

NO CHILD LEFT BEHIND GRANTS

Graduate School of Education and Professional Development (2003-04)

Grant	Description	Project Director	Instructor	Date	Site	Grant Period
ITQ-03-MUGC-2 Lincoln County Software Applic. For Math and Reading 2861/232519 \$30,510 grant \$5,300 county	Participants will experiment with Microsoft Office applications and create instructional materials that appropriately integrate these programs into their math & reading instruction. Participants will learn to locate online resources & develop lesson plans to integrate the World Wide Web into lessons for the math & reading classroom. Participants will evaluate and select content specific software programs and will develop lesson plans that effectively integrate these programs within their classroom. After completing the software evaluation segment of the course, teachers will have the opportunity to select mathematics and reading programs that are age/grade appropriate for their classrooms. Concepts supported by the national standards for mathematics and reading and reflected in the new Content Standards & Objectives for WV will be emphasized. Alternative instructional strategies, learning styles & assessment concepts will also be discussed. (25 participants)	Pauley	Heaton L. Walker Instr Asst	June 16-20	Lincoln County Board of Education	1/15/03 - 12/15/03
ITQ-03-MUGC-1 Monroe County Content Reading & Writing Strategies K- 12 2863/232521 \$26,937 grant \$4,250 county	In order to empower teachers with strategies for supporting struggling readers, retraining is needed. Although both elementary & secondary teachers are required to take a content area reading course to become certified in WV, this training is conducted prior to substantive classroom experiences and therefore lacks the problem solving interactions required by teachers to construct teaching strategies suitable to classroom settings. This project will address this obstacle by 1) using instructional facilitators who are recognized throughout WV as having expertise in teaching reading and writing across the curriculum, and 2) using a workshop approach and subsequent follow-up from classroom applications. This will assure that the participating teacher will gain feedback as they construct their understanding of reading and writing across the curriculum, especially as to the involvement of struggling readers in the first and second quartiles, and they will receive direct instruction on teaching strategies with accompanying activities that have proven successful with struggling readers in their attempts to understand content concepts. (25 participants)	Huxley	B. Curry D. White	June 23-27	James Monroe H.S.	1/15/03 - 12/15/03

<p>ITQ-03-MUGC-7 Kanawha County Integrating PDAs (Palm) 2864/232522</p> <p>\$29,051 grant \$5,300 county</p>	<p>Participants will apply state and national standards in the context of learning to integrate handheld computer applications within core content instruction English, mathematics, science, and social studies. Emphasis will be placed on providing hands-on experience with existing handheld resources and developing lessons and activities to support teaching and learning in the middle school classroom. (15 participants)</p>	<p>Heaton</p>	<p>Heaton S. Orr Instr Asst</p>	<p>June 23-27</p>		<p>4/1/03 - 1/15/04</p>
<p>ITQ-03-MUGC-8 Clay County Software Applic. for Math & Reading Inst. 2865/232523</p> <p>\$30,550 grant \$5,300 county</p>	<p>Participants will become acquainted with, gain an understanding of, implement, and apply the NETS in the context of learning to integrate computer applications into instruction. Emphasis will be placed on providing hands-on experience for using existing digital resources and for developing new materials to support teaching and learning in the K-12 classroom. Integration of technology will be considered for the core content areas with an emphasis on mathematics and science content. Alternative instructional strategies and assessment will also be discussed. (25 participants)</p>	<p>Pauley</p>	<p>Heaton L. Walker Instr Asst</p>		<p>Clay County High School - Rm V-140</p>	<p>4.1.03 - 1/15/04</p>
<p>ITQ-03-MUGC-3 Fayette County Summer Program for Low Literacy Achieving Children 2867/232524</p> <p>\$29,565 grant \$11,330 county</p>	<p>The focus of this project is on the continuing professional development of teachers presently working on a permit required for licensure as a reading specialist in WV. This is to be achieved through a clinical training model implemented in a practicum setting. This practicum requires participating teachers to demonstrate instructional and diagnostic literacy competencies with low literacy achieving students under the direct supervision of a qualified reading specialist approved and support by MUGC s Reading Education Program. An additional outcome of the practicum is that the participating students, low literacy achieving Fayette County children, will gain opportunities to progress in their literacy development. In fact, the evaluation of the participating teachers is related to the progress in literacy development of the K-12 students participating in the practicum experience. (13 participants)</p>	<p>Bowling</p>	<p>Ehrnschwender D. Harper Instr Asst</p>	<p>June 23-July 21</p>	<p>Rosedale Elementary</p>	<p>4/15/03 - 1/15/04</p>