

Cultivating Dreamers in a Rural Landscape through an Interdisciplinary Unit



Introductions

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Session's Goals

- ◆ Basic statistics of rural schools in America & the necessity for increased research in this area
- ◆ Unique challenges & benefits of teaching in rural middle schools
- ◆ Give resources to implement an interdisciplinary unit based on students' dreams
- ◆ Give general guidelines & tips for integrating interdisciplinary units in the rural areas

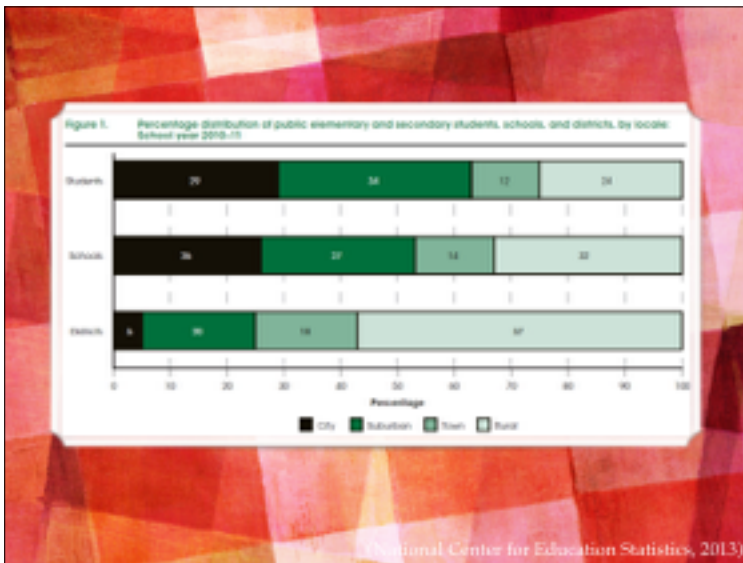
Close Your Eyes...



Rural Statistics

- ♦ Rural schools: 32.9%
- ♦ Rural students: 22.4%
- ♦ 2011-2012: 9,765,385 students enrolled
- ♦ median district enrollment: 533
- ♦ State education funds to rural districts: 22.9%
- ♦ Rural students who are Title I eligible: 19.3%

(Johnson, Showalter, Klein, & Lester, 2014)



(National Center for Education Statistics, 2013)

Challenges

- ♦ teacher retention, ongoing initiatives/PD
- ♦ limited access to technology
- ♦ smallness of schools
- ♦ school funding
- ♦ complexity of student aspiration
- ♦ low community and parental involvement

LISTEN TO THE MUSTN'TS

Listen to the MUSTN'TS, child,
Listen to the DON'TS
Listen to the SHOULDN'TS
The IMPOSSIBLES, the WON'TS
Listen to the NEVER HAVES
Then listen close to me—
Anything can happen, child,
ANYTHING can be.

Shel Silverstein

Complexity of Student Aspiration

Student Resistance to Schooling

- ♦ Rooted in Resistance Theory
- ♦ Qualitative Interviews with Observations
- ♦ Investigates Student Reasoning for Resisting Education
- ♦ Majority of students in vocational trainings
- ♦ Little to no research examining white, rural students

Themes:

- ♦ school and home values do not align
- ♦ feelings about education quality
- ♦ student behavior vs. teacher expectations

