

the 1990s, the number of species in the genus *Chironomus* has increased from 10 to 20, and the number of species in the genus *Procladius* has increased from 1 to 10.

There are a number of reasons why the number of species in the genus *Chironomus* has increased. One reason is that the genus *Chironomus* has been expanded to include many species that were previously placed in other genera.

Another reason is that the genus *Chironomus* has been found to contain many more species than was previously known. This is because many species of *Chironomus* were previously considered to be subspecies of other species.

A third reason is that the genus *Chironomus* has been found to contain many more species than was previously known. This is because many species of *Chironomus* were previously considered to be subspecies of other species.

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The *IALS Journal* is published once a year and addresses key issues facing today's laboratory and university affiliated schools. Articles offer perspectives on educational trends and include topics such as the history and future of lab schools, innovations in curricula and programs, lab school administration, and teacher education. The journal includes articles grounded in evidence-based classroom practices, action research, and theoretically based quantitative and qualitative scholarship.

Points of view or opinions expressed in the *IALS Journal* do not necessarily represent the views or opinions of the *IALS Journal* editors or IALS: The International Association of Laboratory Schools. IALS supports this journal to share ideas and stimulate discussion within the campus school network and with public and independent schools. Contributing authors are encouraged to express their opinions and research openly on issues related to teacher preparation, research, curriculum development, pedagogy, and staff development. Readers should evaluate these ideas in regards to the environment of their campus, independent, or public school.

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IALS: Dedicated to Research, Leadership,
And Educational Excellence

THE WELCOME BACK EDITION: EDITOR'S COMMENTS

With many thanks to the IALS Executive Board and to our current president, Konnie Serr for her vision and stalwart determination, we are pleased to present the “welcome back” edition of *the International Association of Laboratory Schools Journal*. While the journal itself has lain dormant for a number of years, it is without question that the valuable work of laboratory schools across the world and in the association have continued to positively impact the lives and the education of our children. In bringing back the journal, we aspire to provide a home for the myriad voices that are represented within our laboratory schools and to celebrate our collaborative achievements with wider audiences.

This volume represents the combined efforts of a broad spectrum of IALS members. Laboratory school teachers, university professors, and graduate students from across the globe have contributed their academic work to this volume, and by doing so, they have asked us to consider our own stake in the greater mission of our schools. As such, we are proud to present the following contributions to this sixth volume of the *IALS Journal*.

In the featured article, “Scaffolding Preschool Children’s Multiliteracies Through the Use of iPads: Bridging Home and (Pre)School Practices,” Nicole Jamison, PhD Candidate at the University of Alberta and Anna Kirova, Professor in Early Childhood Education and Faculty Director of the laboratory school at the University of Alberta, examine the technology and literacy practices of young children. This important study, grounded in Vygotsky’s sociocultural theory of learning and Green’s three-dimensional view of literacy, attempts to answer the question: What multiliteracy practices do preschool children bring from home, and how do teachers build on and scaffold these practices in a preschool environment?” During a four-month period of study, centered on an inquiry project using puppets, Jamison and Kirova documented incidents of teacher and peer scaffolding of literacy practices, including the children’s independent use of iPads and learning apps in the classroom. This timely article demonstrates that children’s literacy practices are greatly enriched with the use and availability of technology in the classroom.

In practicing teacher Catherine Ahlstrom’s article, “Explorations of Evidence Based Writing in Academic Communities” we are treated to a window into the inner workings of an elementary laboratory school classroom. Ahlstrom’s students benefit from her expert instruction of evidence-based writing, and the article provides both recommendations and strategies for improving student writing overall.

Finally, the central issue of the sustainability of laboratory schools is the focus of Drs. Melissa Jozwiak and Debbie Vera’s contribution, “Unraveling the Threads that have Preserved University Laboratory Schools.” This important study examines the key characteristics of laboratory schools that have persevered through a period of time when many laboratory schools have folded. The combined efforts of Jozwiak and Vera in this article ask readers to reflect not only on the past history and practice of the laboratory school but to use this history as a tool for examining the future of our schools and our mission as we continue our practice in 21st-century classrooms.

Further, we are pleased to feature two outstanding laboratory school teachers in this issue: Mr. James Zullinger, “Mr. Z,” a Kindergarten teacher currently serving in his 38th year at the Grace B. Luhrs University Elementary laboratory school at Shippensburg University in Pennsylvania, and Ms. Carol Cordeau Young, a supervising teacher serving her 21st year at the Barbara K. Lipman Early Childhood School & Research Institute, an early childhood education laboratory demonstration school for the University of Memphis. The dedication of both Mr. Z and Ms. Young to the laboratory schools, to their students and parents, and to their communities is unparalleled, and we are honored to feature them in this “welcome back” edition of the *IALS Journal*.

To conclude this volume, we highlight the contributions of two laboratory schools. Both the Dr. Eric Jackman Institute of Child Study Laboratory School in Toronto, Canada and the Grace B. Luhrs University Elementary Laboratory School, in Shippensburg, Pennsylvania were recently selected for the 2016 IALS Outstanding Laboratory Schools Award, and we are happy to share these accolades with our readers.

As the new contributing editors, we anticipate a rich future for the *IALS Journal*.

We hope you enjoy this “welcome back” edition and that you, too, will consider honoring your outstanding teachers and laboratory schools and submitting your academic research and writing in future volumes of the *IALS Journal*.

Dedicated to research, leadership, and educational excellence,

Dr. Shannon Mortimore-Smith

Dr. Christopher Keyes

Editors

Scaffolding Preschool Children's Multiliteracies Through the Use of iPads: Bridging Home And (Pre)School Practices

Submitted by Nicole Jamison, PhD Candidate

DEPARTMENT OF ELEMENTARY EDUCATION UNIVERSITY OF ALBERTA, EDMONTON, AB, CANADA

and Anna Kirova

PROFESSOR IN EARLY CHILDHOOD EDUCATION, DEPARTMENT OF ELEMENTARY EDUCATION, UNIVERSITY OF ALBERTA, EDMONTON, AB, CANADA, AND FACULTY DIRECTOR OF THE LABORATORY SCHOOL

This paper presents findings from a study that examined and described young children's early multiliteracy experiences at a laboratory preschool affiliated with a research-intense university in a large city in western Canada. The study first identified the different forms of technology and literacy practices that young children participated in within their homes. It then examined how young children engaged in multiliteracy practices in preschool contexts, with a focus on how these practices were scaffolded by their teachers. These experiences were documented over a four-month period in which the children were involved in an ongoing inquiry project on puppets. During the period of the study, there was evidence of teacher and peer scaffolding, as well as independent use of iPads and apps in the classroom. This paper is focused on the process of teacher scaffolding to support children's use of iPads in their learning and creation of multimodal texts and videos as part of the puppet inquiry project. The study, grounded in Vygotsky's (1978) sociocultural theory of learning and Green's (1988, 2012) three-dimensional view of literacy, was guided by the following research questions: What multiliteracy practices do preschool children bring from home, and how do teachers build on and scaffold these practices in a preschool environment?

Digital Technology and the Changing Nature of (Early) Literacy Practices

Increasingly, young children are entering early childhood education as competent, regular users of multimedia. Their literacy practices are often mediated by information communication technologies (Burnett, 2009; Davidson, 2009; Marsh, 2011; O'Mara & Laidlaw, 2011). New media such as mobile devices (e.g., tablets,

iPads) are embedded in the everyday experiences of many young children. The home literacy experiences of preschoolers in the 21st century are significantly different from the experiences of preschoolers prior to the digital era, and these background experiences can influence the knowledge that children bring with them to school (Beecher, 2010). As a result of these new and growing forms of literacy associated with technology, many preschool and kindergarten children come into school settings with diverse funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992) and impressive literacy skills that may not fit with the traditional view of literacy. If one examines children's engagement in multiple forms of literacy over the last decade, it is clear that involvement in multiliteracy practices is becoming highly significant. Such practices are becoming an important part of young children's daily lives and informal early literacy learning (Bazalgette, 2010; Burnett, 2009; Davidson, 2009; Marsh, 2011; Merchant, 2009; Yelland, 2011). Many young children link virtual-world and real-world experiences with school activities (Ito, 2007; Wohlwend, 2009).

Although the advancement of technology has impacted the modes, media, and concept of literacy, the need to use and produce multimodal texts tends to go largely unrecognized in early childhood literacy curricula (Carrington, 2008; Levy, 2009; Marsh, 2010, 2011; Merchant, 2005; O'Hara, 2011). Presently, in many pre-kindergarten to grade 3 settings, literacy pedagogy is based on understandings of traditional and linear print-based literacy. This approach is seen as inadequate and insufficient for young children in the 21st-century (Centre for Educational Research and Innovation, 2010; Government of Alberta, 2009, 2010; Lankshear & Knobel, 2006; Marsh, 2010). Current literacy instruction in many early learning settings still focuses on the print medium of literacy, where the reading and writing of printed texts

are the dominant literacy modes (Burnett, 2009; Davidson, 2009; Marsh et al., 2005). In addition, the lack of some early childhood educators' confidence and expertise with new technologies may be a constraint for full integration of multimodal literacy practices (Levy, 2009; Merchant, 2005).

The impact of new technologies on our daily lives is one of the factors that has motivated policy makers and educators to rethink and reform school curriculum in the province in which the study took place (Government of Alberta, 2010). It is increasingly recognized that children of the 21st-century "will need skills associated not only with reading and writing and reckoning, but with creating, deconstructing and generally 'understanding' the diverse textual products of the new times" (Rowan & Honan, 2005, p. 198). As a result, in many OECD countries, the introduction of 21st-century competencies and skills has occurred via general reform initiatives.

