UNIVERSITY OF WISCONSIN WHITEWATER
Office of Research and Sponsored Programs

APPENDIX D
SABBATICAL COVER PAGE
RELEASED 22 SEPTEMBER 2014

Applicant's Name: Melanie L. Schneider

Applicant's Department: Curriculum and Instruction

Applicant's Rank/Position: Associate Professor

Applicant's Years of Service: 6 **Year of Applicant's Tenure Decision:** 2013

Sabbatical/Fellowship Support Time Period Requested:

- ☒ 2015-2016 Academic Year (up to 65% compensation)
- ☐ Fall 2015 Semester (up to full compensation)
- ☐ Spring 2016 Semester (up to full compensation)

Is supplemental support required through a Chancellor's Fellowship?

☒ NO ☐ YES

[OPTIONAL] The applicant for sabbatical/fellowship is a (please check as applicable):

☐ Member of an Ethnic or Racial Minority ☒ Woman

Title of Project: Strengthening Three Fronts: Technology in Teaching, Research, and Student Teaching Abroad

Abstract summarizing the proposed sabbatical/fellowship activities. Please limit to a short and clear paragraph of three to four sentences. A maximum of 100 words may be used.

The proposed sabbatical activities encompass three areas or "fronts," one each in teaching, research, and service: 1) improving my teaching through self-reflection and integrating technology into my courses, 2) enhancing my research record by completing two writing projects, and 3) strengthening department ties to the student teaching program in Mexico. In addition to completing the writing projects, an expected part of my research activities is to continue implementing the Wisconsin Improving Teacher Quality grant project that I am co-directing with a colleague this year.

AFFIRMATION

I hereby agree to return to the University of Wisconsin-Whitewater for at least one academic year of full-time service immediately following the completion of my sabbatical/fellowship, or repay any compensation (salary plus the University's share of fringe benefits) I have received from the University during the sabbatical/fellowship.

Melanie L. Schneider 10/7/14

(Applicant's Signature) (Date)

PROPOSAL NARRATIVE:

1. Objectives and Project Plan

Project objectives. After teaching six years at UW-Whitewater, I have had opportunities to grow substantially in the areas of teaching, research, and service. As part of being a reflective practitioner, I have also identified areas in my professional life that could substantially benefit from a sabbatical award in these areas during the 2015-16 academic year. My sabbatical project plan is guided by three main objectives: 1) to strengthen my teaching through the integration of technology into my courses, 2) to enhance my research record through research leading to publications, and 3) to strengthen ties between the ESL/Bilingual Program and student teaching program in Mexico as part of service to the University.

Procedures to accomplish objectives. To implement my first objective, **integrating technology into teaching**, I would like to explore and put into practice two main strands: 1) the use of LiveBinder, a digital binder where teachers and students can collect, share, and reflect on resources for learning and 2) increasing preservice teachers' critical understanding of the credibility of websites and their ability to discern possible bias in website content. The initial focus of the first strand, the online binder, is to collect and share resources related to differentiated instruction in my CIGENRL/ESL 403/603 course, ESL Methods and Curriculum. After piloting LiveBinder in the ESL methods course in Fall 2016, I expect to expand its use to other courses I teach, such as the introductory course in the MSE-PD Program and other courses in the ESL/Bilingual Education Program. While D2L could provide a similar collection of resources, there are three key advantages to using LiveBinder: a wide range of file types can be added (e.g., links to websites, YouTube videos, Flickr images, PDF/Microsoft Word documents, and QR codes), sharing and collaborating on documents is simple, and students can access it after the course is over. The initial focus of LiveBinder on differentiated instruction is purposeful: not only is it an important topic for future ESL and Bilingual Education instructors, but it will also help students demonstrate their knowledge of how to differentiate instruction on the Education Teacher Performance Assessment (edTPA), which is required of all student teachers in Wisconsin.

The impetus for the second strand of Objective 1, increasing preservice teachers' ability to critically assess websites, is based on recent research that shows a gap in academic skills on the Web tied to income level (Leu, et al., 2014). Although the research conducted by Leu and colleagues focused on school-age students, the fact that many teachers teach as they were taught—coursework emphasizing the importance of Internet research but sidetracking critical assessment of online sources—underscores the need to explicitly teach how to evaluate the credibility of websites and identify possible bias. Even if preservice teachers themselves are critically self-aware about the varying quality of websites, this knowledge does not always translate into teaching practice. I plan to weave the two strands of Objective 1 together so that while piloting LiveBinder in my ESL methods course in Fall 2016, students will be explicitly trained (or have their training reinforced) on how to evaluate websites related to the focus of LiveBinder, differentiated instruction. In order to complement students' previous instruction, this effort will occur in consultation with Dr. Eileen Schroeder in Educational Foundations and in collaboration with Ellen Latorraca, the COEPS reference librarian.