Complexity of Student Aspiration

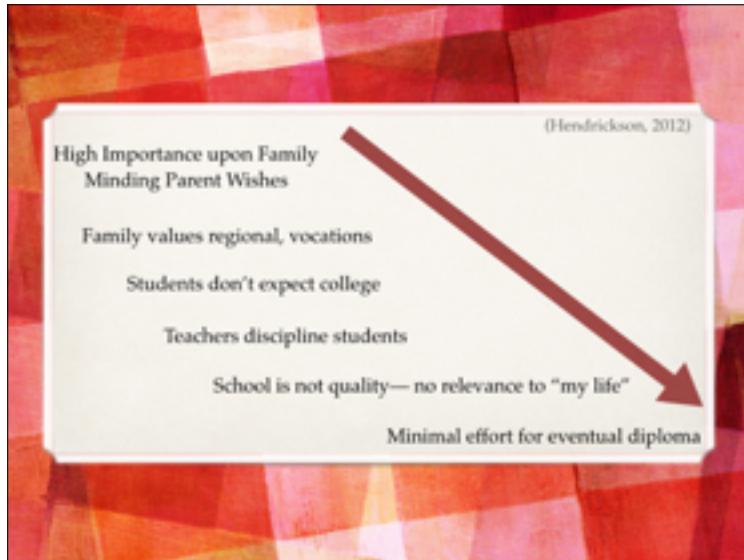
Student Resistance to Schooling

"This (differing backgrounds of students and teachers) can result in a culture clash between students with close-knit families valuing place-based knowledge and teachers with a message of worldliness" (Hendrickson, 2012, p. 37).

Study Revealed:

- Discord in value systems
- Mislabeled and mishandled misbehaviors
- Curriculum and Methods do not meet needs
- IDs/examines rural, resistant attitudes

(Hendrickson, 2012)



Complexity of Student Aspiration

According to Hendrickson, 2012, "These students justified their resistant actions by blaming the teachers for not relating to them . . . This may have been a result of students' attempts to save face and protect their culture by confronting teachers and disengaging with coursework, while lacking a critical understanding of these disparities" (47).

Education must:

- Value student voices
- Reinforce community
- Family value systems
- Increase motivation to do work that is valued
- Use resistance as critical conversation catalyst
- Believe that resistance = potential rural revolution

(Hendrickson, 2012)

Complexity of Student Aspiration

Findings

- ♦ “high competent rural youth,” maintain links to area (Petrin, Farmer, Meese, & Byun, 2011)
- ♦ High behavioral, academic, and social competencies = positive views (Petrin, Farmer, Meese, & Byun, 2011)
- ♦ Self-concept tied to achievement; classrooms and schools enforcing this see results (Irvin, Meese, Byun, Farmer, & Hutchins, 2011)
- ♦ At-risk Youth are not getting the knowledge necessary for a “productive lifestyle beyond their hometown,” nor do they envision a rural lifestyle in the future (Petrin, Farmer, Meese, & Byun, 2011)

Positives

- ♦ utilize community agencies
- ♦ STEAM
- ♦ service learning
- ♦ place-based learning
- ♦ professional organizations

Place-Based Learning

- ♦ Essential Attribute - Developmentally Responsive
 - ♦ “Curriculum is challenging, exploratory, integrative, and relevant.” *Challenging Curriculum*
 - ♦ “The school includes community and business partners.” *Community & Business*

Place-Based Learning: Dream Project

Outline of Project

- Laying the Foundation
 - Guiding Question, Mad City Money
 - Banzai in Math & Exemplars in E/LA
 - Career Inventories & Faculty Dream Stories
- The Research
 - Budget: Federal Taxes, Salary
 - Evaluation of Secondary Sources for Credibility
 - Career: Education/Training
 - Student Exploration of Any Related Aspect
- Wrap Up
 - Community Speakers Q & A Synthesis
 - Field Trip ~ Ohio University



Place-Based Learning: Dream Project

Community Partners

- Ohio University Credit Union
- Guest Speakers for Q & A
- Ohio University
- Ohio Middle Level Association





"I think I blew all my money on my clothes. This wasn't good."

"The ending was so crazy every night is there a song for that?"

"No, it's not stop talking my card. You better just look at your budget sheet."

"Mrs. Jougler, does my here (gesture for me to come to his car as he saw some quality next to church volunteer)... is this like really how it is or for oh, what? I don't know if I trust these people."

How do you make a dream come true?

This question will guide our studies this quarter. Students completed a career interest survey today and developed research questions which will guide their inquiry into a dream career. This week students are creating budgets in math, examining more dreamers' literature, poetry, and info texts much like MLK Jr. whose speech students listened to already to draw inspiration.

