

SUMMER 2019 - SPRING 2020 NEWSLETTER

SUMMER LEARNING ACADEMY (2019)



Tuscaloosa City Schools offered multiple locations for summer programs to participate in what they have coined as the Summer Learning Academy.

CULTURAL FAIRS AS PART OF TCS SUMMER LEARNING ACADEMY



Dr. Shan Jiang, assistant professor of human development/ family studies taught a summer enrichment program titled Multi-Cultural Literacy for middle schoolers at TCTA. The program focused on the promotion of cultural awareness and helping with the prevention of summer learning slide. Dr. Jiang partnered with the Office of School Partnerships to provide guest speakers, graduate students from Curriculum and Instruction, Matthew Odebiyi, Ufuk Keles, and Behzad Mansouri. These guest speakers and others from diverse cultural backgrounds

introduced their countries and cultures each class. The countries included were China, Nigeria, Saint Kitts, Italy, Sri Lanka, Egypt, Iran, Turkey, and Germany. Additionally, Dr. Jiang expanded her summer teachings to the elementary students at Northington Elementary through a cultural fair. Students were given passports and travelled from country to country learning about their cultures and traditions. Holmes Scholar, Kantrele King, assisted with students and stamping passports.

FAMILY NIGHTS CONTINUED SUCCESS



Southview Elementary School continues to host a successful Family Literacy Night each semester in collaboration with Dr. Cailin Kerch and her pre-service teachers enrolled in CEE 365: Literature for Children. Woodland Forest Elementary continues to have success hosting STEM Family Nights in collaboration with Dr. Fowler and her pre-service teachers enrolled in CEE 304: Teaching Early Childhood and Elementary School Science. These family-oriented events continue to enjoy overwhelming participation from their families and students.

CONTINUED PARTNERSHIPS WITH HALE COUNTY MIDDLE SCHOOL



Through the Office of School Partnerships, Dr. Lisa Matherson, Coordinator of Continuous Improvement and Clinical Assistant Professor, is working with the social studies department at Hale County Middle School to increase inquiry learning with the students. She is working with the teachers in creating lessons that are developed using the C3 Framework and Inquiry Design Model. The goal is to empower the students with more authentic social studies engagement. The teachers will develop lessons that will increase the engagement of their students in questioning, researching, and supporting arguments with evidence. Dr. Tracey Hodges is providing ongoing professional development at Hale County Middle School to help the school meet its literacy goals. This year, the focus is on content area literacy strategies, which integrate reading and writing across all disciplines. Dr. Hodges conducted professional development for the teachers in August and is currently providing monthly sessions with new strategies and techniques. Dr. Hodges is also using funding from the Council of Community-Based Partnerships (CCBP) to develop a professional development book club, which will launch in Spring 2020. Through this project, teachers will be provided books on reading and writing strategies and will have the opportunity to engage in a hybrid online and face-to-face book club with their colleagues. The goal of this project is to provide the teachers with additional resources and tools to support their students.

DR. HOLLY MORGAN UA/UWA IN-SERVICE CENTER



The UA/UWA Regional In-Service Education Center, established by the Alabama legislature in 1984-85, is one of eleven state regional centers whose purpose is to provide professional development to the K-12 educators in designated public-school districts within its geographic region. The Center serves the teachers, administrators, counselors, and librarians of twelve (12) school districts within nine (9) area counties (<http://inservice.ua.edu/region.html>). In addition to the professional learning provided through the In-Service Center director and its network, multiple state initiatives also fall under the oversight of the In-Service Center. For more information regarding the work of the Center, please visit www.inservice.ua.edu. Our monthly newsletter can be found at <https://inservice.ua.edu/professional-learning-opportunities>.

ADAPTED ATHLETICS PARTNERS WITH LOCAL SCHOOLS



Dr. Margaret Stran and the Adapted Athletics program actively participates in community outreach. They have a passion for introducing adapted sports to local schools. To fulfill this passion, they have created partnerships with several schools in Tuscaloosa City and County, including the RISE school. As student athletes they enjoy sharing their love of the University and their love of sports with the students, in addition to performing read alouds and athletic demonstrations.