To accomplish my second objective, **conducting research leading to publication,** I would like to focus on two main areas for writing and submitting articles for publication: 1) a

preliminary analysis of K-3 students' use of science notebooks and 2) an analysis of interviews on co-teaching with ESL and bilingual teachers conducted as part of my ESL methods course. The first area of research arises out of a Wisconsin Improving Teacher Quality (WITQ) grant that colleague Matthew Vick and I were awarded in January 2014.[1] There are no Wisconsin state achievement tests on science for K-3 students, and even if they were, they would not adequately measure K-3 students' developing awareness of science concepts and writing abilities related to science. As a result, we are using science notebooks as a measure of students' developing science concepts and literacy skills. Because of the labor-intensive nature of analyzing student writing, having a block of time without teaching responsibilities will contribute greatly to 1) outlining a procedure that UW-Whitewater faculty collaborating on the grant project can use to analyze student science notebooks and 2) completing an initial analysis of student writing in the notebooks from Year 1 of the grant project.

The second research area stems from interviews on co-teaching that have been conducted by students in my ESL methods classes and me over the past two years. Although I have presented at both the state and national levels on findings from these interviews, I have not yet had the time to write up the results of this research.

Turning to my third objective, **strengthening the student teaching program in Mexico**, there is a need to both better publicize and bolster student teaching opportunities in Mexico in order to increase student participation in these programs. I serve as faculty advisor for this international student teaching program and have visited the local coordinators and supervised students on site in Mexico. In consultation with Dean Heyning in COEPS, Renee Gailloreto, Office of Field Studies (COEPS), and Dan Colleran, Center for Global Education, I would like pursue three concrete goals: 1) design an informative flyer on the program, 2) promote the program more among COEPS faculty, through electronic and face-to-face means and 3) create a short digital story or video based on images/video from the two program sites: Guanajuato (for Elementary Education majors) and Oaxaca (for Secondary Education majors). Accomplishing the first two goals can occur at UW-Whitewater. Completing the third goal will require some College-level support for travel to the student teaching sites in Mexico. Ideally, such a visit should coincide with the supervision of one or more UW-Whitewater students who are student teaching there.

Schedule. I am requesting a leave for the academic year 2015-16. Table 1 outlines how time will be used during the sabbatical leave.

Table 1. Timeline for Implementing Sabbatical Project Objectives

Semester	**Objective 1** - Integrate technology into teaching	**Objective 2** - Enhance research record	**Objective 3** - Strengthen student teaching program in Mexico
Fall 2015 Sept. – Oct.	Research and classify resources related to differentiated instruction	Read articles related to science notebooks; analyze sample of student science notebooks on selected variables	Design an informative flyer for the Student Teaching in Mexico Program (two sites); promote the program among COEPS faculty

[1] Project #14-1211, Integrating Science and Literacy Learning with English Proficient and English Language Learners, Year 1: Mar. 1 – July 31, 2015. Dr. Matthew Vick and I submitted a proposal for funding years two and three of the project in mid-September and expect awards to be announced in early January 2015.

Fall 2015 Nov. – Dec.	Build LiveBinder website for ESL methods course	Draw conclusions based on analysis; begin draft of manuscript; develop a template for analyzing science notebooks for WITQ colleagues to use	Continue promoting the program
Spring 2016 Jan. – Feb.		Finish and notebooks manuscript; begin reading articles related to co-teaching with ESL/bilingual teachers	Plan video or digital story of program (storyboard); plan for trip to student teaching sites in Mexico (with support from COEPS)
Spring 2016 Mar. – Apr.		Review analysis of co-teaching interviews; begin draft of manuscript	Visit student teaching sites in Mexico; combine with student teaching supervision
Spring 2016 May - June	Refine LiveBinder website for ESL methods course	Finish co-teaching manuscript; submit proposal with WITQ faculty on science notebooks to state science organization (WSST)	Submit a proposal on the impact of international student teaching on future teaching practices for TESOL International Convention

Additional information (reading list; names, dates, and purposes of any conference or consultations). The following selected sources are listed by project objective:

1. *Integrating technology into teaching*

Drew, S. V. (2012). Open up the ceiling on the Common Core State Standards: Preparing students for 21st-century literacy—now. *Journal of Adolescent & Adult Literacy*, *56*(4), 321-330.

