

Running Head: Grant Report

**Grant Report**

Foundation for Public Schools in Edgefield County (FPSEC)

Patricia Ann Moseley, Ed.D.

Johnston-Edgefield-Trenton (J-E-T) Middle School

27 July 2020

## ACKNOWLEDGMENT

I would like to thank the Foundation for Public Schools in Edgefield County (FPSEC)'s board members and contributors for their generosity and support. I feel incredibly grateful for the funds which assisted with implementing flexible seating in my personalized learning classroom. Bringing about personalized learning was a group effort with my students and believe me, they LOVED the flexible seating especially the two blue Wingback chairs! Their academic and discipline data also indicated their enjoyment of the flexible seating. Additionally, because my students felt comfortable in their environment, thanks to you, they were more engaging in their learning which caused them to produce outstanding student work. It was thrilling to see their increased engagement as well as their increased learning and achievement so thank you – thank you for helping my students!!

*Patricia Ann Moseley, Ed.D.*

## GOAL AND OBJECTIVES

The goal of the Carolina on My Mind: Making the Learning of South Carolina History Personal Program was to enable all students to improve their learning skills so that they can succeed in middle school and enrich their learning skills so that they will be prepared for high school and post-secondary education.

The main objectives included:

1. Providing a learning environment that evokes a sense of calmness, relaxation, and flexibility so that students can work in spaces of their choosing with ease.
2. Providing a choice board, menu, of learning activities per unit that differentiates learning according to learning modalities (visual, auditory, tactile, and kinesthetic).
3. Enabling students to engage with digital curriculum materials in more comfortable seating as they naturally do outside of the classroom.
4. Assisting students with engagement with historical research and writing pace that is controlled by them.
5. Providing consistent opportunities for students to engage with and practice skills that are associated with the Profile of the South Carolina Graduate by holding them accountable for their learning path.

Additionally, the program focused individual learning on three key areas: (1) mastery of academic standards; (2) mastery of historical research and writing using Modern Language Association (MLA) Style format; and (3) consistent engagement with the South Carolina Graduate Profile knowledge and skills. The program implemented the Honeycomb model of personalized learning with special emphasis placed on learning pathways – flexible approaches and flexible environment.

## REVIEW OF THE LITERATURE

### Personalized Learning

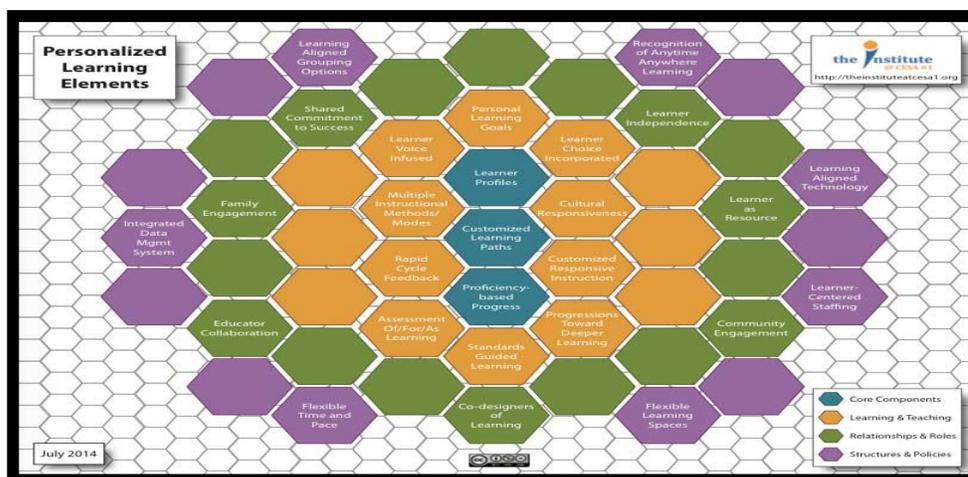
Personalized learning entails shaping education in response to students’ learning styles and interests as argued by Clarke (2003). Clarke further argues that the common element of all schools should be the efforts to expand engagement among diverse learners so that “all students meet high standards and acquire the knowledge they need to pursue their own aspirations” (2003, p. 6). Additionally, Hargreaves (2003) puts forth the notion that individualization maintains a focus on each student and teaching and support is designed around each pupil’s needs while Gardner (2012) states that the goals of personalized learning are student success, satisfaction, and building upon the natural way that a student learns.

