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SCOPE Education Services is a not-for-profit, private, voluntary organization permanently chartered by the New York State Board of Regents to provide services to school districts. Founded in 1964 by school superintendents, it is a cooperative venture for sharing resources to deal with common concerns. It is governed by a Board of Directors of school superintendents and college representatives and serves as a regional School Study Council and School Board Institute.

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Editor's Perspective

Welcome to the first coordination of the Journal for Leadership and Instruction (JLI), and the 10th Annual Dowling College Practical Research Symposium. The symposium will take place on March 28, 2015, at the Brookhaven Campus of Dowling College. The vision for the symposium is to encourage research and dialogue among college faculty members, school district administrators, and members of the NSDC and AASA. The sharing of information benefits all members attending the conference.



The conference offers both presenters and attendees the opportunity to present and discuss their research, as well as answer questions related to their research. This also gives the attendees the opportunity to question and respond to information that has been addressed in research articles. The format benefits both presenter and attendee. The conference gives recent doctoral graduates a venue to share and discuss their research findings.

The conference gives JLI committee members the opportunity to meet with our reviewers. Our review team consists of field administrators, and college professionals from all disciplines in education. Their expertise greatly enhances the respect of the journal. Without the support of the reviewers, the journal would not exist. The reviewers receive little recognition for the hours dedicated to reviewing submitted articles. Our reviewers have accepted, and/or rejected, edited, and suggested changes in every article they have read. Their comments have given the journal the needed support that gives the authors a fair and unbiased opinion.

The journal has the support and guidance of two boards. The first board is the SCOPE Board of Directors. The Board of Directors oversees the organization of SCOPE and the publication of our journal. The second board, JLI board, consists of professionals in education and higher education. A committee of higher education members and educational administrators support the development and publication of the journal. However the journal could not be a success without the direction of Mr. George Duffy, Executive Director and Ms. Judy Coffey, Staff Publisher. Judy has the challenge of layout, determining the placement of articles and is responsible for final editing. Without her diligences, we would never get the journal out in time.

Given the cast of characters, the conference will give the boards, committee member for the journal, reviewer and attendee the opportunity to enjoy the conference, to review the spring issue of the journal, and also to meet and to plan the upcoming years. Enjoy the conference and the journal. I'll see you there.

Richard L. Swanby

Editor-in-Chief

Suburban District Leadership Does Matter

By Eustace Thompson, Ph.D., and Roxanne Garcia France, Ed.D.

Introduction

The increased demand for educational reform and accountability has resulted in a renewed focus on the relationship between building leaders and district leaders, particularly on how district leaders can support principals to ensure the academic success of students. The No Child Left Behind Act of 2001 (NCLB) and Race to the Top (RttT) legislations hold both schools and districts accountable for setting high standards and establishing measurable goals that will improve school achievement. However NCLB, as noted by Marsh & Robin (2006), failed to outline the strategies for building and district level leaders, "instead leaving to the discretion of the school and district administrators the responsibility for identifying strategies that best fit their particular local context and address their specific needs" (p.2). Therefore an essential role of district leaders is to make educational reform a reality by translating policies into improved school practices that enhance the leadership of principals (Bottoms & Fry, 2009).

Problem, Significance, and Purpose

A majority of recent district leadership studies focus exclusively on the context and conditions existing in large urban districts in need of reform (Bottoms & Fry, 2009; Bottoms & Schmidt-Davis, 2010; Honig et al, 2010; Plecki, M.L., Knapp, M.S., Castaneda, T, Haverson, T., LaSota, R., Lochmiller, C., 2009; Waters & Marazano, 2006). Collectively, these studies offer insight into district leadership practices that have worked within urban school districts toward meeting educational reform and accountability expectations. However, there is limited research focused on district leadership in suburban districts. The question is whether these urban district leadership practices WILL WORK in suburban school districts.

The purpose of this study is to examine whether successful urban research-based district leadership practices have applicability to suburban district leaders.

Research Questions:

1. To what extent do suburban district leaders perceive research-based district leadership practices as important in strengthening principals' instructional practices in order to improve teaching and learning in schools?
2. To what extent do suburban district leaders implement perceived district leadership practices, when controlling for district size, student demographics, and financial resources?
3. Do district conditions of district size, student demographics, and financial resources affect the reported use of suburban district leaders' use of effective research-based practices?

Methods

Participants

The subjects were district leaders from 127 suburban school districts in Long Island, New York. Among the 127 local school districts, 57 of them were located in Nassau County, and 70 of them situated in Suffolk County. District leaders have responsibility for developing and implementing goals for student learning and achievement, as well as building supportive and nurturing relationships with school building leaders, school district business leaders, and key stakeholders (NYSTCE, 2008). An online survey was sent to all district leaders in the identified school districts. A total of 145 participants including superintendents, deputy superintendents, assistant superintendents, K-12 directors, and chairpersons completed the online survey questionnaire.

Instrument

The online survey questionnaire used in this study was designed by the researchers based on the framework of Honig et al.'s (2010) five dimensions of district leadership: Learning-Focused Partnership, Assistance to the Partnership, Refocused Organizational Culture, Stewardship of District Leadership, and Use of Evidence, as well as various empirical studies that examined leadership practices (Bottoms & Fry, 2009; Bottom & Schmidt-Davis, 2010; Forner et al., 2012; Plecki et al., 2009; and Waters & Marazano, 2006). The survey was comprised of three sections with forty-one questions. Each question item was answered on a four-point Likert scale, with "1= very often; 2= often; 3= sometimes; and 4= never." The researchers examined the face validity of the online survey using an expert panel group, who took the survey prior to the administration of the actual survey under a similar context.

Dependent Variables

There were five dependent variables in this study: 1) Learning-focused Partnerships; 2) Assistance to the Partnerships; 3) Refocused Organizational Culture; 4) Stewardship of District Leadership; and 5) Use of Evidence. These five variables were derived from the framework of district leadership dimensions developed by Honig et al. (2010). Learning-focused partnerships refers to the quality of the personal relationships established between central office and school leaders. Elements of this one-on-one relationship include mentoring and monitoring. Assistance to the partnership between central office and school based leaders includes providing professional development and organizing principals' schedules to enable them to focus on instruction. Refocusing organizational culture refers to the extent to which both central office and building leaders accept responsibility for teaching and learning outcomes. Stewardship of district leadership refers to the strategies central office leaders use to insulate external forces from negatively impacting the work of principals. Finally, use of evidence refers to the focus of central office leaders on student performance data and the effect of these data on their decision making. This study examined each variable at two levels: 1) the district leader's perceptions of his/her district's leadership orientation; and 2) his/her own perceptions of actual implementation of research-based leadership practices.

Independent Variables

The independent variables in this study were 1) district size; 2) student demographics; and 3) financial resources, identified to explore whether or not they influenced district leaders' reported use of research-based district leadership practices.

District size. The district size was defined by the number of schools (elementary, middle and high schools) within the district's geographic school zone, as well as the number of students enrolled from kindergarten to grade 12 as reported in the 2012-2013 Basic Educational Data System (BEDS) within the New York State Department of Education.

Student demographics. The student demographics examined in the study were district's percentage of students identified with a disability, limited English proficiency, and academic performance (3rd-8th Math and ELA Assessments).

Financial resources. The study identified districts' financial resources based on the percentage of students receiving free and/or reduced lunch and the annual school budget.

Data Analyses

The researchers used Cronbach's alpha analysis to determine the internal consistency or reliability of the survey's test items for section two and three of the online survey. The Cronbach's alpha analysis for both sections resulted in an

alpha coefficient of .920, suggesting that the items had a relatively high internal consistency.

Based upon the relatively high internal consistency found in section two and three test items, the researchers conducted factor analysis to determine if underlying unobservable variables (latent) were present in the observed variables (manifest). Factor analysis resulted in the following new constructs: Principal Partnership (.920), District Stewardship (.729), and District Partnership (.719). Participants' perceptions of their use of effective district leadership practices checked for survey items that conceptually aligned to section two of the survey obtained a Kaiser-Meyer-Olkin value of .865 and the Bartlett test of Sphericity yielded a significance value of .000.

The researchers used these new dimensions to answer the research questions when conducting descriptive and statistical analysis. Descriptive analysis determined district leaders' perceptions of their districts' leadership orientation, the extent to which they reported using leadership practices, as well as their perceptions of the importance of these practices in strengthening principals' instructional leadership. To determine if there were significant differences in the means, the researchers conducted a one-way analysis of variance (ANOVA) between the three district leadership dimensions and district conditions (i.e., district size, student demographics, and financial resources). To answer research question #3, the study conducted a correlation analysis to determine if district conditions (i.e., district size, student demographics, and financial resources) affected suburban district leaders' reported use of the newly constructed research-based leadership dimensions-Principal Partnership, District Stewardship, and District Partnership and their aligned district leadership practices. Lastly, the researchers conducted multiple linear regression analysis to determine the relationship between district conditions (i.e., district size, student demographics, and financial resources) and district leaders' reported use of district leadership practices by fitting a linear equation to the data.

Findings

The initial framework of Honig et al.'s (2010) five dimensions of leadership orientation was examined; however, only three dimensions emerged in this study: 1) Principal Partnership, 2) District Stewardship, and 3) District Partnership. The Principal Partnership dimension involves district leaders providing principals with differentiated assistance that involves modeling instructional leadership, developing tools, brokering external resources, and allowing principals to serve as resources to one another. The District Stewardship dimension involves district leaders communicating a theory of action, brokering resources to assist district leaders in supporting theories of actions, and developing and using accountability measures to evaluate theories of actions that allow them to inform practice and decisions. The District Partnership dimension involves district leaders building their leadership capacity, teaming with other district leaders, and developing theories of action collaboratively.

Descriptive and statistical analysis revealed that suburban district leaders perceived Principal Partnership as "very important" in strengthening principals' instructional leadership practices, and they reported that their districts largely engaged in leadership practices aligned to Principal Partnership. However, district leaders reported "often," as opposed to "very often," implementing these practices. Post-hoc comparisons using the Bonferroni test indicated that the responses of Superintendents were significantly different from the responses of the Assistant Superintendents for Business. Specifically, Superintendents reported "often" engaging in district leadership practices that were aligned to the Principal Partnership, whereas Assistant Superintendents for Business reported that they "sometimes" engaged in these practices.

District leaders perceived District Stewardship as "very important" in strengthening principals' leadership practices that improve teaching and learning in schools. They also perceived their district to "a great extent" engaged in District Stewardship. However, district leaders across all positions reported "often," rather than "very often," implementing practices in the District Stewardship dimension. No statistically significant mean differences were found in district leaders' reported use of District Partnership dimension by position, schools, student enrollment, students with disabilities and/or limited English proficiency, academic performance.

District leaders perceived District Partnership to be "important" in strengthening principals' instructional practices that improve teaching and learning in schools. They perceived their district "somewhat" engaged in District Partnership, and reported "often" using the District Partnership dimension in actual leadership practices. A Pearson product-moment correlation analysis examined the relationship between district leaders' reported use of District Partnership, and district conditions. The results indicated that there was a small and positive significant relationship between the District Partnership dimension and students with free and/or reduced lunch status. In other words, in districts with higher percentage of students receiving free and/or reduced lunch, district leaders reported using more district leadership practices that aligned with the District Partnership dimension. Furthermore, a statistically significant positive relationship was also found between the District Partnership dimension and geographic location.

The researchers further conducted multiple linear regression analysis to explore the relationship between district leaders' reported use of district leadership practices aligned with the District Partnership dimension and the two identified statistically significant variables: 1) free and/or reduced lunch status, and 2) county. Regression model fit revealed that free and/or reduced lunch status significantly predicted district leaders' reported use of district leadership practices aligned with District Partnership. Similarly, district geographic locations also significantly predicted district leaders' reported use of district leadership practices aligned with the District Partnership dimension.

Discussion and Implications

Suburban and Urban Leadership Dimensions

This study challenged the conceptual framework found in the research literature relative to the dimensions of district leadership. The researchers found that suburban leaders' practices aligned with three rather than five of the urban leadership dimensions. This indicates that urban leadership research conceptual frames do not align neatly in the suburban contexts. This has significant implications for researchers investigating the relationship between suburban central office and school building leaders. In addition, the significant findings related the district size and poverty level of students to suggest that suburban district leaders' practices are sensitive to local contexts.

This study specifically indicates that the urban reinforcement of organization culture and the use of evidence dimensions are not of utility for suburban district leaders. The failure of these dimensions to load on our factor analysis suggests that in suburban districts both district leaders and principals are immersed in the same culture encompassed by typically uniform neighborhoods. Thereby, the dimension of reinforcement of organizational culture is not relevant as a distinct dimension as it would be in an urban district. In urban districts the school structures and the district office structures are quite distinct and physically separated encouraging the development of different cultures. With regard to the use of evidence urban and suburban districts differ in relationship to the layers of bureaucratic structures. Suburban tables of organization are relatively flat compared to complex urban systems. The suburban district leaders are so intimately involved in the supervisory and evaluative processes of principals that the development and use of evidential structures such as student performance scores has less relevance because data interpretation is typically collaborative.

Suburban district leaders reported using leadership practices aligned with the three leadership practices dimensions: 1) Principal Partnership, 2) District Stewardship, and 3) District Partnership. Overall, district leaders perceived their districts largely engaged in all three dimensions. They believed that all these dimensions were "very important" in strengthening principals' instructional leadership. However, they reported only "often" using these leadership practices on a daily basis. In an era of increased pressure on principals' accountability from the government and general public alike, district leaders need to increase their actual use of leadership practices in order to maximize the effectiveness of principals. Specifically, Assistant Superintendents for Business, who reported that they "sometimes" engaged in Principal Partnership, are significantly in need of increasing the aligned practices being that school boards are considering them as viable candidates for the superintendency due to the current economic downturn (Association of School Business Officials International, 2014). Although Assistant Superintendents for Business bring to the superintendency a strong

financial background they must also bring the ability to strengthening principals' instructional practices as a lever for improving teaching and learning in schools, if they do not want to debunk the perception of being a "bean counter."

Variations Among Suburban Districts Based on District Size and Poverty Level

The District Partnership dimension is closely aligned to Honig's Assistant to the Partnership dimension. This dimension at first appears somewhat displaced in a leadership construct between district leaders and principals. However, our correlation analysis and multiple regression analysis identified statistically significant relationships between District Partnership (i.e., collaborate with other district leaders, enhance district leaders' capacity, and develop theories of actions and practices) and district conditions (i.e., poverty and geographic location). The regression analysis revealed that as the poverty level (i.e., free and/or reduced lunch status) increased in the district, district leaders' reported use of district leadership practices aligned to this dimension increased. Similarly, as variances within geographic locations (i.e., Nassau and/or Suffolk County) increased, district leaders' reported use of district leadership practices aligned with the District Partnership dimension also increased.

When we look at the Long Island school districts' responses to the Common Core Standards and endorsement of the Opt-Out movement by school districts, the symbiotic relationship between district leaders and principals becomes clearer. In the political sphere, predominantly white middle class low needs districts joined forces and utilized leadership practices to bring principals into compliance. In poorer high needs districts, district leaders utilized practices to maintain high student attendance for testing and were generally silent on the opt-out issue. The take away is that district poverty and geographic location (some consider this a code phrase for race/ethnicity) will significantly mediate the use of leadership practices in suburban districts. Although statistics related to the percentages of students opting-out are not readily available for urban schools in New York State, the momentum for opt-out comes from the Long Island suburbs and not the urban districts.

Future researchers should continue design studies on the relationship of suburban central office leaders and school principals. In addition, they should seek more refined instrumentation for measuring the dimensions that impact that relationship. In addition, to further quantitative investigations, qualitative studies would help deepen our understanding of how suburban district leaders and principals perceive and understand their relationships.

