

JHC REPORT • VOLUME 5

# THE HARLESS REPORT

MARSHALL UNIVERSITY JUNE HARLESS CENTER FOR RURAL EDUCATIONAL RESEARCH AND DEVELOPMENT









# JUNE HARLESS CENTER

**June Harless Center for Rural  
Educational Research and Development**

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# SPECIAL EDITION: CELEBRATING 20 YEARS OF SERVICE

## Table of Contents

*The June Harless Center has been proudly serving the state of West Virginia for over two decades. In this special edition of the June Harless Center report, we look back on our history and celebrate current partnerships and projects. As an educational outreach center for the College of Education and Professional Development, our team is committed to providing the best resources and support to educators and children. We are grateful for all opportunities to serve.*

<b>MESSAGE FROM THE DIRECTOR .....</b>	<b>6</b>
Tarabeth Heineman	
<b>HARLESS HISTORY .....</b>	<b>7-9</b>
Building a Legacy through Dedication and Hard Work: A Tribute to Dr. Stan and Dr. Barbara Maynard	
Timeline	
<b>EARLY AND ELEMENTARY LEARNING .....</b>	<b>10-13</b>
June Harless Center Designated as the West Virginia Department of Education Early Learning Technical Assistance Center for West Virginia	
Imagination Library in West Virginia	
Accelerating Student Learning and Responding to Learning Loss	
The West Virginia Blue Ribbon Book Club	
The Leaders of Literacy Podcast	
Benedum Grant Summary	
<b>EARLY CHILDHOOD .....</b>	<b>14-17</b>
History and Updates	
Distance Learning in Early Childhood: The Evolution of Remote Learning	
Supporting Distance Learning at Chapmanville Primary School	
<b>STEAM .....</b>	<b>18-21</b>
Supporting Student Opportunities for Learning and Engagement	
Shewey Science Academy Goes Virtual	
June Harless Center Elementary Math Credentialing Program	
<b>HALL OF FAME .....</b>	<b>22</b>
Harless Hall of Fame Inductees	
<b>TRIBUTE TO JAMES ‘BUCK’ HARLESS .....</b>	<b>23</b>

## Message from the Director • Harless History | Two Decades in the Making



**Tarabeth Heineman**  
**Executive Director**

On a drive home in rural Mingo County in 2000, Buck Harless watched two young boys get off the bus from a day at school. At one stop, the first boy was greeted by his mother and entered what looked to be a loving and caring home. At the next stop, no one greeted the second boy. He entered a yard that was in complete disarray and a dwelling that was far from homelike - could even be described as a disaster. Buck Harless saw the tragedy of this scene and wanted to create options for both children that provided equitable opportunities for them to become all that they could in life. He was moved to action and made a call to Dr. Stan Maynard.

Dr. Maynard, with financial support from Buck Harless and unwavering commitment from Dr. Barbara Maynard, assembled a team of passionate educators and founded the June Harless Center to provide the support necessary to address Buck's dream. The vision of the Harless educators was that those two boys, and ultimately every child on the bus,

would be prepared for a successful and rewarding life and would be equipped to face challenges with confidence, hope, and faith regardless of who met them at the bus stop.

The center was named after Buck's late wife, June, who shared his passion of educating West Virginia's youth. Today, the June Harless Center employs 18 full time staff members and six graduate assistants; operates two pre-k classrooms; provides P-12 technical assistance in all 55 counties; manages Dolly Parton's Imagination Library in West Virginia; hosts and supports several summer programs in the region; and touches countless educators and children across the state.

The following report outlines just a fraction of what the June Harless Center has been able to accomplish since that drive in rural Mingo County over 20 years ago. From the first year with only a staff of two, to present day, the June Harless Center continues to grow in order to meet the demands of an ever-evolving educational landscape.

Please join me in celebrating more than two decades of educational outreach and development, and in thanking Buck Harless, Stan Maynard, and Barbara Maynard for a legacy that will live on for many years to come. I welcome you to take a look back on this rich Harless history so we can learn how to look forward together for a brighter future for the children of West Virginia.

Sincerely,

Tarabeth Heineman, Executive Director



JUNE HARLESS CENTER



# HARLESS HISTORY

## Building a Legacy through Dedication and Hard Work: A Tribute to Dr. Stan and Dr. Barbara Maynard

After many years of service in public education and two decades of leadership at the June Harless Center for Rural Educational Research and Development at Marshall University, Dr. Stan and Dr. Barbara Maynard retired in June of 2021. As the cornerstone of the June Harless Center's success, the Maynards have built countless relationships with educators, community members and policymakers. They also have inspired teachers and administrators to hold higher expectations for students. Their tireless leadership, dedication and hard work have made a lasting impact for future educational initiatives and student success in West Virginia.

When Dr. Stan Maynard established the June Harless Center with a gift from Buck Harless, he believed wholeheartedly that his work in education was a mission field for which he was dedicated to serve. As executive director, he began to establish county partnerships that raised the expectations and quality of education throughout the state of West Virginia. Working alongside Sen. Bob Plymale, the Harless Center expanded to focus on early childhood education, early and elementary learning (PK - 5), and STEAM (Science, Technology, Engineering, the Arts, and Mathematics) education.

In addition to growing the June Harless Center in his tenure, he taught at a variety of programmatic levels and spent over 40 years at Marshall University teaching curriculum and instruction and reading courses, serving as associate dean for the College of Education and Professional Development for three years, and founding the Buck Harless Student-Athlete Program.

Dr. Barbara Maynard joined the June Harless Center team as the program development director and continued to build on the initial vision. In her final years with the center, she served as the chief of staff and financial officer. She expanded the work of the June Harless Center and led projects that included June Harless Center staff working in all 55 counties. In addition to her work at the June Harless Center, her educational career has included public school teaching (K-12), serving as program development director at the Regional Educational Service Agency (RESA II), teaching reading courses at Marshall University, and serving as the clinical services director in the College of Education and Professional Development at Marshall University.

Retirement is one of those major life milestones that marks the ending of one chapter and the start of another. Stan and Barbara's next chapter is beginning in Greensboro, North Carolina where they have moved to be closer to family. They intend to devote this next phase of life spending quality time with their children and grandchildren.