Fabos, B. (2008). The price of information: Critical literacy, education, and today's Internet. In J. Coiro, M. Knobel, C. Lankshear, & D. Leu (Eds.), *Handbook of research on new literacies* (pp. 839–870). Mahwah, NJ: Erlbaum.

Fairbain, S., & Jones-Vo, S. (2010). *Differentiating instruction and Assessment for English language learners: A guide for K-12 teachers*. Philadelphia: Caslon.

Leu, D. J., Forzani, E., Rhoads, C., Maykel, C., Kennedy, C., & Timbrell, N. (in press). The new literacies of online research and comprehension: Rethinking the reading achievement gap. *Reading Research Quarterly*. DOI: 10.1002/rrq.85

Leu, D. J., Zawilinski, L., Forzani, E., & Timbrell, N. (2015). Best practices in teaching the new literacies of online research and composition. In L. B. Gambrell & L. M. Morrow, *Best practices in literature instruction*, 5th ed. (pp. 343-362). New York: The Guilford Press.

Pettig, K. L. (2000, September). On the road to differentiated practice. *Educational Leadership*, *58*(1), 14-18.

Stallin, J. (28 August 2014). Educator's guide to LiveBinders. *The Edublogger.* Retrieved from http://www.theedublogger.com/2014/08/28/livebinders/

Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching*. Alexandria, VA: ASCD.

Tomlinson, C. A. (2005). Differentiating instruction: Why bother? *Middle Ground*, *9*, 12-14.

2. *Research leading to publications* (articles on co-teaching and science notebooks/inquiry)

Amaral, O. M., Garrison, L., Klentschy, M. (2002, Summer). Helping English learners increase achievement through inquiry-based science instruction. *Bilingual Research Journal, 2*: 213-239.

Davison, C. (2006). Collaboration between ESL and content teachers: How do we know when we are doing it right? *International Journal of Bilingual Education & Bilingualism, 9*(4), 454-475. doi:10.2167/beb339.0

Duke, N. K. (2013, November). Starting out: Practices to use in K-3. *Educational Leadership, 71*(3), 40-44.

Fulton, L., & Campbell, B. *Science notebooks: Writing about inquiry*, 2nd ed. Portsmouth, NH: Heinemann.

Honigsfeld, A. & Dove, M. (2010*). Collaboration and co-teaching: Strategies for English learners*. Thousand Oaks, CA: Corwin Press.

Huerta, M., & Jackson, J. (2010). Connecting literacy and science to increase achievement for English language learners. *Early Childhood Education Journal*, 38, 205-211.

Klentschy, M. (2005). Science notebook essentials: A guide to effective notebook components. *Science and Children*, 43, 24–27.

Klentschy, M. (2008). *Using science notebooks in elementary classrooms*. Arlington, VA: NSTA Press.

York-Barr, J., Ghere, G.S., & Sommerness, J. (2007). Collaborative teaching to increase ELL student learning. *Journal of Education for Students Placed at Risk*, 12(3), 301-335.

3. *Strengthening student teaching program in Mexico*

Liu, K., & Kolb, Sharon. (2014). Going out and linking back: The impact of student teaching abroad on global awareness and teaching practice. Paper presented at the Comparative & International Education Society Annual Conference, March 2014.

As part of the WITQ grant project, I plan to submit proposals to present at a state-level science conference (e.g., Wisconsin Society of Science Teachers) with Dr. Matthew Vick, the Wisconsin affiliate of TESOL (WITESOL), and at the International TESOL 2016 Convention, April 5-8 in Baltimore, Maryland.

Supporting grant/fellowship proposals or awards. Prior to the sabbatical leave period, one grant project has already received funding and another has been submitted. If the submitted proposal is funded, a 25% course release during the sabbatical leave period (2015-16) will be supported by the sponsoring grant agency (Title IIA of the ESEA, administered by UW-Systems).

