Memo

To: Advisory Council on Instructional Excellence, Office of the Provost
From: Sarah E. Scott, Department of Instruction and Learning (Project Director)
Re: Final report, Innovation in Education Awards Program, May 1, 2009 – April 31, 2010

This is a final report of our grant “Using innovative video technology to transform the preparation of literacy teachers,” funded through the Innovation in Education Awards Program on May 1, 2009.

We used the Innovation in Education award to redesign and implement IL 2231: Reading and Language Arts in the Intermediate Grades, a literacy methods course, in ways that were responsive to contemporary calls for teacher education coursework to be focused on what teachers do in their daily work and in ways that honor the demands of teaching work as it relates to knowledge of content, students, and the social context.

The redesigned course, which we called the Summer Literacy Institute (SLI), took place in Summer 2009 at two Pittsburgh Public School summer school sites. The first SLI was such a success that we were eager to continue our efforts. The second annual SLI took place during summer 2010 and will happen again this summer, Summer 2011, under the direction of Scott. The SLI has become an important part of Pittsburgh’s MAT program and has inspired others to take on similar practice oriented redesign efforts. In Fall 2010 Associate Professor John Meyers collaborated with Scott to redesign his secondary social studies methods course based on what was learned in Scott and Kucan’s redesign efforts.

Funds were used as outlined in our budget protocol to support the purchase of video cameras and related technologies (video cards, tripods, hard drives for storage of data, an additional laptop, etc.) as well as personnel to act as videographers.

Scholarly activities that have resulted from this grant include a presentation at the October 2010 Department of Instruction and Learning faculty meeting detailing our redesign efforts, an invited talk at the National Council for Teachers of English Assembly of Research in February 2010, and a presentation at the American Association of Colleges for Teacher Education annual meeting in Atlanta in February 2010. Additionally, we are finalizing a manuscript from our efforts and plan to submit it to the Journal for Teacher Education next week.