

Reggio Emilia, Italy

Study Abroad Grant Application

Cabell County Proposal

This proposal seeks funding to support teachers and administrators of Cabell County as teacher leaders in the study and implementation of the Reggio Emilia Approach.

Section 1: Administrator and Teacher Application

E-mail: wburch@access.k12.wv.us

Reggio Emilia Study Abroad Scholarship Application

Teacher Name: [REDACTED]

Home Address: [REDACTED]

City: Huntington State: WV Zip Code: 25701

School Address: [REDACTED]

City: Huntington State: WV Zip Code: 25570

Email Address Home: [REDACTED]

Email Address School: [REDACTED]

Home Phone: [REDACTED] Cell Phone: [REDACTED]

Position in School: Studio Educator

Are you a current WVU student: No Yes; if yes:

Please list your educational background and experience:

B.A., Elementary Education and Early Childhood Education, December 2007
Marshall University, Huntington, WV

M.A., Reading Education, May 2009
Marshall University, Huntington, WV

Professional Development Training through the June Harless Center

- Core Values of 21st Century Learning
- Teaching for Tomorrow
- Classroom Management- Worksheets Don't Grow Dendrites
- Standards Based Mathematics- Developing Mathematical Ideas
- Best Practices in Literacy- Reading First Training
- Technology Training, SMART Board, Management of Video Conferencing
- Plan and manage virtual field trips
- Implemented Project Approach
- E-Mission training with Wheeling Jesuit University Challenger Center
- Embedded training in implementing global studies into the core subjects.
- GigaPan training and implementation in the preschool classroom.

Marshall University Early Education STEM Center

Studio Educator July 2010-present

- Supervise daily activities of three, four, and five year olds in a preschool setting.
- Promote the development of social competency, communication abilities, thinking processes, feelings of self-worth, aesthetic appreciation and independence.

Marshall University College of Education

Adjunct professor January 2011-present

- Supervised teacher candidates in the classroom who are completing a 150 hour practicum for early education certification.

Professional Development Trainings

- Presented at the State Reading Conference in Charleston, Spring 2009
- Developed and presented information to the June Harless Center and Vinson Middle School teachers on Worksheets Don't Grow Dendrites. Fall 2008
- Working with preschool teachers to help implement the Project Approach. August 2011-present
- Presented to elementary schools on the Project Approach, August 2011-present
- Technology training for pre-k teachers, Spring 2011-present

Please describe your background knowledge of the Reggio Emilia Approach:

During my undergraduate work, I was exposed to the teaching philosophy and best practices of the Reggio Emilia Approach. As a part of my clinical experience, I was placed at the Marshall University Early Education Center under the direction of Clayton Birch who created a classroom environment inspired by Reggio. I immediately became interested in this approach and through implementing the principles and philosophy in my practicum experience, I developed the realization that this was the most effective way to teach preschool.

The Reggio Emilia Approach was initiated in Italy after WWII and since then many people have adopted this innovative approach for preschool and primary education. The approach is based on children's interests and building relationships with others in a rich and nurturing environment. The Reggio Emilia Approach has several fundamental principles, which include the following:

- the child as protagonist;
- the child as collaborator;
- the child as communicator;
- the environment as the third teacher;
- the teacher as partner, nurturer, and guide;
- the teacher as researcher;
- the documentation as communication and the parent as partner.

Fundamental principle 1, the child as protagonist, refers to the belief that all children have the potential and are capable of learning. Children, teachers, and parents are considered the three central protagonists in the educational process and all are critical to the learning process. Fundamental principle 2, the child as a collaborator, places emphasis on small groups working together on a project. In Reggio schools the children work together on projects in small groups. Fundamental principle 3, the child as a communicator, focuses on symbolic representation. The children can express what they know and understand, as well as anything they have questions

about through the use of words, movement, drawing, painting, building, sculpture, shadow play, collage, dramatic play, and music. Fundamental principle 4, the environment as the third teacher, focuses on the physical space of the room that will encourage communication and build relationships. Fundamental principle 5, the teacher as a partner, nurturer, and guide, refers to teachers supporting children as they work on short and long-term projects. Fundamental principle 6, the teacher as a researcher, refers to teachers constantly reading the current literature and working in pairs and with other teachers in the school to discuss their work and the work of their children. This principle also focuses on documentation as communication, which explains how to best represent what the children are doing in the classroom and reflecting it through a variety of media. Documentation is also an important part of the Project Approach. Reggio Emilia schools use long-term projects with their children that include several visits to a site, researching questions, and observing and recording observations. Fundamental principle 7, the parent as a partner, refers to the vital role the parent plays in the child's education. Parents are an active part in their children's learning experiences. Family is a concept familiar to most young children and in Reggio Emilia it is one of their top priorities.