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Present at the Creation: Social Studies Supervisors Develop Their Own Assessment

By Andrea S. Libresco, Ed.D.

Crisis equals opportunity

Who hasn't said to her or himself, "Well, if I were in charge of designing the social studies assessment, here's what I'd do?" This is a study of a group of New York State social studies supervisors who, in response to state budget cuts, took matters into their own hands and developed their own regional social studies test at the elementary level.

The catalyst for the formation of this group of supervisors came when the monies to create and distribute the fifth and eighth grade social studies tests were eliminated from the state budget. The local council for the social studies (LICSS, 2010) drafted a letter to the governor to restore the funding for the tests, arguing,

cutting social studies tests sends a message to teachers that the subject doesn't matter....Teachers and principals, hard pressed to raise test scores and earn bonuses, will now concentrate on the rote learning of math and reading skills. Content, context and citizenship will be ignored. In this time of increasing immigration and civil conflict, American history and civic education are crucial to responsible citizenship. Don't let history become history in New York State. Restore the funding that is necessary for state testing in Social Studies.

When their request went unheeded, the supervisors, operating on the notion that crisis equals opportunity, stepped into the void left by the state and met to devise their own test. They developed assessments that they offered to all interested districts in the region to ensure that social studies continues to be taught, even in the absence of state assessments. Examining this process has lessons for those in all states who value social studies and want to forestall its disappearance. In addition, this process of developing a regional social studies test yields information about the effectiveness of the current state curricula, as well as what supervisors believe is worth teaching in social studies. Finally, the process illuminates how social

studies supervisors view their own power vis-à-vis that of principals in the areas of curriculum, instruction and assessment.

Theoretical framework

A significant body of research has explored the effects of No Child Left Behind's emphasis on language arts and math at the expense of other subjects and has documented the reduced time devoted to, or actual disappearance of, social studies education from elementary classes (Leming, Ellington, & Shug, 2006; McMurrer, 2007; Van Fossen, 2005; O'Connor, et. al., 2007; Rock, et. al., 2006). This literature informed this study's interest in chronicling the dynamics of a group of supervisors who seek to retain a test in social studies to maintain the existence of the subject at elementary and middle school levels. As Grant (2007) has pointed out, the mere existence of a test can be a more important factor in teachers' instructional decisions than whether or not it is a high stakes test (which the elementary social studies assessment has never been).

As I prepared to observe the supervisors' meetings that would result in the creation of a regional elementary social studies test, I wondered the extent to which they would be guided by past state tests and by the existing state curricula. It is the case that teachers protest one or more features of state test construction or the ways in which scores are interpreted, but few protest against the very existence of a test (Grant, 2007). Would supervisors explore options beyond past state templates? Although teachers' power as curricular instructional gatekeepers is well-documented (Thornton, 1991), I also wondered to what extent the supervisors would seek to assume that role to ensure that their teachers kept social studies (and particular content, concepts, and skills) in the curriculum (given that the principal pedagogical effect of state social studies tests appears to be on teachers' content decisions (Grant, 2007)).

The literature on effective teaching (Good & Brophy, 2007), wise practice (Yeager & Davis, 2005), powerful social studies (Brophy & Alleman, 2006), thoughtfulness (Newmann, 1990), and depth over breadth (Wiggins & McTighe, 1998) all begin with an assumption that big ideas, themes and concepts must be the starting point for good instruction. Thus, the research questions for this case study were:

- What are supervisors' considerations when designing a regional elementary social studies assessment?
- To what extent do supervisors' discussions indicate that they view such an assessment as an opportunity to promote effective teaching of powerful social studies, including depth over breadth?
- What constraints, real and perceived, exist in the construction of such an assessment?

Method

Over the course of four months, I attended and took notes at the meetings of the group of social studies supervisors (including K-12 curriculum associates and 7-12 department chairs) who came together to create a regional elementary social studies test. The group of three males and seven females, all Caucasian, participated in four half-day meetings: the first resulted in a decision to substitute a regional assessment for the defunct state one. At the second, supervisors brought teachers with them who, in turn, brought possible test questions. At the third meeting, supervisors sought to finalize the test; and issues regarding the purpose and format of the test arose again. Finally, at the fourth meeting, the assessment was completed. The discussions at the meetings and the final assessment design provided data about the possibilities and constraints on elementary level social studies.

This case study discusses the four meetings and focuses on the final two: the third, where the richest discussion took place; and the fourth, where the test was finalized. I examined my notes of the third meeting with three codes: supervisors' considerations in assessment design, discussions of effective teaching, and discussions of constraints on the process. In addition to these pre-set categories, three others emerged as sub-topics of supervisors' considerations in assessment design: satisfaction/dissatisfaction with the state assessment, civic efficacy as a consideration in assessment creation, and assessments as a tool to improve writing. Walter Parker defines civic efficacy as "the willingness to assume citizenship responsibilities, "which include informed decision-making and the belief that one can make a difference (Parker, 2011, 26).

I analyzed the final assessment designed by the supervisors by sorting test questions into three categories: content (turning on a piece of data), concept (turning on understanding one of the New York State social studies

concepts), and skill (turning on analysis of a map, cartoon, reading passage, chart, timeline, or other document). These three categories of analysis reflect the designations that New York State uses within its K-12 curricula (NYS Resource Guide). Each question was assigned to the content, concept, or skill category for one point. If a question was deemed to fit two different categories, it was counted in both, and scored with 0.5 in each category.

The Supervisors' Meetings

First meeting: Keeping the test and some type of DBQ

The first meeting in December 2010 resulted in a decision to substitute a regional assessment for the defunct state one, where the majority of participants echoed one supervisor's conclusion, "We must have a test to keep one on the schedule and keep social studies in the classroom." After they concurred about the necessity of an assessment, supervisors unanimously agreed that they wanted to retain the documents-based question [DBQ] on the fifth grade assessment. The state assessment had included multiple choice, constructed response questions, and a DBQ.

Dissatisfaction with state assessments

Three supervisors spoke highly of the DBQ as "the historian's tool," but there was also dissatisfaction with the state's version of the DBQ (as opposed to the College Board's version as seen on Advanced Placement Exams):

The state took it and ruined it.

The scaffolding questions are lower level, the documents are often not meaningful or thought-provoking, and the way they're chosen, there's no possibility for outside information.

Currently, all they do is "promote formulaic writing" (without outside information).

The rubric is problematic as well.

An opportunity to improve writing

Even as most present expressed their frustration with the state DBQ, the group decided to keep the present format for the first year, so that teachers who were already in the midst of teaching the curriculum would not be upset and refuse to administer the test. One supervisor looked to the future for change: "Hopefully, we can, though this process of designing our own assessment, choose themes and documents that are meaningful." Another sketched out those changes in the format of the DBQ: "We can lessen the amount of documents, re-do the scaffolding questions - they're spit-back. Maybe we won't even have scaffolding." A third discussed future opportunities to improve students' writing with better questions:

We value writing and hopefully, with better DBQs, we can change the way we teach writing. I've been experimenting at my school with one of the new teachers (not already wed to official DBQ format) with essays that employ three documents, not eight, and the students can bring in their own information and write less formulaically, as they're not trying to stuff in all of the documents into one essay....This is the beginning of a redefinition of what social studies will look like in the classroom. And how we *teach* writing, not just *assign* writing.

Even as supervisors imagined the future, those present imagined tinkering with the state test, not switching to performance-based assessments. They remained grounded in the present. At least five times, a member of the group reminded everyone that "It's December already. This stuff will have to wait 'till next year." With this admonition, those present concluded the meeting, deciding that everyone would bring at least one teacher for the next meeting in January 2011, and those teachers would use existing test banks (past New York State tests are all available on the Department of Education website) to choose multiple choice questions, but they would create their own DBQs. This was necessary because the new test would not be based on the same material. The state fifth grade exam, given in November, had been based on material from grades three and four. The new regional fifth grade exam would be given in June and be based predominantly on grade five.

Second meeting: Reality check - teachers share DBQs, supervisors share administrators' reactions

At the second meeting in January 2011, supervisors brought teachers with them who, in turn, brought possible test questions.

Constraints on the process

Before the test questions were examined, supervisors reported back from their districts as to whether their principals and assistant superintendents would support this new exam. Although each of the supervisors' districts was ultimately on board, the discussions had been difficult; principals were reluctant to add another assessment. Supervisors shared their administrators' responses:

Teachers and administrators were dancing in the street that there was one less assessment.

It was really hard to convince them to add this social studies assessment back in when they were already celebrating its disappearance.

The real test is whether we can keep this test in the face of all of the other programs within the district; all anyone is worried about these days is APPR [Annual Professional Performance Review - that ties teacher evaluation to student performance].

I could only get agreement if this year's test looks like past year's tests and it's given in June.

Thus, supervisors reiterated that the exam would look basically the same for this year. Several added that they would have more flexibility to re-think it in the future.

Dissatisfaction with state curriculum

Teachers shared their DBQs, and it became apparent that there was no uniformity of content in what was being taught in fifth grade. After the meeting was over, one supervisor stated, "The fifth grade was rough. We realized that people were doing all different things in 5th grade - teaching it as a straight US history course, doing no present day economics, if they were doing Latin America, it was more like a festival than an analytical study." On some level, this was not surprising, as the fifth grade curriculum is un-teachable in its totality. According to the state scope and sequence, it includes: The history, geography, economics, and government of the United States, Canada and Latin America (and it is worth noting that this is the first time students study any United States history). Here is but one bullet point under "History:"

Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 15th- to 16th-century exploration and encounter; 19th-century westward migration and expansion; 20th-century population movement from rural to suburban areas (NYS Department of Education, grade 5).

Because so much of the meeting was taken up with discussing what could appear in a DBQ, given the very different content each teacher taught, teachers handed in their DBQs to one of the supervisors present who agreed to compile the multiple choice questions the teachers had brought and develop a DBQ, based on the teachers' input, for the next meeting of the supervisors in February. Mini-interviews at the end of the meeting revealed that supervisors were concerned both about common content and teacher-created DBQs.

One supervisor commented, "Our teachers need some serious work in exam construction" and looked ahead to professional development that could follow the regional tests, "We hope part of this process will be an opportunity to train teachers on exam construction and powerful writing (which the exams should allow for and reflect)."

Third Meeting:

The third meeting in February 2011 emerged as the one that prompted the most robust discussion, as supervisors grappled with the extent to which they could or wanted to deviate from the state assessment.

Civic efficacy as a consideration in assessment design

The most sustained discussion occurred around the DBQ, first generically, then specifically. Several supervisors reiterated (from the first meeting) their support for a DBQ but one more "meaningful" than those on past state assessments, as well as one that would encourage the teaching of "thoughtful writing."

The specific DBQ brought to the third session for consideration was a comparison of United States government to Canada's parliamentary system. The question asked for the similarities and differences between the two systems (though not the more upper level, "Are they more similar or different?"), and documents included diagrams of the three branches of federal governance in the United States and an intricate diagram of Canada's branches. One participant argued that the key difference, that the prime minister comes out of the legislative branch, is a pretty complex understanding for ten-year-olds and worried that, in an essay on similarities and differences, students would say, "The US has a president, Canada has a prime minister." This produced a lively discussion about what students can and should be able to handle, and whether or not the state had made good curricular choices. Almost everyone present weighed in:

"The US has a president, Canada has a prime minister." That's low level comment and could be done in a fill-in, as opposed to an essay.

But that's all they can handle.

Then why teach it if they can't truly understand the different between president and prime minister?

Then you're just asking students to make literal, as opposed to analytical, comparisons without meaning.

I'd love to get something beyond finding information in the documents.

You're not even asking them to analyze, just asking merely to copy rote information from the document on prime minister and president.

But it will be background knowledge, we're building vocabulary.

But they won't truly understand that the prime minister comes from the legislative branch, so they're building literal vocabulary without meaning. Besides, this won't come up again until 10th grade.

But it's in the curriculum.

But the curriculum is undo-able; it's not as bad as the sixth grade curriculum, but it's still un-teach-

able - US, Canada, Latin America - history, economics, government, geography... So we should be able to focus on what we want. We don't have to do Canadian Parliamentary government in a superficial way, just to say we've done it.

The old "Rose post office" [that had documents where citizens organized to retain their community post office] was a good DBQ model - it was on citizenship, the most important attribute of social studies.

But that's not what they do in fifth grade.

They're not doing rights and responsibilities of citizenship?

This discussion reveals a number of the supervisors' concerns: what students can and should be able to handle (literal or analytical meaning, going beyond the documents), whether the state made good curricular choices or if the fifth grade curriculum was "unteachable," and whether past state assessments had sufficient emphasis on citizenship ("the most important attribute of social studies").

The session ended with those present deciding that the comparison of American and Canadian governmental systems was not the best choice for the DBQ. Participants made a date for a fourth meeting and promised to send the coordinator documents for an essay that compared the two countries more broadly, including their climates, levels of diversity, economics, and governments.

Assessment and effective teaching

The final comments of the session reiterated that the format and content of this year's test were governed by the context of timing, of having to convince administrators that they should buy into this test, that familiarity was the only way to get the maximum number of districts on board. Some of the most interesting comments may have come during the informal discussion, after the official meeting had ended. One supervisor remarked, "In many ways, my teachers got off to a better start without the test....Maybe without the test, they'd do more depth over breadth." Another responded, "Not unless you eliminate the tests in *all* of the subjects." And a third said, "Well, as that's not happening anytime soon, this is kind of the beginning of redefining the social studies. I'm fine with what this is because it's a process."

Fourth meeting: The assessment is finalized

At the fourth meeting in April 2011, supervisors settled on both multiple choice questions and a DBQ. Discussion of ratios of past state assessments guided construction of the assessment. Past state test multiple choice questions broke down to 28% content, 14% concepts, and

58% skills (Libresco, 2007). Out of the thirty-three multiple choice questions collected by supervisors (from past state exams and from teachers in their schools) and shared at the meeting, the group classified fifteen as content, seven as concept, and eleven as skills.

Because the group wanted to retain the past emphasis on skills, they looked to cut some content questions as they worked to bring the total number down to twenty-five. Ultimately, the group agreed on ten (40%) content, six (24%) concept, and nine (36%) skills questions. Interestingly, despite stated intentions of emphasizing skills, more questions were based on content. On the regional (and past state) assessments, the DBQ would be entirely a skills section, as it is based entirely on documents students read during the test.

The group approved an essay that compared the United States and Canada more broadly than the government DBQ discussed at the third meeting: "The United States and Canada share many similarities and differences in their histories, economies, government and geography. Describe two ways the United States is similar to Canada. Describe two ways that the United States is different from Canada." Students had to include evidence from at least three of the five documents in their essays. The five documents were:

- 1) pictures of the three most popular sports in Canada and in the United States;
- 2) diagrams of the branches of government in Canada and in the United States;
- 3) bar graphs of the top ten ethnic groups in Canada and in the United States;
- 4) a chart of the languages spoken at home in Canada and in the United States; and
- 5) pie charts, as well as a brief paragraph, on the sources of electric power in Canada and in the United States.

Supervisors were satisfied with this DBQ as appropriate for the first year without a state assessment. They were cognizant of the powerful need for principals and teachers to feel comfortable with a familiar format. Their comments indicated that they saw this as "a first step," "the start of a process," "a floor not a ceiling" for elementary social studies assessment and instruction.

Significance

A regional group of supervisors who recognize and exercise their power to create social studies assessments and, by extension, curriculum, may be a route for supervisors in other areas of the state and in other states and for other subjects (e.g. science).