- Awarded: Wisconsin Improving Teacher Quality (WITQ) grant project: Integrating Science and Literacy Learning with English Proficient and English Language Learners, Year 1: Mar. 1 – July 31, 2015, Drs. Melanie Schneider and Matthew Vick, Co-Directors, $87,165.
- Submitted for Years 2-3 funding: refunding for Years 2 and 3 of WITQ grant project: Integrating Science and Literacy Learning with English Proficient and English Language Learners, Drs. Melanie Schneider and Matthew Vick, Co-Directors, requested amount: $107,759 (Year 2), $109,803 (Year 3).

2. Rationale for the Project

Contribution to my effectiveness as a teacher/scholar. By **integrating technology into my teaching** (Objective 1), specifically through the use of LiveBinder and reinforcing students' ability to evaluate websites, I will be introducing an important online resource and preparing future teachers to teach a critical component of what is known as the "new literacies" (Drew, 2012; Leu, et al., 2015). Focusing on differentiated instruction (DI) as the initial topic of LiveBinder will broaden my perspective on DI and encourage me to reflect on my own teaching and how I am meeting the different needs of my students. At the same time, it will provide a resource for future and practicing teachers in my courses for understanding this crucial aspect of teaching, which will also help them prepare for the edTPA during student teaching. Creating a video or digital story on student teaching in Mexico (Objective 3) will also expand my technological toolbox and encourage me to revisit the use of digital stories in my courses, which I first included as a course assignment three years ago.

Because my two past summers have been filled with grant-related activities, a sabbatical leave will provide me with the needed time to **conduct research leading to publication** (Objective 2). My goal is to produce at least two finished manuscripts: one that has been in preparation (the co-teaching practices of ESL and Bilingual Education teachers) and one that is new (the developing science concepts and language of ELL and English proficient students as evidenced by science notebooks). Additional conference presentations and co-authored publications are expected to emerge from the WITQ grant project (see p. 4).

Strengthening the student teaching program in Mexico (Objective 3) will primarily benefit ESL/Bilingual Education minors who complete part of their student teaching at one of the two program sites, Guanajuato or Oaxaca. The benefits of student teaching in Mexico include exposure to different norms of teaching and learning, opportunities for improving Spanish language proficiency through homestays and on-site use of Spanish, familiarity with Mexican history and culture, and proximity to the U.S., which decreases transportation costs. Despite these advantages, students' (and their families') perceptions about safety and security in Mexico are formidable challenges to the growth of the program. However, I believe that publicizing the above benefits, the stability of local program sites in Guanajuato and Oaxaca, and the degree of guidance and support students will receive on site will substantially mitigate their concerns and promote growth in the program.

The benefits of this student teaching program to me are likewise great but in some ways less tangible. They include many of the above benefits for students but go beyond these as well: a first-hand understanding of a different educational system and culture of two very different regions of Mexico, the country of origin for the largest number of English learners (or their parents) in Wisconsin. As a faculty member, my experiences in Mexico inform my teaching; I can open the eyes of my students to other norms of teaching and learning by passing on insights from visiting and supervising student teachers in Mexico to my students at UW-Whitewater. As advisor for the Mexico program, I encourage ESL/BE minors to consider student teaching abroad, in Mexico or elsewhere. The course schedules of our Education majors are so tightly scheduled, and so many of them work in addition to studying that student teaching abroad is often their only opportunity for an international experience.

Connections to long-term professional plans. My long-term professional plans include keeping up with changes in the ESL/Bilingual Education (BE) profession, reflecting on my teaching and courses in order to grow as a teacher educator and improve my teaching, and

continuing with educational outreach in local area school districts through grant-related and other professional activities. In the past 5-10 years, ESL/BE teaching profession has expanded its teaching and non-teaching responsibilities to include co-teaching, Response to Intervention (RtI), use of ChromeBooks and iPads in the classroom, coaching of grade-level teachers (PreK-5) and content-area teachers (Gr. 6-12), providing Newcomer Programs, and assessing English language proficiency using interactive, online assessments. Our courses in the ESL/BE program must adapt to these changes so that we are preparing future ESL and bilingual teachers for real-world professional expectations. By infusing more technology into my teaching and focusing on differentiated instruction for English learners (Objective 1), I will continue to keep up with the ESL/BE profession and help my students to do the same.

