

Elementary & University Scholars: Capturing Success through Personal Connections



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How it all began?



- **HSU Professor Completes Dissertation:
May 2009**

*What Are Teachers' Perceptions of How They
Should Engage Struggling Readers in Rural
Content Area Classrooms?*

- **HSU Professor Begins Brainstorming Camp
2010**

Timeline of Planning Full Day Summer Camp:



- **Fall 2012** – Elementary School Principal & HSU professor developed partnership through field experiences on campus.
- The dialogue began about a summer camp.
- The principal & HSU professor discussed the structure & goals of a summer camp, people involved from both campuses, the location of camp, & dates of camp.
- The principal wrote a grant for a portion of the camp.

Specific decisions about summer camp:



- Grades K-4 (students border-line failing & failing)
- One to two HSU undergraduates per class along with paid workers (i.e., certified teachers from local area or alumni teaching)
- Literacy instruction embedded through Non-fiction literature & science activities
- Engagement Model of Instruction (Guthrie & Davis, 2003)
- Collaborating with art, music, theater, and Fitness Sports & Sciences HSU undergraduate students
- Bus transportation to & from HSU
- Hot meals brought to HSU



Bonham Bulldogs at HSU

Who are involved from Bonham Elementary School?



- 110 children (Kdg – 4th grade)
- Six Lead Teachers from Bonham Elementary School
 - Kdg - Lindsay Owen
 - 1st - Lanaee' Brooks
 - 2nd - Rachel Smith
 - 3rd - Anita Hill
 - 4th - Tara Nelson
 - 4th - Felicia Jones
- Principal, Curriculum Instructional Coordinator, & Counselor:
 - Mrs. Kathy Horner
 - Mrs. Teri Corbett
 - Mrs. Cathy Hillin



Determined Goals for Camp

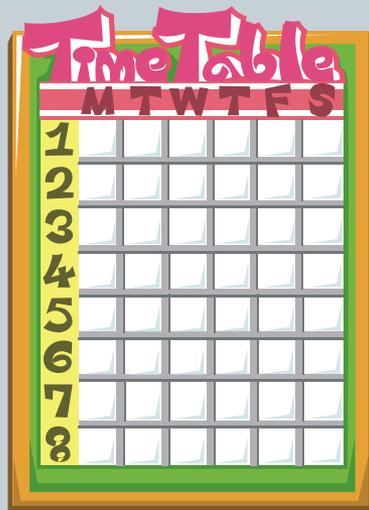


- Provide differentiated instruction (building comprehension, fluency, & vocabulary skills while focusing on science discipline) for economically disadvantaged & struggling K – 4th graders from local elementary school.
- Expose impoverished scholars to art, music, theater, and wellness concepts from university students' perspectives.
- Support “an education enlightened by faith” as undergraduates use pedagogical knowledge and skills to provide hope and ignite a continued passion for learning – “win-win” situation for all people involved – university students, local school district teachers, community workers, and local school children.
- Serve children from diverse cultures, varied economic levels, and a range of academic backgrounds in a positive and productive climate – instilling hope for the future.

Timeline of Planning:



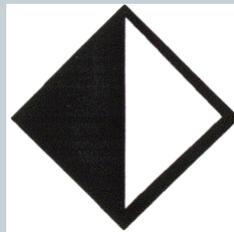
- **Early Spring 2013** – Principal & school counselor met with parents of children who would attend camp – discussed schedule, goals, & expectations. Parents signed agreement for transportation & participation.



Timeline of Planning:



- Spring 2013 – HSU professor provided elementary school teachers involved in camp professional development regarding the frameworks within the curriculum (i.e., Sandra Kaplan’s Depth & Complexity Icons for Differentiation; The Engagement Model of Instruction; Scholarly Attributes; & Universal Themes)





June 2013:
The plans
became a
reality!



**The two yellow school buses loaded
with the scholars arrived at HSU.**



The classrooms were prepared with workers, decorations, children's books, and lots of space to move & learn.





Large group
instruction

Small
group
instruction

One-on-one
instruction





The scholars were diverse learners:

ELL's

Struggling

Reluctant

At-Risk

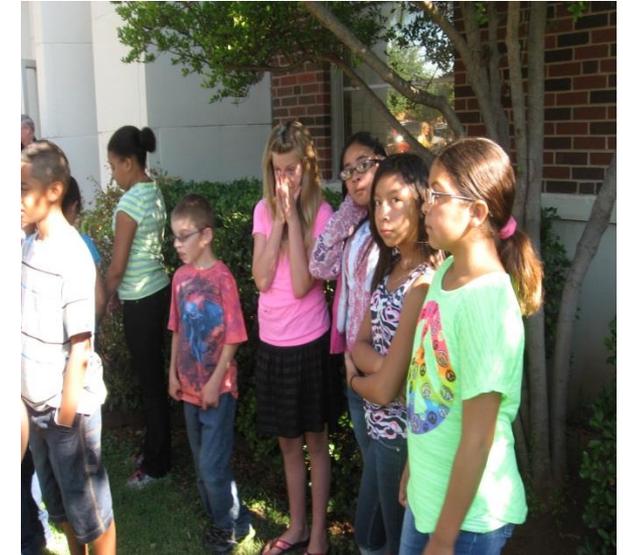
LD

ADHD

ED

VI

Average





The scholars
enjoyed...

Dramatic
responses

Physical
Movement

Journaling





The scholars
enjoyed...