The process, itself, has implications for social studies supervisors and practitioners, with its rich discussion of: whether past NYS assessments are the best model for

future assessments. One may infer that those present in these discussions were tinkering with the former tests, not switching to performance-based assessments. The participants seem to avoid the deeper discussion of what social studies curriculum ought to be at the elementary and middle school levels. The ideal ratio of content to concepts to skills in curriculum and assessment at different grade levels was not achieved. They did not address policy issues sufficiently to recommend the extent to which the civic efficacy purpose of social studies is or should be reflected in assessments; the extent to which an unwieldy state scope and sequence can or should drive instruction; and the power struggle between subject supervisors and principals over the importance of curriculum and assessments of subjects that have not been identified as such by either NCLB or Race to the Top.

In addition, the process has implications with respect to the role of professors of social studies methods. This researcher's knowledge of the group of regional assessment designers was serendipitous. No doubt, there are methods professors who could have contributed to this particular group and to other such groups of social studies supervisors. However, social studies supervisors' listservs do not tend to include methods professors, and methods professors' listservs do not tend to include social studies supervisors. Perhaps college professors can be more attentive to connecting the two constituencies. In a time of de-emphasis on social studies, this separation of university professor and public school practitioner may not be effectively serving our profession, nor our most important constituency, our students.

With or without their university colleagues, if more teachers and supervisors of elementary social studies were given time and space to have such conversations about purposes of social studies, appropriate curriculum for students, and the possibility and value of thoughtful assessments, how would that affect how teachers and supervisors approached curriculum, instruction and assessment in elementary social studies? That's a conversation worth having.

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Personal Safety and Teacher/Student Relationships Viewed Through Black/White Framework in a Suburban Middle School, an Exploratory Study

By Dana C. Mester and Sherill A. Spruill, Joseph Giani, Ed.D.,
Elsa-Sofia Morote, Ed.D., and Albert Inserra, Ed.D.

Abstract

This study explored the perceptions of teacher-student relationships and personal student safety differences between Caucasian and African-American middle school students. The research was conducted using a survey in a suburban middle class school on Long Island, New York. Twenty-eight of 176 Caucasian students were chosen through random sampling to contrast with the 15 African-American students who participated in this study. An independent sample T-test was used. It showed a significant difference between African-American and Caucasian students in teacher-student relationships ($p=.05$) and approaching significance on personal safety significance ($p<.10$). Caucasian students in the sample tended to feel safer in their school, and the Caucasian students showed better student-teacher relationships than the African-American students.

The schools in the United States are in the midst of an identity crisis. Schools are institutions, which reflect the architecture of the society (Asante, 1991). The natal culture of African-American students is generally ignored in the Eurocentric framework that American society is based upon. However, the existence of African-American culture is present in school hallways, communities, expressed through student attire, and is heard in casual expressions. America's dilemma lies in indoctrinating White epistemological perspectives into a multicultural student population. These perspectives ignore the thoughts, ideas, and various views of people of color (Bernal, 2002).

The goal of education is to help students of all ethnicities find cultural relevance within society and to learn how to be open-minded with regard to other cultural views (Asante, 1991). Educators must take a step back from societal views to see the world through the eyes of the children they are teaching.

A large part of academic success can be determined by the quality of relationships teachers forge with their students. Unfortunately, school culture continues to exhibit wide disparities between Caucasian and African-American

students socially and academically. Some teachers lack the tools needed to connect with their students. According to Hughes and Wu (2012) lack of candor and preparation can have an indirect effect on student achievement. The absence of connection felt by some students with a number of teachers creates a suspension in educational achievement.

This may lead to what is perceived as inappropriate classroom behavior resulting in unnecessary referrals and school suspensions, which generates a cycle of conflict. Eighty three percent of all teachers are White middle class females, and half of the students in public K-12 schools are students of color, the quality of teacher-student relationships warrants attention (Henfield & Washington, 2012).

The issue of personal safety in school and who is affected by it is largely dependent on the ethnic makeup of the school itself. For many African-American students in a predominantly Caucasian academic setting, school is an "alien and hostile place" (Ladson-Billings, 1995, p. 161). In academic institutions where the predominant ethnicity is that of the influential majority, personal safety can become an issue where bullying and other forms of violence hinder the voiceless ethnic minorities. Therefore, educators must always strive to create an environment that is "safe, welcoming, and responsive" to the needs of all students (Ford, 2005, p. 29). This article focuses on the different perceptions held by Caucasian and African-American students regarding personal safety and student-teacher relationships.

Purpose of the Study

The purpose of the study was to investigate how student perceptions of personal safety and teacher-student relationships differ between Caucasian and African-American middle school students. This article will explore the following question:

How do teacher-student relationships and personal safety differ between Caucasian and African-American students in public schools?

Literature Review

While the literature related to in-school violence and student safety is extensive, the above issue needs further scrutiny. According to Klonsky (2002) the smaller-scale violence in American public schools such as racial conflict, bullying, and intimidation are often overlooked but nevertheless omnipresent, and is what concerns students, teachers, and parents most; the article, *How Smaller Schools Prevent School Violence*, (Klonsky, 2002) publicized the quality of student-teacher relationships and personal safety in schools.

In the article *School discipline and security: Fair for all students?* Kupcik and Ellis (2007) conducted a study regarding the fairness of school discipline tactics on students of color compared to White students. It was revealed that the demeanor of students of color dictated more disciplinary action than the demeanor of White students. Since incidents are reported to occur frequently, students of color expect to be unfairly disciplined. This unfair treatment resulted in feelings of alienation and rejection in the school setting, leading to poor academic performance. Kupcik and Ellis (2007) hypothesized that student race/ethnicity dictated school safety as well as the frequency of disciplinary action, and eventually affect school safety. Similarly, Shirley and Cornell (2011) found African-American students were three times more likely to be sent to the office for discipline problems and received suspensions five times more than Caucasian students. Moreover, these actions do not improve school safety. This problem is not atypical to the United States. England and France disproportionately administer disciplinary actions to students of African and Caribbean origin much more than Caucasian students (Shirley & Cornell, 2011). Excessive punishments only breed frustration, anger, resentment and cause students to disconnect from school. For these children, school is synonymous with prison and is not a safe place; especially in urban schools (Noguera, 2003).

In *Welcome all students to room 202: Creating culturally responsive classrooms*, Ford (2005) envisioned the concept of the classroom as a home. This implied safety and comfort for students, who are viewed as guests in classrooms where "learning environments are safe, welcoming, and responsive to their needs" (Ford, 2005, p. 29).

Teacher-Student relationships are discussed in the article, *But that's just good teaching*, Ladson-Billings (1995) which stated that "Culturally relevant" pedagogy is an important influencer in teacher-student relationships, contributing to the success of African-American and other students "who have not been well served by our nation's public schools" (Ladson-Billings, 1995, p. 163). "Many students who are not part of the White, middle class mainstream, asserts Ladson-Billings, experience difficulty in schools because of the way culture is perceived." Labels such as "culturally appropriate", "culturally responsive", "culturally compatible", and so on were assigned to the work of anthropologists who looked at connections between students' home culture and school.

According to various data obtained by researchers (Diamond & Randolph, 2004; Ford, Grantham, 2003; Landsman, 2004) the expectations set by a number of teachers towards culturally diverse students such as African-American, Hispanic-American, and Native-American students tend to be lower than the expectations set towards Caucasian and Asian-American students. That may affect teacher-student relationships, claimed Ford (2005).

Ladson-Billings (2006) proposed that anthropological training might be the answer to preparing teachers for the diverse students they will face in their classrooms. The problem seems to be "the poverty of culture" as opposed to Harrington's (1997) often quoted phrase "the culture of poverty." The deficit model appears in Ladson-Billings' research in which African-American boys are overwhelmingly perceived by student-teachers as a problem they are dealing with.

Henfield and Washington (2012) believed that the issue with teacher-student relationships referred to what teachers believed about students of color. They said that 'Deficit Thinking' "focuses on what one believes members of another group lack" (p.149). These teachers blame student failure on lack of family values and their home life. Fortunately these concepts are being replaced by promoting understanding one's own culture in order to teach from the perspective of another.

Data Gathering Techniques

This study is part of a larger study performed by Author (2008). Author used a survey instrument to collect data from students among several variables who are of interest to this study regarding the perception of personal safety and teacher-student relationships. Author collected the data during the 2006-07 school year. Letters of consent were mailed to the parents of students. The mailing included the survey along with a postage-paid return envelope.

Survey Instrument

A 32-item questionnaire developed by Author (2008) was used in order to collect data regarding student perceptions of climate and environment in schools, 5 items for personal safety and 12 for teacher-student relationships (the rest of the items are not part of this study). The questionnaire had subscales with factors that contributed to school climate. Responses to the questionnaire are in Likert scale: 1=Strongly Agree to 5=Strongly Disagree (to see entire survey see Author, 2008, p. 45).

This study focused on Personal Safety (reliability = .797), and Teacher-Student Relationships (reliability = .936). Personal safety refers to one being free from harm or risk of danger within and around the school building. Student-Teacher Relationships refer to the connection, association, or involvement between teachers and their students for the purpose of academic advancement.

Table 1						
Differences Between Caucasian and African-American Students						
	Ethnicity	N	M	SD	t	p
Teacher - Student	African-American	10	39	18.02		
	Caucasian	24	48.12	8.48	-2.02	0.05
Personal Safety	African-American	13	19.15	6.10		
	Caucasian	28	21.75	2.81	-1.87	0.06

Methodology

The present study took place in a suburban middle school on the North Shore of Long Island, New York, with an enrollment of approximately 643 students. The ethnic breakdown of the school was 15 percent Black (not Hispanic), 2 percent Asian or Pacific Islander, 23 percent Hispanic, and 60 percent White. The study focused on African-American and Caucasian ethnicities. Out of 213 students who responded to the survey, 176 were Caucasian students. The two variables used addressed personal safety and teacher-student relationships. Only 15 African-American students answered the survey. For that reason the researchers randomly selected 28 students out of the total 176 Caucasian students to be contrasted with African-American students. One of the major limitations of this study is the small number of African Americans who responded to the survey.

Data Analysis

How do teacher-student relationships and personal safety differ between Caucasian and African-American students in public schools?

An Independent Sample t-Test was performed in order to determine the level of significance of the two variables. This design was selected because it was believed to be the best for this type of analysis.

Table 1 shows No significant differences were found in personal safety ($p=.06$) and significant differences in student-teacher relationships ($p=.05$).

Table 2 shows frequency analysis per item. Here are the findings:

Personal safety: two items PS1 "I usually feel safe in the school building during the day" and PS2 "I usually feel safe in the building before and after school" revealed that African-American students disagreed 23 percent while none of the Caucasian students disagreed with these items. In the same way item PS3 "I usually feel safe to come to school for meet-

ings and programs in the evening" showed a 20 percent gap between Caucasian and African-American students, where Caucasian students agreed more with the item.

Teacher-student relationships: items TSR3 "Teachers help students to be friendly and kind to each other", TSR9 "Teachers praise their students more often than they scold them", and TSR10 "Teachers are fair to students" showed a big gap. Fifty percent of African-American students in TSR3 agreed, versus zero percent of Caucasian students. In TSR9, zero percent of African-American students agreed versus 60 percent of Caucasian students. In TSR10, zero percent of African-American students agreed versus 72 percent of Caucasian students. In addition, item TSR2, "Teachers in this school are on the side of their students", African-American students disagreed 38.5 percent compared to four percent of Caucasian students.

Conclusions

The purpose of the study was to find out how perceptions of teacher-student relationships and personal safety differ between Caucasian and African-American students. This study took place in a school with a large Caucasian population. Study results may have shown greater significance with a more evenly distributed demographic. Although no significant differences were found in school safety, major differences were found in teacher-student relationships. Items such as "Teachers in this school are on the side of the their students", "Teachers are patient when a student has trouble learning", "Teachers praise students more often than they scold them," and "Teachers do not shame or humiliate students" showed a large gap between African-American and Caucasian students, showing trouble in the teacher-student relationship for the first group. This agreed with Ladson-Billings (1995), when she confirmed observations regarding the role of culture in our public schools when students are alienated from White middle class mainstream. Viewed through the lens of White middle class culture, these teachers perpetuate deficit thinking.

Table 2 Item by Item Analysis

#	Question	Afro-American		Caucasian	
		Disagree	Agree	Disagree	Agree
PS1	I usually feel safe in the school building during the day	23.1	63.3	0	92.9
PS2	I usually feel safe in the school building before and after school	23.1	69.3	0	96.5
PS3	I usually feel safe to come to school for meetings and programs in the evening	7.7	72	0	92.8
PS4	I do not feel safe because I have witnessed a person being pushed or shoved on school property	69.3	23.1	85.7	14.3
PS5	I do not feel safe because I have witnessed a person being hit or beaten up by another person on school property	69.2	23.1	85.7	7.2
TSR1	Teachers in this school like their students	35.7	64.4	80	64
TSR2	Teachers in this school are on the side of these students	38.5	61.6	4	88
TSR3	Teachers help students to be friendly and kind to each other	35.7	50	72	0
TSR4	Teachers treat each student as in individual	21.4	28.5	28	72
TSR5	Teachers are willing to help their students	7.1	64.3	4	96
TSR6	Teachers are patient when a student has trouble learning	0	69.2	4.2	91.7
TSR7	Teachers spend extra time to help students	14.3	64.3	4	84
TSR8	Teachers understand and meet the needs of each student	14.3	64.3	8	72
TSR9	Teachers praise students more often than they scold them	35.7	0	16	60
TSR10	Teachers are fair to students	50	0	4	72
TSR11	Teachers explain carefully so that students can get their work done	61.6	38.5	12	64
TSR12	Teachers do not shame or humiliate students	38.5	46.2	12	76

Henfield and Washington (2012) explained many White student teachers looked down on African-American students because of deficit thinking. African-American students have more difficulty in school as a result of the way culture perceives them. Zero percent of African-American students in the study agreed with the statement in "TSR9. "Culturally appropriate", "culturally compatible", and "culturally responsive" labels, expressed Ladson-Billings (1995), are introduced in order to highlight a discrepancy between home culture and school. As a result of Eurocentric framework, it is perceived African-American students do not fit the societal expectation and patterns, as stated by Ford (2005). The expectations set by some teachers for African-Americans and other diverse students tend to be lower according to Diamond and Randolph (2004).

When culturally relevant pedagogy is not utilized, students are unable to learn and experience difficulty in school because of the way their culture is interpreted. Climate that promotes safety and comfort for students does not embarrass or degrade. These students do not feel welcome in the classroom, confirming the need for more multicultural training in schools.

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Fundamental Nursing: Process-Oriented Guided-Inquiry Learning (POGIL) Research

By Maureen C. Roller, DNP, ANP-BC, RN

Abstract

Measuring the effect of a Process-Oriented Guided-Inquiry Learning (POGIL) implementation in a fundamental baccalaureate-nursing course is one way to determine its effectiveness. To date, the use of POGIL from a research perspective in fundamental nursing has not been documented in the literature. The purpose of the study was to measure the effects of participation in the POGIL process in Fundamental Nursing classes on the final grades and ATi (Assessment Technologies Institute, LLC) grades (national exam) of groups of students who participated in group scenario work compared to students who did not participate in group scenario work in class. A comparative quantitative design measured the relationship of grades in two fundamental nursing classes taught by the same professor. The results demonstrated a short-term implementation of a POGIL program could increase grade performance significantly on a standardized exam. Final exam data revealed no significance in grade performance between groups. Utilizing the POGIL method may be beneficial in nursing courses.

Introduction

Process-Oriented Guided-Inquiry Learning (POGIL) is a student-centered pedagogy that supports group activities. Students interact and are given the opportunity to construct knowledge. Learning is a shared responsibility of faculty and students. Educators developed POGIL in 1994 as a student centered general chemistry strategy. This pedagogical method encourages cooperative and collaborative classroom learning. Comparing the results of standardized exams has demonstrated improvement in grades in the POGIL classes' versus the traditional lecture approach (Hanson & Moog, 2010). POGIL allows students to think about their learning, their performance and how to improve and develop problem-solving skills. Students work in teams with group guided learning exercises to encourage active learning (Bransford, Brown, & Cocking, 2000).