It has been said that leadership is about making others better as a result of your presence and making sure that impact lasts beyond your absence. Dr. Stan and Dr. Barbara Maynard have certainly provided incredible leadership and mentorship for educators in West Virginia. Their legacy will continue beyond their absence. West Virginia's public education system is far better due to their endless dedication and service.



# Harless History

## June Harless Center Timeline

2000

Establishment of the June Harless Center (JHC) for Rural Educational Research and Development as a result of a gift from Buck Harless in memory of his late wife, June

2001

JHC Demonstration Site opens in Wayne County to focus on best practices for K-1 reading

2002

First Harless Hall of Fame Induction Ceremony honoring Dr. Bernard Queen, Mr. Buck Harless, and Dr. Jane McKee

2006

Science Inquiry for Teachers (SIFT) Improving Teacher Quality (ITQ) Project is funded for \$44K to provide professional learning in inquiry-based science to 12 elementary schools in Wayne and Mason Counties (FOSS Science)

2007

New pilot K-5 model wing opened at Kellogg Elementary in Wayne County

2008

Shewey Science Academy established and funded by Fred C. Shewey and his sons, Bill and Robert

2012

Collaborative grant between Cabell County and MU Early Education STEAM Center funds a study abroad experience to Reggio Emilia, Italy

2013

Transforming Transitions grant partnership with Cabell County Schools funded by the Benedum Foundation focusing on pre-k to kindergarten transitions

2014

MU Early Education STEAM Center expands to satellite location at Peyton Elementary

2017

MU Early Education STEAM Center partners with Logan County Schools to create a pilot pre-k classroom at Chapmanville Elementary

2018

Marshall University Early Education STEAM Center at Explorer Academy is recognized as the first NAEYC Accredited pre-k site in a public school building in West Virginia

2019

JHC assumes the management of Dolly Parton's Imagination Library for the state of West Virginia



2003

Verizon gifts \$100,000 to continue the expansion of distance learning education targeted in McDowell and Mingo counties

2004

JHC staff travels to the Dominican Republic to provide rural educational outreach

2005

JHC and WVDE collaborate to host the first Reading Higher Education Symposium

2009

Appalachian Math/Science Partnership funds project with five counties to provide extensive science professional learning to teachers and administrators

2010

JHC takes over the management of the MU Early Education Center on MU's Huntington campus, renaming the pre-k site the "MU Early Education STEAM Center."

2011

Partnership with the CREATE Lab at Carnegie Mellon University establishes the June Harless CREATE Satellite

2014

JHC partners with Cabell County schools to create an incubator school that follows the EL Education model

2015

WVDE and JHC partner to create the West Virginia Leaders of Literacy: Campaign for Grade Level Reading

2016

Annual Statewide Campaign for Grade Level Reading Conference is established

2020

JHC is awarded \$250,000 from the Benedum Foundation to assist teachers as they support student learning during the COVID-19 pandemic

2021

Micro-credentialing program launches in Fayette and Summers counties focusing on mathematics instruction for elementary educators

2021

JHC named WVDE Early and Elementary Learning Technical Assistance Center and expanded from five to seven early and elementary learning specialists

# EARLY LEARNING TECHNICAL ASSISTANCE CENTER FOR WEST VIRGINIA

## June Harless Center Designated as the West Virginia Department of Education Early Learning Technical Assistance Center for West Virginia



### at Marshall University's June Harless Center

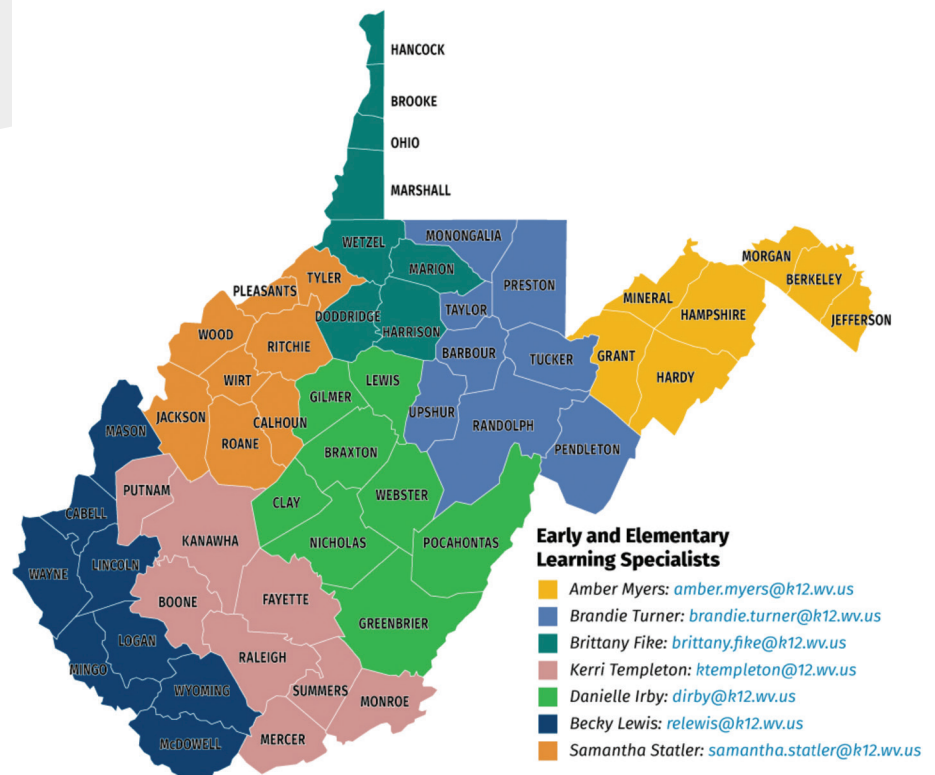
The Marshall University June Harless Center for Rural Educational Research and Development is proud to announce its designation as one of four West Virginia Department of Education (WVDE) Technical Assistance Centers. The former West Virginia Early Literacy Network of Support at the June Harless Center for Rural Educational Research and Development now has been expanded to serve additional content areas, which include a comprehensive approach to early and elementary learning for pre-k through fifth grade. Since July 2021, this network is branded as the WVDE Early Learning Technical Assistance Center (ELTAC) at Marshall University's June Harless Center.