Using
computers

Artistic
activities

Science
experiments

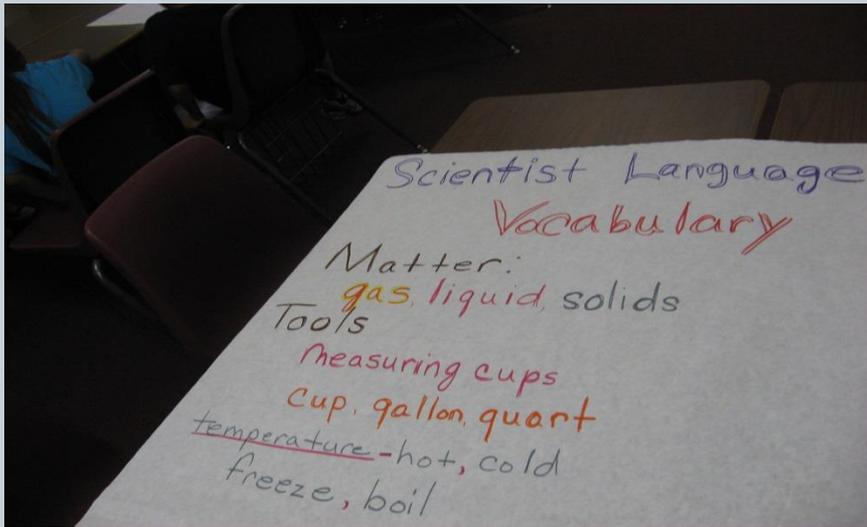
Musical
presentations



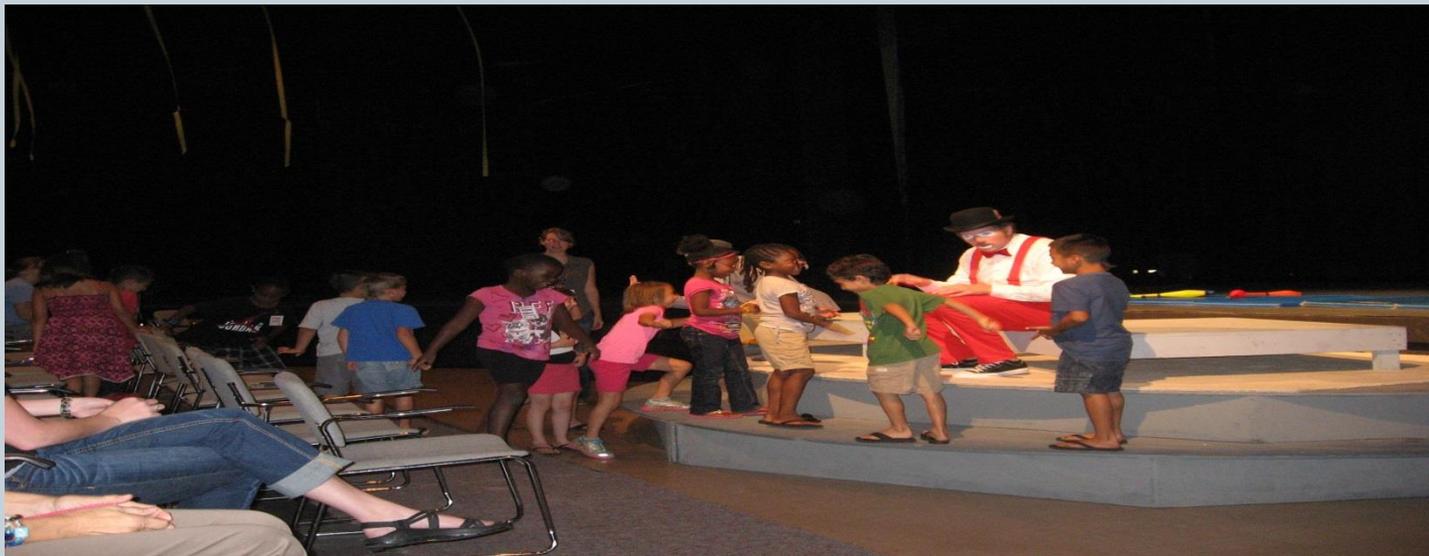
Scholars enjoyed making connections...



Scholars pondered big ideas...



Scholars saved ideas, memories, etc.



Scholars actively participated & learned.



What were the critical investments made during the camp?



Provided opportunities that:

- Allowed critical thinking
 - Promoted curiosity
 - Encouraged ownership
 - Increased motivation
- Required deeper & more complex responses

Differentiation



- **Content – the text, the facts, the information**
- **Process – the method or strategies**
- **Product – the type of personal response**

How We Built Motivation & Achievement:

- ***The Engagement Model of Instruction (Guthrie & Davis, 2003):***

1. Collaboration
2. Real World Connections
3. Explicit Instruction
4. Abundance of texts
5. Knowledge & Learning Goals
6. Autonomy

- ***Depth & Complexity Categories for Differentiated Instruction (Kaplan, 2009)***

1. Appropriate for all areas or disciplines
2. Increases understanding of content
3. Fosters critical, analytical, & creative thinking skills
4. Positive effects (for all students – gifted, average, struggling, etc.)

Positive & Productive Climate

- ***Universal Themes & Generalizations
(Kaplan & Curry, 1985)***

1. Patterns
2. Systems
3. Change
4. Interdependence
5. Structures

- ***Scholarly Attributes
(Kaplan, 2009)***

1. Actively participate and are ready to learn
2. Take time to ponder big ideas
3. Have curiosity and ask questions
4. Conduct research & use many references
5. Save ideas
6. See many points of view
7. Persevere and exercise their intellect
8. Set goals
9. Take pride in the quality of their work



End of Camp: Family Celebration at HSU Pool



The Last Day of the Camp: Scholars Departed With Dreams, Skills, & Friends from HSU

