



FIE Annual Report 2010

Mission Statement

Established as a statewide research center in 1982 by the Florida Board of Regents in conjunction with the Florida Legislature, the Florida Institute of Education (FIE) provides statewide leadership to improve education at all levels by working collaboratively with Florida's universities, state and community colleges, public schools, school readiness agencies, and communities to:

- Foster collaborative programs that address critical educational needs by supporting innovation and engaging in problem-focused research;
- Increase access to and use of the knowledge and skills needed to improve practice and inform decision-making; and
- Enhance achievement for all students, especially those at-risk.

Vision

FIE's vision for education excellence is embodied in the following statements:

1. **Every child** will enter kindergarten eager and ready to read, ready to learn, and ready to succeed in school;
2. Florida's prekindergarten through postsecondary students will **rank at the highest levels** of academic performance and achievement, and will not be differentiated by race, gender, or socioeconomic status;
3. Practitioners and researchers will view themselves as members of **active learning communities** committed to collaboration, ongoing learning, inquiry, and continuous improvement; and
4. **Families and communities** will be fully engaged partners committed to improving children's learning and social, emotional, and healthy development.

Realizing this vision requires dramatic educational improvements on many fronts. FIE works toward this vision using a systematic approach for improving practice and informing policy, an approach which embraces a sustained commitment to research, to university/practitioner collaboration, to innovation and development, to dissemination of evidence-based tools and strategies, and to data-informed decision- and policy-making.

Dear Friends,

In 2010, FIE continued its efforts to improve the quality of educational opportunities available to at-risk children and youth. From family child care homes to the college campus, FIE researchers and staff worked to improve student learning and success.

Our partnerships with the school readiness sector, the public schools, community organizations and local and state agencies provided a strong foundation for our work. The annual report highlights results from these collaborative efforts.

We are proud of these accomplishments. But we know that today more than ever before, we need to ensure all children and youth have access to the learning opportunities both inside and outside the classroom that will prepare them to succeed in the realities of tomorrow. FIE is committed to continue working with our partners to make this a reality in Jacksonville and across our state.

Sincerely,

Cheryl A. Fountain, Ed.D.