As access to technology continues to increase at home and in the community, many young children already possess the skills required to navigate diverse media and popular culture texts, information technology, smart phones, texting, gaming systems, and apps (Rowan & Honan, 2005), even if educators struggle to understand these representations of learning and literacy. As digital natives who have grown up with these forms of literacy, these children are extremely capable and comfortable communicating and making meaning (Yelland, 2008) with these technologies. However, when formal schooling does not recognize and value the rich multiliteracy experiences of some young children, it can be problematic because teachers may not provide opportunities, time, and space to develop and extend such literacy experiences. Jones and Beecher (2000) found that the majority of teaching staff interviewed in early childhood education settings do not consider these practices to be relevant to children's literacy development in school. This situation clearly needs to change if early years' settings are to build effectively on children's early learning in the home and incorporate 21st-century literacy practices. Educators and researchers need to understand the complex and multifaceted relationship between the home and school literacy experiences of contemporary preschoolers to support the development of literacy curricula that better acknowledge the changing contexts of children's literacies.

Theoretical Framework

This study is grounded in Vygotsky's (1978) sociocultural-historical theory of learning and the role of adults

in scaffolding children's learning within their *zone of proximal development* (ZPD) in particular. The socio-cultural-historical theory of learning views knowledge as being actively constructed by learners as a result of their interactions with others in meaningful activities in a sociocultural context. That is, people learn through their active engagement with others, with objects, and with the environment.

Sociocultural theory of learning articulates the dialectical relationship between the development of the human mind and the invention and improvement of tools, such as technological devices that, over time, transform thinking. Cultural tools are both a product and vehicle for the development of human cognition. As cultural and historical products, tools reflect the values and beliefs of the culture, exist only through continued use within the culture, and constantly evolve in use (Cole & Gaidamascenko, 2007). As means of interpersonal communication, tools and signs all serve as mediators in learning (Vygotsky, 1986).

Vygotsky's (1978) concept of the ZPD emphasized the role of experts in guiding a learner using interpersonal interaction to achieve more than they could alone. Often misconstrued as an instructional strategy, the ZPD is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Vygotsky insisted that the ZPD reveals "(a) skills on the edge of emergence, and (b) the limits of the child's development at this specific time" (as cited in Bodrova & Leong, 2007, p. 43).

Consistent with the concept of the ZPD (Vygotsky, 1978), experts guide learners in understanding and using culturally specific tools which are then utilized to mediate human activity, linking individual actions to the context of learning in the institutional setting (Wertsch, del Río, & Alvarez, 1995). Since mediated action is transformed by new tools, tools might also introduce affordances or constraints into the classroom (Wertsch, 1998). McLuhan (2003) further argued that new technologies (e.g., iPads) or ways of using technologies function as tools, introducing new patterns and possibilities into our lives and shaping our actions and interactions with others. They become "ways of translating one kind of knowledge into another mode" (p. 85).

Vygotsky's (1978) concept of the ZPD spawned various instructional applications postulating ways in which more skilled partners assist in learning processes. Among those applications, scaffolding (Wood, Bruner, & Ross,

1976) is best known and most widely used in classroom practices. Wood, Bruner, and Ross (1976) propose that an expert provide scaffolding within the ZPD to enable the novice/learner to perform at a higher level. The assistance gradually decreases as the learner becomes more skilled in performing the task and is eventually able to perform it alone. The sociocultural theory of learning provided grounding for our understanding of how the use of one particular digital device (i.e., iPad) served as a mediating tool used by the teachers in the program to scaffold children's multiliteracy experiences.

Methodology

This was a four-month qualitative intrinsic case study (Merriam, 1998, 2009; Stake, 2000) that examined preschool children's multiliteracy practices in their homes and in class. The study took place at a laboratory preschool affiliated with a research-intense university in a large city in western Canada with more than 45 years history of providing a site for both research and exemplary early childhood practices as part of a teacher education program. Two iPads were provided to the morning and afternoon classes in one classroom for the children's use. The iPads in the classroom were placed on low tables, allowing easy access throughout the day. As the use of iPads in early childhood classrooms in North America increases, this study is a case "in all its particularity *and* ordinariness" (Stake, 2000, p. 437, italics in original). As Stake (2000) elaborated:

I call a study an *intrinsic case study* if it is undertaken because, first and last, the researcher wants better understanding of this particular case. Here, it is not undertaken primarily because the case represents other cases or because it illustrates a particular trait or problem, but because, in all its particularity *and* ordinariness, this case is of interest. (p. 437, italics in original)

Merriam (1998) states that the single most defining characteristic of case study research lies in delimiting the object of study, the case, thereby allowing one "to see the case as a thing, a single entity, a unit around which there are boundaries. I can 'fence in' what I am going to study" (p. 27). The study reported here was a "bounded entity" because it was conducted in one program, taught by the same teachers who introduced a particular digital technology (i.e., iPads) in the morning and the afternoon classes to enrich preschool children's multiliteracy practices over the course of four months. The case allowed

the research team to "see" the scaffolding techniques the teachers used as they supported children's technological skills and their abilities to use technology as part of their multiliteracy practices: creating multimodal texts.

Participants and research site

Three participant groups were included in this study: children, their parents, and teachers. The children attended preschool for three hours, either in the morning or the afternoon, four days a week. From the preschool group there were 25 children out of a total of 28 from the morning and afternoon classes who had permission from their parents to participate in the study and who were observed. Seven of these children also participated in one-on-one interviews for the purpose of gathering more information regarding their understanding of the types of technology they had access to and how they used it in their homes. This study also gathered the perspectives of parents and teachers regarding their perceptions of the children's multiliteracy practices that included digital technology. Survey data on the use of digital technology at home and in the classroom were gathered from 13 parents and the two teachers who responded to the multiliteracy questionnaire prior to classroom observations and data collection. At the end of the classroom data collection, the teachers participated in a focus group discussion with the research team to reflect on the findings related to the use of iPads in the context of their puppet inquiry and to plan future steps in scaffolding children's multiliteracy development mediated by the use of digital technology.

Data collection

The study gathered initial data from parent and teacher questionnaires on the perceptions, abilities, and skills that these preschool children already possessed. Parent questionnaires asked about the number and types of technology that were present in the home, where they were located, which of these technologies the children were able to independently access, and which of these they were not allowed to use. The parents noted what technology programs, Internet sites, or online software their children had access to. Parents also indicated the frequency of use, whether they used a schedule for their children, and who taught their child to use the technology. The teachers also completed a questionnaire outlining their perceptions of the children's use of technology in relation to multiliteracies. Data gathered through parent and teacher ques-

tionnaires indicated what they perceived the children's independent level of use of digital technology to be.

Classroom data were gathered through thorough observations, detailed field notes, interviews with the children, and examination of digital artifacts consisting of photographs, videos, and transcripts from the puppet inquiry. The two teachers in the classroom also recorded videos and made anecdotal notes on an ongoing basis capturing the multiliteracy events and practices that were occurring naturally in the classroom when the research team was not present. Data collection was formally collected over ten half-day classes—five half-day observations for each preschool class (morning and afternoon) over the four months of the study.

The researchers assumed the role of participant observers in the preschool setting. We joined in with games and play activities when invited, but tried not to interfere or disrupt the everyday activities of the classroom. Because the iPads were readily available to the children, photographs and videos were easily captured throughout the puppet inquiry, even on days when the research team was not observing. These digital recordings provided an opportunity for the activities to be revisited and analyzed on an ongoing basis.

After the data were analyzed there was a focus group discussion with the teachers to discuss the preliminary findings and next steps for using iPads in the classroom.

Data analysis

Close reading of the transcripts and field notes and reviewing of digital artifacts helped distinguish the strong, significant ideas that were relevant to the research question from the less significant ones (Vaughn, Schumm, & Sinagub, 1996). Information from the parent and teacher questionnaires, interview transcripts, digital videos, and photographs were reviewed multiple times to identify preliminary themes or emerging patterns (i.e., interim analysis), categorize the patterns which emerged, and note relationships among them that were relevant and helpful to answer the research question.

Through this process, teacher and peer scaffolding emerged as significant themes. However, for the purposes of this paper, the focus is only on teacher scaffolding techniques aimed at supporting young children's use of iPads to both acquire higher levels of technological skills and create multimodal texts at a higher independent level of performance as the puppet inquiry project progressed.

The data collected were analyzed in an ongoing, recursive, and nonlinear process. Data analysis was in-

formed by Green's (1988, 2012) three-dimensional view of literacy, (i.e., operational, cultural, and critical). For the purposes of this study, the operational dimensional view of literacy category includes skills of decoding and encoding texts, the cultural dimensional view of literacy category involves skills for meaning making of multiliteracy, and the critical dimensional view of literacy category includes skills related to the use of language to communicate for cultural and social purposes and to a variety of audiences. Special attention was also given to categories that emerged from the data informed by Vygotsky's (1978) theory of ZPD, more specifically, the scaffolding techniques used by the teachers.

Findings

In this section findings from the parent and teacher questionnaires regarding the preschool children's initial multiliteracy and digital technology skills and practices will be discussed. The process of how the teachers scaffolded the children's multiliteracy practices at their initial level of independent use within the ZPD, their intermediate level, and the new higher level of independent use will be described in more detail.

Parent Initial Questionnaires and Preschool Children's Multiliteracy and Digital Technology Skills and Practices

Parent questionnaires confirmed the presence of a large variety of information communication technologies (ICTs) in the children's homes, including computers, laptops, cell phones, iPads, iPods, tablets, Leap Frog digital cameras, televisions, and DVD players. The ICT devices were located mainly in the living room area of the house and a few computers and laptops were in the parents' offices. All of the surveys returned indicated that the family had access to the Internet and did access a range of Internet-based programs, such as Netflix, YouTube, and online games.

Data from the 13 parent questionnaires revealed that all of the parents set a limit for the amount of time their child could access the ICTs. There were differences among the families regarding the time their child was allowed to use ICTs. Ten parents stated that their children were allowed to use the technology for an average of 20 to 60 minutes a day, every day. One parent indicated that their child accessed the ICTs for at least 2 hours a day, and two of the parents said that screen time was allowed only when traveling on a long trip or if their

child was having a bad day. Five of the families allowed more time with the ICTs on the weekends than during the weekdays. Overall the parents felt that they had to set a limit for ICT time because their child already had too much screen time, and two parents indicated that they were starting to use additional ICT time as a reward for positive behavior at home. Many of the children were also involved in other extracurricular activities. They participated in swimming, gymnastics, hockey, or music lessons, and a couple of the children also did lots of activities such as making crafts, drawing, and coloring in the home.

