Working with Schools:
An Insiders’ Guide to Success

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Why partner with K-12 schools?
Today’s Presentation

Our experiences with:

– Cultivating and maintaining a relationship with schools
– Implementing your intervention or program
– Collecting the data needed (research)
JAYMA’S EXPERIENCES

• Taught middle school science for 10 years
• Taught SLIDER curriculum for the 1st three years of grant
• Years 4,5 worked with the SLIDER curriculum team
• Currently working on AMP IT UP and GoSTEM

Slider Video
• How my school (and I) became involved
• Gradual roll out
• District requirements (pacing, testing) meets developed curriculum
• Headaches follow
SLIDER YEAR 3

- Implemented full curriculum (but wait, there was more!)
- New personnel on the curriculum development team
- Difficult issues to reconcile at school and with the untested curriculum
UNANTICIPATED OUTCOMES
YEAR 4- CURRICULUM DESIGNER

• Helped edit/rewrite booster unit into units 1 & 2

• Engineering Design, NGSS

• Coached one set of teachers- became their main contact

• Developed Performance Assessments
SLIDER YEAR 5

- Engineering Notebook
- Continued teacher “coaching”
- Observations, Case Studies
• Science & Math Modules + engineering courses
• All math & science teachers in the county
• Superintendent is a PI so the entire county is involved
• AMP teachers also took our on-line PBIS course
  – Some initial pushback at recruiting events. “Is this just another school fad?”

AMP Video
• Public school in northern NJ
• Engineering school- undergrad at U of Illinois and grad school at Georgia Tech
• Finished PhD, wanted to work on diversity in engineering, inspire younger students
• Naïve view of public education– a lot has changed and location matters
• Postdoctoral fellow for AMP-IT-UP project
• Wrote curriculum (middle and high school engineering)
• Teacher professional development
• Class visits and observations
• Just-in-time PD
• Revisions...
• Teacher flexibility balanced with scaffolding
• Interventions take TIME
• Collecting meaningful data is difficult
• Personal relationships with the teachers are crucial
• Partnership is important—life is easier when teachers are active in curriculum design
• Public schools are highly constrained
• Involve teachers in the CD process if possible

• Respect

• Communicate

• Provide Incentives
  – Stipends, Certification Credits

• Trust

• Take photos/videos whenever possible in the classroom
Questions & Answers
& Additional Discussion