### Personalized Learning Classroom

One way to implement personalized learning in the classroom is through the Honeycomb model. The Honeycomb model is a color-coded graphic organizer with three core components and an expansion of three components – teaching & learning, relationships and roles, and structure and policies that expand outward toward the perimeter (Rickbaugh, 2015). Figure 1 is a visual of the Honeycomb model (Rickbaugh, 2015).

Figure 1

*Honeycomb Model from the Institute for Personalized Learning (CESA #1)*



Rickbaugh (2015) suggests that customized learning paths includes students creating their unique approaches. Choice boards are one tool that teachers create to help students with the *how* of learning and should offer a variety of activities that appeal to all learning styles (Day, 2019). Another aspect of customized learning paths is flexible environment. For example, in a 2015 study conducted by the University of Salford in the United Kingdom, researchers found that “optimizing all of these physical characteristics [flexible environment] of primary classrooms improved academic performance in reading, writing, and mathematics by 16 percent” (Merrill, 2018, p.1).

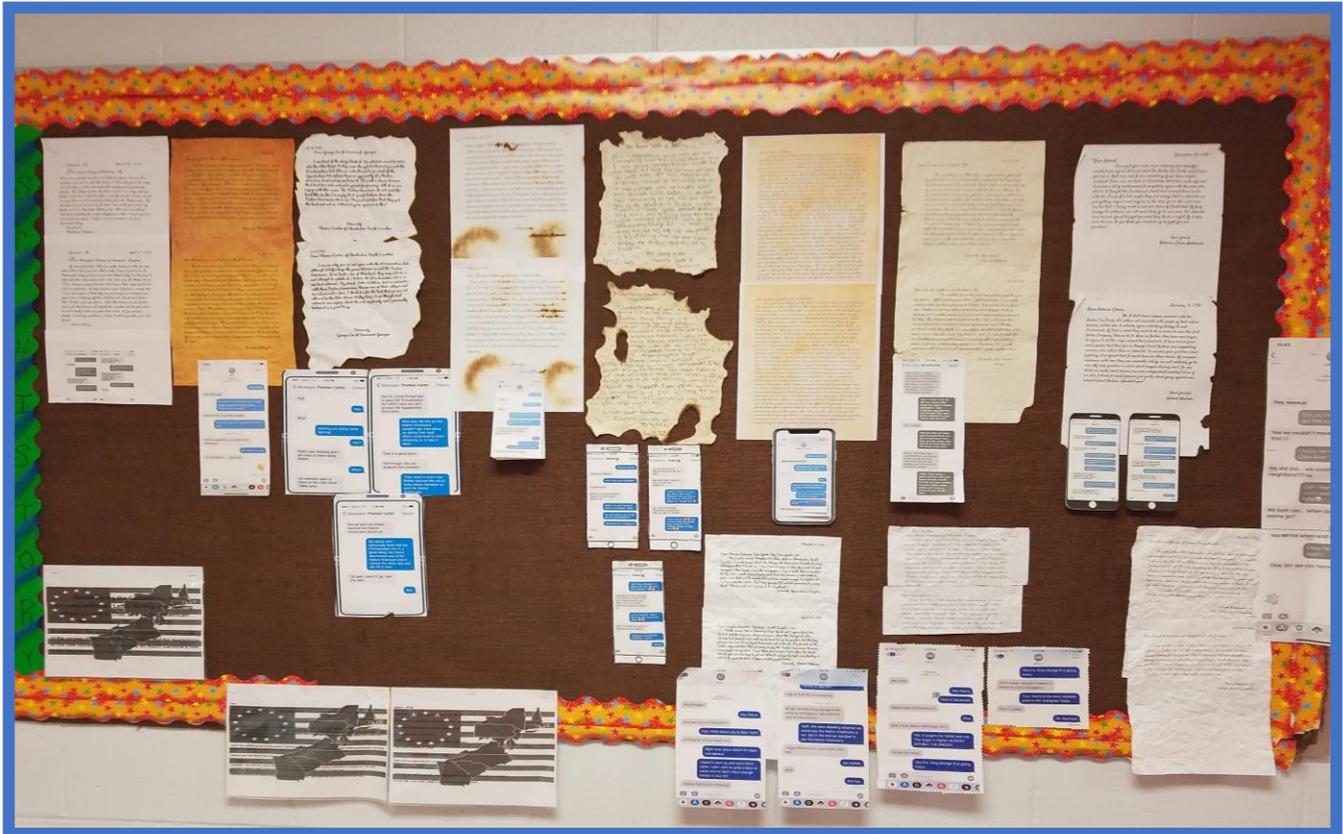
## FINDINGS AND CONCLUSIONS

### Findings

The purpose of the program was to implement personalized learning in the classroom via instructional practices and classroom setting (i.e., flexible seating). The proceeds from the Foundation for Public Schools in Edgefield County (FFPSEC) grant was used to assist in implementing flexible seating. To determine the effectiveness of the program, the teacher examined data for all four class periods from the South Carolina History Class Benchmark which was administered in the Fall (August 2019) and Winter (January 2020), student grades for the Fall Semester as well as in-class discipline referral data for that same time period. Based on student data, students made academic gains and showed no significant discipline issues – there was no discipline referrals for that time period. Additionally, implementing