Reflecting on my teaching and growing as a teacher educator is an ongoing endeavor and one of the cornerstones of our department's conceptual framework (The Teacher is a Reflective Facilitator). Quoting from that framework, "Our teacher education program is committed to reflection of practice; to facilitation of creative learning experiences for pupils, to the belief that all learners must take an active role in their own learning, to information and technology literacy, to diversity, and to inquiry (research/scholarship) and assessment." A sabbatical leave will provide me with time, often the scarcest commodity when teaching, to look back on my courses and teaching approaches with an eye toward critically evaluating and improving them.

As a teacher educator, I believe that part of my responsibilities is to extend professional development opportunities to local area districts and teachers. If our WITQ grant proposal is renewed for two more years, Matthew Vick, our four L & S faculty collaborators, and I will continue to work with the 40 K-3 teachers in the grant project's three partnership districts: Beloit, Delevan-Darien, and Whitewater. Major professional development activities associated with the project include a week-long summer workshop, one-day fall and spring conferences, and quarterly observations and coaching of participating teachers. Several teachers involved with the WITQ grant project have emergency licenses in Bilingual Education. As a by-product of the project, I plan to work closely with Linda Nortier, Education Outreach Coordinator for COEPS, in tailoring a program leading to add-on licensure in ESL/BE for already licensed teachers in these school districts or initial teaching licensure.

Connections to UW-Whitewater and UW-System priorities. The above section refers to ways that this sabbatical proposal addresses the conceptual framework of my home department, Curriculum and Instruction. Part of the mission of the department states, "We challenge, engage, and inspire students through an innovative transformative curriculum that emphasizes the diversity of learners, research-based pedagogical approaches, and competence in relevant technologies." By integrating technology into teaching as described earlier (Objective 1) and increasing participation in the student teaching program in Mexico (Objective 3), I partially help meet the goals of the department.

At the College level, this sabbatical proposal supports three COEPS strategic priorities: A. Update and revise existing programs, and develop new programs and curricula on all levels to better ensure that graduates are professionals and lifelong learners, creators of knowledge and leaders of character and integrity in their community, F. Increase and provide support for faculty, student and staff use of technology in their personal and professional lives, and H. Global Education: Infuse international perspectives in the teaching, research and service functions of the College. (A) is supported by expanding students' knowledge of and ability to differentiate instruction and critically evaluate Internet sources, which will, in turn, contribute to their becoming stronger and more capable professional educators. (F) is reinforced by the

development of LiveBinder, an online binder, and the creation of a video or digital story to strengthen and increase participation in the student teaching program in Mexico. This effort also supports (H) by promoting an understanding of a different educational system and culture of two very different regions of Mexico in my courses and the impact of international student teaching on projected future teaching practices.

At the University level, Strategic Planning Goals related to the 1) the Scholar Educator Community and 2) Diversity and Global Perspectives are particularly relevant to my sabbatical proposal. Under (1), *Goal #1: Increase support for faculty, staff, and students to engage in research and scholarly activity* speaks to the essence of providing sabbatical leaves for faculty. Under (2), *Goal #1: Increase the understanding of both domestic multiculturalism and international perspectives* is central to strengthening the student teaching program in Mexico and infusing my courses with an international perspective (e.g., understanding the diversity of Mexican culture and languages and that what constitutes "being Mexican" varies by region, ethnic identity, and social class, just as it does in the U.S.). Along with these Strategic Planning Goals, Objectives 1 and 3 of the sabbatical proposal support two of LEAP's Essential Learning Outcomes: 1) Intellectual and Practical skills: inquiry and analysis, information literacy and 2) Personal and Social Responsibility: civic knowledge and engagement—local and global, and intercultural knowledge and competence.

3. Project Evaluation

Objectives for the proposed sabbatical, activities to accomplish them, and indicators of success are listed in Table 2. Indicators of successful achievement of sabbatical objectives represent several types of measures: completion of proposed activities (Objectives 1-3), student self-assessment (Obj. 1), submission of completed manuscripts (Obj. 2), presentations of research findings (Obj. 2) and peer feedback (Obj. 3). After the sabbatical leave, I plan to present findings on one or more research projects at a department colloquium and/or a CESA 2 workshop, in collaboration with Linda Nortier, COEPS Education Outreach Coordinator.

