

# Working with Schools: An Insiders' Guide to Success

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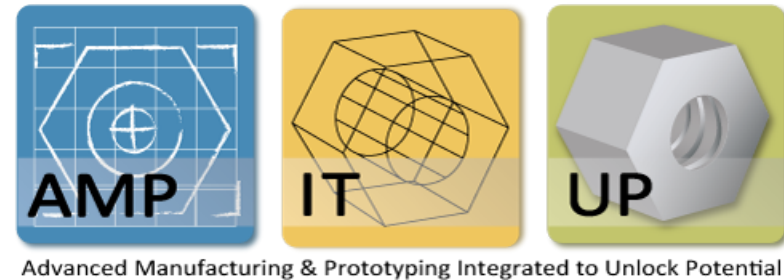
# Why partner with K-12 schools?

## Our experiences with:

- Cultivating and maintaining a relationship with schools
- Implementing your intervention or program
- Collecting the data needed (research)

# JAYMA'S EXPERIENCES

- Taught middle school science for 10 years
- Taught SLIDER curriculum for the 1<sup>st</sup> three years of grant
- Years 4,5 worked with the SLIDER curriculum team
- Currently working on AMP IT UP and GoSTEM



[Slider Video](#)

- How my school (and I) became involved
- Gradual roll out
- District requirements (pacing, testing) meets developed curriculum
- Headaches follow



- Implemented full curriculum (but wait, there was more!)
- New personnel on the curriculum development team
- Difficult issues to reconcile at school and with the untested curriculum



# UNANTICIPATED OUTCOMES



- Helped edit/rewrite booster unit into units 1 & 2
- Engineering Design, NGSS
- Coached one set of teachers- became their main contact
- Developed Performance Assessments



- Engineering Notebook
- Continued teacher “coaching”
- Observations, Case Studies



# SLIDER FROM BOTH SIDES

## MARCH 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
23	24	25	26	27	28	1
2	3 Jeanne (1/2/3) finish 2.8 Charmagne (1st) finishes 2.8	4 Jeanne (4th/5th) finish 2.8 Charmagne (1st) finish 2.9 Charmagne (5th) finish 2.10	5 Jeanne (2nd/3rd) finish 2.9 Charmagne (1st) finish 2.10 Charmagne (5th) 2.11 day 1 Advisement	6 Charmagne (1st) 2.11 day 1 Charmagne (5th) 2.11 day 2 Jeanne (1/4/5) finish 2.9 Jeanne (2/3) finish 2.10 Orchestra Trip	7 Jeanne (1st) finish 2.10 Jeanne (2,3,4,5) No SLIDER Charmagne Out- No SLIDER Orchestra Trip	8
9 Daylight Saving	10 Charmagne- No SLIDER (test review) Jeanne (1/2/3) 2.11 day 1	11 Both- No SLIDER Jeanne- test review Charmagne- test	12 Jeanne- No SLIDER (test review) Charmagne (1st) 2.11 day 2 Charmagne (5th) 2.11 day 3	13 Jeanne (1/2/3) 2.11 day 2 Jeanne (4/5) 2.11 day 1 Charmagne (1st) 2.11 day 3 Charmagne (5th) 2.11 day 4	14 Both- 2.11 SLIDER letter	15
16	17 St. Patrick's Day U2 Content Post Test	18	19 U2 Engineering Post	20 Vernal equinox	21 U2 Skills Post Test	22
23	24	25	26	27	28	29

- Science & Math Modules + engineering courses
- All math & science teachers in the county
- Superintendent is a PI so the entire county is involved
- AMP teachers also took our on-line PBIS course
  - Some initial pushback at recruiting events. “Is this just another school fad?”

[AMP Video](#)

- Public school in northern NJ
- Engineering school- undergrad at U of Illinois and grad school at Georgia Tech
- Finished PhD, wanted to work on diversity in engineering, inspire younger students
- Naïve view of public education– a lot has changed and location matters

- Postdoctoral fellow for AMP-IT-UP project
- Wrote curriculum (middle and high school engineering)
- Teacher professional development
- Class visits and observations
- Just-in-time PD
- Revisions...

- Teacher flexibility balanced with scaffolding
- Interventions take TIME
- Collecting meaningful data is difficult
- Personal relationships with the teachers are crucial
- Partnership is important— life is easier when teachers are active in curriculum design
- Public schools are highly constrained

- Involve teachers in the CD process if possible
- Respect
- Communicate
- Provide Incentives
  - Stipends, Certification Credits
- Trust
- Take photos/videos whenever possible in the classroom

# **Questions & Answers & Additional Discussion**