A common concern among parents who participated in the survey was that their young children might access inappropriate material online, and they wanted to ensure their children were using the ICTs safely. None of the children surveyed were allowed to touch the “adult” computers or laptops, or they could only use them when an adult was present. Five children were able to use the iPads and iPods independently, and five children could only use their iPad or iPod if they had permission. When they used them it was to play a specific app or game, look at pictures, or listen to music. The other three parents did not let their children use iPads or iPods on a regular basis. One parent also indicated that they often disabled the Wi-Fi on the iPads so their child could not go on YouTube or Netflix by themselves. Two parents were concerned about access to the computer cameras that could possibly connect to the Internet, and these parents told their children that they were adult cameras that were not for the children to use. Overall the children had very tight restrictions on what they could and could not access independently.

The parents were also asked how their child learned to use the ICTs. Seven of the parents indicated that they had taught their children how to use the ICTs, one parent said that the school had taught their child, and five parents said that their child had observed others, experimented with the games, and learned these skills on their own. These findings from the parent questionnaires became very important when the teachers were planning how to introduce and scaffold the iPad use in the classroom within the context of the children’s puppet inquiry.

Teacher Initial Questionnaire and Preschool Children’s Multiliteracy and Digital Technology Skills and Practices

The preschool classroom environment in which the study took place had many of the same ICTs the children

had access to at home, including two iPads, a digital camera, and a laptop. Two of the children who participated in the study only had access to the two iPads in the classroom. The two teachers indicated that the iPads were initially used for approximately 5 to 10 minutes a day for students to document their learning through photographs, and to access the Internet for research and learning purposes only. Because of this initial focus, there were no iPad apps for the children to use at the beginning of the study. However, a month into the study, two apps (Ready to Print and Cookie Doodle) were downloaded onto the iPads so that the children could practice preprinting tracing and fine motor movements during playtime.

During the study, the classes were in the middle of their puppet inquiry. Puppets had been used in the classroom since the beginning of the year to help the children learn about the alphabet and understand classroom rules. Earlier in the year, a grade 5/6 class from a neighboring school visited and the children presented ideas for a puppet show. The older students then wrote puppet shows and took turns performing for the children in the education faculty library adjacent to the preschool classroom. After this experience the children were asked to share a story or idea about puppets. Many of the children had puppets at home, some knew songs about puppets, and one child was excited to make a puppet with their grandma one day. Based on these experiences, the children brainstormed things they could use to make puppets, and a paper bag and sock puppet-making station was set up. A puppet theatre was created to accommodate the puppeteers, and children were observed frequently putting on puppet shows for each other, the teachers, and their parents (see Figure 1).



Figure 1: Puppet show time.

At the start of this study the teachers had just begun to use the iPads as a tool for recording the children’s individual stories, informational videos about the puppets they had created, and the puppet shows that were occurring during playtime. These videos were frequently revisited and viewed by the class as a group on a larger

screen throughout the study. At this stage of the iPad study, the teachers stated that they frequently provided hand-over-hand assistance or oral cues to help the children who were beginning to use the iPads for recording videos or photographs or accessing the Internet.

Scaffolding Children's Multiliteracy Practices

Identifying children's initial level of independent use of iPads. The puppet inquiry provided a rich context for children's multiliteracy development, and both print and digital literacy experiences were provided and scaffolded. This section elaborates on the teachers' scaffolding of the children's use of digital technology to create multimodal texts. At the beginning of this study, the lead teacher provided an introduction to the whole class and modeled how to record a video and take a photograph on the iPad.

To scaffold children's learning within the ZPD conceived by Vygotsky (1978), at the beginning of the iPad research project, the teachers focused on determining children's initial understandings and independent skills while using the iPads. During this introduction the researchers were present to observe and gather data. From the first introduction to both classes it was evident that children already had strong knowledge and skills for using an iPad. The lead teacher presented the iPads, telling the children that they were going to now use these devices to record their puppet shows with the puppets they had created. Consistent with Vygotsky's (1978) theory of ZPD, to gain an understanding of the children's level of independence in using the iPads, the lead teacher presented the iPads as a "problem" for the children to help solve. She asked the children if they had ever seen an iPad before and asked them how to turn it on. Since all the children knew where the start button was, she then presented a more complex "problem": she asked what button she should press if she wanted to take a picture. Children in both the morning and afternoon classes were well aware about where to find the camera icon and how to use the iPad to take a picture. The teacher proceeded to the next level of the task by asking the children if they knew how to turn the recording function from picture to video.

It was at this level of the complexity of the task where the teacher had to provide assistance to most of the children. She used modeling as a scaffolding technique within the ZPD. To scaffold children's learning, she showed them that they had to slide the circle up or down until a red dot appeared. She used language to make her actions explicit to the children and an external mediator

to scaffold children's learning regarding how to tell when the video was on: "See, the red dot here [pointing to the iPad]? It is just like the red circle carpet in our classroom." The external mediator drew children's attention to the video feature on the iPad by connecting it to something they were very familiar with and which served as a reminder in the process of performing the video task on their own.

After the iPad's video feature was turned on, the teacher wanted to record her puppet video. Once again, she presented it as a "problem." She turned the camera in a wrong direction and asked the children to help her. A couple of the children were aware that the camera was turned the wrong way and that she had to press the little camera button near the top to flip the view. While these children were already performing the skill at an independent level, the rest of the children did not know what to do and needed a different level of assistance. Also consistent with Vygotsky's (1978) sociocultural theory of learning, the teacher demonstrated the new concept—"puppet story video"—by recording her own sock puppet video and then, with the help of the children who were at that level of independent performance, found where to review her video.

In terms of multiliteracy skills, the initial introduction of iPads and their use to record videos of puppet stories demonstrated clearly what Green (1988, 2012) called the *operational-technical* dimension of operating language and technology systems. All of the children had some knowledge of what an iPad was, how to turn it on and off, how to use icons on the iPad to navigate its functions, and how to use language to explain to the teacher what to do to operate the iPad when she asked for help to make a video (i.e., use the video features). This introduction session determined that children had their basic "how-to" of digital literacy, so the teachers needed to introduce the next (intermediate) level of complexity of multiliteracy tasks.

Scaffolding children's multiliteracies at the intermediate level of their ZPD. The children's use of iPads as part of the puppet inquiry was naturally embedded as part of their learning on the topic. The children were already making their own puppets from a variety of materials and performing puppet shows independently for their classmates and their parents. The iPads now provided an additional tool for the children to capture and revisit their puppet shows when their classmates, teachers, and parents were not immediately available to watch their show. After a week of formally introducing how to record videos on the iPads, it was observed

that many children still needed help with setting up the iPad to record. The children were skilled at stopping the recording and finding their videos to watch when they were finished recording. However, many of them were not aware at this point if the video was actually recording. Children whose iPad skills required scaffolding on how to use the video function became the main focus of the teachers' support for the first month of the puppet inquiry. As a result, the teacher made sure to continue to scaffold this process by modeling and assisting with the recording of videos. By watching and viewing the videos during group time on the carpet, she also emphasized the importance of children's digital creations.

During the following months, the teachers continued to scaffold the children's multiliteracy practices. This was achieved by working with the children individually to have them independently record an informational video to document their thinking and learning about the puppet they had created (see Figure 2). Initially, the teachers set up parameters that the children could only record one video a day, and the iPads were left on the puppet table for easy access throughout the study. Through the formal observations over the next few months and analysis of the video and photographic data gathered, the following pattern of scaffolding within children's ZPD emerged: First, the teachers prompted the children to use the iPads as a documentation tool by asking the children if they could record what they were doing. At this stage, the teachers were asking a child to talk about the puppet they had made and to use as rich a language as possible to describe details about their puppets. The teachers also made sure to record the puppet shows that were occurring during playtime in the classroom. Second, after a child or a group of children made a video, one of the teachers watched the video with the child or the larger group. At this stage, the teachers asked the children not only about *how* to record but also *what* to record. Third, the teachers continued to encourage independent use of iPads for recording puppet videos by consistently using rich descriptive language during demonstrations. This was done to make their problem-solving process verbally explicit and thus use language as a way

to scaffold children's own problem solving in regards to digital technology.

This pattern of scaffolding led to greater recognition among the children that the iPads were for recording and documenting classroom projects and events (not just the puppets) and to increased independence in the use of iPads for these purposes.

Within the task of creating puppet videos, almost all of the children were scaffolded in making the storyline more complex. Teachers asked the children to think in advance about the kinds of things they would talk about in a video. At this stage the videos were mainly informational (i.e., telling the audience about their puppet), or they were using storytelling in their recorded puppet shows.

In terms of multiliteracy skills, describing the puppets they had made, storytelling a puppet show, and recording their puppet show with the iPads required from the children a high level of literacy practices. In addition to demonstrating advanced operational-technical aspects of using digital technology, the storytelling required a high level of the cultural-discursive dimension (Green, 1988, 2012) of literacy practices that focused on meaning making across several contexts. For example, although the puppets the children made were their own creative "inventions," the relationships the puppets had with one another, or the stories told by the children, were based on the books the children had read both at school and at home, as well as on YouTube videos and other online materials about puppets they accessed in class. The ability to make these intertextual (i.e., online-offline literacy) connections contributes substantially to children's early language and literacy skills (Pahl & Rowsell, 2012). In addition, having the opportunity to view their own videos several times, either by themselves or with their peers,

provided the children with the opportunity to gradually develop what Green (1988, 2012) called the critical-reflective dimension of literacy—an ability to evaluate and reconstruct meanings in texts, including oral and visual texts. Working toward a storyline that is meaningful to others (i.e., the audience) helped the children improve dramatically in the critical-reflective dimension of their literacy practices.



Figure 2: Making a video recording of a paper bag puppet.