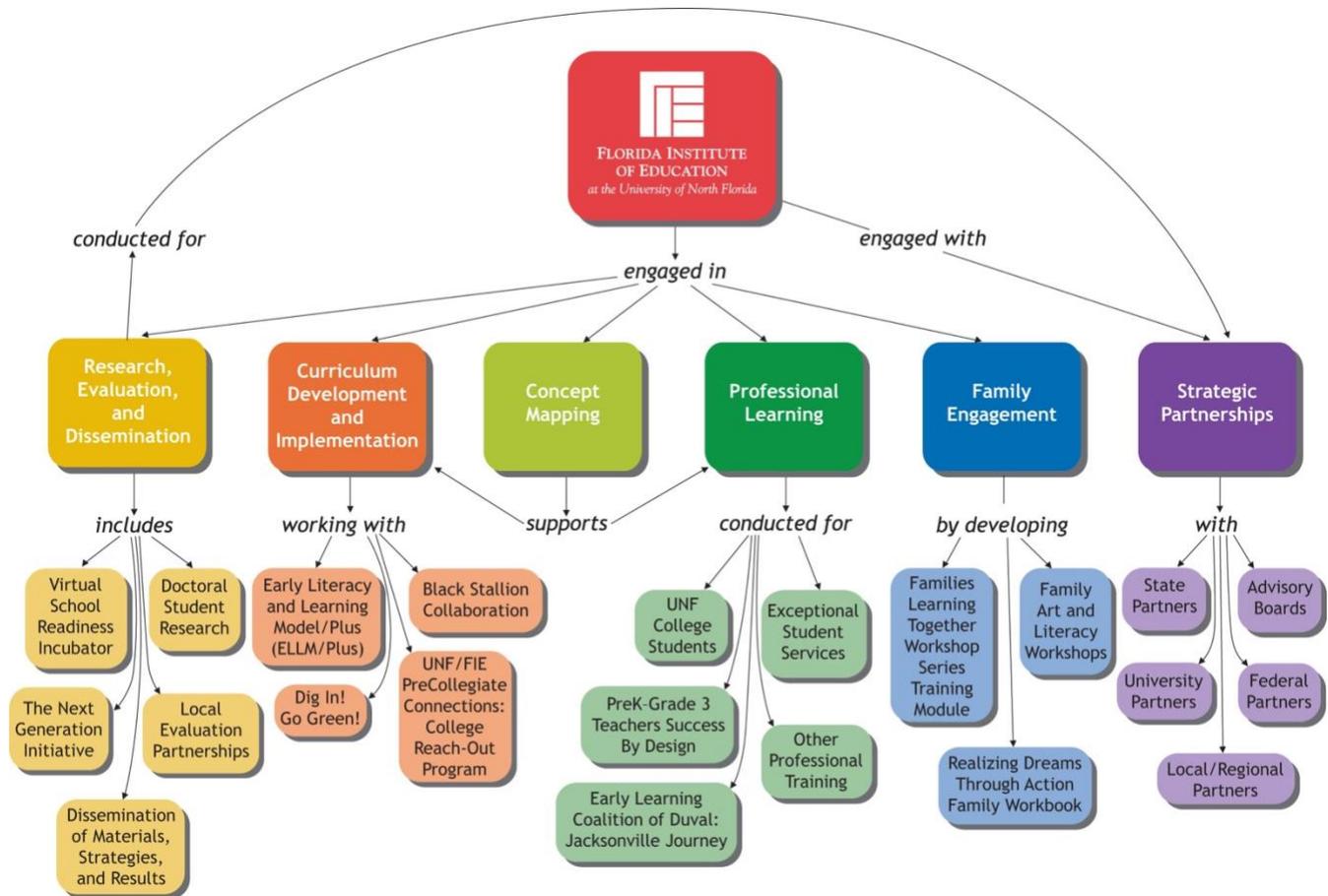
Executive Director

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Concept maps are two-dimensional, hierarchical diagrams depicting relationships among concepts. Their use helps individuals visualize the structure of the mapped knowledge.

The construction of concept maps helps transform non-spatial information into connected webs and, as a result, supports the development of spatial thinking both on the part of the mapper as well as those reading the maps.

Concept mapping was used to organize the FIE Annual Report and is used to present the Table of Contents.



RESEARCH, EVALUATION, and DISSEMINATION

Virtual School Readiness Incubator

There are over 400 family child care homes (FCCH) in Duval County. Partnering with licensed FCCH providers represents a promising avenue to engage the community in improving the learning opportunities available to young children.

Working in partnership with FCCH providers and the Early Learning Coalition of Duval, FIE researchers developed and piloted six literacy-focused instructional units that take into consideration the unique circumstances of providing early care and learning services in FCCH settings. The results were promising, and further development and piloting of additional instructional units will continue next year.

The Next Generation Initiative

- Is a collaborative effort between FIE and the Andrew A. Robinson Eminent Scholar Chair in Education and Economic Development under the auspices of the College of Education and Human Services (COEHS).
- Supports DCPS efforts to improve children’s academic achievement by
 - strengthening links among families, schools, and communities, and
 - improving the quality and availability of outside-the-classroom learning experiences.
- Documents the process of establishing five DCPS Neighborhood Learning Networks and builds a model for change and roadmap for others to use.

Doctoral Student Research

FIE provides COEHS doctoral students interested in improving educational outcomes for at-risk children and youth opportunities to work with researchers in ongoing research studies and curriculum research and development efforts taking place at FIE.

In 2010, COEHS doctoral students assisted with the Next Generation Initiative and investigating ways in which teachers and administrators might more effectively use student data for instructional improvement. FIE researchers also served as “sounding boards” for several doctoral students as they thought about their own research as part of the dissertation process.

Local Evaluation Partnerships

FIE continued to partner with local and state agencies working to improve children’s readiness outcomes. Evaluation of these improvement efforts included assessing young children, collecting information from families and practitioners, tapping existing databases, and analyzing the data to answer specific evaluation questions.

Community partners included the Early Learning Coalition of Duval Inc. annual evaluation report and the United Way of Northeast Florida (*United Way Success By Six Annual Report*); and *Florida Head Start State Collaboration Office Needs Assessment*.