The POGIL method uses activities to teach content and encourage analytical critical thinking and teamwork. POGIL activities are implemented in groups of four students. The instructor is a facilitator moving between the groups and listening to the student discussion and intervening when necessary with guiding questions. The roles include four different ones for each student in the group: Manager keeps everyone on task. Recorder keeps records of the names, roles and discussions of the group. Presenter or team leader presents an oral report to the class. Reflector observes and comments on group behavior and dynamics in learning process (Moog, 2012).

The ability for nursing students to work effectively in a team through the POGIL process may help to prepare future nurses for a work environment that requires multidisciplinary teamwork. Health care future improvements will need to promote teamwork and excellent communication skills (Frankel, Leonard, & Denham, 2006). Safe patient care is an essential factor identified by the Joint Commission (TJC) (2014) through teamwork in the work environment. Providing students the opportunity to work as teams and communicate in a basic nursing course may better prepare them for transitioning to the work environment. It is imperative to continue to develop and test alternative methods in education that will lead to improved learning and will lead to improved test scores as well, there is a need to explore the POGIL approach in nursing education as a valuable tool for both. The author adopted the POGIL in a fundamental's class and used a control group section in the same semester to evaluate the effect on course grades and a standardized test.

Purpose/ Research Question

The purpose of this study was to examine the relationship of *POGIL: Process-oriented guided inquiry learning*, utilizing group scenario exercises in the class on grade performance. The research question was: Will participation in the POGIL process in a fundamental nursing class

affect the final grades and ATI nursing education grades (national exam) of groups of students who participated in group scenario work (POGIL) compared to students who did not participate in group scenario work in class?

Literature Review

In nursing, due to the complex nature of its curricula, innovative pedagogy should be explored to present this complex material. Published reports on the POGIL method of delivering science courses have documented success of students. A study of 200 undergraduate students investigated whether POGIL use affected grades, retention, self-efficacy, attitude and learning environment in a first semester chemistry course. Grades had some positive results in the POGIL group versus the control group. Retention rates varied, however emotional satisfaction and attitude toward chemistry was lower in the control population. Overall the POGIL approach had minimal impact on the results. No difference was revealed in self-efficacy between groups. The most positive result was the attitude toward learning environments of the POGIL students (Case, Pakhira & Stains, 2013).

Undergraduate biomechanics courses traditionally were taught by lab and lecture method. Students reported that lectures were not engaging and learning was not enhanced. POGIL (N=64) and traditional instruction methods (N=52) were compared. Quiz, tests and course grades were reported to be higher in the POGIL group (Simonson & Shadle, 2013). Many studies have documented the POGIL method in general chemistry. One author compared the final exam scores on a national standardized exam of organic chemistry with a participant and control group to evaluate the effectiveness of POGIL pedagogy. Analysis indicated that 72% of the POGIL students scored higher than the control group (Hein, 2012). The department of chemistry in Northwestern State University is utilizing POGIL. One author reported students helped struggling peers in their group, and grades have improved with fewer failures, fewer D's as well as fewer withdrawals in the course. However, all students did not embrace the student centered learning (Jackson, 2009).

A study was conducted to determine if implementing POGIL in aviation classes would be an effective teaching strategy. Two classes were taught by the same professor one using the POGIL method and the other employing the traditional approach. Pre and post-test were given in each group. The POGIL approach made a significant difference ($p < 0.05$). The author concluded that POGIL was adaptable to an aviation course (Varek, 2011).

In summary, following a review of the literature POGIL has been documented as an effective approach in a variety of disciplines. Much of the research is centered on chemistry and other science courses. Studies have not included nursing courses utilizing the POGIL method. Al-

though it is a useful strategy POGIL has not been effectively documented in a fundamental nursing course. Therefore the aim of this study was to evaluate would POGIL group scenario exercises improve test scores in a fundamental nursing course.

Method

The study used a comparative quantitative design. Two sections of undergraduate students in a fundamentals didactic nursing course were given the opportunity to volunteer to participate in the research. One class participated in six group scenario exercises and the control non-participant group was given the scenarios on an individual basis. Purposive sampling was used. The theoretical framework for this research study was Piaget's theory of constructivism (Piaget, 2012). Permission to conduct the research was obtained from the Institutional Review Board of the author's university with exempt status.

Two fundamentals' class sections were conducted during their first semester of the third year of a nursing program with the same professor. Group one (experimental) was offered the opportunity to participate in POGIL exercises during class time. The professor assigned 4-5 students to each group in the participation class. After lecture the participants completed in 45 minutes intervals six group case scenario exercises. A team leader of each group presented the information to the class. The professor throughout the exercise encouraged critical thinking and communication skills. Roles of reflector, recorder, presenter and manager were chosen by the students and rotated each group exercise. The participant group initially consisted of 27. Two students dropped the course in week 1 and were not included in the data. Therefore 25 students were analyzed in the data.

Group two (control) of another Fundamentals class of nursing students was given the opportunity to complete the same 6 case scenario exercises individually on-line after class. This group had the opportunity to individually submit the work to their professor. Roles of reflector, recorder, presenter and manager were not utilized as individual students completed the work. Four students in the non-participant group declined to participate and were not included in the data. Therefore 25 students in the control (non-participant) group were analyzed in the data. The scenarios for both groups were the same non-credit assignment.

Data collection included demographics from participants and non-participants such as age, gender, and grade point averages of students prior to the POGIL study in order to determine group equality. The instructor/researcher recorded attendance, and final course grades and ATI grades on both groups (experimental and control) at the conclusion of the study. The course grades were defined as the student's final grade and included two exams (20% each), two quizzes (10%), final exam (30%), concept map (10%), and a standardized ATI test (10%).

Results

Demographic variables were analyzed descriptively to determine the comparison of the two groups (POGIL and Non-POGIL) in the course using SPSS version 21. The participant experimental group age range of students was 19 - 40 years with a mean age of 23.4 years old. Included in the data were three males and 22 female subjects. Non-participant control group in the study age range of student's was 19-26 years with mean age was 20.6 years. Included in the data were two males and 23 female subjects.

The mean 3.6 GPAs of participant and non-participant groups mean 3.5 GPAs prior to the study were compared for consistency and no significant differences were found. The mean final grade (B) of the participant POGIL group was higher than the mean (B-) of the non-participant group (See Table 1).

Limitations of Study

This study compared two groups, however the participants were not randomly assigned to the two groups compared. A small sample of 50 participated in the study. Participating students evaluated did not participate in the same number of scenarios; some participated in five and some in six. The non-participant group had access to the same scenarios to complete individually. Only two students returned three scenarios of the six required case studies given to students online to the professor for evaluation despite reminder emails. The study was conducted at one site with one professor and one course in one semester.

Discussion

Consistent with the literature cited, the results of this study revealed a difference between those who participated in the POGIL group and those who did not. The quantitative study with aviation students had very similar results and method as this nursing study. One professor taught two sections of the same course and compared participant and control groups. Higher test scores were documented (Varek, 2011).

Similar results to this nursing study revealed higher course grades (means) at the end of the course for the POGIL group, and these results did demonstrate a significant difference in means, such as those noted in the studies by a positive impact occurred on standardized national exam on POGIL students in organic chemistry (Hein, 2012). Improved test scores were revealed in the participant groups than the non-participant group (Case, Pakhira & Stains, 2013; Simonson & Shadle, 2013 & Jackson, 2009).

The present study adds to the knowledge of the effectiveness of the POGIL method in a different discipline. The nursing study would be enhanced if more classes and instructors could be added to the research over a longer period of time. However given the constraints of the one semester study results were positive improvement in the standardized test grades of participant subjects.

Findings from this study indicate that continued research to define the value of the POGIL approach in nursing education would be beneficial. Future studies should include a larger randomized sample in multiple

Table 1. Final Grade Fundamental Course				
Groups	N	Minimum	Maximum	Mean
Final grade Participants	25	76.9%	93.1%	83.8%
Final grade Non-participants	25	76.7%	90.9%	82.3%
Valid N total	50			

Table 2. ATi Fundamental Nursing National Exam				
Groups	N	Minimum	Maximum	Mean
ATi grade Participants	25	60%	100%	79.2%
ATi grade Non-participants	25	60%	85%	74%
Valid N total	50			

The participant POGIL group mean (C+) national standardized test scores were higher than the (C) non-participant group (See Table 2). The 2-tailed t-test ATi standardized test equality of means revealed a significance of $p = 0.032$ with $\alpha = 0.05$. Distribution of the ATi was measured with a Mann-Whitney non-parametric test. The analysis was 0.28, which the data revealed reject the null hypothesis, which demonstrates significance at 0.05. There is a difference between ATi groups across the categories of treatment. The numerical final grade for the course between participant and non-participant groups was not significant 2-tailed t- test=.199.

sites with additional professors utilizing POGIL pedagogy. Besides end of course grades, future research may compare withdrawal satisfaction for nursing students between the POGIL participants and non-participant groups.

Conclusions

POGIL is a pedagogy that has demonstrated success in chemistry and other sciences courses. Exploring this method in future nursing courses may be beneficial to students. The students that participated in the group scenario exercises of POGIL achieved higher final course grades and national test scores in fundamental nursing. This methodology also enhances the use of teamwork, which may help prepare students to meet an essential competency for professional nursing.

Exploring POGIL as a teaching strategy is in alignment with goals to promote evidence-based teaching. A priority in nursing education is to enhance the development of analytical critical thinking and teamwork, which is encouraged through use of POGIL methodology. Pedagogy, such as POGIL in nursing education has been shown to improve grades. Further research is necessary to determine if this pedagogy is applicable to other nursing courses and the long-term effect of POGIL adaptation in future courses.

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College Faculty Understanding Of Hybrid Teaching Environments And Their Levels Of Trainability By Departments

By Kenneth P. Martinucci, Daniel Stein,
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Abstract

We explored whether the knowledge of hybrid teaching (conceptions) or incorrect knowledge (misconceptions) or lack of knowledge differed among faculty from various teaching areas - education, social sciences, business, art and humanities, and math and sciences - in New York. One hundred twenty-eight faculty members responded to a test of their knowledge of hybrid learning. Using a one-way ANOVA, we found no significant differences between conceptions, misconceptions, and lack of knowledge among faculty. However, their conceptions differences approached significance ($p < .074$). We evaluated faculty levels of trainability. The results of frequency analysis suggested that professors of math and sciences, and business tended to understand more online or hybrid environments than professors of other areas did. However, professors of art and humanities, and social sciences showed high trainability scores.

Purpose of the Study

Bleed (2001) and Gould (2003) reported that institutions of higher learning would need to find new paradigms in education so that students were better prepared for the 21st Century job market. Many studies showed that there were benefits to hybrid learning courses that offered advantages over traditional face-to-face learning (Arabasz, Parani, & Fawcett, 2003; Gould, 2003; Martyn, 2003; Osguthorpe & Graham, 2003; Riffie, 2003). School reform advocates warned that the lack of student 21st Century technology were hurting the nation's role in the global marketplace (Friedman, 2006), yet few teachers integrated technology into their curriculum despite its availability (King, 2002).

The purpose of this study was to determine if faculty members within specific program or subject areas were more likely to be successful in being trained to teach hybrid courses. We studied the faculty members in education, business, social sciences, arts and humanities, and math and science regarding correct conceptions, misconceptions, and lack of knowledge about hybrid teaching.

Faculty that are comfortable with the technology necessary for hybrid or blended courses might make the transition to teaching fully online courses. In addition, students engaged in using technology in both hybrid and fully online courses will learn technology skills necessary for the 21st Century job market.

Institutions of higher learning that choose to implement hybrid or blended learning can classify faculty members into three categories: (a) those who have correct conceptions about hybrid or blended learning; (b) those who have a lack of knowledge in the area; and (c) those who have misconceptions. Many researchers report that it is more difficult to re-train faculty members with misconceptions about hybrid or blended learning, than it is to train faculty members with either a lack of knowledge or correct conceptions about hybrid or blended learning. The nation is suffering and it will continue to suffer, because students are graduating without technology skills necessary for the workplace. Students participating in hybrid or fully online courses will become familiar with workplace technology skills.

Theoretical Framework

There are many reasons why institutions of higher education might wish to expand the number of online distance learning programs and courses. For instance, Osguthorpe and Graham (2003) argued that the rationale for adopting a blended system was that it allowed for pedagogical richness, access to knowledge, social interactions, personal agency, cost-effectiveness, and ease of revision. Many colleges realize that online learning is increasing rapidly and that there will be a need to retrain faculty for this instructional paradigm.

Betts, (2009) stated, "Enrollment growth in online education now far exceeds overall higher education growth in the United States" (p. 5). Allen and Seaman (2008) reported that online enrollment increased by 12% from fall 2006 to fall 2007 while the overall higher education enrollment

increased by only 1.2%. In fall 2007, there were approximately 3.9 million students enrolled in at least one online course. It is predicted that online enrollments will continue to increase because of greater national acceptance of online education by employers, baby boomers returning to college, and a weak economy. Faculty is critical in meeting current and predicted online enrollment increases, particularly since their role extends beyond classroom instruction. Faculty members play vital roles in student engagement, retention, and long-term program sustainability.

St. Claire (1999) and Friedman (2001) believed that online courses or programs would attract more student registrations because coursework is asynchronous and might be more accessible to those with busy work schedules. St. Claire (1999) stated:

First, web-based technology is an increasingly familiar environment for undergraduates. Second, students may be more likely to "attend" class activities when they have more control over the time and place they participate (i.e., online assignments) compared with passive lectures, which must be attended at set times and places (p. 126).

Cost-effectiveness is also a part of the discussion; Hjeltnes (2005) believed that online courses produced cost savings by using less physical college resources such as classrooms and facilities and therefore, resulted in increased profits. "Another reason for focusing on cost-effectiveness in e-learning (hybrid learning) is the fact that this kind of education is getting more and more popular. Nearly everyone will be affected by this new way of learning" (p. 5).

Hybrid courses, which substitute some online sessions for face-to-face classes, are a method of introducing faculty to the technology skills used for fully online distance courses. Westover and Westover (2014) stated,

While the quality of online courses have [sic] continued to improve over the past decade, and while many students do quite well within the online learning environment, opponents of online learning have long argued for the continued need for the face-to-face atmosphere and interactive environment that is important in the learning process for so many students. Within the context of this pedagogical and technology tension, the hybrid course (partially online, partially face-to-face) has been born (p. 93).

Research shows that colleges see the value of and are implementing hybrid or blended learning as a method to introduce distance learning for faculty and students. However, few researchers have addressed the topic of whether the faculty understands how hybrid learning is delivered and what kinds of challenges can be found in training. Young (2002) stated "... a growing number of colleges are experimenting with 'hybrid-blended' models of teaching that replace some in-person meetings with virtual sessions" (p. 33). In addition, Scida and Saury (2006)

argued that hybrid courses "... are becoming more and more the norm in higher education in the United States as earlier predictions of the explosion of completely online courses have not been borne out in practice." Young (2001) argued that hybrid classes were less controversial among university faculty members than offering traditional fully virtual courses and that "... hybrid courses may be a better way than fully online courses to help busy commuter students" (p. 33).

Teachers' satisfaction on teaching hybrid courses and by area of teaching was tested by Shea, Pickett, and Li (2005). They found that

It appears that faculty identifying themselves as teaching courses in Math/Science, Humanities and Business/Professional Development have higher levels of satisfaction (in hybrid instruction) than those identifying themselves as teaching in the Social Sciences, Art, or "Other" categories. Given the relatively small contribution of this factor and the skewness of the members within each of the categories (e.g., only nine faculty reported teaching within the "Art" discipline area), this finding requires additional investigation and confirmation (p. 13).