Scaffolding children’s use of iPads at their new, higher level of independent performance. In the last month of the study, both morning and afternoon classes had moved on to a new inquiry focused on dinosaurs, and the analysis of the artifacts created at the beginning of this new project demonstrated that the children now used iPads independently to support their learning during this project. The practice of making the iPads readily available in the classroom continued, and there was evidence that the children were using the iPads more often on their own. The more recent videos made independently by the children required less adult support, and the children were observed taking their own photographs of dinosaur models or books, and recording informational videos about what they felt was important for their inquiry into dinosaurs. There were several examples of small groups of children independently creating a series of informational videos telling their peers and teachers specific facts about dinosaurs found in the non-fiction books in the reading area. The teachers were not being called to problem solve iPad issues or being asked how to take a video anymore. The children were also able to change the iPad from photo to video recording on their own. After recording, they would watch the video by themselves or show others what they had done.

During the last observation session, the teacher demonstrated where to hold the dinosaur model so it would be seen in the video, and how to use different voices when dinosaur puppets or models talked to each other. During playtime, a couple of children who were at this level of independent performance tried and were able to create their own “dino” puppet show videos. However, the observation data showed that most of the children were not yet telling a dinosaur story with their words, but were using the puppets to tell a story through actions. In one video clip, the child was having the dinosaur puppets play fight, making noises but no dialogue. Continued scaffolding of storytelling with the iPads aimed at bringing many of the children to levels of independent storytelling using dialogue.

Next Steps

At the end of the study the research team discussed with the teachers the emerging findings from the use of the iPads in the classroom within the context of their inquiry projects. Both teachers stated that the iPads had been seamlessly integrated into the classroom activities of the puppet and dinosaur inquiry projects. They initially thought that they would need to monitor the amount of

time the children were spending on the iPads or assist them with taking turns. They attributed not needing to do so partly to the iPads being readily available in the classroom and in part to the fact that an iPad was a tool the children were already familiar with. They were also surprised at how the children were continually revisiting their own work (i.e., videos) and the creations that others had made, including the children from the other half-day program. In the dinosaur inquiry, the children extended the use of the iPads to complete research online to answer their dinosaur inquiry questions. Two of the children had recently used the iPads to record their answers to the dinosaur inquiry questions by acting them out while another child video-documented their performance. As the findings have shown, these children were at a new level of independence regarding their skills to create personally meaningful multimodal texts.

As a result of the study, the teachers were able to chart their next steps in scaffolding the children to independently tell a story and to use the iPads to record their stories. The children would explore storytelling in greater depth through a study of *Peter and the Wolf*. Elements of a story would be examined through music, drama, and a final production, which they would perform for their families. Through the *Peter and the Wolf* inquiry, there would be continued scaffolding with oral storytelling using the iPads, which should bring many of these preschool children to higher levels of independent storytelling.

Implications

This study offers parents, teachers, and educational researchers insights into how young children may be engaged and scaffolded in their multiliteracy practices prior to formal schooling. The preschool children who had rich digital experiences at home demonstrated that they had great funds of knowledge and preexisting skills. As a result, the preschool teachers were able to build on the children’s existing multiliteracy practices and, through scaffolding, help them to achieve higher independent levels of performance within their ZPD, namely, to create multimedia texts. The study findings stress the importance of establishing the level of skills and knowledge the children already have so that the teachers can focus on scaffolding individual children’s multiliteracy practices to a higher level of independent performance. For this particular group of children, the scaffolding was not about teaching the children how to use an iPad; instead, it was to assist them in using an iPad with a meaningful

purpose of documenting events from their inquiry projects and everyday life in the classroom. These skills will be beneficial and transferable to other areas of their lives and for their futures. This study's results also indicate the need for educators to have a clear plan in developing all dimensions of children's multiliteracy skills and practices. The analysis of the data brought forward evidence that an iPad can be used as a mediator in children's multiliteracy skills and practices.

This classroom-based case study demonstrated how the use of digital technology can motivate teachers to move beyond interaction with print-based texts and toward greater interaction with technology and multimodal forms of expression that are individualized and personally meaningful and relevant for their students (Yelland, 2008). Through the puppet and dinosaur inquiries, the children were able to view, use, access, and create information and make meaning in a socioculturally relevant context (Freebody & Luke, 1990; Green, 2012). However, to implement these multiliteracy practices in the classroom, educators must give children the opportunity to not just make sense of a variety of texts, but also to use their emerging literacy skills to produce and create their own multimodal texts (Yelland, 2008). As demonstrated by this study's findings, even the youngest learners are well on their way to becoming literate participants and members of our contemporary society.

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Explorations of Evidence Based Writing in Academic Communities

Submitted by Catherine Ahlstrom

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With the ever-changing mandates and standards in today's educational society, finding effective resources and strategies to implement and support our students in the area of writing can be troublesome. With the current shift in state standards, specifically Common Core (adopted in 45 out of 50 states), students are expected to produce pieces of writing that are grounded in evidence drawn from the text. According to the Common Core Standards, "Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on them having read the texts with care" (National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). As a result of these mandates, school districts and teachers are not only experiencing senses of urgency, but also our students are as well. In this article, available strategies will be provided that assist both teachers and students with developing the skills and strategies needed to successfully master the standard concepts of evidence based writing while utilizing the available flexibility offered in a laboratory school.

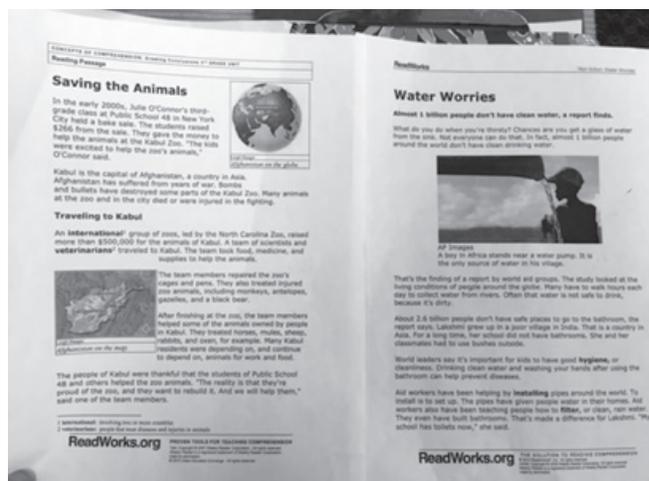
INTRODUCTION

Evidence based writing is the process of using evidence or examples from the text to clearly support a claim, or point of view. This type of composition has recently experienced a substantial push amongst all academia levels and throughout all subject matters. In order to align with state standards and rigorous expectations, students and teachers have strayed away from narrative writing and story telling to utilizing informational text to construct either an argumentative or informational essay. This type of scholarly writing requires extensive preparation and practice that can be accomplished through the implementation and utilization of strategies and resources that are developmentally appropriate for our students.

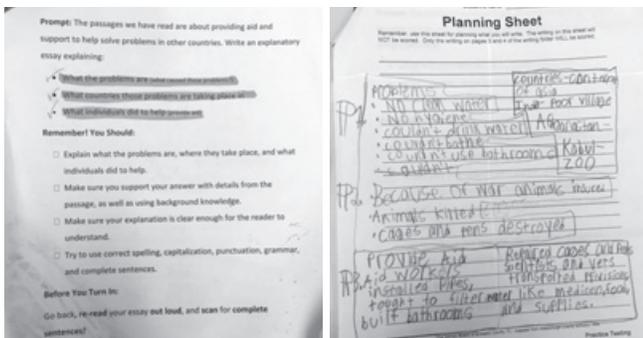
MATERIALS AND METHODS

Regardless of how difficult text based writing may seem it is certainly obtainable for our students. Using strategies such as text coding, analyzing text features (graphic sources, headings, illustrations, captions, index etc.) and additional literary structures will help students organize their ideas and allow them to construct evidenced-based responses. Text coding can be defined as a comprehension-examining approach that incorporates the process of noting and responding to a piece of text. More specifically speaking, students can text code for literary elements in both fiction and non-fiction texts, underline important words or phrases that are significant (model this with students before allowing them to do so independently) and finally, include the coded text and underlined key words as part their written responses. These are a few general strategies that can be incorporated into daily lessons that will assist students with composing a well-crafted and well-supported essay.

For example, if students are given two informational texts and a corresponding prompt, students can read the passages and text code pertinent information that they would like to use as support for their writing. See Figure 1 (readworks.org) below for examples of informational text:



The illustration above is an example of two passages appropriate for third or fourth grade students. Students will first read both articles, find commonalities between the passages, text code literary elements, and underline key words or ideas that could be used as support. Next, students will read over the prompt sheet carefully and begin planning their writing. This part is where collaboration is key! When students are able to work together to plan and draft a piece of writing, it becomes a communal project that is available to an audience of more than one. Sometimes students get into the routine of writing to one person, usually their instructor. However, if students are given the opportunity of partnership, their writing will develop into a more concrete product. See Figures 2 and 3 on the next page for further reference:



Here students use the text-dependent questions within the prompt to think aloud, brainstorm, and record possible evidence from the text using a graphic organizer. They construct a paragraph or two that allows them to master the concept before turning their writing into multi-paragraph essays. Depending on grade level and student ability, teachers should start small with evidence based writing and then build from there. See Figure 4 below as students are collaboratively beginning their writing process:



The final data was analyzed according to the purpose and focus of the writing piece as well as the organization, clarity and conventions.

RESULTS

After modeling the process of evidence based writing, and scaffolding support where needed, students were able to independently construct multi-paragraph essays. Although this concept required plenty of preparation and practice, student progress alone has demonstrated that the writing process as depicted above is both effective and developmentally appropriate for students of all ages.

DISCUSSION

As previously discussed, mandated standards have recently shifted regarding the writing process as a whole. Students of all ages and abilities are expected to draw information and key details from one or more text in order to substantially answer the question posed in the prompt. To summarize the elaborated process, students would restate the question (as a topic sentence), answer the question with cited textual evidence (either paraphrased or direct quotations), and explain or justify their answer in more detail. This process of writing not only aligns with the recent transition, but it allows our students to convey arguments or explanations that are rock solid. For instructors of laboratory schools, this means that we have the freedom and flexibility to not only implement this form of writing into our practice, but adapt it to the interests and needs of our students. Instead of pulling resources from the over-emphasized curriculum map or pacing guide, teachers in laboratory schools are able to utilize current events, personal experiences and student interest to increase motivation and enrich the writing process for our students.