The WVDE ELTAC at Marshall University's June Harless Center aims to provide educators statewide with the resources and transformative professional learning needed to assist with the social-emotional and academic learning gaps

for all children based on the unique needs and challenges of individual districts, schools, educators and children. Serving as an extension of the WVDE's Early and Elementary Learning Services area, the ELTAC works closely with WVDE staff to ensure all efforts are fully aligned with the WVDE and West Virginia Board of Education Strategic Plan.

To carry out the duties of the ELTAC, the June Harless Center employs seven early and elementary learning specialists who serve all 55 counties and will continue to collaborate regularly to build greater capacity to broaden the scope of available services. Due to the time out of the classroom and the learning loss caused by the

COVID-19 pandemic, in addition to pre-existing learning gaps in the early and elementary grades, there are incredibly unique needs that each district will strive to meet over the next several school years. The June Harless Center team is excited to continue supporting early and elementary teachers and administrators throughout West Virginia and are working diligently to increase teacher efficacy and student success. County-specific early and elementary learning specialists are listed in the key below.





# Early and Elementary Learning

## Imagination Library in West Virginia

PROMOTING EARLY CHILDHOOD LITERACY IN WEST VIRGINIA'S BIRTH TO AGE FIVE POPULATION



The June Harless Center is honored to partner with the West Virginia Department of Education and Dolly Parton's Imagination Library to foster a love of reading among West Virginia's children. West Virginia is the latest state to boast full participation in Dolly Parton's Imagination Library. All 55 counties are now fully active to serve the state's youngest learners. With this benchmark of full county participation, West Virginia joins only 10 other states and the District of Columbia to earn this distinction.

Built on decades of research, Imagination Library is rooted in the belief that having books at home helps children develop literacy skills early in life. By gifting children high-quality

books starting at birth, the program ensures all children have access to developmentally appropriate reading materials at no cost to the family, regardless of the family's income. In West Virginia, more than 3 million books have been delivered to children since 2007.

"I am thrilled to share that every child from zero to five in West Virginia is eligible to register for my Imagination Library," said Dolly Parton in a recorded message. "Together, we can inspire children to dream more, care more, learn more and be more." To hear a special message from Dolly Parton about West Virginia's participation, visit [youtube.com/watch?v=51y2clqQ008](https://youtube.com/watch?v=51y2clqQ008).



receives Imagination Library books. "I love that the books are age-appropriate and each month the book is a surprise for us."

Follow us on Facebook  
@JuneHarlessCenter or visit  
[www.marshall.edu/juneharless/imaginationlibrary](http://www.marshall.edu/juneharless/imaginationlibrary) for  
Imagination Library updates.



*In partnership with*



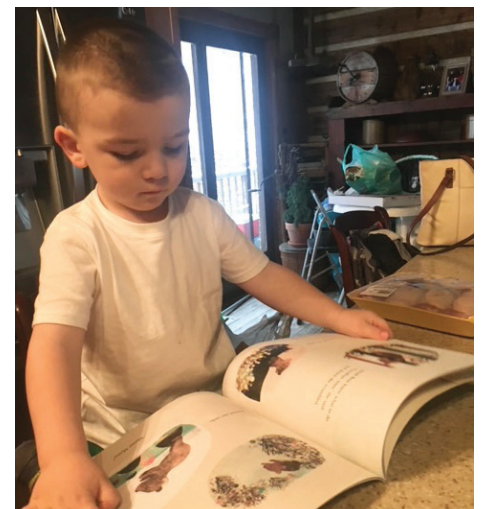
## Supporting the Program

### How YOU Can Help

- Connect with your local or state affiliates to let them know you are interested in supporting the program.
- Spread awareness of the program to children and families.
- Sponsor a child. Your donation of \$25 will allow one child to receive a full year's worth of books delivered directly to their home.

### How WE Can Help You

- Provide marketing tools specific to your county or organization.
- Support you in connecting with families through creating and sharing family engagement materials as needed.
- Develop and distribute book activity sheets to go along with every book sent home each month.



Adrian loves receiving his book from Dolly Parton's imagination Library every month! He enjoys chasing down the grown ups with his book in hand and says, "Sit!" which means it's Adrian's story stime. Aside from instilling the joy of reading I appreciate the memories these books are creating for our family.

## Early and Elementary Learning

### Accelerating Student Learning and Responding to Learning Loss

SUPPORTING EDUCATORS IN LINCOLN, PUTNAM, KANAWHA, FAYETTE, AND CLAY COUNTIES

The Greater Kanawha Valley Foundation, the June Harless Center, the West Virginia Department of Education and the Claude Worthington Benedum Foundation created a partnership to help support schools and teachers with COVID-19 reentry plans during the fall and spring of 2020-2021. Mini-grants were initiated to help support teacher-driven ideas and resources for the counties included in the catchment area of the Greater Kanawha Valley Foundation that wished to partner on this project. Lincoln, Putnam, Kanawha, Fayette, and Clay counties were

awarded the mini-grants. The June Harless Center early and elementary learning specialists assisted in the support and implementation of the project in each of those counties. Professional learning and technical assistance were provided for teachers and administrative staff virtually using Microsoft Teams throughout the 2020-2021 school year.

These grants supported 260 teachers and 17,899 students in the five counties. The mini-grants provided stipends for professional learning, books, headsets,

webcams and other technology tools. They also helped increase engagement with families by providing access to the school-to-home connection app, Seesaw. Seesaw is a digital portfolio app that allows communication and feedback among teachers, students and parents. Teachers were able to learn how to use the app to foster relationships with parents. This partnership resulted in improved relationships between schools and families, provided essential educational resources and increased the use of technology in the classrooms of five West Virginia counties.

### The West Virginia Blue Ribbon Book Club

For the second consecutive summer, the West Virginia Department of Education (WVDE), Marshall University's June Harless Center (JHC), and the Dollywood Foundation collaborated in response to the COVID-19 emergency in order to assist with children's emerging literacy development. This partnership created what is known as The West Virginia Blue Ribbon Book Club. The book club provided high-quality children's books to all West Virginia children and educators in first, second, and third grades. Children and educators received two books in mid-June and two books in mid-July. Books were intentionally delivered to children's homes and to the classrooms so that the educators could provide instruction with texts that were familiar to the children at the beginning of the school year.