FUTURE INSTRUCTIONAL LEADERSHIP ACADEMY: A UA COE/ TUSCALOOSA CITY SCHOOL PARTNERSHIP



The inaugural cohort of the Future Instructional Leaders Academy (FILA) – a partnership initiative between the Educational Leadership faculty at The University of Alabama and the Tuscaloosa City School System – was recently celebrated at a luncheon honoring the program completers and recognizing the UA/Tuscaloosa City School partnership. The partnership began in August of 2019 with a cohort of 13 aspiring leaders and was facilitated by UA professors Dr. Yvette Bynum, Dr. Brenda Mendiola, and Dr. Philip Westbrook and Tuscaloosa City School administrators Richjetta Branch and Dr. Deron Cameron under the direction of Dr. Mike Daria, superintendent. The goal of the eighteen-month academy was to provide high quality professional development and learning experiences to aspiring instructional leaders in order to increase the pool of well-prepared leaders entering the principal pipeline.

PRE-K INITIATIVE AT SOUTHVIEW ELEMENTARY SCHOOL



Dr. Alison Hooper, Cailin Kerch, Holly Swain, and doctoral student Melissa Walton are collaborating with Southview Elementary School's Pre-Kindergarten classrooms in a newly established partnership with Tuscaloosa City Schools and the University of Alabama's College of

Education, sponsored by the Office of School Partnerships and Curriculum and Instruction. Pre-service teachers meet weekly at Southview for CEE 492: Engaging Children and Families in the Early Childhood Classroom and have the opportunity to spend time in the school's prekindergarten classrooms and engage with faculty, staff, and families.

SKYLAND ELEMENTARY SCHOOL'S BLACK HISTORY PROGRAM



Mrs. Tisha Bryant-Hayes, fourth-grade teacher at Skyland Elementary School, the Office of School Partnerships and the College of Education's Curriculum and Instruction Department partnered to host a Black History Night Program on February 28, 2020. The program highlighted lesser known African Americans and their contributions to society. Mrs. Hayes', fourth-grade class presented their knowledge in the "Wax Museum of Notable Black Americans". Dr. Sandy Thomas' and Mathew Odebiyi's Social Science: CEE 366 undergraduate students prepared lessons, displays, and hands-on activity stations highlighting African American heroes. At the

end of the night, families were treated to pizza and snacks compliments of the Office of School Partnerships and the Curriculum and Instruction Department in the College of Education.

LITERACY PARTNERSHIPS WITH SKYLAND ELEMENTARY



For the past year, Dr. Julianne Coleman has worked with Skyland Elementary's Principal, Dr. Giles-Brown, the literacy interventionist, Ms. Tessner, and Ms. Little, the literacy coach to provide field-based opportunities for her early childhood and elementary education students. As part of Dr. Coleman's CRD 369 Teaching the Fundamentals of Reading in Early Childhood and Elementary Classrooms, each semester she and her students' partner with a local elementary school to administer early literacy assessments as well as individual literacy tutoring lessons based on the assessment data collected. Given the new Literacy Legislation passed in Alabama, Dr. Coleman also focuses more attention to providing foundational content that addresses teaching the science of reading. For example, one goal of this foundational reading course is to design opportunities for her students to practice and implement the evidence-based practices learned and observed throughout the semester. Specifically, this spring, her students worked with kindergarten and first grade children to support their phonological and phonemic awareness skills. Additionally, they also participated in Skyland's annual Read Across America event and designed and conducted interactive read alouds based on the theme of diversity, kindness, and peace. Such partnerships with local schools are invaluable to the preparation of our future educators as we need the most well-prepared teachers in each and every classroom. We are grateful for the administration, teachers and staff at Skyland for making this partnership such a wonderful experience for our students.