"I hope we can *HOVY* *EMADHOH*!"

Today students had a special day to kick off the interdisciplinary aspects of our units of study. We were very happy that the snow held off because we had the OU-Credit Union at school as special guests.

All afternoon, students in grade 8 learned all about financial literacy, social studies concepts as they thought about the practical aspects of being able to live out their dreams when they grow up. Students had a pretend profile identity they were given as they worked through Mad City Money simulation stations as hosted by the local, Ohio University Credit Union. On the whole the grade 8 team had an awesome day! Students had TONS of realizations about what it takes to provide for a family in the real-world and budget which feed in nicely with their morning activities of picking a career of interest to study based upon their interests they will research this in language arts in the coming weeks.

"this is too hard!"

"I don't believe how much everything is."

Today was a blast and will serve as a great catalyst for students research careers and create Search papers in language arts drawing upon math concepts along the way. Many of the careers students selected to research in the future align to the STEAM movement in education today as we prepare 21st-century learners for jobs which haven't even been created yet in our ever-changing world! Please ask your Tremble Middle Schooler about his or her experiences today with the team of teachers, students, and our guests.

Stay tuned for more details about this unit!

"I have two questions: is this for a grade 8? And, do we get in trouble if we spend more money than we have?"

"I had so much fun participating in the Mad City Money project but one of my favorite things was learning how to make out a check (it made me feel important). I also enjoyed learning just how it is to take care of a family."

"By participating in Mad City Money, I learned that being an adult can be hard because of money problems. I also learned that you can't always have the most expensive things in life."

Reflections of Learning

"I learned that its fraud to write a check for money you don't have."

"Yesterday at Mad City Money I learned how to balance a budget and stretch a budget."

"Two things I learned what an overdraft is and that children cost a lot of money. That's what I learned at Mad City Money yesterday."

"1. It is really expensive for child care.
2. Adults have to make some hard decisions."

A Middle-Level Dreamer's Perspective

Place-Based Learning: Dream Project

School-Wide Opportunity for Inspiration

As a child, I always wanted to be a teacher of the grade I taught. When I was a first grade student? You guessed it, first grade teacher. When I was a second grade student? You guessed it, second grade teacher, and so on and so on... until high school. Things changed. I was really interested in the performing arts and decided to major in dance at college to pursue my passion. I knew that I would settle on a second major to compliment this and serve as a practical career, but it took a while for me to arrive back at teacher.



This got me thinking about the teachers who had the biggest impact on me and one in particular came to mind. This was a teacher who cared about us as people. I remember where I was standing on Ball State University's campus when I called that teacher. He was a teacher who had gone above and beyond to show that he cared for every student. When I was in high school I always felt that I had a voice around this teacher and knew that he genuinely cared for me and wanted me to achieve a great deal in my life. When my older brother was hospitalized and almost died my senior year of high school, this teacher made a special trip to the hospital to visit with me and my family and take me to dinner for a break. It dawned on me when I reflected back on this the following year at college that I wanted to be that for someone.

In particular, I strive each day to be that type of teacher for my middle school student because middle school wasn't an easy time for me and when I encountered the teacher I am writing about in high school he helped me figure out a lot— my talents, my beliefs, and my passion for teaching.

I try to live this today as a teacher, making it clear that my #1 priority is influencing my students to grow up and be good people who make a difference in their community and live a valuable life.

Place-Based Learning: Dream Project

Math

◆ Products:

- ◆ Federal taxes, 1040EZ
- ◆ Budget based on salary of career
- ◆ Circle graph in iSearch paper

◆ Resources:

- ◆ budget template (leveled forms)
- ◆ tax forms
- ◆ research cards
- ◆ pricing packets
- ◆ iPads, computers



Place-Based Learning: Dream Project

Math, foundation

- ◆ Continuing to build the foundation with **Banzai!**
- ◆ Free web based program
 - ◆ pre- and post-assessment
 - ◆ guided simulation
 - ◆ game

"One thing I learned from using Banzai is that money goes away very quickly and managing money isn't always easy."

