

## **2005-2006 COE-Henderson Research Committee Report**

### Background:

The committee has completed its 3rd year of operation.

**Year 1** documented the historical and on-going relationship between the University, the College of Education, and A.D. Henderson. Audio-tapes were made of original Henderson faculty who had worked there when Henderson was a beta test site for IBM. These tapes, however, have not been transcribed. See to do list at the end of this report. IRB research proposals were reviewed as the committee members familiarized themselves with both the approval process as well as with the on-going research projects which were conducted by faculty primarily from outside of the COE. Discussions focused on the meaning of research for teachers who were engaged in professional development activities and were working with both grade level colleagues and teams.

**Year 2** focused on building stronger relationships between individual researchers at the the College and Henderson teachers. The objective was to build a collaborative culture of research. The committee heard reports by researchers on their findings as it pressed for greater accountability measures from the researchers. Research also became, in Year 2, a more prominent aspect of the mission of Henderson as a lab school as a research criterion was added to faculty advancement. At the same time, Henderson was undergoing a dramatic expansion of enrollment and new faculty. The Committee often heard that research initiatives would have to be patient as teachers adjusted to their roles as Henderson teachers. Year 2 ended with a very successful Research Mixer, bringing together COE faculty, Henderson teachers, and a group of International Scholars. New relationships were formed and a number of projects were being considered.

Unfortunately, near the end of the Spring semester, the Chair of the Committee resigned to pursue other interests outside the university. As a result, not only were a number of tasks assigned to her not completed, but the committee could not recover original documents that were in her possession. See to do list at the end of this report.

**Year 3, 2005-2006.** A new Chair of the Committee was elected; new COE faculty were invited to join [on the basis on interest created by the previous year's Mixer]. On-going projects continued, but the Committee turned its focus in a new direction: that is, towards actively engaging Henderson faculty in doing research by teaching them research skills. In the Fall semester, committee members met with COE faculty who had knowledge and skills in Action Research. Profs Mary Lou Duffy, Gail Burnaford, Michele Acker-Hocevar, Jim McLaughlin all shared previously developed materials with the committee. The idea for developing a Special Topics graduate course was proposed to the College and Henderson administration and was enthusiastically supported. Based on the Committee's previous activities, a list of 13 teachers emerged who might be interested in such a course. Dr. Jim McLaughlin agreed to teach the proposed course in Spring, 06.

Four students enrolled for graduate school credit. By June 30<sup>th</sup> of this year, each will have either an individual or group IRB proposal and in Fall of 06 will begin collecting and analyzing data. Their projects all relate to Professional Development topics, a concept that was initially discussed during Year 1 of the Committee's life.

Currently, the above group of teachers, the "ARC" group, has joined with another national research project team at Henderson, the Music-in-Education National Consortium Learning Laboratory School Network Early Literacy and the Arts Research Project group, under the direction of Dr. Gail Burnaford. This team's project creates a partnership involving the students and faculty from FAU, College of Education; A.D. Henderson University School; and South Grade Elementary School in the District of Palm Beach. Together they will provide instruction to young students in order to investigate, observe, and assess the links between reading literacy, music, and visual arts. Early grade teachers, music teachers, and an art teacher will implement a research and curriculum plan to address two research questions:

1. What are the parallels across art, music, language arts/reading with respect to the processes in music learning as identified in the national standards?
2. What can teachers and arts specialists do to teach for transfer?

Both groups recently participated in an Action Research/Inquiry conference in Gainesville with UF faculty and students. Future plans call for Henderson to host a similar conference.

#### **To Do in Year 4:**

- *Creating a Website that summarizes the procedures for conducting research at Henderson as well as criteria for reporting findings;*
- *Asking the COE Dean and Henderson Direct to re-charge and re-constitute the COE-Henderson Research Committee. We would like Dept Chairs to appoint faculty on assignment from each department (7) and up to seven Henderson teacher/administrator representatives;*
- *Holding new elections for officers;*
- *Supporting on-going and follow-up efforts of Professors McLaughlin and Burnaford;*
- *Promoting on-going and NEW research projects with COE faculty and Henderson teachers;*
- *Planning and holding a Fall, 06 Research Mixer;*

- *Encouraging the transition from the conduct of research to professional development workshops led by Henderson teachers into the public and private schools;*
- *Developing protocols for individual classroom, grade level, and whole school research projects at Henderson;*
- *Assisting teachers and professors in presenting research at NALS;*
- *Assisting teachers and professors in publishing studies locally and nationally;*
- *Transcribing tapes from original Henderson teachers, and*
- *Any other task considered relevant to the success of the COE-Henderson Research Committee.*

Thank you.

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