A webpage on the WVDE website was created for families and educators to access family activities and educational

resources to accompany each book. Outdoor experiences and read-aloud tips and activities were just a few of the ideas shared to optimize engagement. The webpage also included a read aloud of each book from well-recognized West Virginians. Local celebrity readers included First Lady Cathy Justice, major university presidents and athletic coaches, West Virginia senators, West Virginia National

Guard's Brig. Gen. William Crane, and State Superintendent of Schools Clayton Burch. These books, activities, and read alouds were carefully curated to not only maintain and enhance literacy skills over the summer but to also foster a love of reading for the children of West Virginia.





## Educator Courses to Support Student Learning

Through the assistance of the Claude Worthington Benedum Foundation and in partnership with the West Virginia Department of Education, the June Harless Center was able to create and deliver virtual professional learning courses for West Virginia educators. In the Fall of 2020, planning began to support educators who worked with students in pre-k through eighth grade. The goal was to develop literacy-focused courses to endeavor to close the achievement gap resulting from the COVID-19 pandemic. For educators of pre-k through

grade five, courses focused on three components: Early Literacy Foundations, Comprehension and Content, and Literacy and STEAM integration. Courses for educators of grades six through eight focused on Components of Adolescent Literacy, Disciplinary Literacy, and Literacy and STEM.

Each course included six sessions that set the groundwork for educators to craft rigorous lessons that not only integrated all content areas, but also provided support for all learners in

the classroom. Those who successfully completed the course earned three non-degree credit hours through Marshall University, free of charge to the student through the grant from the Benedum Foundation. Nearly 500 educators completed one of the twelve course offerings in the spring and summer of 2021. Feedback from participants highlighted how the rigorous coursework enhanced best practices in their classrooms.

## The Leaders of Literacy Podcast

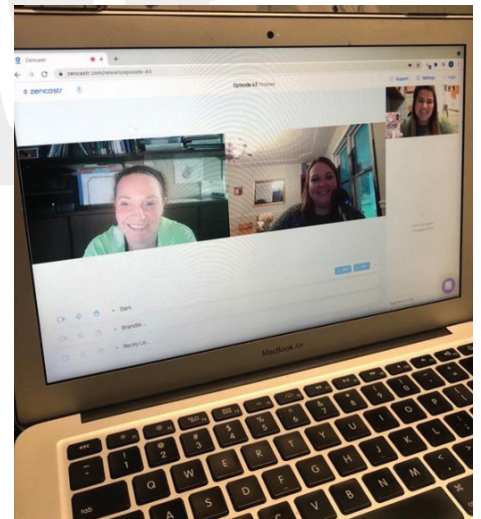
Due to the worldwide COVID-19 pandemic and subsequent learning time lost, educators are busier than ever. As a result, time to participate in high-quality professional learning opportunities is often limited for West Virginia educators. In January 2020, the June Harless Center and the West Virginia Department of Education launched the Leaders of Literacy podcast, which was developed to utilize educators' available time even when they are away from the classroom. The podcast is an alternative and innovative way for educators to attend professional learning activities. The Leaders of Literacy Podcast enables educators to gain access to the most current research and resources focused on the topics of school readiness, attendance, extended learning and high-quality instruction across content areas during times that are convenient for each educator.

The first release of the month is a discussion of the research, or a resource related to one of the components from the West Virginia Campaign for Grade Level Reading, such as school readiness, attendance, extended learning or high-quality instruction. The second episode of the month is composed of an interview with an expert or a professional from the field who is directly connected to the previously shared research or resource.

The Leaders of Literacy Podcast can be found at <https://wvde.us/leaders-of-literacy-podcasts>, as well as all major podcast platforms (Apple Podcast, Stitcher, Spotify, Google Podcast, etc.).



Each episode ranges in length from 15 to 40 minutes and is released on the first and third Monday of the month.



# EARLY EDUCATION STEAM CENTER

## MARSHALL



## UNIVERSITY™

### HISTORY AND UPDATES

Originally established as the Marshall University Early Education (MUEE) STEM Center in 2010, the June Harless Center's first West Virginia Universal pre-k classroom was created to serve three-, four-, and five-year-old children in Corbly Hall on Marshall University's Huntington campus. This first classroom still operates today as a Cabell County collaborative pre-k program. In 2014, the center expanded by adding a second classroom in a local public-school building. Today, this classroom continues to operate in Explorer Academy, an elementary school in Huntington, West Virginia.

As the center continued to grow, so did the staff's understanding of the center's mission to provide high-quality, developmentally appropriate education with a significant emphasis on the arts. In 2016, the staff agreed to add an "A" to the STEM acronym, making the new title of the school the Marshall University Early Education STEAM Center. Science, technology, engineering, the arts and mathematics continue to be pillars of the high-quality education provided in both classrooms today.

Both classrooms hold National Association for the Education of Young Children (NAEYC) Accreditation. NAEYC Accreditation assists families in recognizing quality early learning programs and in feeling assured that their children are receiving a high-quality, research-based education that will prepare them for future success. The rigorous accreditation process helps educators and other staff develop a shared understanding and commitment to quality programming.

### BECOMING A REGGIO-INSPIRED CENTER

The journey of becoming a Reggio-inspired center began in 2011. The center partnered with the West Virginia Department of Education and Cabell County to engage staff in a study abroad program. As a result of a competitive grant, staff had the opportunity to study in Reggio Emilia, Italy with colleagues from across the world. There are five distinct features of the Reggio Emilia Approach: participation of families, collegial work of the staff, importance given to school environment, presence of the studio, and a pedagogical-

didactic coordinating team who are experts in instruction and content. The educators embrace the Reggio Emilia approach at the MUEE STEAM Center, knowing that the space to explore, dream, construct and deconstruct is essential to learning. Both children and educators view the classroom as a studio learning space. The educators are given the title of studio educator to support the philosophy and facilitate learning for children and other adults. With thought and intention, the educators have designed the classroom to embody this concept. They purposefully organize the space to accommodate large and small group experiences. A welcoming environment encourages the children to engage in experiences and discovery. The year begins with a pre-set room and a blank canvas for the walls. As learning progresses, the walls fill with the children's thoughts, ideas, stories, questions, findings, artwork, and photographs that are documented and displayed.



## Early Childhood

### CONNECTING TO THE NATURAL WORLD

In the classroom, collaborative wonder and sharing ideas plant the seed for the curriculum. The ideas are generated by the children but given structure and purpose by the educator. Educators are continually asking the children to reflect on their thinking as they discover new information, feeding into the formulation of new understanding. By integrating nature into the curriculum, the child learns to appreciate the physical and structural environment. The architectural design encourages playful encounters for the children. The educators strive to incorporate nature into daily classroom happenings and give children access to materials from their natural world.