"I learned on Banzai to not use your credit card for everything."

"By using Banzai, I learned that I should know how much \$ money I have in a debit card before purchase."

Reflections of Learning

"One thing I learned by using Banzai was to make good decisions. Like don't buy a house where you pay \$700 a month if you only make \$600 a month."

"One thing I learned on Banzai is you have to be careful of what you spend or you will regret."

"What I learned is life sucks and I'm going to stay young forever."

"I have learned how to not go into debt.."

Place-Based Learning: Dream Project

Math, creating the budget

SALARY

What is the typical starting salary for this position? _____

- The salary was stated as a (circle one): Mean Median

Website: _____

TAXES

Complete the 1041 EZ tax form to answer the following questions.

How much will you owe the federal government in taxes? _____

After taxes how much money will you have to live on? _____

LIVING WAGE

My living wage for the year will be _____

My monthly budget will be _____

Place-Based Learning: Dream Project

Math, creating the budget

Item	Description	Category	Amount
	Highlight Check for all categories above and below heading		
Year ending <u>12/31/20</u>	Department <u>0000</u>	Code <u>0000</u>	
Number of Payments <u>12</u>	Rate <u>0.0000</u>	Rate <u>0.0000</u>	
Number of Payments <u>12</u>	Rate <u>0.0000</u>	Rate <u>0.0000</u>	
Other fees include:			
<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
Payment Information			
<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	
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<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	

Place-Based Learning: Dream Project

Math, creating the budget

Creating a Budget

Steps

1. Select a city or city you would like to live in or visit.
2. Search for rental properties in that location.
3. Do your budget sheet, record:
 - Description (apartment, house, 1-bedroom, 2)
 - Monthly rent
 - Utilities

Research Questions

How do you determine what the amount you will need for each item is?

- Median: \$150/year
- One Bedroom: \$200/year
- Two Bedrooms: \$300/year
- Three Bedrooms: \$400/year

Conclusion

If utilities are not included in your rent, you will need to determine an estimated cost by visiting the following website:

<http://www.energyassistance.com/calculator.php>

You will only fill in the information on the left box. Leave the information in the right box. Additional helpful on-line: [CHS calculator](#). Record the information on your budget table.

Calculating Your Car Payment

If you purchase a car, you will need to pay for it over time. You can use the formula on the right to calculate your monthly payment. You will need to know the price of the car, the interest rate, and the length of the loan.

You will use the following formula to find your monthly cost:

$$P = \frac{C \cdot r \cdot (1 + r)^n}{(1 + r)^n - 1}$$

Where:

• P = Monthly payment

• C = Cost of the car

• r = Interest rate (annual)

• n = Length of the loan (years)

$$P = \frac{C \cdot r \cdot (1 + r)^n}{(1 + r)^n - 1}$$

If you know how much you will be paying for a car, the interest rate, and the length of the loan:

$$C = \frac{P \cdot ((1 + r)^n - 1)}{r \cdot (1 + r)^n}$$

Source: [Khan Academy](#)

Place-Based Learning: Dream Project

Math, multiple representations

Circle Graph

Directions

You will be working on a circle graph to show how much you will spend on your monthly budget. You will use the information on the left to create a circle graph to show how much you will spend on each item.

Task

You will use the following items and the amount budgeted for the month. They can be completed in that order.