personalized learning saw steady progress in the area of student work especially in literacy. Students communicated content information on a more sophisticated level such as converting information from one format to another as illustrated in photograph #1 and formal writing using the Modern Language Association (MLA) Format Style as demonstrated in photograph #2.

## Findings – Student Work Sample #1

Photograph #1 – Photograph of Student Work from American Revolutionary War Unit



### Task:

Create 2 characters and given them 1770s sounding names. One lives in Charleston, SC and the other lives in a seaport city in another colony. Select 1 of the 9 conflicts that lead to the American Revolutionary War. Create a letter that the person from Charleston is writing to the person in another colony. In this letter, use 3 specific facts about that conflict as well as that person's opinion about the conflict, fellow colonists, the British government, and King George III. (Note: you will have to do some further reach on that conflict). Make sure your letter has a

date on it along with the person's name and location. Create another letter of response from the person in the other colony to one in Charleston. Use different 3 specific facts about that conflict as well as that person's opinion about the conflict, fellow colonists, the British government, and King George III. Make sure your letter has a date on it along with the person's name and location. Convert your two letters into text messages.

Final products: the letters should look like a letter from the 1770s and the text messages should look like text messages. You will have a total of 3 products. You may type the letters using a font that is a script one. The text messages may be typed as long as it looks like a text message (phone outline & text box).

#### South Carolina History Standard

Standard 8-2: The student will demonstrate an understanding of the causes of the American Revolution and the beginnings of the new nation, with an emphasis on South Carolina's role in the development of that nation.