Dissemination of Materials, Strategies, and Results

FIE continued to use the internet, face-to-face professional learning, and print media to disseminate materials, strategies, and findings from our work that have the potential to improve the educational outcome for at-risk children and youth.

Examples include literacy-focused curricular materials (Early Literacy and Learning Model Plus [ELLM/Plus], Print Concepts Instructional Packet); professional learning, (Enhancing Leadership and Early Learning Services [ELELS] modules, teacher- and early learning coach-focused seminars and workshops); and family engagement materials (Family Engagement and Early Learning Community: Families Learning Together workshop series training modules, and *Realizing Dreams through Action* workbook).

FIE researchers presented study findings and results at international, national, and state conferences.

Curriculum Development and implementation

Early Literacy and Learning Model/Plus (ELLM/Plus)

ELLM/Plus is

- A research-based comprehensive curriculum for 3-, 4-, and 5-year-old children demonstrated to be effective in improving children's early literacy and language achievement.
- Designed to intentionally build children's early literacy skills, such as letter and sound knowledge, phonological awareness, and print concepts, along with expanding their vocabularies and understanding of the words they know and use.
- Used in hundreds of PreK, early care and learning, VPK, Head Start, and ESE/PreK classrooms in Jacksonville and across the state.

DCPS/Exceptional Student Education

PreK Partnership (DCPS/ESE PreK)

- A participatory action research study was carried out by FIE researchers working in collaboration with DCPS/ESE PreK staff and partner teachers.
- The purpose of the study was to identify areas in which ELLM/Plus curriculum should be modified to more effectively accommodate the learning needs of PreK children with mild language developmental delays.
- Results were used to develop and submit a developmental grant to the Institute of Education Sciences, U.S. Department of Education.

Dig In! Go Green!

- Funding from the UNF Environmental Center SEED Grant program was leveraged with funds from FIE to implement the Dig In! Go Green! project.
- Three goals guided the project:
 - Increase young children's knowledge of plants and their role in the environment;
 - Introduce children to scientific learning using hands-on learning experiences; and
 - Examine the utility of concept-mapping to track young children's concept development.
- Children's oral language and concept maps based on interviews revealed that 79% of 4-year-olds improved their connection making.

Black Stallion Collaboration

FIE, working in collaboration with the DCPS Title I Early School Readiness and Parent Involvement staff, forged a strong partnership with the City of Jacksonville, Recreation and Community Services(RCS) Department.

Collaborative efforts focused on strengthening the literacy hour embedded in the summer camp offered by the City of Jacksonville.

Working with RCS staff, FIE researchers enhanced the learning experiences linked to target books, Black Stallion (grades 3–5) and Little Black, A Pony (grades K–2). Over 1,800 children participated in the pilot program.

This innovative program was adopted by the Black Stallion Literacy Foundation and will be implemented in its summer camp program in other cities across the nation.

UNF/FIE PreCollegiate Connections: College Reach-Out Program (CROP)

- Implemented in Duval County Public Schools (DCPS) at Eugene Butler and Paxon Middle Schools;
- Designed to build a community of students who see themselves as academically able and proactive in their pursuit of a positive future in middle school, high school, postsecondary education, and beyond;
- Increased students' background knowledge relevant to AP Human Geography, an advanced course offered
- to ninth grade students;
- Incorporated critical thinking strategies, technology, community learning excursions, campus visits, and UNF Eco Summer Camp;
- Over 150 middle school students participated in the program.

Concept Mapping

Concept mapping activities at FIE support other initiatives, especially those involving curriculum design and implementation and professional learning. Common uses of concept mapping include facilitation of learning; assessment of connected, meaningful learning; planning instruction and research; organizing information; collaborative problem solving by means of spatial thinking; eliciting, capturing, archiving, and using expert knowledge; and administrative and strategic planning.

This year, FIE researchers used concept mapping techniques to construct prototype asset maps for a Jacksonville Neighborhood Learning Network (NLN) involved in the DCPS Title I/FIE Success by Design: PreK-3 Initiative. The resulting asset maps will document the mapping process and be used for NLN strategic planning.