Reggio Emilia Study Abroad Scholarship Application

Please TYPE your responses.

Administrator Name: [REDACTED] [REDACTED] [REDACTED]
Last First Middle

Home Address: [REDACTED]

City: Huntington State: WV Zip Code: 25701

School Address: [REDACTED]

City: Huntington State: WV Zip Code: 25755

Email Address Home: [REDACTED]

Email Address School: same

Home Phone: [REDACTED] Cell Phone: same

Position in School: [REDACTED]

[REDACTED]

Are you a current WVU student: No Yes; if yes: _____

Please list your educational background and experience:

EDUCATION

Marshall University, Huntington, WV
Master of Arts 2006
Literacy Education

Marshall University, Huntington, WV
Bachelor of Science 2004
Major: Elementary Education K-6
Minor: Pre-K - Kindergarten

CERTIFICATION

Professional Teaching Certificate

- Elementary Ed K – 6
- Pre K-Kindergarten

PROFESSIONAL EXPERIENCE

Chief Program Development Officer 2011-Present
Coordinate and oversee programming of the June Harless Center for Rural Educational Research and Development.

Program Director Coordinate 21 st century outreach programming for rural schools. Write, monitor and implement grants with school systems. Assist individual schools in WV, developing a 21 st century teaching and learning environment.	2008-2011
Marshall University - Adjunct Instructor Developed syllabus and overall course structure, and administered all grades. Courses include CI 343, CI446, and CIRG 654.	2006-Present
Professional Development Coordinator Planned and coordinated professional development for teachers and administrators K-12.	2006-2008
Marshall University Graduate Assistant – June Harless Center Collaborated on curriculum and co-taught in elementary classrooms K-3.	2004-2006
Wayne County Schools Substitute Teacher Taught in elementary classrooms.	2004-2006

Please describe your background knowledge of the Reggio Emilia Approach:

The Reggio Emilia approach has been embedded in my entire professional career both as an undergraduate student as well as in my professional role as a Program Director at the MU Early Education STEM Center. As an undergraduate, I had the opportunity to engage in a semester-long practicum experience at the MU Early Education Center. During this time, we studied, engaged in and implemented best practices in early childhood education, influenced by the Reggio approach. As a part of this experience we used long-term projects as a vehicle of learning. Unlike predetermined thematic projects, these projects originated from both children's and teacher's ideas and interests. As practicum students, we often worked on projects with small groups of children while the rest of the classroom continued to involve itself in other self-selected activities and explorations. During this time, we also discussed the importance of documentation of children's work. This key element in the Reggio Approach serves many purposes but most importantly it is used as a research tool for studying children's learning processes. Documentation entails what children are doing, learning and grasping, and the product of documentation is a reflection of interactions between teachers and children and among children.

In my role as the Program Director at the MU Early Education STEM Center, to insure a continued focus on implementing best practices in early childhood and providing a classroom that is highly influence by the Reggio Approach. Before opening our Center in the summer of 2010, our team visited the Cyert Center to have a better understanding of how this type of learning environment could be created and maintained for our children. Currently, projects are a central curriculum component included in the daily work of our children. As children move through project phases, documentation is used to track understanding, pose new questions, and formulate new ideas.

I continue to improve my understanding by continuously reading the literature regarding the Reggio Emilia approach as well as best practices in early childhood education.

Reggio Emilia Study Abroad Scholarship Application
(copy and paste additional pages as needed for each educator)

Please TYPE your responses.

Teacher Name: _____
_____ Last First Middle

Home Address: _____

City: Barboursville _____ State: WV _____ Zip Code: 25504

School Address: _____

City: Milton State: WV Zip Code: 25541

Email Address Home: _____

Home Phone: _____

Position in School: Teacher

Are you a current WVU student: No Yes; if yes:

Student Number: _____ NA _____

Degree Program and Major: _____ NA _____

Please list your educational background and experience:

Lenoir-Rhyne University: K-6 Elementary Education, BA,
Preschool Special Needs, BA
Early Childhood, BA

2003-Present: Preschool Teacher, Cabell County Schools, Huntington WV

2002-2003: Special Needs Teacher, Cabell County Schools

1999 -2002: Itinerant Preschool Special Needs Teacher, Hickory City Schools, NC

1996-1999: Preschool Teacher, Newton NC

Please describe your background knowledge of the Reggio Emilia Approach:

The only knowledge that I have on the Reggio Emilia Approach is what I have read and researched. Everything I have read about the Reggio Emilia approach seems to parallel what I am presently doing in the classroom.