#### English Language Arts (ELA) Standards – Reading Skills

8.RI.1 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

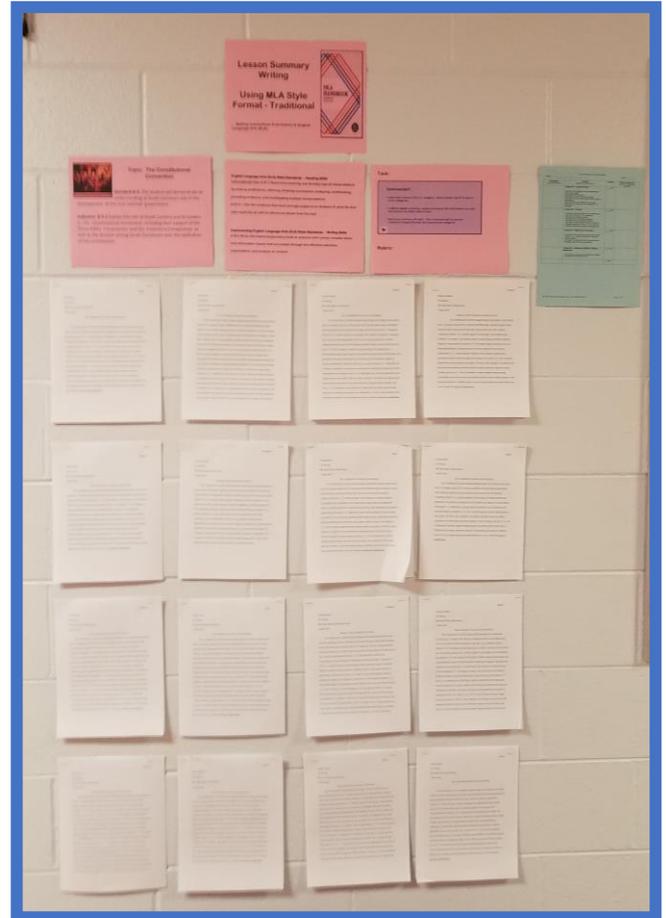
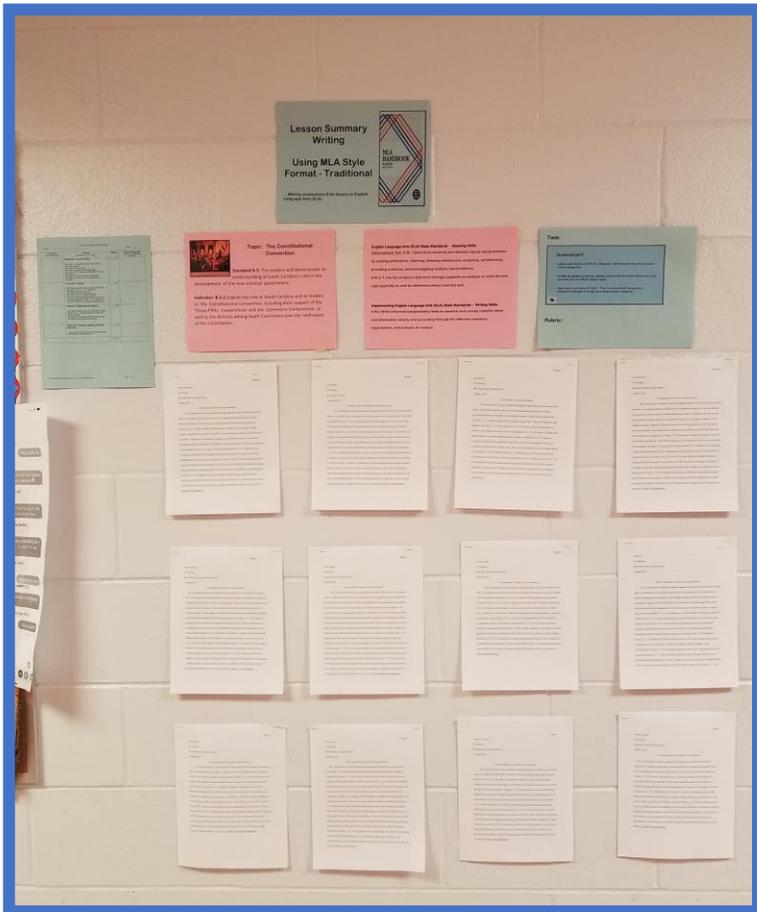
8.RI.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

English Language Arts (ELA) Standards – Writing Skills

8.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

## Findings – Student Work Sample #2

Photograph #2 – Photograph of Student Work from The New Nation Unit



Task:

### Summarize!!

- Label each chunk a S.P.I.C.E. category. Some chunks may fit in two or more categories.
- In **five to seven** sentences, please summarize the information you just learned and use MLA citation style.
- Start your summary off with – The Constitutional Convention impacted changed through [put appropriate category].



South Carolina History Standard

Standard 8-3: The student will demonstrate an understanding of South Carolina's role in the development of the new national government.

English Language Arts (ELA) Standards – Reading Skills

8.RI.1 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

8.RI.5.1 Cite the evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

English Language Arts (ELA) Standards – Writing Skills

8.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

## **Conclusions**

The program found significant evidence of student achievement in implementing personalized learning especially with flexible seating. The findings of this program are similar to the findings of a study conducted by the University of Salford in the United Kingdom (Merrill, 2018, p.1) as well as the Day's (2019) examination.