FIE researchers also collaboratively authored five papers presented at the 4th International Conference on Concept Mapping held in Viña del Mar, Chile.

The presentations in Chile focused the use of concept mapping on three FIE initiatives.

- A QuEST paper detailed the processes and procedures used for incorporating concept mapping into instructional planning and implementation in four classrooms in a Jacksonville childcare setting.
- Two papers emerged from UNF/FIE CROP: one described the use of concept mapping for formative assessment of student learning resulting from participation in after-school geography lessons offered at two partner middle schools. The other detailed the development and field testing of a select-and-fill-in concept map summative assessment of the students' geography knowledge.
- The remaining two works, part of Success by Design, described the development and implementation of professional learning workshops designed to introduce prekindergarten and kindergarten teachers to concept mapping and its uses in educational settings.

Professional Learning

UNF College Students

The UNF/FIE PreCollegiate Connections: College Reach-Out Program conducted weekly training sessions with embedded Transformational Learning Opportunities (TLO) for undergraduate college students (UNF Learning Guides). At the weekly sessions, focus was given to the program components: Learning Round Tables, College Conversations, Excursion Prep, and exploring issues related to improving urban education.

These weekly meetings help the UNF Learning Guides gain a deeper understanding of the challenges and opportunities urban middle school students face. Together program staff and learning guides use what has been learned for program enhancement and improvement.

PreK–Grade 3 Teachers Success by Design

The Success by Design: PreK-Grade 3 initiative, a collaboration between Duval County Public Schools Academic Services and FIE, provided research-informed professional learning opportunities for participating prekindergarten and kindergarten teachers.

Professional Learning sessions focused on:

- Implementing the adopted early literacy curriculum with fidelity;
- Using non-fiction books to support children’s conceptual development;
- Using concept mapping to plan instruction; and
- Increasing teacher’s use of instructional strategies to encourage classroom conversations, language modeling, and children’s vocabulary development.

Exceptional Student Services

Duval County Public Schools Professional Training

Working in collaboration with the DCPS/Exceptional Student Services PreK Department, FIE researchers planned and implemented bimonthly professional learning sessions focused on strengthening literacy and language instruction for PreK teachers working with children with language and/or developmental delays.

Early Learning Coalition of Duval: Jacksonville Journey

- The Jacksonville Journey Early Learning Program supports 40 child care centers, located in Jacksonville’s downtown area, in improving the quality of the early care and learning services addressing children’s educational development and their mental/social/emotional health.
- FIE researchers planned and implemented biweekly technical assistance seminars designed to strengthen daily curriculum implementation through coach support.

Other Professional Training

FIE also offered a variety of other customized professional learning opportunities for preschool teachers and administrators designed to support the literacy and language development of young children.

Topics for teachers included:

- Increasing children's language and literacy skills through instructional and social conversations;
- Building children's print awareness;
- Engaging families;
- Increasing children's science knowledge through interactive learning; and
- The ways in which children's early experiences impact brain development and learning.

Topics for administrators included:

- Supporting teachers through hands-on leadership; and
- Coaching to support improved instructional practices.

Family Engagement

Families Learning Together Workshop Series Training Module

- The FIE Family Engagement Team developed a set of five train-the-trainer sessions to prepare facilitators to implement the Family Learning Together Workshop Series.
- This workshop series is designed to help families learn ways to further foster their child's readiness for school.
- The scripts, PowerPoint presentation slides, and handouts are available to download and use without cost from the FIE website.

Family Art and Literacy Workshops

The FIE Family Engagement team, in collaboration with art educators from the Cummer Museum of Art and Gardens and staff from the DCPS Title I College Gardens Neighborhood Learning Network, designed and implemented a family component for the Weaver Academy of Art in the public schools program.

The interactive family workshop series, coupled with excursions to the museum and its gardens, were offered during 2010. Families of prekindergarten through second grade children at S. P. Livingston, the elementary school within the College Gardens Neighborhood Learning Network, were invited to participate.

Participants enjoyed hands-on art and literacy activities, conversations about home environments that support learning, and interactive art experiences with their children.