When considering phasing-in the training of faculty members and in increasing the number of hybrid or blended courses, first review the group responses in program or subject areas regarding faculty member conceptions, misconceptions, and lack of knowledge about teaching online (asynchronously). Successful training to teach hybrid courses should begin with identifying misconceptions and focusing on those programs or subject areas in which there is a high incidence of correct conceptions and or a lack of knowledge about hybrid or blended courses.

There are critical predictors, which if properly identified, would likely lead many more educators to use the most advanced tools in education today. To begin, we must first define a misconception.

John Marr (2011) identified misconceptions as strongly held incorrect knowledge that resisted change and interfered with learning. This knowledge was identified, confronted through instruction, and replaced. In a critical evaluation of research on student misconceptions in science and mathematics, Smith III, di Sessa, and Rochelle (1993) found misconceptions could not simply be identified and replaced as, "... it is impossible to separate students' misconceptions, one by one, from the novice knowledge involved in expert reasoning" (p. 147). Building on available research literature, Smith III et al. (1993) concluded that misconceptions are necessary to achieve sophisticated learning. As such, "the goal of instruction should not be to exchange misconceptions for expert conceptions, but to provide the experiential basis for complex and gradual processes of conceptual change" (Smith III, 1993, p. 154).

Three critical predictors of successfully implementing technology-enhanced instruction include: (a) professional development, (b) teacher belief in technology competence, and (c) positive teacher attitude towards technology (Allsopp, McHatton, & Cranston-Gingras, 2009).

Hybrid courses and degree programs offer the best of both worlds. Osguthorpe and Graham (2003) said, "Innovative uses of technology have begun to blur the distinctions between traditional and face-to-face and more recent distance learning environments" (p. 227).

Recent technological advances have increased the overall amount of information available and improved accessibility to that information, while at the same time the costs of publishing information have decreased. These general shifts throughout society are true in education and have caused students to be more demanding and more knowledgeable about alternatives for their education. Combined with demographic trends, political forces, economic factors, the need for lifelong learning, and the changing emphases in teaching and learning, there is a resurgence of interest in distance education both at traditional institutions of higher education and in organizations whose sole mission is distance education (Dede, 1990; Knott, 1992; Lewis & Romiszowski, 1996).

Some program/subject areas may more likely to produce better results in re-training faculty. There has been little research conducted on the trainability of faculty in higher education by program subject area. Shea et al. (2005) however, found results that differed from the findings of this paper and recommended additional research in this area. This study asks the following research question: Are there differences in faculty's conceptions, misconceptions by program/subject area, about hybrid learning?

Sample

The data was part of a large study by Dr. Helen Wittmann (2006). To ease the discussion, the researchers presented a table with definitions of terms. Dr. Wittmann emailed invitations with a link to the survey, and to all faculty members at four independent institutions of higher education in New York State during the fall 2005 semester. There were one hundred and twenty eight responses (N=128). The largest number of responses came from the program area of Education (29.7%), followed by Arts and Humanities (15.6%), Social Sciences (12.5%) and Business, and Math and Science with 11.7%). Responses classified as "Other" comprised 18.8%.

Instrument and Methodology

The instrument used had two Parts; Part I was demographics (e.g. school, program or subject areas taught) and Part II, thirteen True False questions centered on hybrid (blended) courses, developed by Wittmann (2006). To see the test and the correct answers see Wittmann, 2006 page 36-40 (presented on table 3, first 4 columns).

Research Questions

This study asks the following research question:

Are there differences in faculty's conceptions, misconceptions by program/subject area, about hybrid learning?

To answer this research question, a one-way analysis of variance was performed.

Ancillary Question: Are there best program/subject areas that would lead to successful re-training of faculty for hybrid (blended) teaching?

To answer this ancillary question, an item analysis was performed for the conceptions, misconceptions, and don't know that show significance or approaching significance. In addition, the researcher will summate conceptions and don't know to evaluate the best areas to be trained.

Results

Are there differences in faculty's conceptions, misconceptions by program/subject area, about hybrid learning?

There were no significant differences between conceptions, misconceptions, and lack of knowledge among faculty in different programs/subjects. However, in the conception area, the significance level was approaching ($p = .074$). For that reason, the researchers performed a frequency item analysis to specifically detect the areas that will lead to effective training by combining conceptions and lack of knowledge. See the results in **Table 1**, the descriptive statistics and in **Table 2**, the One-Way ANOVA.

The ANOVA results show that there are no significant differences between the groups of conceptions, misconceptions and no basis for knowing (don't know). However, conceptions approached significance ($p=0.074$), which can be seen as a tendency. Note **Table 2**, that faculty who work at Math/Science have the largest conception ($M=6.50$), and faculty who scored the lowest conceptions ($M=5.80$).

Are there best program/subject areas which would lead to successful re-training of faculty for hybrid (blended) teaching?

Table 3 shows the thirteen True, False and No Basis for Knowing (Don't Know) questions with responses by faculty in percentages for each question. The table also shows the number of Correct (Correct Conceptions), Incorrect (Misconceptions) and No Basis for Knowing (Don't Know) responses by program/subject area.

The True False responses were converted into Correct (Correct Conceptions) and Incorrect (Misconceptions). Research determined the correct answer for each True False question.

Table 1

Sample, Mean and Standard Deviation for Conceptions, Misconceptions and Lack of Knowledge (Don't Know) responses by faculty's program/subject area

		N	M	SD
Misconceptions	Education	39	6.97	1.78
	Humanities, Social Science	44	7.39	1.79
	Business	17	7.65	2.23
	Math & Science	28	7.29	1.30
	Total	128	7.27	1.76
Conceptions	Education	39	5.56	2.84
	Humanities, Social Science	44	5.93	2.52
	Business	17	6.41	2.24
	Math & Science	28	6.50	2.96
	Total	128	6.01	2.68
Don't Know	Education	39	3.26	3.54
	Humanities, Social Science	44	2.55	3.00
	Business	17	2.59	2.37
	Math & Science	28	2.64	3.38
	Total	128	2.79	3.17

Table 2

Analysis of Variance within and between groups for conception, misconceptions and lack of Knowledge (don't know).

		Sum of Squares	Df	Mean Square	F	P
Misconceptions	Between Groups	6.43	3	2.14	0.69	0.56
	Within Groups	385.00	124	3.11		
	Total	391.43	127			
Conceptions	Between Groups	17.49	3	5.83	0.81	0.07
	Within Groups	895.50	124	7.22		
	Total	912.99	127			
Don't Know	Between Groups	12.41	3	4.14	0.41	0.75
	Within Groups	1260.89	124	10.17		
	Total	1273.31	127			

Table 3																				
True and False answers with conversion into Correct (C), Incorrect (I) and Don't Know (DK) responses when compared to research, expressed in percentages.																				
						Education			Business			Arts & Humanities			Math & Science			Social Sciences		
	Question	Correct Answer	% C	% I	% DK	C	I	DK	C	I	DK	C	I	DK	C	I	DK	C	I	DK
	Faculty time commitment is greater for hybrid learning preparation, delivery, and revision.																			
1		TRUE	81	11.9	7.2	60.5	18.4	21.1	66.7	26.7	6.7	55	20	25	71.4	14.3	14.3	62.5	6.25	31.25
	Faculty members do not have complete control of his/her/their intellectual property.																			
2		TRUE	78.6	7.1	14.3	42.1	36.8	21.1	60	26.7	13.3	40	40	20	28.6	35.7	35.7	50	18.75	31.25
	Hybrid delivery of instruction is not as effective as teaching students face-to-face.																			
3		TRUE	63	18.9	18.1	18.4	57.9	23.7	46.7	40	13.3	35	50	15	35.7	35.7	28.6	43.75	12.5	43.75
	Hybrid teaching lacks a cohesive sense of community.																			
4		TRUE	60.6	18.1	21.3	26.3	55.3	18.4	33.3	53.3	13.3	45	35	20	35.7	42.9	21.4	56.25	18.75	25
	I need special materials to teach hybrid courses.																			
5		TRUE	52.8	29.9	17.3	81.1	10.8	8.1	93.3	6.7	0	95	5	0	92.9	7.1	0	75	12.5	12.5
	Adequate technical support systems are a major concern to faculty delivering hybrid courses.																			
6		FALSE	44.9	29.9	25.2	65.8	15.8	18.4	80	13.3	6.7	72	5.6	22.2	57.1	14.3	28.6	37.5	62.5	0
	Teacher-student interaction is difficult when using hybrid learning technology to deliver instruction.																			
7		FALSE	44.9	35.4	19.7	7.9	42.1	50	20	46.7	33.3	21	31.6	47.4	35.7	7.1	57.1	18.8	12.5	68.8
	Hybrid teaching lacks a cohesive sense of community.																			
8		FALSE	44.1	34.6	21.3	32.4	27	40.5	40	53.3	6.7	25	40	35	14.3	57.1	28.6	20	40	40

Table 3		continued																		
						Education			Business			Arts & Humanities			Math & Science			Social Sciences		
	Question	Correct Answer	% C	% I	% DK	C	I	DK	C	I	DK	C	I	DK	C	I	DK	C	I	DK
	Problems with equipment are a major concern to faculty teaching hybrid courses.																			
9		FALSE	33.9	43.3	22.8	39.5	36.8	23.7	66.7	20	13.3	45	45	10	28.6	57.1	14.3	43.8	31.3	25
	Students taught with hybrid learning perform at least as well as or better than those taught in a traditional face-to-face classroom.																			
10		TRUE	31.7	15.1	53.3	60.5	23.7	15.8	40	46.7	13.3	60	25	15	57.1	28.6	14.3	62.5	18.8	18.8
	Cheating in a hybrid course is a common threat to the quality of hybrid courses.																			
11		FALSE	30.6	37.1	32.3	10.5	73.7	15.8	20	80	0	70	20	10	28.6	64.3	7.1	25	43.8	31.3
	Students need access to a home computer with Internet access.																			
12		FALSE	21.8	71.8	6.5	5.3	84.2	10.5	13.3	86.7	0	80	15	5	7.7	92.3	0	6.3	68.8	25
	Content is better in the hybrid course.																			
13		TRUE	11.2	64.8	24	66.7	30.6	2.8	86.7	13.3	0	95	5	0	76.9	15.4	7.7	56.3	31.3	12.5
Columns 1-5, from Wittmann (2006) page 45																				

Columns 1-5, from Wittmann (2006) page 45

The highest percentage for each question is in bold. **Table 4** shows the following results: Social Studies had the highest percentage of correct conceptions (combined with No Basis for knowing) in 6 out of the 13 questions; Arts & Humanities had the highest percentage of correct conceptions (combined with No Basis for knowing) in 5 out of the 13 questions; Math & Science and Business had only one question with the highest percentage of correct conceptions (combined with No Basis for knowing); and Education had no question with highest percentage of correct conceptions (with No Basis for knowing).

Conclusion

Institutions of higher learning that wish to increase fully online programs and courses may consider first phasing in hybrid learning courses in program areas to acquaint faculty with the technology skills of a distance learning paradigm.

No significant differences were found in misconception and don't know of the program areas between the five schools; however in the conception area, there were

some differences among the five schools ($p = .074$). In addition, we found that the retraining of faculty in technology will more likely lead to success in the program/subject areas of Social Studies, and Arts & Humanities.

There are few researchers that have evaluated differences among faculty's areas of teaching and hybrid courses. One of them was about levels of satisfaction by Shea et al. (2005). Satisfaction and motivation can be related, and at the same time affect the re-training of faculty. Morote (2004) stated, "An introductory course motivates and gives confidence to teachers to use technology." Retraining of college faculty in the use of technology may best be accomplished by increasing the number of hybrid courses. Exposing faculty to technology may improve their perceptions. Morote (2004) stated that faculty will become more comfortable with technology if they take an introductory course for the integration of technology into the curriculum. Findings indicate that training faculty for hybrid or blended courses would more likely be successful in the program areas of Social Studies and Arts & Humanities as they had the greatest correct conceptions of hybrid learning.

Table 4

Correct Conceptions with Don't Know Responses for Each of the Thirteen Questions by Program or Subject Area

	Education	Business	Arts and Humanities	Math and Science	Social Sciences
Q 1	81.58	73.33	80.00	85.71	93.75
Q 2	63.16	73.33	60.00	64.29	81.25
Q 3	42.11	60.00	50.00	64.29	87.50
Q 4	44.74	46.67	65.00	57.14	81.25
Q 5	89.19	93.33	95.00	92.86	87.50
Q 6	84.21	86.67	94.44	85.71	37.50
Q 7	57.89	53.33	68.42	92.86	87.50
Q 8	72.97	46.67	60.00	42.86	94.78
Q 9	63.16	80.00	55.00	42.86	68.75
Q 10	76.32	53.33	75.00	71.43	81.25
Q 11	26.32	20.00	80.00	35.71	56.25
Q 12	15.79	13.33	85.00	7.69	31.25
Q13	69.44	86.67	95.00	84.62	68.75

Colleges wishing to expand the number of online courses and programs are faced with the challenge of re-training faculty that have conceptions, misconceptions and lack of knowledge about this learning paradigm. The leaders of our colleges and universities need to embrace this transformational moment and guide their institutions to take advantage of this new technological environment. If they do not, and if higher education does not begin to stem the rising tide of college costs, our nation's higher education system risks losing the public support on which it so heavily depends (Guthrie, 2012). The misconceptions theory helps professional developers to target faculty in the areas of need, and will help to reduce costs.

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Effects of Mentorship on Assistant Superintendents and their Emotional Intelligence, Challenges, and the Desire to become a Superintendent

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Elsa-Sofia Morote, Ed.D., and Stephanie L. Tatum, Ph.D.

Abstract

The purpose of this study was to examine mentorship and its effect on assistant superintendents' emotional intelligence, challenges, and the desire to become a superintendent. The 149 participants surveyed in this study were assistant superintendents in Nassau and Suffolk Counties in Long Island, New York and Westchester County, New York. An independent sample t-test between assistant superintendents who have a mentor that were superintendents versus assistant superintendents that do not have a mentor was performed, followed by an item by item frequency analysis. The results show that assistant superintendents who have a mentor are more willing to take on the challenge to be a superintendent. An item by item analysis shows that assistant superintendents have 20% more value in the importance of items challenge and social networking.

Introduction

Future superintendents will benefit from receiving mentoring. For example, assistant superintendents can receive emotional and intellectual support to successfully navigate work related challenges by being mentored. The Council of School Superintendents Snapshot (2012) discussed three trends with the superintendent's position: Expanding performance expectations driven by economic and global considerations, pattern shifts in the educational delivery system driven by opportunities granted by technologies and new models reflecting new ideologies and constraints driven episodically by the recession. The influence of each of these trends on the public education system is at the center of the added constraints of the leaders in education. To better understand the leaders, the pressures they face, the environment in which they work - examination of the literature suggests that mentoring from fellow professionals provide preparation and the confidence and motivation to apply for a superintendent's position (Fale, 2012).

The purpose of this study was to learn if and how mentorship affects assistant superintendents' emotional intelligence, challenge of the position, and their desire to be a superintendent. Emotional support centers on balancing professional and personal domains, which align with their emotional intelligence (self-confidence, self-image, fear of failure). Intellectual support is centered upon professional goal setting, constructive criticism, and strategies for improvement and reflection that are on par with the challenge of the position (personal challenge, professional challenge). The desire to be a superintendent (willing to be in a social network and willing to become a superintendent) lends to support given by the superintendent to the assistant superintendent which leads to an increase in confidence and ultimately aspiring to lead a school district.

