward Elementary School

Annmarie Kowalczyk, sophomore Augustana College education major

Expected Outcomes of the Project for Annmarie Kowalczyk:

1. Develop an understanding of the relationship between theory and practice in the implementation of Cognitive Strategy Instruction (CSIW) and writing workshop procedures
2. Demonstrate skill in taking accurate fieldnotes and reflecting insightfully on classroom observations
3. Develop expertise in gathering and analyzing classroom data
4. Develop an understanding of the implementation and intricacies of qualitative research
5. Present initial findings of the research project and an overview of data analysis procedures

Budget and Rationale:

Annmarie Kowalczyk indicated that she would be able to devote 3-4 hours per week during the 2004-2005 academic year to the research project. During July and August of 2004, she engaged in regular e-mail conversations designed to include her in the final planning for data collection and to orient her to the qualitative analysis procedures that would be followed. Once data collection began in September, she divided her time with the project between data collection in the fifth-grade classroom and data analysis outside the classroom.

160 hours @ \$8.00/hr. (July 2004-May 2005, including 10% for taxes) = \$1,408

As of July 6, 2005, Annmarie has invested over 140 hours in the project, and she will continue transcribing student dialogue and interviews throughout the summer. She will continue participating in data analysis on a limited basis during the 2005-06 academic year.

Relationship to Faculty Development Grant Goals:

This project related to overall goals #1 and 3, as discussed below:

1. In what ways have we achieved a better understanding of student-teacher relationships and their significance to learning?

In my courses I emphasize that preservice teachers should develop an orientation to best-practice instructional models, as articulated in the research literature, that will serve them well in their later role as a reflective practitioner and lifelong learner; each of my courses includes a supplementary packet of journal articles that reflects this priority. This research project has enabled me to model the role of the reflective teacher-researcher and to draw from the perspective of a preservice co-researcher as I reflect upon how to best share a research orientation with my future students.

3. In what ways have we explored and applied familiar and unfamiliar enhancements of the teacher-student relationship?

This research project has enabled me, a professional colleague, and one of our education majors to share in a collaborative classroom study. As such, the roles of “teacher” and “student” have been blurred as all three of us work to develop and articulate insights regarding best-practice writing instruction in an elementary classroom. Annmarie Kowalczyk already has made four professional presentations on the research study, and I hope that before graduating from Augustana, she will have been able to make additional presentations and to co-author the findings of the study in professional journals.

Evaluation Activities and Results, Related to Expected Outcomes:

Outcome	Completion Date	Results
Understand relationship between theory and practice in the implementation of CSIW and writing workshop procedures	Initial orientation was completed in October 2004, with elaboration and extension continuing	Fieldnotes, conversations with co-researchers, and interactions with students indicated a solid understanding of CSIW and writing workshops procedures. Annmarie’s questions, insights, and interactions

	throughout the 2004-05 school year.	with students helped advance the project in significant ways. Her understanding was further reflected in four professional presentations.
Skill in taking fieldnotes and reflecting on observations	January 2005	Regular review of Annmarie's fieldnotes and weekly analytical conversations with co-researchers revealed her keen observation skills and insightful reflections on the implications of those observations. Her fieldnotes effectively supplemented those of Hallenbeck and Nelson. Furthermore, she frequently noticed important classroom events and student behaviors that the other researchers missed and provided insights that had not occurred to the other researchers.
Expertise in gathering and analyzing classroom data	Continuing	Annmarie has scored writing samples, gathered and transcribed audiotaped classroom dialogue, taken digital photographs of instructional events, and participated in classroom instruction. She continues to provide dialogue and student interview transcription and will participate in the development of analytical assertions and report writing during the 2005-06 academic year.
Understand the implementation and intricacies of qualitative research	Regularly from September 2004 through May 2005	During weekly drives to school and through regular reflective journal entries submitted to Hallenbeck, Annmarie demonstrated a keen understanding of qualitative research, and she has participated enthusiastically in data collection and analysis.
Present initial findings and data analysis procedures	Spring 2005	<i>February 15:</i> Presentation for legislators at Student Research Poster Session in the State Capitol in Pierre <i>April 16:</i> Presentation at Augustana Research Symposium <i>April 18:</i> Presentation in Language and Literacy for the Deaf and Hard of Hearing course <i>May 5:</i> Co-presented with Hallenbeck at Faculty Development and Scholarship Luncheon