Table 2. Evaluation of Sabbatical Leave Objectives

Objectives	**Activities**	**Indicators of Success**
1-Integrating technology into teaching	1) develop LiveBinder on differentiated instruction in ESL methods course and 2) introduce or reinforce students' critical analysis of Internet sources	1) Completion of LiveBinder in Fall 2015 2) Self-assessment of students in Fall 2016 course (post-sabbatical)
2-Conducting research leading to publications	1) analyze K-3 students' use of science notebooks and 2) analyze interviews on co-teaching with ESL and bilingual teachers	Completed manuscripts, submission to to national-level journals; presentations at state and national conferences
3-Strengthening student teaching program in Mexico	1) design an informative flyer on the program, 2) actively promote the program among COEPS faculty, and 3) create a short digital story or video featuring the two program sites	1) Completion of flyer 2) Log providing evidence of active promotion of the program 3) Completion of digital story or video with feedback from department members

APPLICANT DATA:

1. Education

2002 English as a Second Language Teaching License (Wisconsin 395, PreK-12)
1985 Ed.D. Applied Psycholinguistics, Boston University, Boston, Massachusetts
1977 M.A. TESOL, Teachers College, Columbia University, New York, New York
1974 B.A. Educational Psychology, St. Olaf College (Paracollege), Northfield, Minnesota

2. Professional expertise and faculty status (since 1997)

2013 – Associate Professor, Department of Curriculum and Instruction
2009 – 2013 Assistant Professor, Department of Curriculum and Instruction, University of Wisconsin–Whitewater, Whitewater, Wisconsin
2006 - 2009 ESL Teacher/Teacher Educator, School District of Beloit, Beloit, Wisconsin
1997 - 2006 Associate Professor of Linguistics and TESL (Adjunct), Beloit College
2004 - 2005 Guest Professor, University of Augsburg, German as a Second/Foreign Language, Augsburg, Germany

Main courses taught at the University of Wisconsin-Whitewater (all 3 credits)
CIGENRL/ESL 320/520: Second Language Acquisition (new, Spring 2013)
CIGENRL/ESL 403/603: ESL Methods and Curriculum
CIGENRL/ESL 405/605: Assessment in the ESL/Bilingual Classroom
CIGENRL 723: Perspectives, Issues, and Directions in Education: A Seminar in Education

3. Leaves of Absence in the previous six years and outcomes – None

4. Teaching at the University of Wisconsin-Whitewater

Summary of student evaluations over the past two years and comparison to Department average
Average student evaluations across courses each semester, rated on a scale of 1 to 5, where 1 (low score) = strongly disagree and 5 (high score) = strongly agree

Fall 2012 4.56
Spring 2013 4.00 (one course, student teaching supervision evaluations not available)
Fall 2013 4.20 (one course, student teaching supervision evaluations not available)
Spring 2014 4.36

No department average for student course evaluations is available; department standards for tenure and promotion expect student course evaluations to be, on average, above 4.0.

Summary of peer evaluations over the past two years
In two peer reviews of my teaching during the 2012-13 academic year, department colleagues rated my teaching as "exceeds expectations" on a scale of 1 to 3, where 1 = below expectations, 2 = at expectations, and 3 = exceeds expectations

5. Scholarly activity

Selected Publications (since 2008):

Schneider, M. (2013). Review of the book *How to do your case study: A guide for students and researchers*, by G. Thomas. *The Modern Language Journal*, *97*(2), 578-579. doi: 10.1111/j.1540-4781.2013.12024_8.x

Schneider, M. (2012). TeacherInsight and the selection and hiring of bilingual speakers of English. *TESOL Journal*, *3*(4), 639-658.

Schneider, M., Huss-Lederman, S., & Sherlock, W. (2012). Charting new waters: Collaborating for school Improvement in U.S. schools. *TESOL Journal, 3*(3), 373-401.

Anderson, S., Calkins, A., Dahl, K., Durst, A., Schneider, M., & West, J. (2012). Transforming action research and ESL/Bilingual teachers through teamwork. *MinneWITESOL Journal* [online]. Retrieved from http://minnetesol.org/blog1/minnewitesol-2012/home/transforming-eslbilingual-teachers-through-action-research-and-teamwork/

Huss-Lederman, S., Schneider, M., & Sherlock, W. (2011, Fall). How professional learning communities can support high school academic achievement. *AccELLerate* [National Clearinghouse for English Language Acquisition (NCELA)], *4* (1), 4-5.