Theoretical Framework

This study has significance for the field of education and others, offering current assistant superintendents and aspiring superintendents a viewpoint into an area of increasing importance - mentoring. Large numbers of retirements, increased expectations, and mounting political pressures have resulted in a reduced talent pool for school superintendents (Kamler, 2009). The recruitment and professional development of school superintendents hinge on the attractors and barriers. The Council's Snapshot (2012) identified what preparation or experience would give individuals the confidence and motivation to aim for the superintendent's position. The top five influences are on-the-job experience, mentoring from associate professionals, academic preparation, encouragement from colleagues and encouragement from family.

Emotional Intelligence

It is important that assistant superintendents who are considering becoming superintendents are aware of who they are, both as a leader and an individual. Emotional Intelligence begins with knowing oneself including emotions, personal values, biases, perceptions, strengths, weaknesses, and career goals (Goleman, 1995). An assistant superintendent who has emotional intelligence will adapt to changes that may occur without disrupting the culture and climate of the school district. They also have the ability to display control and make appropriate decisions despite how difficult a situation may be. They are also reflective, which allows for an autopsy of decisions that are made to ensure that growth is occurring daily (Kouzes & Posner, 2011).

Leaders with low emotional intelligence are often described as aggressive, confrontational, and demanding. Leaders with high emotional intelligence are described as assertive, ambitious, patient and charming. Emotional intelligence is a skill that can be taught but it requires honesty, commitment and practice. Emotional intelligence can affect our relationship with the staff as well as decision making. Leaders with high emotional intelligence are more effective at completing their roles and responsibilities including delineating tasks, communicating with staff, making decisions, judging the emotions of the staff and resolving conflicts (Kouzes & Posner, 2011).

Personal and Professional Challenge

The personal challenges include the willingness to give up time spent outside the office. Accepting a superintendent's position may interfere with an individual's personal life (Brunner, 2008). Some choose to remain single to avoid potential conflict that could follow if they had a family or other duties. The professional demands placed on a superintendent include hard deadlines, long hours and an abundance of public duties (Blount, 2004). Missing a deadline or failure to attend public duties can lead to an adverse rating and ultimately a removal (Grogan, 2008).

Increased professional responsibilities can leave little time for personal obligations including birthdays, holidays, events and favors. Superintendents are often forced to choose between professional obligations or family obligations (Blount, 2004). It can also interfere with making healthy lifestyle choices including sufficient sleep, eating well and exercising regularly. Superintendents are often forced to choose the job responsibilities over themselves and their family. When a superintendent believes that they are not balancing their personal lives well they often feel guilt and stress. Males often receive support from their wives or significant other while females receive very little to no support from their husband or significant other (Grogan, 2008; Derrington, 2009).

Desire to be a Superintendent

Assistant superintendents who plan to take on a superintendent's position have to possess a desire to lead a district because of the personal sacrifice involved. Superintendents are expected to be available 24 hours a day seven days a week. Although this sounds unrealistic, in many districts the work demands and accountability are high and therefore need a commitment that surpasses the average position. Holding the superintendent's position often competes with their personal lives because of time constraints.

Some assistant superintendents may seek a superintendent's position because they desire the power and prestige that is associated with the position. Many assistant superintendents have worked diligently throughout their career and believe that holding a superintendents' position will be the highest reward that culminates their efforts. Holding a superintendent's position allows an individual to be a part of an elite social network. Membership in this group enables superintendents the opportunity to communicate and discuss decision-making topics with their peers.

Assistant superintendents that have been mentored by their own superintendents have an increased desire to pursue an available superintendent position. School districts that make the development of new leaders a top priority recognize that mentoring is a critical component of leadership development (Johnston, 2013). Superintendents are viable candidates to mentor assistant superintendents because they have a wealth of knowledge to share. Experience and expertise develops from years on the job and a willingness to accept new challenges.

Methodology

A survey was developed based on a thorough examination of research literature regarding internal barriers, external barriers, motivators, stressors, and discriminatory acts assistant superintendents would encounter on the route to the superintendence and their willingness to pursue the position as superintendent (Hunter, 2013). The survey was comprised of 68 closed-ended items and one open-ended question.

The original data was separated into three groups, to contrast assistant superintendents who had a mentor that was a superintendent (24) versus assistant superintendents who had no mentor (81); the remaining (44) people had a mentor that was not a superintendent but a fellow professional, and they were not part of this study. The researchers randomly sampled 24 assistant superintendents from the 81 who had no mentor. A t-test was performed to learn the differences between groups who had a mentor (24) versus the group with no mentor (24).

The survey was conducted in Suffolk and Nassau Counties, Long Island, and Westchester County, New York. Data was collected using a 68 item survey that was developed by Hunter, (2012) and approximately 75% (n = 149) usable surveys returned by assistant superintendents were a sample of the overall population.

From author's survey the researchers selected items that represented the following three variables: Emotional Intelligence (reliability= 90.6%), Challenges - Personal and Professional (reliability= 83.1%), and Desire to become a Superintendent (reliability= 66.6%) (**See Table 1**).

The first variable was Emotional Intelligence which encompassed self-confidence, self-image and fear of failure. The second variable was Challenge which involved personal challenge, professional challenge and the desire to be in leadership. The third variable was Desire, the willingness to be a part of a social network of superintendents and the willingness to pursue a position as a superintendent.

To answer the research question, is there a mean difference between mentor and no mentor groups in the variables Emotional Intelligence, Personal and Professional Challenges and Desire to become a Superintendent?

Table 1: Table of Items

Number	Item Description
Emotional Intelligence	
Question 1	Self-Confidence
Question 2	Self-image
Question 3	Fear of Failure
Challenge	
Question 4	Personal Challenge
Question 5	Professional Challenge
Question 6	Desire to be in leadership
Desire	
Question 7	Willingness to be a part of a social network
Question 8	Willingness to pursue a job as a superintendent
Question 9	Lack of desire to lead a district

Table 2:

		t-test /Group Statistics				
		M	SD	t	df	p
Emotional Intelligence	Yes, the Superintendent in My District Mentored Me	6.69	2.78	1.23	45.00	.224
	No, I Did Not Have a Mentor	5.66	2.92	1.234	44.99	.224
Challenge	Yes, the Superintendent in My District Mentored Me	13.13	2.71	1.75	45	.086
	No, I Did Not Have a Mentor	11.41	3.84	1.77	41.46	.084
Desire	Yes, the Superintendent in My District Mentored Me	11.39	2.517	.405	45	.688
	No, I Did Not Have a Mentor	11.04	3.32	.407	42.73	.686

The researchers found that there is a mean difference between mentor and no mentor group in the variable Challenge. A p-value of .086 was found to be more than 0.05; the result would be considered approaching statistical significance.

In order to determine if a causal relationship exists among the variables between assistant superintendents, data was separated into three groups to contrast assistant superintendents who had no mentor (81) versus assistant superintendents who had a mentor that was a superintendent (24) and assistant superintendents who had a mentor who was not a superintendent but fellow professional (44).

Results

Research Question: Is there a mean difference between mentor and no mentor groups in the variables Emotional Intelligence, Challenge and Desire?

A t-test was performed and the variable personal and professional Challenges for assistant superintendents with a mentor is approaching significance (.086). Item and analysis with and no mentor is presented in **Table 2**.

An independent sample t-test was conducted to compare mentorship for assistant superintendents and assistant superintendents with no mentor. No significant differences were found in the other variables. There was an approaching significant difference in the scores for assistant superintendents with mentor-superintendents. Personal and professional - Challenge (M=13.13, SD=2.71), and assistant superintendents with no mentor personal and professional - Challenge (M=12.32, SD=2.71); $t(45) = 1.75, p = .086$. No significant differences. These results suggest that assistant superintendents with mentors have an effect on Personal, Professional Challenge and the desire to be a superintendent. Specifically, our results suggest that when assistant superintendents have mentors, they are more willing to accept the responsibility of leadership.

An item by item frequency analysis is presented in **Table 3**.

The personal and professional Challenge variable for the mentor group is 20% higher than the no mentor group (Q4 and 5) and Desire to be a Superintendent (Q6). The Desire to be a Superintendent variable is 20% more significant for the mentor group. The no mentor group is 20%

Table 3: Frequency Table

	Mentor			No Mentor		
	No Importance & Of little Importance	Somewhat Important	Important & Very Important	No Importance & Of little Importance	Somewhat Important	Important & Very Important
Emotional Intelligence						
Q1 - Self Confidence	65.2	26.1	8.7	70.8	16.7	12.5
Q2 - Self Image	65.2	26.1	8.7	79.2	8.3	12.5
Q3 - Fear of Failure	56.5	26.1	17.4	70.8	20.8	8.4
Challenge						
Q4 - Personal Challenge	4.3	13	82.7	16.7	20.8	62.5
Q5 - Professional Challenge	4.3	8.7	88	16.7	16.7	66.6
Q6 - Desire to be a leader	4.3	4.3	91.3	12.5	4.2	83.3
Desire						
Q7 - Willingness to be part of a social network	13	4.3	82.6	20.8	12.5	66.7
Q8 - Willingness to pursue a job as Superintendent	34.8	13	52.1	41.7	20.8	37.5
Q9 - Lack of desire to lead a district	13	17.4	69.6	13	4.2	87.5

higher in their willingness to be part of a social network, and how willing they are to pursue a job as a superintendent. Last, 30% more assistant superintendents in the no mentor group lack the desire to lead a district.

Discussion and Implications

This study examined mentorship and its effect on assistant superintendents and the following variables: Emotional Intelligence, Challenge, and the Desire to Become a Superintendent. The relationship between Mentorship, Emotional Intelligence, Challenge and the Desire to become a Superintendent are evident in the Challenge variable which examines assistant superintendents' Personal Challenge, Professional Challenge and Desire to be a Superintendent. A total of 149 assistant superintendents in Nassau and Suffolk Counties in Long Island, New York and Westchester County, New York were surveyed. An independent sample t-test between assistant superintendents who have a mentor that were superintendents or a fellow professional versus assistant superintendents that do not have a mentor was performed and shows that those who had a mentor-superintendent or fellow professional had the willingness to be in leadership.

Results of an item frequency analysis showed that assistant superintendents who have a mentor-superintendent or fellow professionals are more willing to take on the challenge of a Superintendents' position. An item by item analysis showed that 20% of the assistant superintendents valued the importance in the items listed as challenge and social networking.

A strong sense of self-confidence and self-image allows a leader to adapt to changes that may occur without disrupting the culture and climate of the school district. Emotional Intelligence begins with knowing one-self including emotions, personal values, biases, perceptions, strengths, weaknesses, and career goals. Assistant superintendents who employ Emotional Intelligence have the ability to control themselves and make appropriate decisions despite how difficult a situation may be (Goleman, 1995).

District leaders are faced with many challenges and it is their duty to ensure that students are able to compete in a global market. Superintendents are viable candidates to mentor assistant superintendents because they have a wealth of knowledge to share. Experience and expertise develops from years on the job and a willingness to accept new challenges.

Assistant superintendents are often excited to meet the new challenges that are ahead because of their strong desire to lead a district. While this self-confidence is admirable, others who are just as qualified are hesitant to apply because they have weighed the role and responsibilities against professional and personal satisfaction and have deemed it unbalanced.

Assistant superintendents may also desire to hold the superintendent position to have greater impact and the ability to initiate change within a school district as compared to other positions. Assistant superintendents who plan to take on a superintendent's position have to possess a desire to lead a district because of the personal sacrifice involved.

There are a large number of qualified potential candidates that are available to apply for the position of superintendent but the pool remains very limited. Recommendations made by the Council of Superintendents (2012) are to focus on effective leaders who can provide the new generation of superintendents or aspiring superintendents a view of how to balance work effectively. Include strategies of how effective leaders manage the increasing demands of the superintendency and other life roles. Provide opportunities for informal guidance and mentorships to new superintendents. The increased accountability that has been placed upon Superintendents has led to highly qualified candidates questioning the professional and personal benefits of holding the Superintendents' position.

The findings of this research suggest that assistant superintendents are the main candidates for the position of superintendent because they work directly with the superintendent and have access to their knowledge. Mentoring by a superintendent or other fellow professionals can have a great impact on assistant superintendents and their future.

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Mentor-Mentee Relationship in an Educational Leadership Doctoral Program at Lynn University

By Katherine Reedy, and Korynne Taylor- Dunlop, Ed.D.

Introduction

Lynn University embraces the Carnegie Project on the Education Doctorate (CPED) initiative, signature pedagogies and the development of scholarly practitioners. In response to the evolution of educational leadership, Lynn University values the need for doctoral candidates to understand the group process and to be able to work within a diverse group with differing strengths to deconstruct problems of practice. The goal is to prepare doctoral candidates to become scholarly practitioners and to learn how to be transformational educational leaders for the 21st century. Centered on the researched interests surrounding the needs of 21st educational leaders, a cohort of 11 Ed.D. students at Lynn University produced a comprehensive literature review and a doctoral informational iBook, concluding with writing two publishable research articles and an executive summary as part of their Dissertation in Practice (DiP). A key process in supporting the doctoral candidates is the role of the mentor and critical friends through the process of the DiP. This is even more vital when a group chooses to embark on a shared DiP. Critical friends (Reardon & Shakeshaft, 2013) help guide the process, model leadership skills and provide feedback for those pursuing this terminal leadership degree. The relationships developed during this process inspire and encourage life-long collaboration. Exploring the role of the mentor and mentee through the non-traditional dissertation along with doctoral coursework provides a framework for rethinking best practices in higher education Ed.D. programs. Through the experiences during the doctoral coursework and dissertation process, mentees return what is learned from their mentors and critical friends to a variety of settings.

Purpose Statement

The purpose of this action research study is to focus on the mentor-mentee relationships through a CPED DiP (Perry, 2012) at Lynn University.

Problem Statement

CPED values the role of mentors through the process of pursuing the doctorate. The six principles of CPED state that the professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practice and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice (Perry, 2010).

Embedded within the six guiding principles of CPED is the need for strong mentoring partnerships between critical friends. Sawyer & Mason (2012), along with Perry (2012) believe that earning an Ed.D. from a CPED institution should not end at graduation, but should inspire graduates to stay connected with the consortium and the universities from which they graduated. When the mentorship relationship is established, faculty advisors and dissertation chairs play important roles for students, even after graduation (Noy & Rashawn, 2012). Solidifying the mentor-mentee relationship throughout the doctorate encourages doctoral candidates to mentor future leaders once they complete the program.

Research Questions

1. What is the mentor-mentee relationship between the dissertation chair and doctoral candidates in a group DiP at Lynn University?
2. What is the mentor-mentee relationship between the critical friends and the doctoral candidates in a group DiP at Lynn University?

3. How can the mentor relationships established during an Ed.D. program inspire doctoral candidates to mentor future doctoral students at Lynn University?

Literature Review

Faculty advisors act as mentors and guides for doctoral candidates through the process of completing a doctorate. "The strength of the teaching and learning environment is fostered by a dynamic interplay between the mentor (scholar) and the mentee (student)" (Zipp, Chaill & Clark, 2009, p. 29). Dissertation chairs provide mentorship to doctoral candidates on many levels, from teaching critical thinking skills to writing letters of recommendation. They encourage, nudge and critique the work of students as they acquire the skills and knowledge necessary to become change agents in the field of education. Frequently faculty advisors will network for mentees and help support the development of scholarship and publication, using their connections to help further the careers of doctoral candidates they mentor. "Good mentors lead students on a journey that forever changes the way in which they think and act" (Pinto Zipp & Olson, 2008, p. 10).