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Unraveling the Threads that have Preserved University Laboratory Schools: A Qualitative Study on Sustainability

Submitted by Dr. Melissa Jozwiak and Dr. Debbie Vera

TEXAS A & M UNIVERSITY—SAN ANTONIO

Educational Reforms

In 1896, John Dewey launched an experiment in education at the University of Chicago (Dewey, 1938). Dewey advocated a novel pedagogy that discouraged the implementation of rote learning because it lacked the development of problem-solving abilities in children. Dewey's approach focused on encouraging learning through situations involving manipulating objects, observing phenomenon, and drawing conclusions based on personal experiences. The purpose of the laboratory school, according to Dewey, emphasized investigating educational theories and then applying the knowledge gained to practical applications. Dewey hoped the University of Chicago Laboratory School would become a beacon of research and improve educational practice. His thoughts influenced the role of universities in utilizing research to further pedagogic decisions thus affecting the practices of teachers and ultimately the engagement of the students.

Dewey influenced many pedagogic and research decisions of today's schools, and his focus on democracy and social justice evolved into theories regarding Progressive Education (Halpin & Williams, 2010). According to Halpin and Williams (2010), overall progressivism involved two major areas: political and economic reform, which ultimately affected education and laboratory schools. The United States Federal Government appeared to be listening to the ideas of progressivism because many of these reforms occurred throughout the 20th century. According to Jennings (2012), there have been three major reforms in education policy enacted by the federal government: Equity-based reform, School Choice, and Standards-Based Reform.

Just as Dewey's original intent involved improving learning outcomes through meaningful experiences, these three government-initiated reforms intended to improve education for all students. Equity reform involved numerous laws being passed to provide reasonable funding for all schools and for all children. The purpose of equity reform involved protecting the rights of African-American,

Hispanic-Americans and children with special needs in all public schools for the purpose of ensuring that each American had an equal opportunity to learn. Developing equitable opportunities to learn for all students resulted in laws being passed such as Title 1, the Individual with Disabilities in Education Act (IDEA) and the Civil Rights laws (Department of Education, 2015). Each of these examples of legislation occurred later in the 20th century but Dewey influenced the thoughts behind these reforms.

While Dewey's influence through Progressive Education (Halpin & Williams, 2010), affected equity reform in the 20th century, the country was not ready for this social movement when the laboratory school was opening. Unfortunately, few if any economically diverse students attended the University of Chicago Laboratory school since the funding stemmed from tuition and grant revenues (De Pencier, 1967). Tanner (1997) discussed the lack of racial diversity during the early years at the university school. Tanner noted how Asian Americans within the United States at the turn of the century were excluded from receiving a public education that primarily was given to White families. Even though issues of equity were unaddressed in the early years of the university laboratory school, equity reform did emerge in the research data for this study and will be discussed later in the paper.

Equity reform and subsequent laws related to funding failed to produce the equality intended to reform education and provide a meaningful learning experience for all. With the persistent lack of equity and subsequent funding problems, school choice became the next reform (Jennings, 2012). Wisconsin, Ohio, and Florida led the way in providing vouchers for students whose families met income guidelines. School choice continued to expand as an education reform with charter schools emerging around 1992 as an alternative to public schools. The charter school reform affected some university laboratory schools positively, permitting them to continue to enact Dewey's vision of progressive education in a climate of growing standardization.

While school choice reforms made greater variation in education possible, a third education reform, standards-based reform, was at odds with the progressive education practices in many schools. In 1983, the *A Nation at Risk Report* (United States Department of Education, 1983) proposed significant problems within our educational system. During that same time, in an attempt to fix education, educators developed standards that outlined specific knowledge and skills students should attain. The resulting standards-based reform took hold with individual states creating standards relevant for the students of their state. The No Child Left Behind Act (NCLB) further impacted standards reform by adding required assessments to assure students had met those standards (Jennings, 2012). Citing the International Association of Laboratory Schools (IALS) recommendations, Blazer (2008) identified one challenge that positions lab schools in opposition to this type of educational reform. “Laboratory schools must be given autonomy over their programs, curricula, and research. Teaching strategies and curricula must be exempted from local and state regulations. Because laboratory schools function as cutting edge alternatives to traditional schools, they must be given the freedom to respond quickly to new techniques and practices” (p. 3).

Each of these reforms—equity, school choice, and standards-based reform—occurred as a solution to improve the educational system. However, Jozwiak, Cahill, and Theilheimer (in press) describe how reforms that were intended to equalize valid and enriching content have further divided the educational system thus developing discontinuity amid curricular content. Jozwiak, et al. describe a teacher introducing “bundles” of standards-based content that lacked relevance to the kindergarten class. Utilizing irrelevant content confused not only the children but also the teacher. Unfortunately, the original intent of the federal reforms, to improve and enhance educational experiences for all children, strayed far from Dewey’s ideas of including engaging and relevant content at the University of Chicago Laboratory School.

As these reforms, such as the standards based reform, were instituted, a ripple-effect occurred thus affecting structures within the university laboratory schools. Even though the private status of the laboratory school acted as a buffer, many experienced tremendous change in the past 60 years. Cassidy and Sanders (2002) identified that there were 212 laboratory schools in 1964. By 1973 the number decreased to 166 and further declined to 100 in 2001. The significant disappearance of university laboratory schools has necessitated the importance of un-

derstanding the characteristics of laboratory schools with longevity. By examining commonalities and differences in laboratory schools that have been in operation for over 80 years, we can consider how lessons learned by these institutions can assist other laboratory schools in maintaining their existence as education reforms continue to shape how we educate young children and teachers.

Methodology

The findings and conclusions shared in this paper have emerged as part of an ongoing study seeking to better understand the administration and structures of laboratory school programs that have sustained across time. This study focuses on schools that have been in operation for at least 80 years, asking the question, what qualities make a laboratory school sustainable?

Utilizing online laboratory school listings, internet search results, and professional contacts, the researchers developed a list of over 70 university laboratory schools that are currently in operation. This data was sorted by the date the school was established, identifying schools that had been in operation in the United States for over 80 years. Thirty-three potential laboratory schools were identified, including both private and public institutions of higher learning. Schools that had experienced significant changes in ownership or significant disruptions or gaps in operation were removed from the data pool. School administrators were contacted via e-mail and invited to participate in the study. To date, ten schools, or 30% of the eligible schools have participated in the semi-structured interviews.

The semi-structured interview included questions examining: the mission of the school and how the mission has changed over time; how enrollment decisions are made and the resulting student demographics; the administrative structure of the school and how that administration reports within the larger university; funding sources; how the laboratory school collaborates with other organizations; and, the role and administration of research within the laboratory school. Data was transcribed and organized under the above categories. Interview data and online information (e.g. school websites, handbooks, etc.) were analyzed for trends and discontinuities between schools (Creswell, 2007).

Focus and Mission

The first laboratory schools to be established began with a focus on teacher training. Titled *normal schools*

(Cassidy & Sanders, 2002), they were created for the purpose of training future teachers and researching how children learn. Barbour (2003) proposes that a laboratory school is well served by its ability to balance the three purposes included in its mission: service or outreach, teacher training, and research. The purposes should drive daily decisions involving curriculum, teaching, and outreach (McBride et. Al, 2012; Branscomb & McBride, 2005). While not all laboratory schools embrace the three-part mission, the missions of each of the ten participants in this study included the three part mission—outreach, teaching and research. While the level of emphasis in each part of the mission differed, with some institutions embracing research more than others, what remained constant was that each school supported the three-part mission.

In addition, to supporting the three-part mission, some school missions were designed to directly align with the department mission. This alignment can assist with the sustainability of the school as they are viewed as an asset to the department in fulfilling their mission. However, while Cuchierra (2010) affirms the importance of having a clear purpose, she also cautions that a laboratory school cannot be everything to everyone.

Changes

Over time, the school missions have changed. In some cases, those changes have been, primarily, variations in the level of commitment to elements in the three-part mission. For example, one director commented, “We have a new dean who came in with the recognition of taking the standards and really pushing for pre-service teaching. With that we are evolving from a lab school to a university teaching school.” The emphasis on a three-part mission is being redistributed to place heavier emphasis on the teacher training work of the university laboratory school. For other schools, transformations in the mission include elements beyond the three-part mission such as including whom the three-part mission is serving. Changes in missions to serve a more diverse group of students, while for different reasons, emerged for 30% of the participants.

One purpose for the increasing commitment to diversity may have been in response to the increased emphasis on equity that resulted from equity reforms in education. Bersani and Hutchins (2003) identified that one criticism of laboratory schools was that they failed to serve a diverse group of students. In this study, schools that identified that they structure enrollment practices to secure an

economically or demographically diverse student population identified that they did so for reasons including state mandates to match overall state demographics, a socially just desire to help local communities in need, and to strengthen the generalizability of research findings.

According to Carnahan and Doyle (2012), reflecting on the mission statement periodically allows the school to critically analyze their role in the university and community. Carnahan and Doyle examined mission statements and identified common elements of the mission statements from participating schools. The commonalities emerged as service, excellence, leadership / character, student skills and diversity (Carnahan & Doyle, 2012). In their study, diversity became the impetus for intentionally restructuring the lab school environment for three of the participating schools thereby affecting the intent of each of the core considerations with their mission statements.

This study revealed the changes in the mission, be it a redistribution of emphasis in the mission or a commitment to diversity, often resulted from changes in administration within the larger university. Thirty percent of participants identified that the changes in mission were linked to changes in university administration. For example, one school identified that a new administrator adjusted the enrollment demographics and dialogued with special education programs to decrease the number of children enrolled with special needs such that enrollment more accurately reflected contemporary classrooms. The resulting change increased the teacher training emphasis within the mission and decreased the emphasis on outreach.