Ballis, A., & Schneider, M. (2008). Sommerschule in Augsburg: SIOP made in Germany. In A. Ballis & K. H. Spinner (Eds.), *Sommerschule, Sommerkurse, Summer Learning* [Summer School, Summer Courses, Summer Learning] (pp. 93-114). Baltannsweiler, Germany: Schneider Verlag Hohengehren.

Selected Presentations (since 2012):

2014 Collaboration or Co-Teaching? Investigating the Co-Teaching Practices of ESL/BE Teachers. International TESOL Convention, Portland, Oregon. March 26-29.

2013 How Student Focus Groups Can Influence School Change, with Susan Huss-Lederman. International TESOL Convention, Dallas, TX. March 20-23.

2012 Making Professional Learning Communities Work for ELLs in Secondary Schools, with Susan Huss-Lederman and Wallace Sherlock. 2012 International TESOL Convention, Philadelphia, PA. March 28-31.

2012 Collaboration or Co-Teaching? Wisconsin ESL/BE Teachers Share Their Insights, with Rachael Thiede, UW-Whitewater student. Paper presented at Wisconsin TESOL, October 26, 2012.

Relevant extramural and intramural grant proposals and awards (since 2006):

2014 University of Wisconsin-Systems Wisconsin ESEA Improving Teacher Quality Grant. *Integrating Science and Literacy Learning with English Proficient and English Language Learners*. Melanie L. Schneider and Matthew Vick, Project Co-Directors. Proposal for funding in Years 2 and 3.

2013 University of Wisconsin-Systems Wisconsin ESEA Improving Teacher Quality Grant. *Integrating Science and Literacy Learning with English Proficient and English Language Learners*. Melanie L. Schneider and Matthew Vick, Project Co-Directors, $87,165.

2012 University of Wisconsin-Whitewater Education Outreach Grant. *Supporting Dual Language Programs in Southeastern Wisconsin*. Melanie L. Schneider, Project Director, $11,000.

2006 Transatlantic USable Idea Competition Award (Transatlantischer Ideenwetttbewerb USable), with Anja Ballis. Paving the way for success in German secondary schools: Using the sheltered instruction observation protocol (SIOP). Körber Foundation, Hamburg, Germany, March 2006.

List of relevant scholarly activities, including information on quality of scholarly contributions.

2014 Course release (Spring) to consult with Whitewater Unified School District in the design of a Newcomers Program for newly arrived immigrants, with Susan Huss-Lederman.

UNIVERSITY OF WISCONSIN WHITEWATER
Office of Research and Sponsored Programs

APPENDIX E
DEPARTMENT/COLLEGE SUPPORT
RELEASED 22 SEPTEMBER 2014

Applicant Name: Melanie L. Schneider

Department: Curriculum and Instruction

College: College of Education & Professional Studies

Sabbatical/Fellowship Support Time Period Requested:

- ☒ 2015-2016 Academic Year (up to 65% compensation)
- ☐ Fall 2015 Semester (up to full compensation)
- ☐ Spring 2016 Semester (up to full compensation)

Is supplemental support required through a Chancellor's Fellowship?

☒ NO ☐ YES

Title of Project: Strengthening Three Fronts: Technology in Teaching, Research, and Student Teaching Abroad

DEPARTMENT SUPPORT

☒ **I support this application for a sabbatical leave/fellowship.** The Department has committed the resources to support the personnel expenses related to this sabbatical leave request as described below.

Briefly, describe how staffing arrangements have been made to maintain quality instructional services to students during the leave.

The courses will be coverd by department faculty and staff. If an adjunct needs to be hired for one course, there will be funding available.

☐ **I support this application for sabbatical leave IF AND ONLY IF Supplemental Sabbatical Support is secured.**

Briefly, justify the need for Supplemental Sabbatical Support.

DEPARTMENT SUPPORT CONTINUED

☐ **I am unable to support this application for sabbatical leave / fellowship.**

Describe rationale for lack of support.

Signature of Department Chair — Date: 10/10/14

COLLEGE SUPPORT

☒ **I approve the proposed activity, the semester(s) requested, and the arrangements for covering the applicant's teaching responsibilities during the leave.**

☐ **I support this application for sabbatical leave IF AND ONLY IF Supplemental Sabbatical Support is secured.**

Briefly, justify the need for Supplemental Sabbatical Support.

☐ **I am unable to support this application for sabbatical leave.**

Describe rationale for lack of support.

Signature of College Dean — Date: 10/9/14