Realizing Dreams through Action Family Workbook

To support the families of middle school PreCollegiate Scholars participating in the UNF/FIE PreCollegiate Connections College Reach-Out Program (CROP), the CROP Family Involvement Team developed the Realizing Dreams through Actions DVD and accompanying workbook, *4Ms for Success: Model, Motivate, Manage, Monitor*.

The workbook provide families with easy-to-use tools to help their middle school child develop the leadership skills and learning behaviors that they need to be ready for high school and college. Families of 6th, 7th, and 8th grade PreCollegiate Scholars at Eugene Butler and Paxon Middle Schools received the DVD and workbook.

FIE Strategic Partnerships

- State Partnerships
- Agency for Workforce Innovation/Office of Early Learning
- Florida Department of Education
- Florida ENLACE
- Florida Head Start State Collaboration Office

Advisory Boards

- Agency for Workforce Innovation/Office of Early Learning
- Early Learning Coalition of Duval, Inc.
- FLDOE VPK Standards
- Florida ENLACE
- Florida Head Start Research Committee
- Greenwood School
- Jacksonville Urban League
- UNF Environmental Center

University Partnerships

- FSU College of Education
- UNF Brooks College of Health, Department of Public Health
- UNF Child Development Research Center
- UNF Coggin College of Business, Department of Economics and Geography
- UNF College of Arts and Sciences, Department of History and Department of Psychology
- UNF College of Education and Human Services, Andrew A. Robinson Eminent Scholar Chair, Department of Exceptional Student and Deaf Education, and the Doctoral Program
- UNF Department of Recreation
- UNF Division of Academic Affairs and Enrollment Services

Local/Regional Partnerships

- Boys and Girls Club of Northeast Florida
- City of Jacksonville, Office of the Mayor, Jacksonville Early Literacy Partnership
- City of Jacksonville Department of Recreation and Community Services
- Communities in Schools of Jacksonville
- Cummer Museum of Art and Gardens
- Duval County Public Schools
- Early Learning Coalition of Duval, Inc.
- Episcopal Children's Services
- Florida State College at Jacksonville
- Jacksonville Children's Commission
- Jacksonville Public Libraries

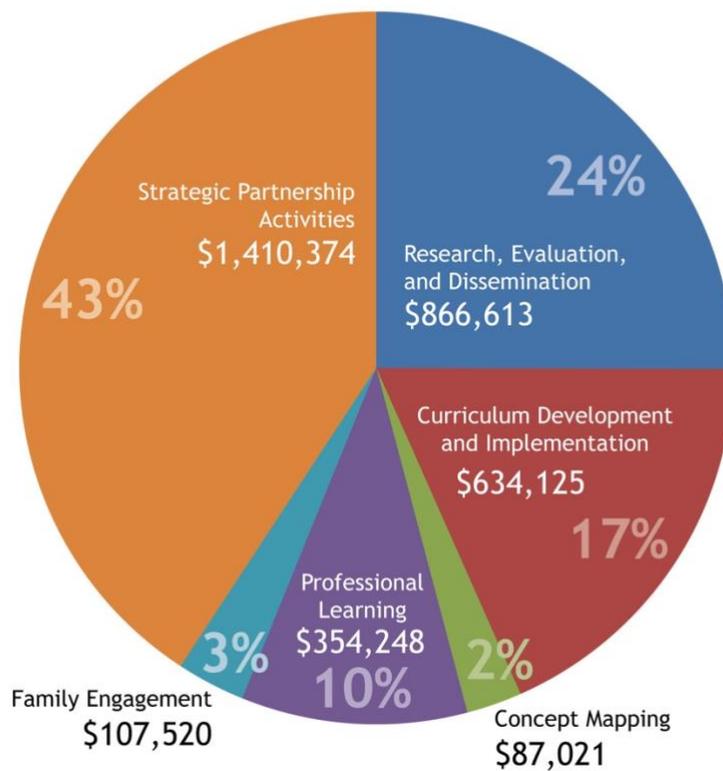
- Jacksonville Urban League Head Start Program
- Nemours BrightStart Program
- Quality Early Education for Successful Tomorrows (QuEST), All About Kids Early Care and Learning Center
- Take Stock in Children
- United Way of Northeast Florida

Budget Report

The Florida Institute of Education leverages resources to advance knowledge, address educational challenges, and improve learning outcomes. The state-funded operating budget for the year was \$1,187,012.