Laboratory Schools within the University System

The direct link between mission changes, laboratory school operation, and changes in university administration, warrants a closer examination of the placement of laboratory schools within the larger university context. Most laboratory schools are viewed as departments within a college with the laboratory school administrator (faculty or staff) directly reporting to a university dean. In only one case, the director bypasses a college and the school administrator reported directly to the university president. The majority of laboratory schools are housed within education colleges at the graduate or undergraduate level. Seventy percent of schools are housed within education colleges and 30% are housed within the colleges of family, consumer or human services.

Administrators in the schools are, by a large majority, not titled as tenure-track or clinical faculty members by the university. Only 20% of administrators held facul-

ty positions with the remaining administrators being principals or directors in staff lines reporting to deans. This trend contrasts with Branscomb's and McBride's (2005) assertion of the importance of a tenure-track faculty member in a leadership role at the laboratory school. However, for an additional 20% of the school surveyed, tenure-track faculty hold leadership roles over the research center associated with the laboratory school, thereby, raising questions about the role of tenure-track faculty in laboratory school administration and research. It should be noted that for 60% of schools without tenure-track faculty in administrative roles over the school or research center, there was a reoccurring schedule for direct connection between the administrator and the colleges (e.g. via biweekly meetings with the dean or advisory councils with university leadership representation which could include deans, provosts and other leaders).

Three R's of Sustainability: Research, Reputation and Revenue

In examining the data gathered in this study from sustaining laboratory schools, tremendous variation was evident affirming that there is no single formula for what makes a university laboratory school sustainable. There is no one way to structure administration, no one mission statement, and no one way to structure funding such that ensures a school's existence across time. Sustainability, rather, is impacted by a variety of factors and how the school and administration within the school's local contexts manage those factors. Some of those factors may be within the control of the school (e.g. staffing patterns and enrollment decisions) and others may lie beyond the direct control of the school.

Three important but intersecting factors emerged from this data-research, reputation, and revenue. One important finding in this study is that all sustaining schools identified research as part of their work as a laboratory school. As we examined variations in the types of research conducted and ways research was facilitated, two additional and intersecting factors became evident. In the sections that follow we examine variations in research at these schools and how that research intersects with their reputation and contributes to sources of revenue.

Research

While research was cited by all laboratory schools as part of their mission, the infrastructure for research-databases and processes, quantity and types of research, as

well as, the partnerships that are formed around research showed variation. For research to move forward in the laboratory school, researchers must submit research for approval through the Institutional Review Board (IRB). This requirement remained consistent across schools; however, 20% of the schools retained a school administrator to sit on the IRB. In all schools, the administrator reviews the proposals and determines if the project will be conducted. Additionally, larger universities who place a heavy emphasis on research have research centers that coordinate and promote research. These research centers maintain centralized databases on participant demographics or assessment data for researchers to access. However, only 30% of respondents illustrated this research infrastructure.

Beyond the infrastructure, the role of the students' family in approving the research varied. Fifty percent of schools used some form of blanket authorization permitting the child to participate in research. Only 20% reported that families signed individual authorization forms for every study conducted at the school. Within these percentages, some variance on the breadth of the blanket authorization arose. For example, a blanket authorization may be used if the research is for internal purposes only (e.g. educational improvements); but, when findings are to be published, families must complete informed consent documents.

Just as the process of the informed consent varied, so did the principal investigator and research participants. Researchers in the laboratory schools include undergraduate and graduate students, laboratory school teachers, and faculty from within and outside of the colleges that house the laboratory schools. Seventy percent of the laboratory schools include graduate students as researchers. Faculty researchers come from education, human development, nursing, kinesiology, international studies, psychology, nutrition, health, business, and engineering schools. Sometimes they worked in collaboration with outside corporations and not-for-profit organizations. Interestingly, no schools identified research partnerships with the local public school districts. Only professional development opportunities occurred with other systems of public education.

Just as the persons performing the research varied, so did how the research agendas that were initiated. Typically, the research agendas move from the external researcher inward to the school where the research is conducted. When laboratory schools have teachers who conduct independent research, as 20% reported, internal research agendas move forward. One laboratory school

reported a unique initiative. It included teachers shaping the larger research agendas of the external researcher. Teachers made recommendations for practices needing further study and administration communicated with researchers to move those agendas forward. This level of teacher engagement is consistent with recommendations by File (2012) to involve teachers in research as a way of sustaining research. Laboratory schools in Finland insist that teachers view research as an element of their practice. Pre-service teachers are required to submit a research study as part of their professional certification process (Henning, Petker & Peterson, 2015).

The data from this study shows that research at the laboratory school is shaped by administrative and accreditation structures, the school mission, and the philosophical beliefs about learning and development. For example, one administrator reported that National Association for the Education of Young Children (NAEYC) accreditation limits the uses of food in the classroom, thereby prohibiting research that utilized food in specific ways. Beliefs about how children learn and grow propel some schools to require researchers to spend time with the children before the research is initiated. Finally, philosophical beliefs (e.g. constructivist learning or educational approaches) can limit the types of research that can occur.

Overall, research remains significant to laboratory schools sustaining themselves over time. Variances occurred in the composition of the research team; whether it included teachers, graduate students, or other faculty outside the field of education. Despite these variances, the link between research and reputation remained stable. For a school to remain sustainable, research was a significant component thus impacting the local and university community.

Reputation

The second “R” for sustainability, Reputation, occurred in various ways, including, through the input of pioneering research that is respected and valued in the community. Revenue from these research projects rarely contribute significant amounts to the operating budget and were not identified by any participants as being an income source. However, they make important contributions to the reputation of the school, as research becomes an important vehicle to communicate the valuable, and often innovative work being done, as well as, one avenue to building collaborations within and outside of the school. Laboratory schools as sites for research, creates

visibility for the laboratory school and opens dialogue between departments that may otherwise not find common cause. Ninety percent of the schools surveyed cited working with outside departments and colleges around research projects. Branscomb & McBride (2005) suggest thinking outside the box and bringing in a wide group of constituents. As changes to laboratory school missions and structures were most often the result of administrative changes, to proactively prepare, laboratory schools need to build broad based support as a key factor in establishing sustainability.

In fact, one administrator reported changes in administration by stating, “The history saved the school. Those connections are worth saving and it caused people here to find another way to fund the school.” The collaborations that are built, often through research, are critical to establishing a view of the laboratory school as vital to the larger university context. With 90% of schools reporting that they reach beyond the walls of their own college, laboratory schools would be wise to look for new and innovative collaborations to enhance the essential nature of the school.

In addition to research and pre-service teacher training, collaborations were built around professional development, monetary donations, material support, enrichment, and support services to children and families. Fifty percent of participants reported providing professional development opportunities to the local schools and early education communities. Additionally, 30% reported donating money or material items to local not-for-profit entities. Thirty percent cited building on-campus collaborations around enrichment opportunities as children visited and utilized on-campus resources. Finally, 50% of schools identified that other campus schools or departments provided incoming services to the children and families enrolled in the school. These services ranged from engineering programs designing electronic check-in systems for pre-service teachers to health and support services that directly benefited the children or their families. For example, nursing and medical programs come into the schools to provide medical services. Other services provided to the children or families of the laboratory schools included speech pathology, psychology, counseling, job training for families and hearing services. Even when collaborations, or research as previously discussed, do not result in direct financial support, they provide an essential component of laboratory school sustainability through the reputation they establish positioning the laboratory school as a valuable and worthwhile partner.

Revenue

Reputation alone, however, will not sustain a laboratory school. Laboratory schools carry heavy financial burdens for their administration and, depending on their size, can require multi-million dollar budgets. And, while the problem of funding laboratory schools goes back to the beginning with John Dewey struggling to financially sustain the laboratory school, when in the first year a donation of \$2500.00 from a parent helped keep the school operating (DePencier, 1967), innovative solutions to attaining funds are necessary. Education reform, as previously discussed, included a school-choice movement that has bolstered the support for charter schools. Thirty percent of the laboratory schools interviewed had transformed into charter schools as part of their efforts to remain sustainable. The remaining 70% utilize tuition as the primary funding source. When tuition is the primary funding source, 70% of respondent schools offered a sliding scale or financial assistance to needy families. However, enrollment demographics indicate that significant income diversity is still lacking between families attending these schools.

Developing diversity within the families enrolled at the laboratory school is not easily accomplished in a tuition-based program. Further, even when tuition or state and charter-school funding are utilized, to adequately serve the students, financial contributions from the university (and other entities) are still necessary. Tuition-based schools draw as little as 60% to as much as 100% of their budget from tuition. For state-funded and charter schools, universities may also continue to financially support the budget. Representing the highest level of additional support, one department contributes the cost of benefits, at a rate over 40%, for 16 staff. In only one case, no additional university funding was cited.

In addition to tuition and university support, philanthropic support was an essential source of financial support for several programs. Thirty percent of schools cited they currently use philanthropic funds in their annual operation. Others cited utilizing it in the past to cover the costs of capital improvement projects. Philanthropic support was reported to cover costs as minimal as field trips to as expansive as the construction of the physical school building. For 20% of the schools, philanthropic support provided an ongoing source of revenue that assists in offering enrollment to economically diverse families. Those contributions may be in the form of general funds that are used for tuition reduction or they may be dedicated donations that cover full tuition for a designated child/family. A small number of schools, consistently associated with large

universities, have successfully utilized foundation funding for their ongoing operation, raising questions on how better to draw foundation funds in support of laboratory school projects. Funding, as a major determinate in the sustainability of the laboratory school is not a set formula and must be individually developed within the university culture. Factors such as need for faculty childcare, level of university support, and strength of the foundation all contribute to establishing a sustainable school budget.

Conclusion

Despite numerous variables between programs and the small sample size, important conclusions about sustainability are beginning to emerge from this research. These findings recognize the value of and relational nature of research, reputation and revenue. Individually, research, the reputation of the laboratory school, and reliable and sufficient sources of revenue were shown to be critical elements of schools that sustain. However, these elements also interacted with and impacted each other.

Research was universally embraced by all sustaining laboratory schools and was also shown to contribute positively to the reputation of the laboratory school by advancing the mission of the university. When laboratory schools advance the mission of the university through research, the university has greater justification for providing valuable financial and human support, as faculty serve on boards or as the directors of research at the school. Additionally, when the laboratory school develops a positive reputation in the community because of quality teaching occurring, often as a result of teacher or external research, parent tuition serves as a sustainable source of revenue.