- Respect is a fundamental theme in every project.
- Communication between children, parents and teacher is the key to success.
- The environment should be set up to help children grow to their fullest potential socially, emotionally and academically.
- Children learn best through their own interests.

- There should be accountability through documentation to verify what each child has accomplished.
- Small groups are used to individualize the curriculum to meet each child's individual need.

I look forward to being able to gain more in depth knowledge in this philosophy.

Reggio Emilia Study Abroad Scholarship Application
(copy and paste additional pages as needed for each educator)

Please TYPE your responses.

Teacher Name: [redacted] _____ [redacted] _____ [redacted] _____
Last First Middle

Home Address: [redacted]

City: Milton State: WV Zip Code: 25541

School Address:

City: Milton State: WV Zip Code: 25541

Email Address Home [redacted]

Home Phone: [redacted]

Position in School: Teacher/On-Site Supervisor

Are you a current WVU student: No Yes; if yes:

Student Number: _____

Degree Program and Major: _____

Please list your educational background and experience:

Marshall University, Huntington, WV
RBA
Early Childhood

Marshall University, Huntington, WV
Credentialed- American Sign Language

I have attended much training focused on various teaching methods and strategies throughout my career. I participated in the T-LEEP research project conducted by the EDC in 2005-2006. I have also presented a workshop at the HAECC and a center parent workshop in 2006. I have had many opportunities to work with typically developing students as well as children with special needs. Some of my training was specific to the individual needs of my students.

Please describe your background knowledge of the Reggio Emilia Approach:

The Reggio Emilia approach is a type of philosophy that originated in Italy to promote quality early childhood programs. This approach places a strong emphasis on children being active participants in the learning process by pursuing interests through a project approach. There are additional key principles that support young children in using critical thinking skills, problem solving, reflecting, and continuing to expand learning that may unfold to endless possibilities as the study continues. Teachers are considered equal participants in the learning process but offer valuable encouragement, guidance, feedback, and validation to the students that only ignite further learning. It is the teacher's role to document learning in a variety of ways, including photos, writing samples, a child's dictation, and other methods that will help analyze findings and facilitate plans of continued learning. Teachers record their observations in a variety of ways that are important in developing a collaborative and informative relationship between all participants, including the teacher, the family members, the surrounding community, as well as the child. Fostering supportive and trusting relationships are pivotal in meeting the learning goals of young children. The Reggio Emilia Approach was influenced by some prominent theorists, including Piaget and Vygotsky and has a constructivist dynamic, emphasizing learning through all types of learning styles. I am very pleased to acknowledge that our local program promotes the basic principles and approach of Reggio Emilia, thus making it easier to implement in my own classroom. I acknowledge that incorporating the Reggio Emilia approach into our local pre-k program may be challenging but the benefits will certainly compensate our efforts.

Developed syllabus and overall course structure, and administered all grades Semester 1, 2, 3, and 4.

River Valley Child Development Services

2001-2005

Link Child Care Resource and Referral –Coordinator of Provider Services
Planned and developed training for Child Care Providers and Teachers

River Valley Child Development Services

1999-2001

Director of Marshall University Child Development Academy
Managed staff, coordinated curriculum and worked with families.

Please describe your background knowledge of the Reggio Emilia Approach:

Having graduated in the mid 1980's, I started my career doing thematic units and choosing what children would learn on a day to day basis. However, over the next several years I started hearing about a village in Italy, Reggio Emilia. I found the articles very interesting and started studying different principals of the Approach.

I first saw it put into practice in the early twenty-first century when I visited the Marshall University Lab School under the direction of Clayton Burch. I was pleased that the children found the projects very fulfilling and were learning so much more than other classrooms using the thematic approach. During this time I continued reading and started looking for speakers at conferences who addressed this issue. Several of the NAEYC sessions were outstanding and helped me to continue to seek additional information.

Upon taking the role of the Pre-K Manager for Cabell County Schools I wanted to stress the need for documenting what children were doing so that you could help guide projects or studies for the group. Several years later I was able to visit the Cyert Center in Pittsburgh. I found that I was extremely influenced by this visit and returned to share information with our Collaborative Pre-K's encouraging staff to look at this approach for a more child centered approach to teaching children.

I still look for information, ideas and research to share with our Pre-K staff so that they can learn more about the Reggio Emilia at every opportunity.