1. Housing Expenses

Rent = \$600/Person * 2 = \$1200

2. Educational Expenses

Books for other educational related expenses = \$100

3. Transportation Expenses

Gasoline for Car Payment = \$100/Person * 2 = \$200

Annual Public Transportation = \$100

My Budget

Housing: \$1200
Education: \$100
Transportation: \$300
Other: \$100



Place-Based Learning: Dream Project

Language Arts

Products:

- Summary of Secondary Sources, MLA Format
- Research Questions, Thesis Statement Puzzle Pieces
- Performance-Task: iSearch paper

Resources:

- Career-Interest Surveys
- C.A.R.S Checklists & MLA, Purdue OWL
- Ohio-Link & Starting Points: print, web, and electronic
- Dream Poetry & Place-based info texts in text-set
- Culham's 6+1 Traits of Writing, Scholastic Materials

Place-Based Learning: Dream Project

Language Arts

Drill team keeps kids off deadly streets

By Chris O'Connell - CNN
Updated 10/27/12 12:17 PM EST - Last Modified 10/27/12

Once a rising star, chef now feeds hungry - CNN.com

By Christine Berger - CNN

'Saving Dora' with solar-powered lights - CNN.com

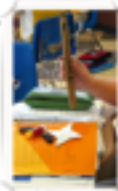


Three columns of text with images, likely from a news article or report. The first column has a photo of a street scene. The second column has a photo of a chef. The third column has a photo of solar-powered lights.

Place-Based Learning: Dream Project

Language Arts

Life with dreams is like a golden wingedard
that can fly past the too rough fields of the world



Multi sensory poetry stations as we consider our dream unit: all intelligence types engaged

A board with various items and text related to poetry stations.

Place-Based Learning: Dream Project

Language Arts

Excited to share this with my students in my next unit thanks, @woud for quality programming!

A group of people in orange jumpsuits playing guitars on a stage.

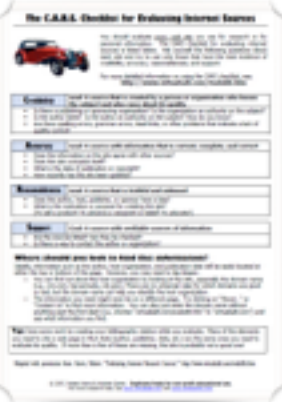
Watch Full Episodes Online of LA&RT on PBS: Jail Guitar Doors
A tough time behind bars inspired musician Wayne Kramer to offer inmates guitars to help them pick up the pieces of their broken lives with the pro...
pbs.org

Place-Based Learning: Dream Project

Language Arts

Research Guided by Question

- ◆ MLA
- ◆ Sourcecards vs. Notecards
- ◆ Summaries
- ◆ Paraphrasing vs. Quoting
- ◆ Using in-text citations
- ◆ Works Consulted vs. Cited
- ◆ Thesis Statement Answers
- ◆ iSearch format
- ◆ Metacognition on new level



My Thesis of Reading

My Thesis Statement

To be a reader, one must be able to understand the text and be able to analyze it. Reading is a skill that is learned through practice and experience. It is a process that allows one to gain knowledge and understanding of the world around them. Reading is a powerful tool that can be used to improve one's life in many ways. It can help one to understand the world, to learn new things, and to become a better person. Reading is a skill that is essential for success in school and in life.

My Research Question

What are the benefits of reading to children?

My Thesis Statement

Reading to children is beneficial because it helps them to learn, understand, and enjoy the world around them. It is a powerful tool that can be used to improve one's life in many ways. Reading is a skill that is essential for success in school and in life.

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and I will use \$1,000 per month. I will also need to pay for utilities which will include electric and water which I found to cost around \$60 per month. However, the average cost for eating and arranging the necessary utilities is \$100 per month (Ponemon 1). I will use the average cost for business parking which is very expensive and I would use it much as well. Instead, I will purchase a monthly parking pass for an average cost of \$10 per month. Therefore, also noting that the "average monthly disposable salary" per month is \$2,024.21 (Ponemon 2). I will have a total gross of \$200 for entertainment purposes, but to save more money, I decided that I will not have a car in my apartment. My salary will be around \$55,274 to start out including how much I will save for federal government in taxes (approximately) I will receive higher since I obtain larger jurisdiction in Maryland cities. This is the reason I am having my phone on the median because if I am using the phone, the median would completely change the number. For the kind of data, the median would give a more accurate answer than the mean. I also found out that my median house will cost \$170,000 each month. I found this answer by using the formula " $\ln = 100 - 1000$ ". I will have \$6,250 to spend each year, \$2,500 per month and I will have \$1,000 for my own money each month including the \$200 that I will be saving. When living in New York City is expensive, I have that I need to get a job and start saving money sooner rather than later. It is important to have a better chance of living in here and fulfilling my dreams.