A unique component of a CPED DiP involves using critical friends to support and empower scholarly practitioners by providing informed critiques and analyses of processes and practices (Swaffield, 2005). Critical friends view themselves as mentors and realize that learning requires constant feedback (Senge, 1990). This assessment feedback provides a clear vision about the learning performance in the eyes of the learner (Costa & Kallick, 1993). Critical friends build trust with the educator(s), listen well and honestly evaluate the work with the utmost integrity. By asking meaningful and thought-provoking questions, critical friends provide essential feedback to an individual or a group of people. During the dissertation process a critical friend also examines various types of data. Critical friends allow individuals to reflect and re-assess their current beliefs and practices in order to improve their craft, providing a powerful tool during the DiP.

Methodology

Lynn University, located in Boca Raton, Florida, is a private university drawing from a large pool of international students. The university offers an Ed.D. program and is a member of the Carnegie Project on the Education Doctorate (CPED). The Ed.D. program at Lynn University has groups of small cohorts ranging in size from 10-15 students who stay together through the coursework. Currently there are six professors and approximately 60 doctoral students enrolled in the program. The participants in this study are the 11 members of Cohort 5.

A survey was created to elicit responses from these 11 doctoral candidates regarding their views of the mentor-mentee relationships established while attending the doctoral program. Three open-ended questions allowed the participants to respond in an unguided and authentic fashion. The survey was posted using Google surveys, thus allowing anonymous responses. The survey questions are:

1. From your perspective, how is the mentor-mentee relationship established between the dissertation chair and the doctoral student at Lynn University?

2. From your perspective, how does the dissertation chair mentor the doctoral student at Lynn University?

3. From your perspective, what is the purpose and role of critical friend(s) in the mentor-mentee relationship for the Dissertation in Practice (DiP) process at Lynn University?

After receiving responses from the survey the data were analyzed to determine the significance of the relationship between the dissertation chair/critical friends and doctoral candidates on the DiP process and on future practices, specifically looking at the responses for patterns, themes and discrepancies.

Findings

Although there are 11 members in the cohort, only 10 were able to respond because the 11th was the research for this study. The 10 possible members that could respond, replied to the survey within the deadline given for submission. Survey responses were provided anonymously using Google forms. Time stamps ensured that members responded within allotted time.

The respondents understood and valued the role of the dissertation chair and critical friends in the mentoring process through a DiP. In response to the first question about how the mentor-mentee relationship is established between the dissertation chair and the doctoral student, their answers were consistent. All 10 participants felt that the relationship started as a connection established through the coursework. Three respondents also noted the dissertation chair also established the relationship through the interview and during the orientation before classes started. Seven commented the dissertation chair identified within the first few classes that she would chair each of the dissertations. One member of the cohort responded it was the relationship established through coursework that built the confidence and trust in the chair. Another member mentioned that a doctoral student could determine his/her chair by his/her connection to the mentor and his/her "ability to guide and inform the mentee in the subject of interest." The dissertation chair ensured each student felt comfortable, had her contact information and showed she was truly interested and available.

Overall, based on the first question, the mentor-mentee relationship between dissertation chair and doctoral student was established early in the program, if not before the program began. Students in Cohort 5 felt that the dissertation chair was welcoming and helpful throughout the DiP process. The dissertation chair showed by actions that the best interest of the students was the priority. The first class of the doctoral experience solidified the relationship between the dissertation chair and the students in Cohort 5.

The next question explored responses as to how the dissertation chair mentored the doctoral students at Lynn University. A consistent response was that the dissertation chair mentors doctoral students throughout the process of writing the dissertation. Six responded that the chair was easily accessible by e-mail, phone and in person to help guide and answer questions. Additionally, respondents felt that the dissertation chair held the student accountable to the process and stayed true to the content. Availability and "nudging" throughout the process were important to the respondents when discussing the dissertation chair and the role the chair played in the process of mentoring.

One respondent stated the dissertation chair "offered guidance, support, motivation, coaching and timely feedback." This was echoed by most of the respondents as important to the mentoring process through the dissertation. What is clear is that through the relationship students establish during the process, this helps to guide the mentor-mentee relationship through the dissertation. Seven respondents commented that establishing trust was important, the dissertation chair acted as a guide, and was a litmus test to accountability. The dissertation chair made sure people in the program stayed the course, fulfilled obligations and kept moving forward. Additionally, three respondents stated the dissertation chair also acted as a feeder for articles and additional information to supplement information provided in class. The relationship-building established rapport with all members in the cohort and continued to cultivate leadership characteristics for members of the cohort. Ten respondents wrote that the mentoring practices that guided the dissertation along helped to establish best practices in leadership.

The survey also looked at the role of the critical friend as presented by the CPED model to the dissertation process. Respondents viewed critical friends as people who already hold doctoral degrees and who can support candidates through the doctoral process. One respondent stated that the critical friend "is responsible for clearly communicating the expectations of the University for the requirements and the completion of the Dissertation in Practice." Another respondent stated that critical friends offer "guidance through the process with honest and concise, constructive feedback." Seven of the participants cited the critical friend as someone who provides a supplemental view to the dissertation chair, allowing for additional insights to strength the DiP. One respondent felt, "a critical friend acts as a buffer with the dissertation chair if necessary." The critical friend is honest and provides authentic feedback throughout the process and keeps the DiP on track. All Cohort 5 members felt the critical friends were invaluable in supporting them through coursework and the DiP.

Conclusions

Looking at the mentor-mentee relationship through a DiP at Lynn University helps future professors understand the importance of this relationship. The dissertation chair, along with the doctoral students, believe that the role is critical throughout the whole dissertation process and begins at the beginning of the program, if not before, during the interview process. The cohort members and dissertation chair under-

stood and valued the role in the mentor-mentee relationship. Solidifying this relationship helps during the DiP and carries over to coursework and mentoring outside of the doctoral program. The cohort members enjoyed this process and believed it to be a key component to success.

The doctoral program in educational leadership at Lynn University works to the degree that all cohort members are supported. The doctoral program supports the view that community building is necessary for all members to succeed, and for all members to grow and excel. Students take with them the ability to practice these community building skills, problem-solving together, and with the understanding that until all voices are heard, we will not learn. The realization that we have an obligation to use each other's experience, and to do each other's critiquing, fosters the ability to model what a learning community ought to be.

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From the Field:

College - We Want In!

By Carolyn Probst, and Dennis P. O'Hara, Ed.D.

Most people reading this article had the privilege of attending college and understand its value. However, for too many of our students, this is not the case. According to the Economic Policy Institute, "Americans with four-year college degrees made 98 percent more an hour on average in 2013 than people without a degree. That's up from 89 percent five years earlier, 85 percent a decade earlier and 64 percent in the early 1980s" (Leonhardt, 2014, par. 4). And yet, in 2013 the research indicated that low-income students pursue college at a considerably lower rate than their higher income peers (Hoxby & Avery, 2013).

The Value of Early Engagement

How do school leaders help students and parents, especially those from low-income families, understand the value of a college education? Engaging students and families early and often and using a continuum of strategies enables school leaders to close aspiration gaps, thus creating and sustaining a college-going culture for all students.

Typically, college counseling initiatives begin in the middle of eleventh grade. Waiting until this late stage in a student's academic career guarantees missed opportunities. For students who do not see themselves in college, or who are unaware of the significance of their early academic work, the eve of senior year is simply too late. According to ACT (2008), "...the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school" (p. 2). In response to these conditions, school leaders in Oyster Bay and Westhampton Beach High Schools, (Long Island, New York), have created programs for students that jump-start college awareness beginning in eighth grade.

Igniting Excitement

New York Times bestselling author Daniel Coyle (2009) refers to the term "ignition" in his book *The Talent Code*. Coyle explains that ignition is a process that creates and sustains motivation and supplies energy over time (p. 97). In his book, Coyle refers to Gary McPherson, an Australian music psychologist. In reference to successful musicians and music students, McPherson said, "It's all about

the perception of self. At some point early on they had a crystallizing experience that brings the idea to the fore, that says, I am a musician" (p. 104). For students from low-income families, the idea of college can seem unattainable. It is difficult to want something that seems off limits - something no one in families has ever seen. We needed to provide our students with a crystallizing experience that made them say, "I am going to college!"

We came....We saw....We'll be back!

In Oyster Bay High School, the first step in igniting a passion for college among all students is the eighth-grade college awareness trip. Eighth-grade students, along with their teachers and administrators, spend a three-day-weekend traveling to four colleges in and around Philadelphia. Schools such as the University of Pennsylvania, Temple University, Lehigh University, Muhlenberg College, Villanova University, Ursinus College, and Cabrini College provide students with admissions information sessions and guided campus tours.

This trip begins early on a Friday morning. Students travel via coach bus three hours to Philadelphia. In addition to the college tours and information sessions, the days are filled with fun and exciting activities such as the Franklin Institute, IMAX movie theaters, collegiate athletic events, bowling, roller blading, pizza parties, and of course, enjoying famous Philadelphia cheese steaks. Teachers, administrators and students participate in fundraising activities as a way of generating excitement and ensuring all students participate in the weekend trip regardless of family income or socioeconomic status.

What happens on the trip is certainly informative, but more importantly it is transformative. Former Oyster Bay High School Assistant Principal, Taryn Johnson, said of the trips, "Students get a piece of the college process to motivate them for the future. The child you put on the bus the morning that you are leaving is different than the child who gets off the bus when you return."

Many of our students will be the first in their families to attend college and they return home with knowledge about the college admissions process that rivals that of most college-educated adults. While visiting with admissions repre-

sentatives, students learn the components of the holistic application review process. They learn about minimum grade requirements, recommended courses, the importance of community involvement, the various admissions policies, the importance of SAT and ACT scores, and the need to challenge themselves with the most rigorous courses available. Most importantly, students learn they belong and they suddenly envision their future selves on these campuses.

Sustaining the Excitement and Creating the Culture

Bringing students to visit college campuses transforms students and creates excitement, yet, creating and sustaining a college-going culture requires much more. A continuum approach is necessary to create equity and promote access. The chart below contains a list of the many programs, activities, and supports provided to students and families in each grade level.

Not all initiatives fit neatly into a specific grade level, yet are equally important. Among them is the creation of a college omnipresence. This is accomplished in a variety of ways including the display of college pennants in and around the school building, a display announcing the colleges that faculty members attended, and calendar days on which faculty members proudly wear their own college

apparel. In addition, as twelfth-grade students announce their college choice, the Honor Society decorates each student's locker in the motif of his or her future college. May 1st of each year is known as "I Declare" Day. Seniors wear the apparel of their chosen college, receive an éclair from the Counseling Department and have a pennant that bears their name and the name of their college displayed above the entrance of the Counseling Center for the remainder of the year.

Students Ask for More

Following a successful and passion-igniting eighth-grade college weekend, students were eager to visit more college campuses. This led to the creation of a five-day, eleven-college trip for tenth-grade students at Oyster Bay High School. Much like their experience in eighth grade, students are provided the rare opportunity to travel with their classmates to visit colleges in Maryland, Virginia, and North Carolina. Students see a combination of large and small, public and private, rural, suburban, and urban campuses as well as schools that represent a range of selectivity. These trips have become highly anticipated annual events for students and their families. As a staple in our school culture, the trips have demystified the college search and application processes.

8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
<ul style="list-style-type: none"> 8th Grade College Trip College Awareness Night College Day Trips Family and Consumer Science College Awareness Project Hispanic College Night Regents Algebra for all students (high school credit course) 	<ul style="list-style-type: none"> College Day Trips ReadiStep for all students ACT Aspire for all students Individual College Counselor conferences Hispanic College Night AP Biology College Introduction Night Financial Aid Night 	<ul style="list-style-type: none"> 5-Day College Tour PSAT for all students PSAT Night (results and explanation) Individual College Counselor conferences Hispanic College Night College Panel Night Financial Aid Night 	<ul style="list-style-type: none"> College Day and Overnight Trips PSAT for all students PSAT Night (results and explanation) In-school ACT (weekday, during school hours) Hispanic College Night Junior Family Night Individual College Counselor Conferences Junior Seminar Mini College Fairs College representative visits 	<ul style="list-style-type: none"> Essay Writing for College Course College Application Night Financial Aid Night On-site Applications Senior Assembly: Transitioning to College Hispanic College Night In-school ACT (weekday, during school hours) "I Declare" Day

Scalability

Although the programs at Oyster Bay High School and Westhampton Beach High School have components in common, they are not identical. Leaders in any school, regardless of population size, demographics, and geographic location can incorporate many of these strategies en route to creating and sustaining a college-going culture that closes aspiration gaps and makes college accessible to all students.

Community Support

Parental and community support for these programs is widespread and is a significant proponent of the program's success. Parents often report that traveling to visit colleges is cost prohibitive due to travel expenses and missed time at work, but the college visit program makes it possible. Additionally, parents share that when they are able to take their sons and daughters to visit colleges, the process is much more efficient since they do not waste time and resources traveling to campuses that do not fit their children's preferences. The benefits of these programs are evident in the comments we receive from parents.

- "Stephen came home from the trip with a completely new perspective on the importance of getting a good education. He has already started to take more initiative with his school work now that he has been exposed to collegiate life. Honestly, I wish I had the opportunity when I was in high school."
- "I wanted to thank you for giving my children, Kyle and Kelly a wonderful eighth grade trip. I agree with Oyster Bay's philosophy that exposing children to colleges at an early age is both inspiring and motivating. You provided my children with an educational experience in an entertaining and exciting fashion. When my children arrived home from the trip they were filled with enthusiasm and joy about their experience. When reviewing the itinerary I commented that the staff must have been exhausted because they were so busy. Kyle and Kelly both responded that the staff was just as "pumped" as the kids. They explained that the adults were smiling and laughing the whole time, which made the trip extra fun."
- "I was skeptical at first when I heard about a college trip for 9th graders. I thought, what's next, SAT prep for pre-schoolers? Well, I'm definitely a believer now. This trip was the perfect motivation for our daughter. Dinner conversation for the past three nights has been a healthy discussion of colleges and careers. We're excited! Thank you!!"
- "No one in our family has ever gone to college. This trip was truly the opportunity of a lifetime for Joshua. We are so grateful."
- Jack came home so "college positive" from his trip. Things I've never heard from Jack before like, "I have to step

it up with my studies" was one. Everyone has a life changing experience, this may be it for Jack! Thanking you and your staff for your time devoted to my son.

Student Growth

Changes in students are observable both empirically and anecdotally. For example, college-attendance rates at both schools have increased. Both schools have also experienced increased enrollment in honors and Advanced Placement courses, with a corresponding increase in AP exams. First generation students of both schools are not only approaching the application process with confidence, they are enrolling in college. Students are receiving better financial aid packages from more selective colleges. More students are applying to and enrolling in geographically diverse colleges. Student involvement in extracurricular clubs and activities has increased. Students and their parents have become savvy consumers of higher education. Rather than being passive participants, students and parents are now active and engaged in preparation for the post-secondary lives. On a college visit, it is not uncommon to witness a student inquire about the benefits of applying early decision, the college's four year graduation rate, sophomore retention rate, merit and athletic scholarship opportunities, faculty to student ratio, percentage of students who receive financial aid, or study abroad opportunities. In addition, college apparel abounds in both high schools, thus further propagating a college omnipresence and sustaining a college-going culture for all students.

Using a continuum approach, our schools have closed aspiration gaps, and in the process, closed achievement gaps, thus creating a college-going culture for all students.

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From the Field:

Learning Leaders

**Contributed by:
Dr. Kathleen Weigel, and Dr. Richard Jones**

Time for Instructional Leadership:

Leadership is essential to successful schools. One of the ways to support effective school leadership is to share ideas and best practices to address the common challenges faced by school leaders. This question and response format addresses common challenges and questions from practicing school leaders in the manner that a mentor might respond to a question from a new administrator seeking to improve his or her craft.