At the most fundamental level, revenue sustains the laboratory school. However, without research and a positive reputation, maintaining revenue sources can be challenging. This research affirms the need for laboratory schools to attend to all three elements, as paying careful attention to these elements can help laboratory schools weather the inevitable changes that occur within university systems. However, to simply weather the changes and sustain at a time when families and legislators are becoming increasingly disenfranchised with the unintended outcomes associated with contemporary education reforms (Strauss, 2015) is to fail to embody the essence of the university laboratory school as a site of educational innovation and risk leaving the laboratory school increasingly isolated from the larger education community, as well as, increasingly vulnerable to the next wave of education reforms.

Universities that are contemplating adding new laboratory schools (as is the case for these researchers) and existing schools need to do more than examine how research, reputation, and revenue come together to establish their relevance in the university community. University laboratory schools must ask how research at their schools can re-engage the laboratory school as a voice in education reform and leadership. Schools must find ways to maintain a quality reputation while expanding that reputation to include being an education leader and change agent. One such example emerging within this study occurred at a laboratory school that intentionally examined the changes occurring in society and asking how those changes will impact education practices of the future. This led the school to begin planning research on teaching coding to elementary students. In this way the laboratory school is being proactive in seeking research agendas that will contribute to their reputation as a leader in quality education.

Just as we often look to John Dewey as a leader in education, we must also look to ourselves and ask how what we are doing contributes to positive changes for our students and larger communities. The future of the laboratory school need not continue to spiral downward in number of students or stature of the program; or, even to simply sustain its existence. Instead by examining research, reputation and revenue with a forward looking gaze, we can reaffirm the role of university laboratory schools as essential voices in affecting the future of education.

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Featured Educators: “An Interview with Mr. Z”

Submitted by Dr. Laurie Cella

ENGLISH PROFESSOR, SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA

On March 7, 2016, I had the opportunity to interview Mr. Z, the kindergarten teacher at Grace B. Luhrs University Elementary School. He has been teaching at GBLUES for 38 years, and he has become a fixture at the school, and in the surrounding community. Because of his longevity, he has begun the process of educating the offspring of the children he taught years ago. The following transcript has been edited to reflect the common themes that shape Mr. Z’s approach to the classroom.

The Industrialization of Education— Not Everyone is a Model T

The current model of education is built on an industrial model. Public schools were created by leaders of industry. These leaders employed the assembly line approach to education. Each grade—first, second, third—was designed to teach one segmented aspect of education, just like each aspect of the assembly line focused on one piece of the car: the bumper, the headlight, the tire. By the end of the process of education, the children will be fully educated, just like an assembly line would produce a fully functioning Ford vehicle. However, this model does not account for the way each child learns; instead, this model requires each student to fit into a cookie cutter format, into a mold that prevents true engagement in the process of learning. Instead, I think education should



follow the agricultural metaphor, a model that focuses on the growth and development of each child. As teachers, we can provide the tools they need—the food, love, nurturing, and yes even the physical contact they need in the form of hugs and cuddles—and they will all eventually meet those expectations. Some will be get there faster, some slower, just like any kind of a crop. There will never be a class where everyone achieves that mastery at the same rate. I can introduce concepts with enthusiasm and encourage play, but the results for student will always vary, and that’s as it should be. By expecting all students to perform at the same level, the current model of education belittles the children who aren’t there yet, as well as the teachers who are trying to reach those children. Not everyone is a Model T and we can’t expect education to function the same way an assembly line does.

Schools teach children that they need to simply get their assignments done. Instead, I think we need to provide a real reason for students to learn. They don’t need to hear a teacher lecture; they need to be solving problems, figuring out answers for themselves, and trying out their own problem-solving skills for themselves. Instead of enjoying the freedom of learning, the process of thinking, we stifle that impulse. When students don’t fit our expectations, sometimes it is more productive to just sit back and enjoy. One of our teacher traits is to be smarter than the children. We know how to solve problems and we like to show our students what the answer is. We can’t help it; we are usually proud that we know the answers! It is easier to feel successful if we just give the children the answers. However, it is better to let them figure out how to solve problems, even if it takes longer, even if they don’t solve the problem in a given time frame. Kids are all learning at different paces, and we need to respect that process. We don’t need to waste time feeling badly that all kids develop differently.

Happiness as a Pedagogical Tool

We need to do more to recognize happiness when we see it in the classroom. When I see a child giggling in the

corner, I don't tell her to be quiet and get to work. I say, "OK, keep giggling! And do some of this work while you giggle." I want to incorporate all the things that make them happy into the process of learning, so they see learning as fun and they are excited and happy to come into my classroom. The goal of school should be creating a space for happiness, not just being smart. Kids come to school self-centered—that is natural—but the goal should be to make someone else happy. The reward is the happiness you spread. I don't see myself as a teaching role model, I'm a human role model, and I just provide opportunities for students to learn. I try my best to allow them to be 5 years old. I try to be empathetic, to understand where they are coming from, and where they are going. I truly believe that the best thing in life is to care for other people, and I work to model that in my classroom.

The Peace Award



I designed the peace award, a ceramic peace sign that I make in my ceramic studio, so that the students would start looking around to see who is acting peaceful—who is using good manners, who is picking up their mess, who is letting me go first in line. First, I have to explain what peace is.

Usually I brainstorm with the children. I emphasize the importance of making our classroom a peaceful place. In the Fall, I choose the most peaceful child on a Friday, and I give them a Peace Award. Before I hand out the award, I verbalize why I'm choosing this child so that the class can learn what behaviors would reflect peacefulness. I always avoid using a gender so that I have the entire class's attention. I might say, "This person has been very helpful in the classroom, picking things not, sharing toys, not shouting on the playground." Then, in the Spring, the children choose the most peaceful child. I want them to see that it is not about winning the award—it isn't really about the joy of getting the award—but about supporting each other, noticing the good things other children are doing. After the last child won on Friday, the kids all crowded around him to give him hugs. I want them to see that just because you didn't win, you learned to see what it means to be peaceful. What's been interesting is that as children get older and move up the grades and down the hallway, they continue the tradition of the peace award. I've got walls of

peace-related things that children have given me. It shows that they internalized the idea of promoting peace, not conflict. When they give someone a peace sign, they know what it means. They have taken ownership of it; it is not an adult telling them what it is.

The Importance of Play

The way I look at it is this: if you are surrounded by water, then you need to learn to swim. A child's life is play; a five year old's life is built around play. If you try to stop it, then you get kids pouting, not really engaged or doing anything. You can't ban kids from playing—that'd just impossible. Instead, you need to take advantage of their natural interest in playing. Another way to think about it is this: If I want to teach kids how to be a good adult, then I need to learn how to be a good 5 year old. A five year old can't think like an adult, so I need to meet them at their level.

Expectations Versus Rules

I try to create a classroom atmosphere that is family oriented; I don't want to have an artificial environment. In my class, they can eat snacks, go to the bathroom, and ask questions when they want, much like they can at home. For me, the difference is between having Expectations and having Rules. I have lots of expectations and few rules. Expectations are behaviors that we want to develop, but every student will reach that expectation at his or her own pace. Forcing students to meet expectations before they are ready is more about the teacher, and less about what is best for the student. Rules are more focused on enforcing a behavior through punishment. Rules begin to make students resist the classroom and the learning process. They are an artificial form of discipline that erases true learning. When students make their own decision to follow the expectations I have, that will stay with them, and they will be more effective at modifying their own behavior in the future.

Why Standard Lesson Planning Stifles Creativity

Too often, children are told What to Learn, How to Learn it, and When they should learn it. This structure—of telling children when they should learn and how to learn it—creates passive learners. Children need to be taught how to think for themselves. Children become conditioned to reach grade level expectations. Once they achieve what the teacher expects of them, they sit back

and say, I don't have to do anymore. For example, in District curriculums, there are certain topics associated with each grade level. Children might learn about one topic in a grade, and then forget about it in the next. I want to help children understand that they are lifelong learners, that they will revisit topics as adults and throughout their lives. Teachers focus on curriculum, and then the children don't have to make decisions.

In the classroom, I model that emphasis on choice. Rather than planning to teach for 45 minutes, I usually introduce students to a concept, and then I give them opportunities to apply that concept throughout the day, and even the week. I try to give them lots of opportunities all day. That way, applying the concept becomes a choice. [While we sit and talk on the playground, a child gives Mr. Z a post-it note, covered with peace signs, with the words "Mr. Z" written on it.] See, I gave them this post-it notes earlier today, and now he is following me around, writing what he wants on his own. This is an example where he wants to write, and he is having fun with it. This approach can be applied to all the grades, and it would help students become more active learners, able to make more meaningful decisions about their education.

Advice to Future Teachers

Be true to yourself. Don't allow a district to force you into a box. Don't give up on all that you believe is good about teaching. Remember that many of the behavior modifications used in school today were originally meant for children with a variety of disabilities. Schools have taken that model and now many children are not given the chance to use their brains. Humiliation tactics are never good for a child. Having Johnny write apologies on the board in a public way—that is not the way to show children how to behave. Yes, children will make good decisions, but they need to do it on their own time. Let the fertilizer and nurturing do its work, and eventually, they will grow. Happiness is doing something that they love, and it may take them until they are much older to see how to get there. A child or a teen might struggle throughout his or her schooling, and then, as a young adult decide, "I want to be a Nurse," and then, when they have that clear goal in mind, they will put forth that effort to achieve what will make them happy.