Being surrounded by nature provides infinite benefits to children:

- Nature instills a sense of beauty and calmness.
- Nature exposes children to things that are alive and growing.
- Nature promotes curiosity and exploration.



### IMPORTANCE OF DOCUMENTATION

Throughout the learning process, educators document the children's experiences through photographs, note-taking, video and artifacts the children make themselves. They are compiled and shared with the focus on process, rather than product. For children, documentation is utilized as a connection between their ideas and reflection of their work. Educators utilize documentation to reflect on children's work, to predict where their work with children might go and to communicate a shared respect for children and their accomplishments with the school and larger communities. Families are encouraged to experience the work and the explorations of their children through documentation.

To learn more about our program, visit our website at [www.mueesteamcenter.com](http://www.mueesteamcenter.com).



*“All three of my children attended the STEAM Center. One of my favorite things was walking down the hallway to pick them up and getting to see what they are learning through the documentation that was displayed. I know my boys learned how to think critically and thrived in this learning environment. We are big fans of all the teachers, program, and experience.”*

**-Brean Stewart**



# Distance Learning in Early Childhood: The Evolution of Remote Learning

On March 13th, 2020, the governor announced that due to the COVID-19 crisis, schools would be closed indefinitely. Hearing the words “school is closed indefinitely” was shocking to the teachers and staff at the Marshall University Early Education STEAM Center (MUEE STEAM Center). The staff enjoyed going to school, planning engaging experiences and working with the children. The classroom was always an exciting environment, and the children’s smiles and laughs were going to be deeply missed. Teachers and children immediately started working in unique ways in response to school closures to continue communication and engagement. Even though the doors of the classrooms were closed, learning did not stop.

Educators at the MUEE STEAM Center began to create a new way of learning for 4- and 5-year-old children which eventually evolved to include weekly video calls for morning meetings, virtual celebrations, and engaging experiences that were planned for families to participate in together. The educators initially used the Center’s Facebook page to communicate with families. The educators created themed days to encourage mindful practices, vocabulary development and creative innovation. Each day of the week had a focus: Mindful Monday, Top Title Tuesday, Word of the Week Wednesday, and Thinking through Thursday.

At the MUEE STEAM Center, the Greeting, Reading, Initiative, and Norms (GRIN) protocol is implemented during morning meetings, so continuing this in the virtual setting was a smooth transition. In this meeting, the children were able to hear from their teachers, talk with their friends and share about

new things they were learning through experiences at home. The driving factor to hosting this call was to provide the children the continuity that our classrooms normally provided.

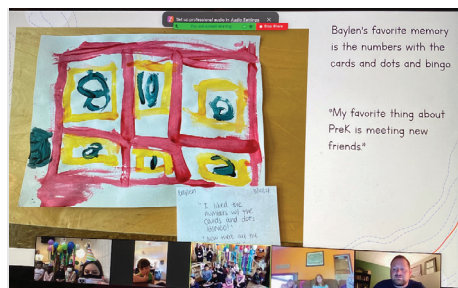
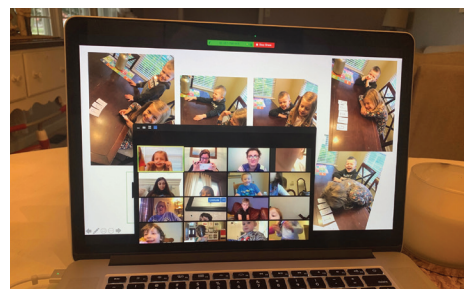
### THE RETURN TO SCHOOL

In the fall of 2020, the return to school looked different. It included a blended model, in which alternating groups of children attended school two days a week and learned from home the other two days. The other option for families was a distance family engagement plan, which consisted of remote learning experiences. Both classrooms of the MUEE STEAM Center had several children who participated in the distance family engagement model, which included weekly morning meeting style video calls, virtual celebrations, daily learning targets, and daily activities on the school-to-home connection app, Seesaw. The remote morning meetings began with a greeting to get the children engaged, active, and smiling. Educators conducted a read aloud with a coinciding activity, provided reminders about daily tasks, and identified a plan for the next video call.

### REMAKE LEARNING CELEBRATIONS

To wrap up the school year in the spring of 2021, staff and children deserved to celebrate all the learning and

development that took place despite being in and out of school unexpectedly. As a result of a mini-grant provided by the Remake Learning Days Across America, the MUEE STEAM Center hosted a Celebration of Learning for children, families and staff. During the year, children learned how to navigate technology, connect with their peers online and work with their families to complete tasks. In preparation for this virtual celebration, children were provided materials to decorate such as streamers, balloons, construction paper and drawing materials. Everyone was encouraged to decorate their space for the virtual call to honor all the hard work that had taken place. Another aspect of this celebration was that children had the opportunity to share their favorite part of the school year by creating a drawing and sharing it on the call. The teaching team was certainly disappointed that the school year did not go as a typical year would, but was happy to make learning possible, relevant and engaging during challenging times.



### Supporting Distance Learning at Chapmanville Primary School

One of the ongoing projects in collaboration with Logan County schools has been to create an early childhood laboratory school in Logan County, West Virginia. In the fall of 2018, the newly consolidated Chapmanville Primary School (CPS) opened. This school is a unique makeup of preschool through first grade, with five classes per grade level. This primary school serves as an early childhood model laboratory for other educators across the state. The June Harless Center staff members continue to provide professional learning, resources, and weekly in-classroom and virtual support. The goal of the project is to create and sustain a Reggio-inspired environment that is inviting to all children, stimulates all areas of development and provides opportunities for best practices that are developmentally appropriate and relevant. To achieve this goal, team members of the June Harless Center plan to support the staff at Chapmanville Primary by providing modeling and coaching, as well as assisting teachers with collaborative planning.

Through a collaborative approach, educators implement daily Morning Meetings, in which children are greeted and start the day by hearing their names and feeling like they belong. During

this time, learning targets are shared with the students and expectations are set for the day. Using learning targets makes learning visible for children by providing attainable and measurable goals. Teachers set up daily provocations and experiences for children that have a learning target derived from the West Virginia Early Learning Standards and the West Virginia College- and Career-Readiness Standards.

