

Post-Sabbatical Report

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Sabbatical Project Title: The Impact of the Triad Project on Science Teaching Practices in Grades K-8

Date of Sabbatical Leave: Spring Semester, 2020

Summary of Sabbatical Achievements:

My sabbatical goals, as outlined in my proposal, were to engage in data analysis and submit two manuscripts focused on the impact of the Triad Project, a grant-funded, science-focused professional development model for novice and veteran teachers, grades K-8. With the time provided by the sabbatical, I was able to meet these goals with two publications: one peer-reviewed journal article, and one monograph for the CSU Chancellor's Office (editor and chapter co-author), published online. My sabbatical projects also contributed substantially to my future trajectory; I was invited by the Chancellor's Office to assist in pursuing a Gates Foundation grant to develop a CSU Center for the Transformation of Teacher Education.

Outcomes

1. Journal Article.

Miller, M. and Schademan, A.R. (2020, Spring). Integrating writing with science: Examples from NGSS-aligned instruction, grades K-5. *The California Reader*, 53(2), pp. 11-16.

The article, based on research from the Triad Project, describes four essential instructional components that support the integration of writing and science instruction: anchoring learning with phenomena, pairing words with images, reading with a purpose and practicing language patterns. These four principles have potential for guiding classroom instruction and research that focuses on the integration of writing and the NGSS.

2. Monograph.

[M. Miller \(Ed.\), *New Generation of Educators Initiative: Transforming teacher preparation*. The California State University.](#)

Miller, M. & Schademan, A. (2020). Identifying prioritized skills for educators: Reflection by California State University, Chico. In M. Miller (Ed.), *New Generation of Educators Initiative: Transforming teacher preparation* (pp. 36-39). The California State University.

The Triad Project was part of a larger three-year, grant-funded CSU initiative. I was invited to contribute to and edit the final publication, which I completed while on sabbatical. The final publication documents the learnings from 10 CSU campuses who partnered with local school districts to design and demonstrate innovative practices that could transform teacher preparation. Editing the document required collaboration with multiple participants in this transformative work, including grant program staff, the CSU Chancellor's Office, and representatives from partnerships between universities and school districts.

Contribution to Future Trajectory

The projects completed during my sabbatical led directly to my current involvement with developing a CSU Center for the Transformation of Teacher Education. The CSU Chancellor's Office shared the report that I edited (#2 above) to the Gates Foundation. The Gates Foundation asked the CSUs to submit a proposal for a CSU center that applied the report's five key transformation elements broadly across teacher education programs in the CSU. During the summer of 2020, I have been collaborating with the chancellor's office and CSU faculty/administrators to write a grant for a center. The mission of the center is to fundamentally transform educator preparation to achieve its vision of a diverse, equitable, and inclusive educator teacher workforce for California's students. The first phase of the grant will be submitted in September of 2020, the second phase in May of 2021. Should the center be funded, I have been asked to serve as co-director.

When I submitted the application for the sabbatical, I could not have imagined that my work could lead to the opportunity to impact teacher education in such a substantial way. Now I see that the sabbatical has been pivotal in shaping my trajectory and future contributions.