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Narrative Education: Bridging Technology and Storytelling as Tools for Teachers and Students to Meet the Common Core Standards of Education

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Title of the Project: **Narrative Education: Bridging technology and storytelling as tools for teachers and students to meet the Common Core standards of education**

Cornerstone #: **II: Community Outreach and Empowerment**

Principal Investigator: **Leslie C. Soodak**
School of Education

Date: **June 1, 2012**

Mid-Project Report

A) Proposed goals:

This project proposed a 20-hour professional development Institute on Narrative Education that would be distributed across the 2012 calendar year (e.g., in one 4-day institute or separately in 4 day-long workshops). The Institute will be designed to help K-12 teachers and other public school personnel explore and develop skills in the use of multimedia for eliciting, representing and sharing teacher and student narratives. The Institute will incorporate a flexible and in-depth design to allow both returning participants (those who attended the first Institute on Narrative Education, held June 2011) and newcomers to development competence in using specific tools that link commonly used technology to the new Common Core standards (www.corestandards.org). It was proposed that the Institute would be held in Pace's New York City facilities to and target New York City school personnel.

B) Progress towards the original goals:

Project personnel, which include: Joan Walker and Beth Kava of the Pace University School of Education, Pat Stanley and Masha Hurst of Columbia University, Ellen Bergman of Blythedale School, and Mary Horgan of the High School of the Visual Arts, have met approximately every three weeks since November of 2011. During this time, we have assessed the impact of the inaugural Institute on Narrative Education (held June 2011) in order to incorporate the data into the design of the proposed professional development activities. Although we anticipated completing the design of the proposed institute and recruiting participants during this period, our evaluation data and initial efforts at curriculum design led to changes in the proposed plan and extended the period of project development. While we still plan to conduct an extended professional development initiative; we now recognize the need to extend our pool of potential participants and to continue building a constituency within the Westchester area. We now anticipate holding a series of professional development activities at Pace and in public schools throughout the 2011-2012 school year. The first of these efforts will be held on October 4, 2012. This two hour session is titled "Reframing the Teacher Narrative" and will utilize narrative to reframe/rethink what it means to be a teacher in challenging times. Efforts to recruit and publicize this event have begun.

In order for the professional development sessions of the Institute on Narrative Education to be held during the 2012-2013 school year, we have requested permission to extend access to our Thinkfinity grant funds until June 2013.

C) Impact of project on students:

Since the former and current Institutes on Narrative Education target practicing teachers, our focus has been on engaging our former pre-service students (and now practicing teachers). We anticipate that approximately 10-15 Pace alumni will be attending the inaugural event on October 4, 2012 with many students and alumni participating in the professional development activities to be held throughout the school year.

D) Impact of project on faculty members:

Several faculty members have asked to participate in the upcoming professional development activities. We anticipate between 4-8 faculty members attending the October 4th session. In addition, a representative from the educational department of the Jacob Burns Film Center has asked to and will participate in this session.

E) What are your next steps?

We will (a) complete recruitment and curriculum design of the 10/4 professional development session, (b) develop outreach materials for the following sessions to be held during the 2012-2013 school year, (c) design the in-school and on-site activities to be conducted throughout the year and (d) continually assess efforts to inform planning and implementation.