Another important component of this project has been the creation and implementation of Tiger Traits, serving as school and classroom norms. The staff and children use these Tiger Traits to guide their interactions, play and learning. Teachers have supported children in the use of these norms not only in the classroom, but also during mealtimes, outdoor exploration, and in the hallways to ensure consistency.

Another aspect of supporting CPS during distance learning was the submission and receipt of a grant from Remake Learning Days Across America (RLDAA). This grant allowed for staff to participate in a professional learning opportunity to learn more about engaging experiences to develop early numeracy during remote learning. At this RLDAA event, teachers were provided ideas on how

to implement real-world applications to teach math concepts. In the primary grades it is imperative to use children's interests to further develop their innate number sense, while also encouraging perseverance and collaboration. Teachers were provided books for their classroom libraries and open-ended materials to support counting and cardinality.

During the days of remote learning, staff members continued to support the laboratory at Chapmanville Primary School. As everything shifted to virtual meetings and relying on technology to connect, JHC staff connected weekly for professional learning community (PLC) sessions. This was a time when JHC staff would join virtual PLC calls to discuss what was going well, what was not going well, data, and lesson plans. During this time, collaboration took place to brainstorm and discuss new ideas to engage young children virtually. Educators at CPS were innovative and creative with ways to provide meaningful experiences virtually for children and stay in communication with families.



#### Professional Learning You Can Count On

PreK-1<sup>st</sup> grade educators at Chapmanville Primary School





# K-12 STEAM OUTREACH

## HARLESS CENTER CONTINUES TO PROVIDE TRAINING THROUGH IMPROVING TEACHER QUALITY GRANTS

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### SUPPORTING STUDENT OPPORTUNITIES FOR LEARNING AND ENGAGEMENT

In an effort to recoup lost learning opportunities, counties throughout West Virginia offered Student Opportunities for Learning and Engagement (SOLE) programs during the summer of 2021. These programs, funded by the West Virginia Department of Education, included a number of engaging hands-on activities. June Harless Center staff members collaborated with educators, administrators, and district leaders in Logan and Summers Counties in preparation for their SOLE programming.

Outdoor learning was a key component as teachers completed Project Wet, Project Wild and Project Learning Tree professional learning sessions. These programs give students a “window to their world” by allowing them to see the wonders and importance of the natural world that surrounds them. These interdisciplinary offerings combine reading, math, science and social studies to help students understand the resources around them and the protections they require. In keeping with this outdoor theme, teachers also participated in Fruitvale training where they determined the source of water contamination in the town of Fruitvale. They worked, just as their students would, to determine the source and develop and present a remediation strategy.

Robotics and coding sessions were also offered, as participants learned to build and code robots using VEX IQ

kits and Sphero robots. Whether it was constructing and coding a clawbot or weaving a robot through a maze using block coding, teachers developed the skill sets to give their students new opportunities to build basic coding skills. Participants also learned to add light, sound and movement to their creations with snap together circuits using littleBits Electronic Building Blocks.

These sessions also had their share of mystery as educators learned and used techniques from forensic anthropology to analyze bones and to identify the

individual. Teachers also learned how to do basic aspects of blood spatter analysis to determine impact angle and point of origin. Finally, participants were able to explore the world of biotechnology as they learned how to compare DNA found at a simulated crime scene with two suspects as they explored restriction enzyme digestion, polymerase chain reaction, and agarose gel electrophoresis, three common forensic labs used in crime scene investigations.





## Shewey Science Academy Goes Virtual

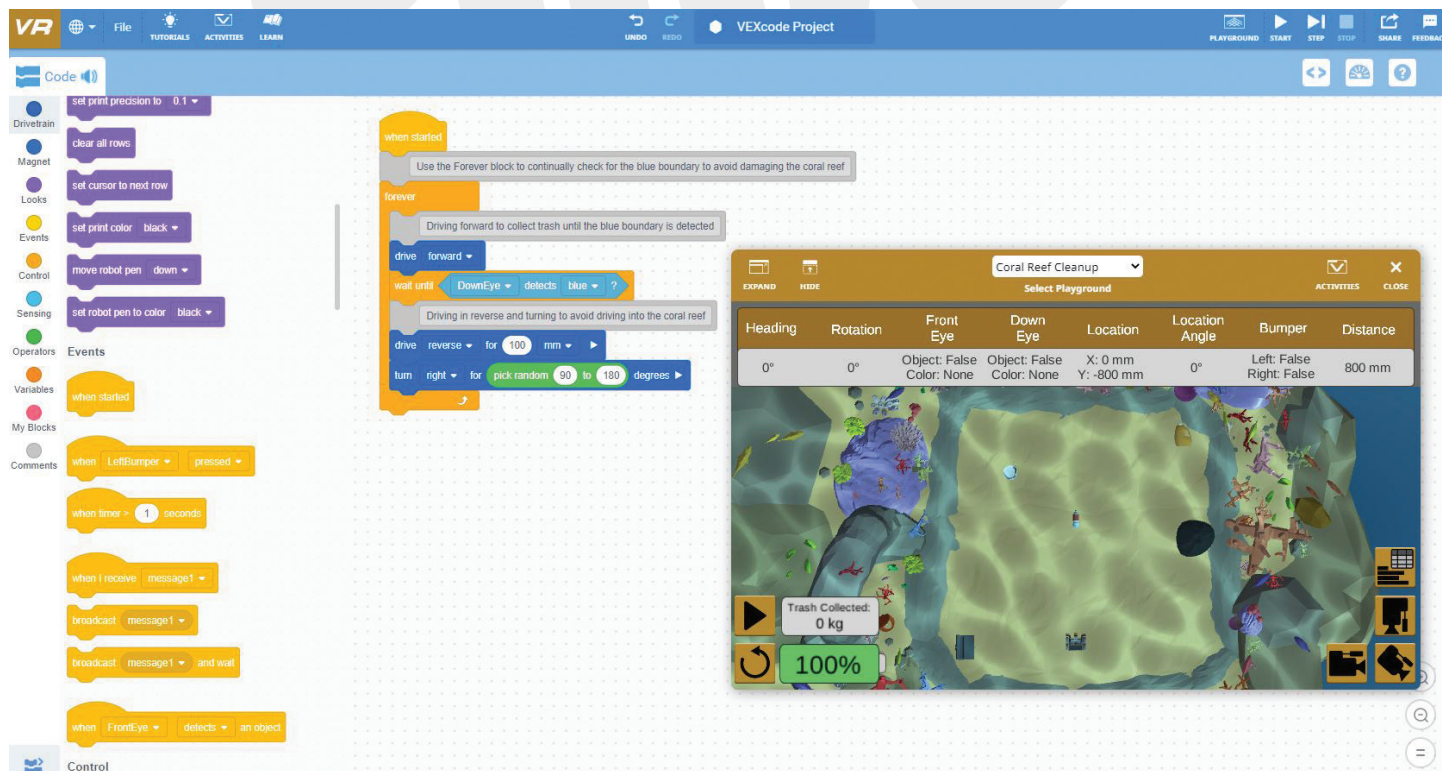
Since June 2008, the Shewey Science Academy has provided an engaging summer STEAM experience for middle-school students in Mingo County. Through the generosity of the late Fred and Christine Shewey, and the sustained support of their sons, any student in grades 5 through 9 can participate in the Shewey Science Academy at no cost to the student.