Section 2: Statement of Purpose

The team from the Cabell County Pre-K community desires to study and review the Reggio Emilia Approach in its purest form to have a more visual and in depth understanding of the philosophy. For the method to be transplanted into our early education programs, our team must understand the implementation of the fundamental principles that include:

- the child as protagonist;
- the child as collaborator;
- the child as communicator;
- the environment as the third teacher;
- the teacher as partner, nurturer, and guide;
- the teacher as researcher;
- the documentation as communication and the parent as partner.

A team of educators from our Pre-K Collaboration visited the Cyert Center at Carnegie Mellon in the summer of 2010 and found it to be informational and inspiring. As a result of our visit, we implemented several components including 1) in depth project studies through small group work to discover answers, negotiate and hypothesize about a topic, 2) communicating with parents in a variety of ways about their children's learning processes and 3) the use of a studio to promote creativity and expression for children supported by teachers and access to a variety of materials. The implementation within the local school community has been successful; however, for full implementation to occur there is a need for the embracing of the approach by the university community as well. This personal experience at Reggio Emilia would provide the team with understanding on how to best implement these strategies.

The proposal development team has established four goals that frame our plan to provide positive outcomes for implementation and dissemination.

Goal 1: To gain a deeper understanding of the Reggio Emilia Approach including the fundamental principles.

Goal 2: To determine how family and community stakeholders embrace and support the Reggio Emilia Approach.

Goal 3: To internalize the supportive techniques of teachers as children engage in short and long term projects

Goal 4: To initiate the replication of the components of the Reggio Emilia approach in two Cabell County demonstration sites that will assist in the dissemination throughout Cabell County as well as other West Virginia schools.

The membership of the team represents teachers and administrators from Cabell County. In order to capitalize on the resources in our community, an additional team member from the June Harless Center, College of Education at Marshall University was added through independent funding. These professionals have skills and experience in conducting professional development in local, regional, and state venues. This will allow for dissemination at local, higher education and state settings and impact both pre-service and in-service educators. Milton Elementary Pre-K and the Marshall University Early Education STEM Center will provide laboratory settings for on-site training. The video-conferencing capabilities of the MU Early Education STEM Center will allow for follow-up training as well as on-going and embedded support for local and statewide teachers and administrators.

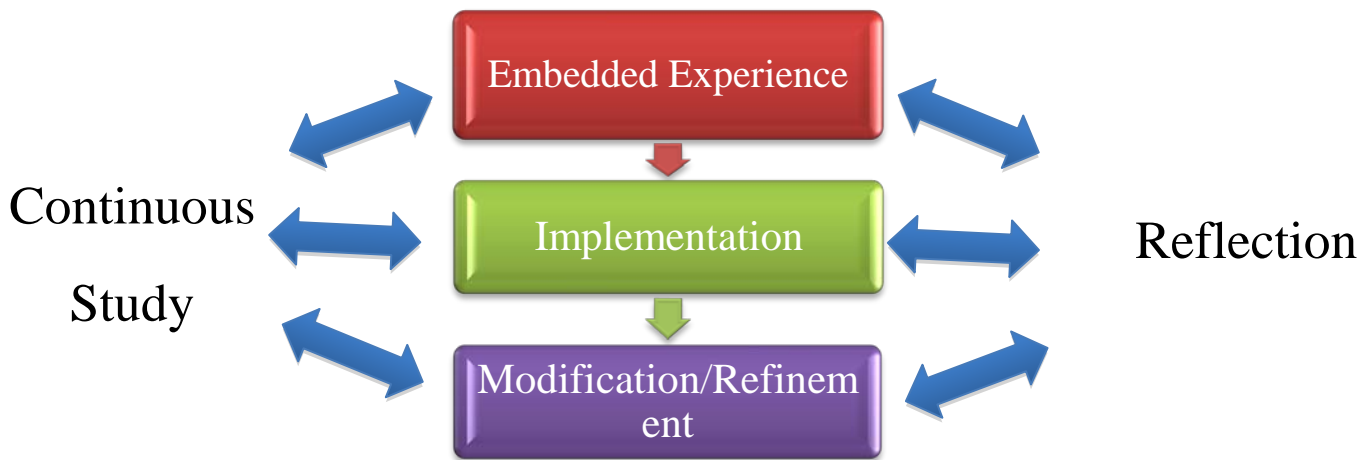
Section 3: Plan of Implementation

“Tell me and I forget, show me and I remember, involve me and I understand.”

The primary focus of the implementation plan is to disseminate the Reggio Emilia Approach to all educational and community stakeholders. This grass roots growth of the Reggio Emilia approach is composed of three phases. The chart below provides a visual description of the plan.

Phases	Implementation Plan
Phase I	Leadership Team
Phase II	Demonstration Schools (2) <ul style="list-style-type: none">• Milton Elementary Pre-K and community• Marshall University Early Education STEM Center and community
Phase III	Cabell County Schools, other West Virginia schools and community

The roadmap to implementation (shown below) will guide each phase as we execute our plan.