How Education Has Changed Over the Years

Over the years, education has become more formalized and industrialized. We are now moving kids down the

line, creating K-1, 2-3, 4-5 schools which really isolates children from each other. We aren't respecting the bonds that children create with each other in the classroom. Classrooms are meant to become family spaces, where children learn to love and respect others while they learn. Now, schools want to split up the Kindergarten groups, sort them according to their abilities, even their personalities. There is no family commitment to education. Schools want to put all the bumpers together, all the headlights, rather than respecting the bonds that children have made with each other. This community used to have eight neighborhood schools when I started out, and those have been consolidated into two schools. We need to bring back the small, family-oriented classroom. When you build a family-oriented classroom, where children feel at home, they will approach you. You might have someone sitting on your lap. Some won't need that. Some need more attention than others. Some can take teasing, some can't. I can tease my children—and sometimes I go too far, and I hurt their feelings. Then, I go and apologize. But they approach me—tease me, make faces, hug me, tell me stories, ask me questions—because I approach them. We have a balance of work and play here, so they know they can have fun, be goofy, and be as goofy as I am. [Students return from Art class at this point and start coming up to Mr. Z for hugs, or to make faces, or to ask questions] The reason they are approaching me is because I approach them.

Featured Educators:

“We do nothing without joy!”, Carol Cordeau Young, Supervising Teacher

Submitted by Sandra Brown Turner

DIRECTOR OF THE BARBARA K. LIPMAN EARLY CHILDHOOD SCHOOL & RESEARCH INSTITUTE AT THE UNIVERSITY OF MEMPHIS



Ms. Young is in her 21st year as a Supervising Teacher at the Barbara K. Lipman Early Childhood School & Research Institute, the early childhood education laboratory demonstration school for the University of Memphis. Her position is considered clinical faculty. She holds a B.A. in Philosophy, a M.S. in Early Childhood Education and another M.S. in Special Education plus several hours toward her doctorate in Educational Psychology.

Her pedagogical reputation is solid for her strength in working with young children, teaching undergraduate courses at both this university and Southwest Tennessee Community College, and her leadership in the larger community. She has published numerous articles in peer-reviewed journals. Her contributions are well established in the College of Education early childhood program, as are her collaborations with faculty in numerous departments of campus.

Underlying all of Ms. Young's excellent teaching and learning is her good heart. Her care and concern for the families, the children, the university students, the well-being of the early childhood profession is as strong today as it was her first day of teaching. Her nickname at Lipman School is "The Fabulous Ms. Carol."

Carol Cordeau Young not only represents Lipman School well; she personifies what is great about this University. She will come early and stay until the work is finished. Her fellow faculty members at Lipman look to her for guidance in their every day practices. She processes with them until they find the answers to their own questions. As a matter of fact, she does that with me in the daily administration of this extraordinary school. And Ms. Carol is part of what makes it extraordinary.

2016 Outstanding Laboratory School Award: The Dr. Eric Jackman Institute of Child Study Laboratory School

Submitted by Chriss Bogert

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION | UNIVERSITY OF TORONTO

45 WALMER ROAD | TORONTO, ONTARIO, CANADA

[HTTP://WWW.OISE.UTORONTO.CA/ICS/LABORATORY_SCHOOL/INDEX.HTML](http://www.oise.utoronto.ca/ics/laboratory_school/index.html)

The Dr. Eric Jackman Institute of Child Study (Jackman ICS) Laboratory School was founded in 1925 and took its inspiration from the University of Chicago Lab School and John Dewey's views that it is imperative that education reflect and support strong thinking, inquiry, and making a contribution to a just society. Ours is an elementary school, Pre-Kindergarten to Grade 6, for 200 students. Our mission is excellence in childhood education, teacher education, and research in an intentionally diverse environment. At the Laboratory School, we create a secure learning environment that inspires exploration, creativity, curiosity, and confidence to flourish. We honor diversity and value a deeply interconnected community, in which all members feel known, respected, and supported as active participants.

Within our classrooms, children are challenged to think independently, to use their natural curiosity to critically investigate the social and natural world, and to gain the skills to communicate with others, becoming engaged citizens. Children at the Laboratory School learn to love learning. At Jackman ICS, we celebrate our differences as well as our similarities. The idea that each individual brings a unique and valuable dimension to our shared experience drives the relationships in our community. To us, growing and learning among individuals who share widely divergent life stories, and appreciating their respective cultures, is an invaluable aspect of a true education.

The Laboratory School provides an environment that fosters research and professional inquiry and is involved in initiating and disseminating new ideas related to improving education. The school makes a significant contribution to the education, human development, and applied psychology work within the University of Toronto, and in the wider educational community in Canada and internationally. Increasingly, the school's research is sought by school districts across Canada, by teacher education programs internationally, and by policy makers in the Province of Ontario, as well as First Nations communities in Canada. Through our visitor program, which brings Lab School colleagues, public school teachers, international educators, and others through our doors in large numbers every month, we meet educators who share or stretch our thinking.

In 2009, the Laboratory School launched *Natural Curiosity*, a highly valued teacher resource and program of professional development developed by the Jackman Institute of Child Study Lab School based on a curiosity, interactive and integrated approach to environmental education. Our teacher resource, *Natural Curiosity: Building Children's Understanding of the World through Environmental Inquiry* was completed and launched in May 2011 in print and online and has been met with overwhelming success. Since its inception, the impact of this curriculum has been remarkable, gaining widespread



adoption in schools, boards, universities, and Ministries of Education in Ontario, across Canada, and internationally. In its 3rd year a considerable grant was given to the Initiative to distribute one copy of *Natural Curiosity* to every elementary school in Ontario. Now in its 7th year, a French version of the teacher resource is also available and a critical second edition is being written. Through this work, we have connected with Indigenous Peoples who hold a deep knowledge about, and respect for, the natural world. The second edition will look at environmental education and inquiry through an indigenous lens. This new resource will integrate Indigenous perspectives in a meaningful manner, and is aiming to be published in the Fall of 2016. For more information about *Natural Curiosity* visit: <http://www.naturalcuriosity.ca/>

2016 Outstanding Laboratory School Award: MAGIC at Grace B. Luhrs University Elementary School

Submitted by Cindy Pimental

FOURTH GRADE TEACHER, RETIRED

Twenty-five years ago, a young inexperienced fourth grade teacher teamed with her school's first grade teacher, Mr. Z. They combined first and fourth grades once every week for a collaborative reading lesson. It was the young fourth grade teacher's turn to plan this lesson. She spent hours preparing a lesson complete with materials and even scripted her words. The lesson began and shortly after outlining the directions, a brown haired first grader, Matt, waved his hand and said, "Why don't we do it this way instead?" Well, the young teacher immediately recognized that "this way" meant abandoning her entire lesson as planned. What about all the time spent in preparation? As she was about to deflect the child's idea, Mr. Z exclaimed, "Great thinking, Matt! Let's try your plan and see how it works."

The inexperienced teacher was me. I learned some MAGIC that day: all that ever really matters is honoring each child. As Dr. Suess said, "A person is a person no matter how small." This lesson was the first of many magical lessons I learned. Grace B. Luhrs University Elementary School (GBLUES), situated on the campus of

Shippensburg University in south-central Pennsylvania, continues to demonstrate the MAGIC I first learned there twenty-five years ago. It remains a warm child-centered learning environment. A respectful, dynamic, exploratory philosophy continues today at GBLUES as the school currently serves 130 children, grades K-5. In addition to the young students, this laboratory school also shares its MAGIC with university students each year. Last year 12,000 visitors passed through the school. GBLUES is administered through a unique collaboration between Shippensburg University's Teacher Education department and the Shippensburg Area School District.

If you could stroll GBLUES's hallway today, I can promise you it is still likely you will witness some MAGIC. A quick glance would reveal standards based instruction and eager students. A closer look would allow for a glimpse of the subtle and nuanced teaching that releases the MAGIC. For instance, you might see the former director in the hallway helping a kindergartener or two elderly volunteers who faithfully come each week

to read orally with students. You might see a fifth grader naturally stopping to help a younger student. Or you might notice parents and grandparents blending into the classrooms and helping as needed. You might also note university professors providing high levels of expertise to small groups or whole classes. Throughout the building, you would see university students, freshmen through seniors, observing or participating with GBLUES students. You might also see interesting structures made of recycled trash and if you ask the budding "engineer" to share his/her design, you will surely see the MAGIC. You will witness child-driven learning. You will witness fluid student engagement in a palpably caring setting.

In the words of Roald Dahl, "Above all, watch with glittering eyes the whole world around you because the greatest secrets are always hidden in the most unlikely places. Those who don't believe in magic will never find it." MAGIC is not an illusion at Grace B. Luhrs Elementary School. It is a hand wrought reality; harnessed, released, and enjoyed daily.

INFORMATION FOR CONTRIBUTORS

Call for Papers—IALS Journal 2017

Information for Contributors

The *IALS Journal*, a refereed journal, publishes articles that contribute to the knowledge and understanding of laboratory and university affiliated schools and other significant educational issues. Most articles focus on research, innovation, or opinion. The subjects most often addressed are teaching techniques; administrative concerns; functions, history, and the future of laboratory schools; innovations in curriculum and program; teacher education; student growth and development; and philosophical topics. Rebuttals, responses, and book reviews are also considered for publication. Although available space and thematic journals may limit the number of articles published, unsolicited manuscripts are encouraged. Preference is given to articles that link explicitly to laboratory schools.

Submission Requirements

Length

The maximum acceptance length is twenty five pages, including all references and supplemental material.

Format

The *IALS Journal* uses the 6th edition of the American Psychological Association (APA) *Publications Manual*, for style format. It is vital that all manuscripts submitted for publication conform precisely to this APA style.

Submission

Send your submission electronically to the editors of the journal: Dr. Christopher Keyes cskeyes@ship.edu or Dr. Shannon Mortimore-Smith smortimore@ship.edu. The electronic copy should be written in a current word processing application (twelve point, Times New Roman font, double spaced). For consideration in the 2017 volume of the journal, please submit by **September 24, 2016**.

Editing

The *IALS Journal* reserves the right to make editorial changes in all manuscripts to improve clarity, to conform to style, to correct grammar, and to meet space requirements. All submitted articles are reviewed by the Editors to determine acceptability for publication in the *IALS Journal*. During the revision phase, authors should include information concerning their title, position, laboratory school, university name, location, etc. A brief author biography and school overview will be included at the conclusion of each article.

For further information: Questions can be directed to the editors. The editors welcome suggestions from IALS members concerning ways in which the *IALS Journal* may be improved.