Proceeds generated from FIE-developed curriculum materials and the provision of training and evaluation services was valued at \$627,037. Grants awarded for 2009-2010 totaled \$1,645,852.

Florida Institute of Education 2009-2010 Operating, Auxiliary, & Grants Received



Presentations and Publications

Refereed Presentations, Posters and Conference Proceedings

Cosgrove, M., & Fountain, C. (2010, April). *Teacher talk: More or less*. Paper presented at the Florida Head Start Association Research Conference. Daytona Beach, FL.

England, R., Hunter, J., & McLemore, B. (2010). *Concept mapping professional learning: Making a difference in prekindergarten classrooms*. Paper presented at the 4th International Conference on Concept Mapping, Viña del Mar, Chile, and published in the Proceedings of the Fourth International Conference on Concept Mapping, Vol. 1, 155-164.

Hunter, J., Monroe-Ossi, H., Goudy, L., & Wehry, S. (2010). *Concept mapping in the preschool setting: Curriculum development, instruction, and assessment*. Poster presented at the Head Start's Tenth National Research Conference, Washington DC.

Hunter, J., Wehry, S., & McLemore, B. (2010). *Concept mapping for planning and instruction in a childcare setting*. Paper presented at the 4th International Conference on Concept Mapping, Viña del Mar, Chile, and published in the Proceedings of the Fourth International Conference on Concept Mapping, Vol. 1, 146-154.

Kasten, K., Wehry, S. (2010, April). *School readiness as an indicator of child well-being: A longitudinal case study*. Paper presented at the American Educational Research Association 2010 Annual Meeting, Denver, CO.

McLemore, B. (2010, July) *Helping children make connections as they learn*. Presented at the One Goal Conference, Tampa, FL.

McLemore, B. (2010, October). *Children's literature as the heart of instruction*. Presented at the Florida Association for the Education of Young Children Conference, Orlando, FL.

McLemore, B., England, R., & Hunter, J. (2010). *Professional development for kindergarten teachers: Concept mapping*. Paper presented at the 4th International Conference on Concept Mapping, Viña del Mar, Chile, and published in the Proceedings of the 4th International Conference on Concept Mapping, Vol. 1, 352-359.

Monroe-Ossi, H., Wehry, S., & Fountain, C. (2010). *Utilizing concept mapping as an instructional tool in an afterschool setting: A study of at-risk students' conceptual development in a complementary learning environment*. Poster presented at the Fourth International Conference on Concept Mapping, Viña del Mar, Chile, and published in the Proceedings of the Fourth International Conference on Concept Mapping, Vol. 2, 249–253

Wehry, S., Monroe-Ossi, H., & Fountain, C. (2010). *The development of a select-and-fill-in concept map assessment of human geography knowledge*. Paper presented at the 4th International Conference on Concept Mapping, Viña del Mar, Chile and published in the Proceedings of the Fourth International Conference on Concept Mapping, Vol. 1, 385–392.

Creative Works: Instructional Materials

England, R., Hunter, J., & McLemore, B. (2010). *Professional learning modules for PreK and Kindergarten teachers*. Jacksonville: University of North Florida, Florida Institute of Education.

Hunter, J., & England, R. (2010). *The Black Stallion Chapter Summaries, Vocabulary Words, Questions, and Lesson Suggestions Manuals for the City of Jacksonville (FL) Recreation and Community Services Department's Summer Camps*.

Hunter, J., & England, R. (2010). *Little Black, A Pony Summary, Vocabulary, Questions, and Lesson Ideas Manual for the City of Jacksonville (FL) Recreation and Community Services Department's Summer Camps*.

McLemore, B. (2010). *Focused Phonological Awareness Instruction Small Group Intervention*. (Curriculum materials available from the Florida Institute of Education, 12000 Alumni Drive, Jacksonville, FL 32224).

Other Publications

Hunter, J., & Wehry, S. (2010). *FIE/DCPS Title I Success by Design: PreK-3 Initiative, annual report 2009-10*. Jacksonville: University of North Florida, Florida Institute of Education.

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