Using the data that I collected, I made a circle graph representing how almost all of my money would be spent each month.

My Budget

Early, I fell into the median process because I knew that it is essential to be well, and to make a good first impression that the working direction will succeed. It is very important to walk into an audition prepared for anything. The Wolfson Foundation states on their website, "depending on the show, they may have performed for their priority and they have information here immediately if they don't see it" (Wolfson Foundation para. 1). I also learned that it is important to advance in each of the aspects of musical theater including singing, dancing, and acting, a "triple threat" in essence when to be able to do all three (Wolfson Foundation para. 8). In order to be on Broadway, the audition process can determine right they and then if I will succeed for that specific show, so I need to be my best at all of the auditions which are "grounded by equity" after Wolfson Foundation para. 2). The Wolfson Foundation notes that "they will be laid up, per their in groups of 10-20 and make decisions on whether you get to sing/dance/act on your book... after auditions is "happy", your skills may

get "split out" and not get to audition at all (para. 8). Because I have been in a Broadway style and audition, I have seen that they make their decision based on what amount of time, and how they don't give you much time to really show your audition. The info of working direction can all my work after 17 months.

My Research Reflection

This project was very informative, and I plan to use some of the content to help me in the future. If I had to know more about my project, I would want to go to New York for a while just to experience how complicated things would be. Right to speak to majority of my audience reaction directly after my senior year of high school, so that will be very helpful for my future. However, if there are enough experiences, it would be a possibility that when I'm in high school or college to get into a show, it's more possible to get in, but it also depends on what the working direction are looking for. If I'm not already living in New York personally for the time I'm in college, it would want to visit them during each summer vacation to expand my experience. This project has shown a while to complete, and I have been very. I learned a lot about how much work, money, and time goes into being a part of musical theater. Despite all of these complications, I am still determined to be on Broadway, I'll go to college right after high school to save my teacher's wages in musical theater and get a job to continue saving money to live in NYC. I can't wait to get into my job.

Inspiration & Celebration

Stephanie Snyder (@stephsnyder) · Mar 18
Thanks to @zenezofathers and @Bathemessenger for coming out for the Q&A w/dreamers @TimberDam Middle School!



Field-Trip Ohio University

- ◆ Hands-on, varied tours & sessions
- ◆ Timing after unit valuable
- ◆ New Place, New Voices = "Aha!"

Stephanie Snyder (@stephsnyder) · Mar 18
Thanks @OU_MEDIA and @wouub @rhodon for the great hours for our @TimberDam Middle students today w/in @GorppieOU #omcalsou



A Middle-Level Dreamer's Perspective



General Tips for Implementation

- ◆ Clear Communication & Timeline school-wide
- ◆ Work as a team, playing to team members strengths
- ◆ Select a topic with many voices not just teachers
- ◆ Enhance & Refine each year, tailoring to specific needs
- ◆ Ask for student feedback to inform future practice
- ◆ Create authentic discourse about the learning through:
 - ◆ classroom blogs, newsletters, Remind
 - ◆ engaging specials & guidance department
 - ◆ school district through social media
 - ◆ greater community
 - ◆ family engagement

Close Your Eyes

imagine as a teacher this
time. . .

Open Your Eyes...

Cosmetologist ROTC then military career Mechanic
Addiction Counselor Airline Pilot
Firefighter Army Pharmacist
Elementary Teacher Minister Pediatrician
Photojournalist Middle School Math Teacher
Nurse
Vet Nurse
Marines
Sports Medicine Architect Navy
Physician Dental Assistant Farmer
Marine Biologist Career in Musical Theatre Physicist
Author Electrician Vet Tech Police Officer
Carpenter Mental Health Therapist Lineman

Resources

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