Typically, throughout the school year, Mingo County middle-school science and math teachers are trained in science content and teaching strategies by staff from the June Harless Center. Following this extensive training, the Mingo County teachers plan and prepare for a weeklong summer academy to be held at three schools across the county. These activities require students to combine teamwork and problem solving with

principles of mathematics and science to tackle the year's challenge.

This past year was anything but typical as the COVID-19 pandemic substantially limited in-person events. To maximize the safety of all involved, training for the Shewey Science Academy was adapted to a virtual program. Staff from the June Harless Center prepared teachers for using the VEX IQ robotics kits. Teachers learned how to code the robot using VEXcode VR. This platform allows users to work remotely within the same programming environment that is used in person with the robots. The web-based program allows users to test their code in a virtual environment as well as utilize virtual 3D playgrounds where users can develop code to navigate mazes, clean up a coral reef or create art.

According to Dr. Stan Maynard, director emeritus of the Shewey Learning and Research Center, "We are so grateful to the Shewey family for their generous gift that is bringing so much excitement for learning to the students of Mingo County. By bringing these bright young people to science careers, the impact of their generosity will be felt for generations by the people of southern West Virginia."



## June Harless Center Elementary Math Credentialing Program

*“A 2016 National Council on Teacher Quality (NCTQ) review of undergraduate elementary teacher preparation programs found that just 13 percent of the 860 programs examined covered critical math topics, including numbers and operations, algebra, geometry, and data and probability. And in 2018, a similar review of graduate programs found that just 1 percent of 201 programs covered these topics. These low rates could help explain why a 2019 NCTQ report found that 1 in 4 teacher candidates failed the math portion of a common elementary licensing exam the first time they took it.”*

-GIVING ELEMENTARY TEACHERS  
THE TOOLS TO TEACH MATH WELL;

Samantha Durrance  
SREB Policy Analyst

Frequently students suffer from math anxiety by the time they reach middle school. This may be due to the fact that many elementary teachers have not had the necessary preparation to teach mathematics, so they find it difficult to teach the challenging concepts.

This concern prompted a conversation at the June Harless Center regarding a project to strengthen the mathematical teaching capabilities of elementary math educators in the state of West Virginia. This conversation led to the development of the June Harless Center Elementary Math Credentialing program.

The teachers enrolled in this program will participate in more than 80 hours of in-person professional development that is focused on the elementary math standards. These standards are divided into 5 clusters requiring 12 days of interactive professional learning. The content of the professional learning sessions has been written by Whitney Stead, who teaches kindergarten at Village of Barboursville in Cabell County, and Penny Light, who teaches fourth grade at New River Intermediate in Fayette County. These two outstanding educators are currently leading professional learning in two counties, Fayette and Summers, which have adopted this pilot program.

The educators who are participating in the program will be following guidelines similar to those required for National Board Certification. They

are expected to video a lesson related to each of the 12 professional learning sessions and the aligned standards. In addition, they will provide the lesson plan that corresponds with each video and student samples of work related to each lesson. The educators will also write a detailed reflection of their video lesson. Penny and Whitney will view the videos, lessons and student samples and a period of reflection along with the participants will follow. These reflections and resulting discussions will assist the teachers to further develop their mathematical teaching capabilities they are gaining through the professional learning sessions. This program will require a significant amount of time and effort from the participants, but their participation will result in many invaluable benefits for them and ultimately for their students as well.

The desired result of this program is to increase the capabilities of teachers and students. The June Harless Center Elementary Mathematics Credentialing program will affect the student's mathematical learning at the earliest levels, leading to stronger math students at the upper levels.

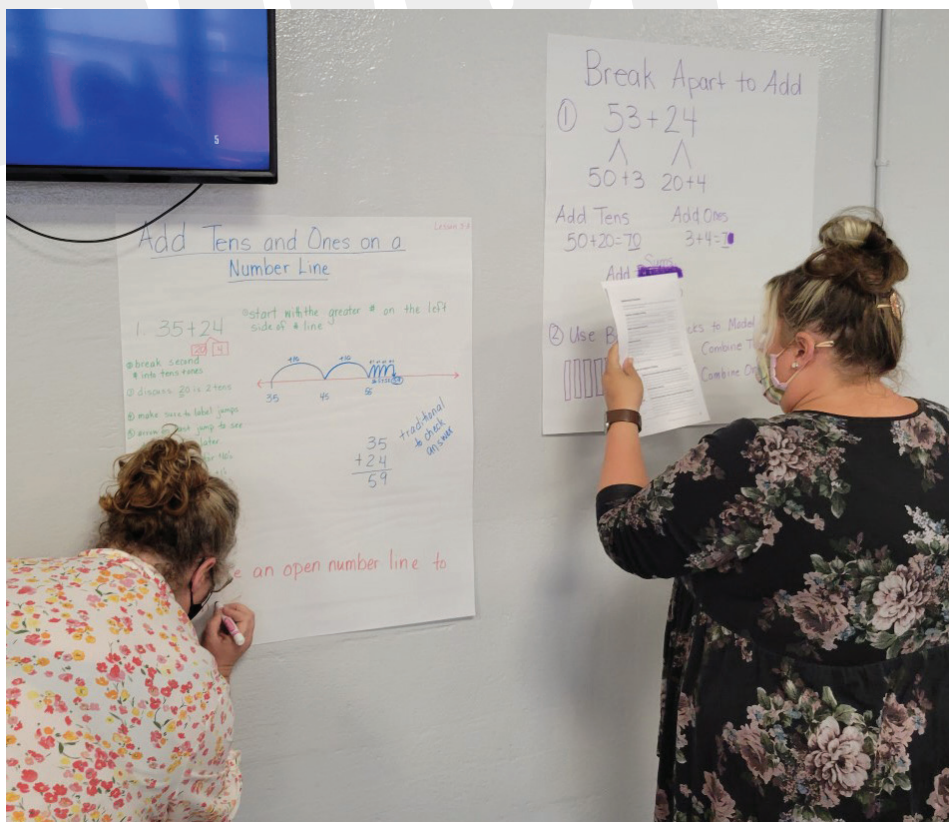
*“The elementary math micro-credentialing program sponsored by the June Harless Center is producing fellows who are embracing mathematics in the K-5 setting. The self-reflection component is producing strong and confident teachers who are rediscovering their passion for education.”*