In Phase I the leadership team composed of 5 members will be embedded in the Reggio Emilia Approach for 12 days. During that visit, educators will observe the approach, interact with on-site practitioners, and begin to collaboratively design what this will look like in their own classrooms. Upon returning, the leadership team will continue to study the approach, initialize the implementation based on the Reggio Emilia foundations (outlined in section 2), and make necessary modifications.

Phase II will consist of utilizing the two sites, Marshall University Early Education STEM Center and the Milton Elementary Pre-K, as models of the Reggio Emilia Approach. These model sites will focus on creating the appropriate physical environment and space and providing the proper equipment and materials to make the Reggio Approach a reality. The leadership team will initiate the training at both sites to educate all staff, families and community regarding the foundational principles of the approach. This will occur through literature studies, discussion

groups, and simulations for problem solving opportunities and embedded co-teaching with leadership members. Additionally, an on-going partnership with parents and community members will be established to provide a network of ideas and two-way communication to form a collaborative understanding and ensure all voices are acknowledged. This network will assure that the unique characteristics of the Cabell County community are addressed in the implementation.

Phase III will begin once the demonstration sites are established. The purpose of this phase is to expand the Reggio Approach to other Cabell County and statewide schools. Demonstration sites will be utilized for on-site visits, videoconferencing sessions, and teacher support. Professional development components listed in Phase II will be available to requesting programs based on individual needs. As we progress through each phase, formative assessment will provide evidence in meeting our proposal goals and necessary modifications will be applied. As an example, assessment instruments will be used to assess the effectiveness of the professional development and implementation process.

Cabell County schools will provide the critical support to assist in the creation of a successful learning opportunity for all stakeholders and commit the financial and human resources to ensure this proposal is executed.

Section 4: Budget Plan

Brea Wiles

Budgetary Item	WVDE Scholarship Amount	WVU/PNC Additional Amount	County/Personal Contribution	Program Contribution	Total
Travel to Pittsburgh					*
Reggio Abroad Trip	\$3500.00	\$1000.00			\$4500.00
Substitutes for 7 days				\$700.00	\$700.00
Travel to Cyert Center					*
Lodging for Cyert Center			\$150.00		\$150.00
Passports			\$150.00		\$150.00
Fees for WVU registration			\$150.00		\$150.00

Kerri Mayo

Budgetary Item	WVDE Scholarship Amount	WVU/PNC Additional Amount	County/Personal Contribution	Program Contribution	Total
Travel to Pittsburgh					*
Reggio Abroad Trip	\$3500.00	\$1000.00			\$4500.00
Substitutes for 7 days			\$1120.00		\$1120.00
Travel to Cyert Center					*
Lodging for Cyert Center			\$150.00		\$150.00
Passports			\$150.00		\$150.00
Fees for WVU registration			\$150.00		\$150.00

Mary Lou Sigler

Budgetary Item	WVDE Scholarship Amount	WVU/PNC Additional Amount	County/Personal Contribution	Program Contribution	Total
Travel to Pittsburgh					*
Reggio Abroad Trip	\$3500.00	\$1000.00			\$4500.00
Substitutes for 7 days				\$644.00	\$644.00
Travel to Cyert Center					*
Lodging for Cyert Center			\$150.00		\$150.00
Passports			\$150.00		\$150.00
Fees for WVU registration			\$150.00		\$150.00

Joan Adkins

Budgetary Item	WVDE Scholarship Amount	WVU/PNC Additional Amount	County/Personal Contribution	Program Contribution	Total
Travel to Pittsburgh			\$396.00		\$396.00
Reggio Abroad Trip	\$3500.00	\$1000.00			\$4500.00
Substitutes for 7 days					
Travel to Cyert Center			\$300.00		\$300.00
Lodging for Cyert Center			\$150.00		\$150.00
Passports			\$150.00		\$150.00
Fees for WVU registration			\$150.00		\$150.00

Tara Beth Brumfield

Budgetary Item	WVDE Scholarship Amount	WVU/PNC Additional Amount	County/Personal Contribution	Program Contribution	Total
Travel to Pittsburgh					*
Reggio Abroad Trip				\$4500.00	\$4500.00
Substitutes for 7 days					
Travel to Cyert Center					*
Lodging for Cyert Center			\$150.00		\$150.00
Passports			\$150.00		\$150.00
Fees for WVU registration			\$150.00		\$150.00

*Fees for travel are on Joan Adkins budget. We will be taking a county van for travel.