Question

I know I need to be an instructional leader. I want to spend more time in classrooms and I enjoy that aspect of my job. However, it seems like the demands of mandates, parents, students and staff occupy all of my time and keep me away from any efforts to spend time on instruction and working with teachers in the classroom. Is it physically possible to fulfill all of the responsibilities of being a principal and still spend time in classroom? Does doing so really contribute to instructional improvement?

Response

We agree that the demands of being a principal are significant, and at times seem more than one person can physically accomplish. Anyone who accepts the principal position with the idea that it is a prestigious and easy position as the "boss" of a school will either be ineffective or overwhelmed by the demands of the job. The emphasis on increasing student achievement and improving instruction has placed enormous demands on the principal role. Plus, increasing accountability and demands for quick results adds to the stress. On the other hand, the rewards from being a principal in seeing the development and growth of teachers and the achievement and success of students can make principal one of the most rewarding roles in the education profession.

Time Considerations

Time management implies three important considerations. First, there will be administrative work demanded of

a principal that should be reserved for before or after the school day. Based on our personal preferences, devote time for dealing with communication and paperwork in one of these time slots. Know whether you are a morning or afternoon person. Deal with administrative tasks that require critical thought in your best time of the day and spend your weaker time doing less demanding tasks.

Second, focus on students and staff during the instructional day. An important aspect of this is visibility on campus and in classrooms. Your activities should be focused on interacting with staff and students.

The final consideration is to make sure you provide some personal time in your day for exercise and reflection away from the demands of school. Merely working longer and longer hours is often unproductive. For example, Kathy relied on early morning equestrian for exercise and reflection. The physical demands and concentration of riding forces you to put aside thoughts about school. Plus walking to cool out a horse is a great time to reflect. While you may not have a horse to cool out, use the time driving home from work, running or gardening to think and reflect.

Wherever the place you find quiet time, listen to your "inner voice." Also keep to a schedule that preserves that quiet time. The role of principal can easily become overwhelming unless individuals take the time to maintain their personal health and reflect on their job and their work, away from the demands of the job.

Reflect on How You Use Your Time

A recent research study (Hornig, Klasik & Loeb, 2009). took a close look at how principals spent their time. This study gives some basis of comparison as you reflect on your use of time. The chart shows the six categories of how time was allocated and the percentage of their time in each category. These totals do not equal 100% since some portion of the day was devoted to personal activities such as eating. The most powerful lesson from the study was comparing principals in high-performing

Principal Use of Time

Category	%
Administration	29
Organization Management	21
Instructional Program	6
Day-to-Day Instruction	7
Internal Relations	15
External Relations	5

2009 Institute for Research on Education Policy & Practice
Stanford University

schools with principals in low performing schools in terms of student achievement. There were actually very few differences among the categories between high and low performers. However, the two categories in which there were differences were that principals in low performing schools spent significantly more time in administration and significantly less time in day-to-day instruction. It may make sense that administrative details such as disciplining students and handling crises in a high need school demands attention and principals and other administrators have less time for day-to-day instruction. It can also be argued that by spending time in day-to-day instruction in classrooms principals are able to contribute to higher level of achievement.

Begin to keep track of how you spend your day in different activities. Then reflect whether this is the balance you are seeking. If not, begin to make some changes.

Break the Cycle

One of the most significant time consumers is disciplining students and handling referrals. Unfortunately, too many of these situations are students acting out as a result of boredom and poor instruction. It is really important for principals to break the cycle of having to deal with the results of poor instruction and handling student discipline issues. When principals break this cycle by holding teachers accountable for good instruction, this will result in fewer referrals and discipline problems that principals and other administrators need to address. Instead of spiraling downward by ignoring instruction and dealing with more and more discipline problems, devote more time to improving instruction and reduce the number of referrals.

To begin this effort, principals need to stop jumping to respond immediately to each student discipline incident or parent inquiry. Unless those incidents are truly safety or health related, defer dealing with these to a time that efficiently meets your schedule. Set up a system and a time for dealing with referrals and also involve other administrators in this process. Keep data regarding the number of referrals and constantly reflect on improving these numbers.

Think about the root causes of student discipline problems. They may originate with a specific teacher, relate to a specific rule or occur in a specific location in school. Address the root problem, of a teacher, a rule or a location and there will fewer time demands to deal with the symptoms of the problem.

Make Classroom Observations a Priority

Classroom observations should not simply be the formal required evaluations. Set goals and mark out time in your daily calendar to devote to classroom visits. Even working with over 100 classrooms, Kathy tried get in each classroom once a week. She even carried with her those mounds of paperwork that needed to be reviewed and signed. You can multi-task in the back of a classroom; observing and also reading paperwork.

Make classroom observations important! In one school, we noticed when assistant principals were observing classrooms they were constantly being called on the radio and pulled out to deal with a student referral or a discipline issue. This conveys the message that working on instruction is one of the least important priorities. It should be the most important priority. By spending time in classrooms, teachers will see you in a different role. Principals that are seen as constantly in their office are perceived as decision-makers and bosses to handle school wide issues. When both students and teachers see principals in the classroom they become aware of the significant principal role as instructional leader.

In Kathy's experience, she noticed as students saw her in classrooms more often observing instruction, they frequently came to her with instructional issues to complain about teachers that were boring or arbitrary in their teaching. This gave Kathy specific problems that she could address.

It is also not simply about holding teachers accountable for good quality instruction; it is about improving and expanding your experience to make better decisions about instruction. By spending time in classrooms, you have a much deeper understanding about the quality of instruction, the level of student-teacher relationships and the actions of students.

Defining Instructional Leadership

The educational literature is full of references about the importance of instructional leadership (Flath,1989, Fullan,1991, Sergiovanni & Starratt, 1988). There are also many unique leader labels such as servant leader (Russell & Stone, 2002) and distributed leadership (Ritchie & Woods, 2007) that tend to obscure the definition of what an instructional leader actually does. What role should an instructional leader play when trying to empower others in taking leadership?

Visibility in classrooms and the school campus and conversations about instruction are important symbolic roles to influence instruction and also provide stronger evidence to your decision-making regarding instruction. However, principals need to also address what we feel are visible aspects that define effective instructional leadership.

Suggestions for Instructional Leaders

- Instructional leaders must have a clear target for instructional improvement. It matters less what that target is than the fact that you do have a target and focus on it. Examples of good targets are literacy, rigor and relevance or student engagement. Raising test scores is not a target; it is a way of keeping score.
- Principal behaviors for being an instructional leader include providing a context for instructional improvement. Context is the precondition of culture necessary for instructional improvement. This includes staff relationships, opportunities to collaborate, accountability for collaboration, access to data and a sense of urgency.
- Principals also view the "big picture" of school practices to make sure that all school initiatives, such as teacher evaluation, hiring, professional development or grading systems all align with your instructional target.

- Leadership has been shown to be the second most important characteristic, next to teachers, in raising student achievement. Fulfilling that role as an effective instructional leader requires us to reflect on our use of time and activities to ensure they are focused on instruction.

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Passionate People:

Leadership is essential to successful schools. One of the ways to support effective school leadership is to share ideas and best practices to address the common challenges faced by school leaders. This question and response format addresses common challenges and questions from practicing school leaders in the manner that a mentor might respond to a question from a new administrator seeking to improve his or her craft.

Question

How do you deal with passionate people? Passion is generally a good thing. Passionate people excite you when they believe in the same thing you do, but passionate people that do not believe the same as you seem annoying and confrontational. How do you effectively manage passionate people?

Response

We can identify with this problem. While we often refer to passion as a positive aspect of leadership, it assumes that all are passionate about the same thing. As a leader we hope to inspire passion in others to accomplish

the school goals. We have frequently worked with teams where a team member takes a very passionate position that stands in opposition to the idea we suggested and hoped the teams would endorse. This passionate person is intense, sometimes very vocal, attracts attention from other team members and when advocating a different approach becomes an obstacle to a group moving forward. This person can become a formidable leadership issue.

In leadership conversations, we talk about the virtues of building strong teams and team building. We often naïvely assume that every potential team member is a willing participant to eagerly engage with the leader's aspirations, to form goals around the team and move forward in unison. This is certainly the ideal vision of forming a team, building a strong consensus, and accomplishing the work the team sets out to do.

The situation described in this question occurs when individuals may object to a specific decision, procedure or program and argue with a strong point of view, with great passion. In one sense, it is nice to admire a person's passion, but this can be seen as counterproductive to the entire team.

What is Passion?

The historical root definition of the word passion is "to suffer." Someone that has great passion is willing to suffer for what she or he strongly believes. Someone with great passion is able to bring to the work a high emotional level based on his or her individual beliefs. So, it is safe to assume that when we see or observe someone with strong passion, they are talking about something that relates to their core beliefs. They feel incredibly committed to these beliefs and are willing to suffer to accomplish the goal or hold true to those values. You can recognize passion by listening to an individual's word choice that includes exaggerated adjectives and dramatic phrases. Passion does not always result in an emotional outburst. Often passion influences a person to persevere against all odds to accomplish a goal. Passion is actually a desirable trait for individuals and teams. This same intensity that accomplishes goals in one situation can be counterproductive in another (Maiers & Sandvold (2010).

Don't confuse Power Play with Passion

Listen carefully to a person you label as the passionate obstructionist, to determine if the underlying motivation for their behavior is to simply exert power over the group rather than expressing a point of view to accomplish the group goals. Sometimes people become emotional when they perceive a loss of power and influence. When trying to develop a team approach to decision-making, there may be team members who are forced to shift from a hierarchical leadership position, where they individually made decisions and subordinates followed. That type of powerful position often makes people feel successful and changing to a system where they no longer have such influence is scary and threatening. Often people react with emotional intensity. When you can determine that an individual seeks to simply retain or acquire more power and influence, remind them that decisions come from the team rather than one person's perspective.

Encourage Passion, Discourage Emotional Outbursts

We advocate for passion-driven leaders; bringing great passion to the leadership role is more likely to generate enthusiasm and harness high levels of energy from those who work with you. Passion is infectious! We enjoy being around passionate people that raise the level of excitement about the work. Passionate leaders make the work less burdensome. The *Passion-Driven Classroom* (Maiers, 2010) digs into this concept of passion and how it influences positive education. In general, passion is a good thing that should be encouraged. The emotional outbursts or distractions that emerge in teamwork are the issue. As you work to discourage the emotional disruptions, do not discourage a person's passion.

One of the ways to deal with an emotional disruptive person in a team is to have clear operating guidelines and follow those guidelines. Hopefully within your guide-

lines you have statements such as, "Each person freely expresses opinions," "No one person is to dominate the conversation," and "Everyone shows respect to each member of the team." When behaviors emerge that are counter to guidelines, it is time to remind the team of its operating procedures. Remind violators their behavior is not consistent with the guidelines, and they personally are still a valuable part of the team.

Don't Be Quick to Remove Passionate People

While the first reaction might be to remove a passionate person from a team effort to eliminate the distraction, go slowly in making such a change. Explore the underlying motivation of a passionate person; their strong emotional outbursts reflect some deeply held beliefs. It is most important to listen through a team member's use of a different word to determine what is the core value this individual holds so dearly. He or she may be arguing about a specific program, practice or decision, and probably perceives this to be in conflict with the goal or value that they hold very dear. It is important to listen through their conversation to identify what is driving their passionate argument. We are willing to bet that their core values may not be all that different from the values you aspire to with the team.

While passionate team members demand our attention, when their core values are consistent with the team goal, they can be an excellent conscience or "moral compass" for the team. Teams sometimes become myopically excited about a current project or idea that may not be the best path to take. A passionate team member committed to common core values can raise cautionary questions and perspectives that can lead to better decisions.

It is important to find a common ground with that passionate staff member to redirect his or her particular argument back to the core values or goals common with the team. This redirecting of a passionate person is only effective if your team has established clear values and goals. If the team has only been assembled to accomplish the work in a group fashion and has not taken time to develop shared vision, values and goals; it is not a team, it is simply a workgroup. So, an important aspect of redirecting the passionate team member is making sure your team is prepared with a sound underpinning of values and perspectives.

Don't Escalate the Noise

When team members exhibit high levels of emotion, they are occasionally very verbal and loud. This gets our attention! Our human reaction is to confront this loud person with an equally or even louder rebuttal, talking down the other person. This is how heated confrontational arguments occur where no one wants to back away. As a leader it is important to not escalate to the same volume level of an emotional outburst, but to speak softer and slower in the conversation. As a leader, keep your emotions in check and respond and question in a quieter tone. This will avoid

elevating emotions and allow you to listen more carefully to the underlying reasons for the emotional outburst that you can deal with. You want team members to keep their passion-driven intensity. Genuinely admire and compliment individuals on their intensity, but seek to lower emotional outbursts without squelching emotional intensity.

Reconnect Passionate People with Team Goals

When listening and confirming the core beliefs of a passionate person, you have an opportunity to reconnect the person with group goals. Hopefully, their goals relate back to a goal of benefiting students in schools. Build a connection of benefiting students with those of the team. If a person is passionate about some other issue that has nothing to do with students or education, it is easier to push aside the passionate person's argument because it does not match the overall goals of the team. Tell them to refocus on the team's work.

Productive Passion

Passion is a key element to any team's success. Remember passion does not always come from your ideas or a team decision. Passion originates with core values and goals. Passion exists in the individual and may create occasional conflicts in teams trying to reach consensus in their

work. When passion appears to be an obstacle to a team moving forward, it may be time to reaffirm team and organization goals and redirect that passion toward productive team efforts. Harness the energy of passion to allow a team to be innovative and productive rather trying to make a team a passive protector of the status quo or a workgroup to follow your orders.

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Dr. Kathleen Weigel is the Dean of the Lynn University Ross College of Education in Boca Raton, Florida. Dr. Weigel draws on her practical experience of over three decades in Palm Beach County, Florida schools, including 20 years as a middle and high school principal. She is an exemplary developer of leaders, teaching graduate courses in leadership and mentoring dozens of staff, serving as principal, and assistant superintendent.

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DAVID E. PRITCHARD attended Caltech (B.S. 1962) and Harvard (PhD 1968), and has been with Massachusetts Institute of Technology since 1968. He is Cecil and Ida Green Professor of Physics at MIT. His research accomplishments span modern atomic physics, including laser spectroscopy, atom-atom and atom-molecule collisions,

atomic line broadening, van der Waals molecules, atom optics, atom trapping, precision mass measurement, atom interferometry both without and with Bose Einstein Condensates, and condensed matter physics using ultra-cold bosons and fermions. His group invented the MOT, a laser trap for cold atoms, as well as the Ioffe-Pritchard trap, both workhorses in the study ultra-cold atoms and molecules. He is a member of the National Academy of Science, and a fellow of the American Academy for Arts and Science, the American Association for the Advancement of Science, the American Physical Society and the Optical Society of America. He won the Broida Prize and the Schawlow prize from APS, the Max Born Award from OSA, and the IUPAP Senior Scientist Medal in Fundamental Metrology. With Dan Kleppner, he built the current Atomic Physics group at MIT, which is ranked tied for 1st in the nation. He is an extraordinary mentor, having received two mentoring awards from MIT and mentored four winners of national thesis awards and three Nobel prizewinners (one of whom gave Dr. Pritchard his gold Nobel Prize medal).

With his son, he developed cybertutor.mit.edu, then founded Effective Educational Technologies which developed myCyberTutor.com - now sold by Pearson Education as MasteringPhysics.com, MasteringChemistry.com, etc. and used by over 2M students annually. He was the

first Major Coordinator in the MIT Physics Department, and won a Dean's Teaching and Advising Award and the Earl M. Murman Award for Excellence in Undergraduate Advising at MIT (2010).

His education research group has developed a new pedagogy for teaching problem solving and an integrated online environment for learning introductory physics - see <http://RELATE.MIT.edu>. His group has published the only evidence of learning in MOOCs (in latest Int Review Research on Online and Distance Learning).

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