-Dawn Dooley, Fayette County



## BENEFITS ALIGNED WITH THE JUNE HARLESS CENTER ELEMENTARY MATH CREDENTIALING PROGRAM

- Teachers will receive stipends for time outside of the classroom or be provided a substitute for school-day sessions.
- Teachers can enroll in the program at no cost.
- Teachers will receive 72-plus hours of face-to-face instruction from elementary math specialists.
- Specialists will be able to provide in-class observations and discussions, as well as assist with analyzing teaching videos.
- Teachers enrolled in the program will complete a portfolio based on National Board requirements.
- Specialists will be available at any time to answer questions and give assistance for the completion of the portfolio.
- Administrators in each county will recognize teachers upon completion of the program.
- Teachers will receive continuing education/graduate credit through Marshall University at a reduced rate.
- Students will ultimately benefit as a result of the math credentialing program.







## Hall of Fame

# Harless Hall of Fame Inductees

### Sixteenth Annual – 2019

Mr. Robert, Jr. and Mrs. Lena Shell  
Drs. Joseph and Omayma Touma  
Mrs. Katherine Johnson

### Fifteenth Annual – 2018

Mr. W. Clayton Burch  
NASA Independent Verification  
(IV&V) Educator Resource Center  
Mr. Brad and Mrs. Alys Smith

### Fourteenth Annual – 2016

Dr. Robert Hayes  
Robert C. Byrd Institute  
Mr. Gary White

### Thirteenth Annual – 2015

Mr. Ron Berger  
First Lady Joanne Jaeger Tomblin  
West Virginia Women's Education  
Forum

### Twelfth Annual – 2014

Dr. Kathy D'Antoni  
Mr. Michael J. Farrell, Esquire  
Southern Regional Education Board

### Eleventh Annual – 2013

Gov. Gaston Caperton  
Dr. Illah Nourbakhsh  
Mr. A. Michael and Mrs. Henriella Perry

### Tenth Annual – 2012

Gen. Robert H. "Doc" Foglesong  
Sen. Lloyd G. Jackson II  
U.S. Sen. Jay Rockefeller

### Ninth Annual – 2011

Gov. Bob Wise  
Cabell County School System  
Frontier Communications

### Eighth Annual – 2010

Dr. Lowell E. Johnson  
Gov. Earl Ray Tomblin  
Mr. Ralph Baxter

### Seventh Annual – 2009

U.S. Sen. Joe Manchin, III  
Dr. Jack McClanahan  
Dr. Rosalyn Templeton

### Sixth Annual – 2008

Representative Mary M. Poling  
Mr. C. Fred Shewey  
Wayne County School System

### Fifth Annual – 2006

Dr. Ruby Payne  
Dr. Steven Paine  
Pendleton County  
School System

### Fourth Annual – 2005

First Lady Gayle Manchin  
Dr. Keith Smith  
Claude Worthington  
Benedum Foundation

### Third Annual – 2004

Mrs. Lydia McCue  
Mr. David Ice  
Sen. Robert Plymale

### Second Annual – 2003

Mrs. Beverly Kingery  
Mr. Jimmy D. Hale  
Verizon

### First Annual – 2002

Dr. Jane McKee  
Dr. Bernard Queen  
Mr. James "Buck" Harless

*Each year outstanding educators and agencies are recognized for their commitment to improving WV education during the annual Hall of Fame dinner and induction ceremony. During the ceremony, educators and agencies are inducted into the Harless Center Hall of Fame as a way to show appreciation and give recognition to educators contributing to the West Virginia education system, particularly in Southern West Virginia. Inductees typically include one educator, one administrator, and one business/educational partner or organization that has provided exemplary leadership to ensure the success of the education of all students in West Virginia.*

## James “Buck” Harless (1919-2014)



James “Buck” Harless always supported and encouraged the initiatives of the June Harless Center for Rural Educational Research and Development. The June Harless Center was named in honor of Bucks’ late wife, June Montgomery Harless. June and Buck built Gilbert Hardwoods, located in the heart of the West Virginia coal fields, into a successful international company. This resulted in countless individuals and organizations benefiting from their philanthropic efforts. Buck and June were both instrumental in the development and construction of a unique \$8.8 million center, the Larry Joe

Harless Community Center, named for their late son. The center, located in Gilbert WV, is believed by many to have changed the very face and culture of southern West Virginia.

Buck always believed in the importance of education and was a generous benefactor of educational initiatives including the June Harless Center. The mission of the June Harless Center, which reflects the philosophy of both Buck and the late June Harless, is to provide leadership in education initiatives for West Virginia educators and students. The Harless Center provides educators and families of rural West Virginia with a support system that addresses educational problems, initiates and sustains school improvement, and provides innovative and creative programming for Pre-K through grade 12 students, teachers, and administrators. The Harless Center staff members have developed exemplary programs in professional development in every curricular area and in numerous delivery methods as well as instructional programs for students that provide for exciting, engaging, and productive classrooms. These programs and many others represent a salute to Buck for his unwavering support of the June Harless Center and its outreach to students, teachers, administrators and families across West Virginia.

*Buck has always believed in the importance of education and has been a generous benefactor of educational initiatives including the June Harless Center for Rural Educational Research and Development.*







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