## References

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**APPENDIX A**

Photographs from the Classroom

Photograph #3 – General View of Classroom – Room 284



**APPENDIX A - CONTINUED**

Photographs from the Classroom

Photograph #4



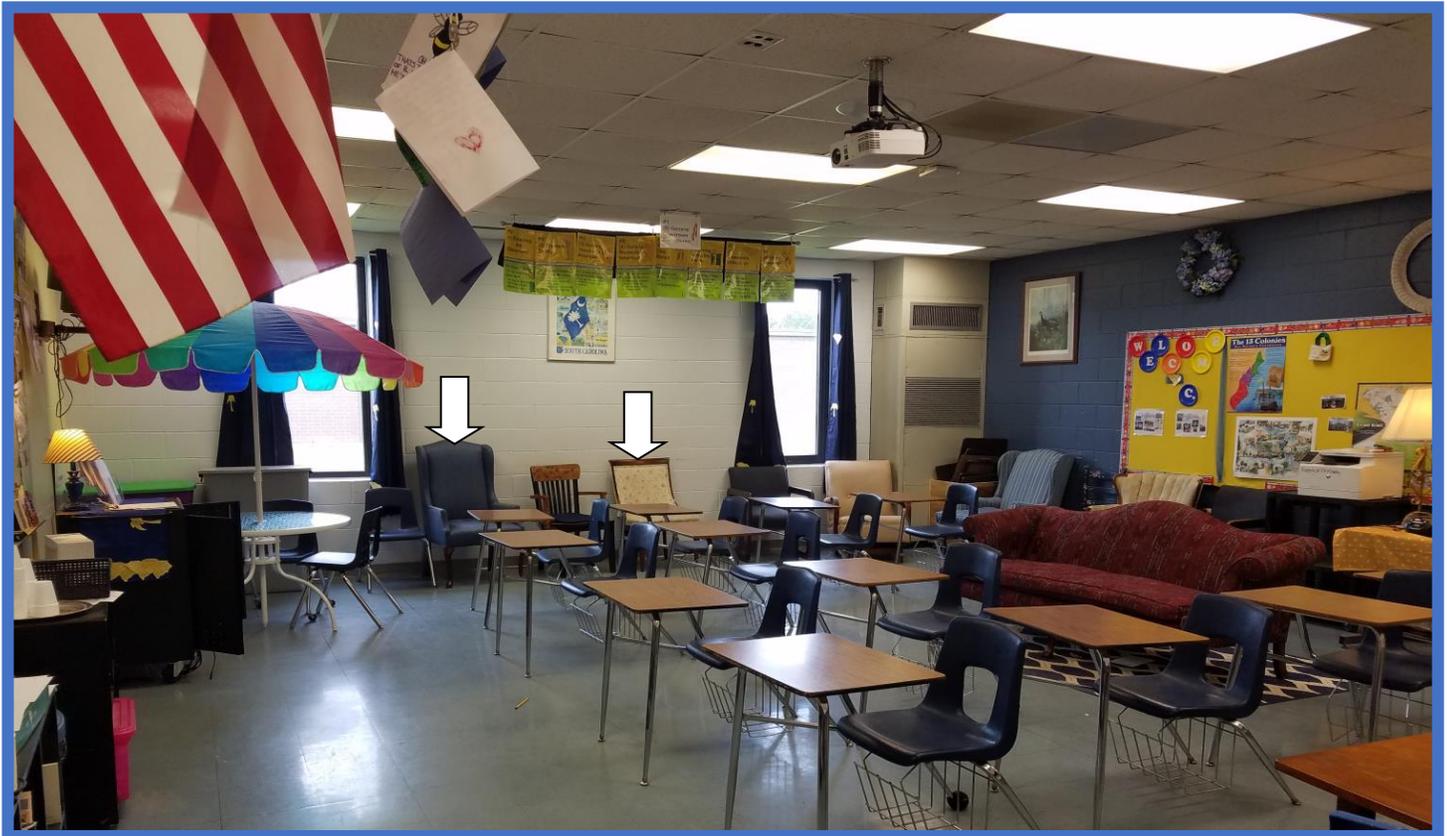
The above photograph displays the following furniture items brought with grant funding:

1. Walnut trays (used as a desktop) (Vendor-Walmart)
2. Teak Table (Vendor-YSS Johnston)
3. Blue Wingback Chair (Vendor-YSS Johnston)

**APPENDIX A - CONTINUED**

Photographs from the Classroom

Photograph #5



The above photograph displays the following furniture items brought with grant funding:

1. Blue Wingback (Vendor-Possibilities Furniture and More)
2. Yellow round straight chair (Vendor-Possibilities Furniture and More)

**APPENDIX B**

## Expenditure Report

Date	Amount	Vendor	Description
03/25/19	\$168.94	Walmart	17) Walnut trays
03/27/19	\$74.90	YSS Johnston	Teak Table
3/27/19	\$123.03	YSS Johnston	Wingback Chair
8/12/19	\$90.00	Possibilities Furniture and Moore	2) Chairs

Grant Implementation Period: 2019-2020

Amount Received: \$395.00

Amount Spent: \$456.87 (Teacher covered the \$61.87 expense)