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Article Submissions

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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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- Focus on the "Doctoral Research" of the New Generation
- What is "Special" about Special Education
- Technology and 21st Century Schools
- Reducing Bullying in Schools
- The Next Generation of Superintendents: Assistant Superintendents Speak Up

Editor's Perspective

At the last editorial board meeting, the board voted on and accepted three suggested goals for the editorial committee to accomplish this year. The first suggestion was to invite guest authors to address issues related to education. Our first guest author is Daniel A. Domenech, Ph.D., Executive Director of American Association of School Administrators. His timely article speaks to the history, duties and requirements of a school superintendent in America today. The essay gives an interesting twist to those duties not often discussed outside of the educational arena. Enjoy the expose written by a former superintendent about superintendents in education today.



The second goal brought to the board was the increase of editorial board members and peer reviewers. The purpose for the increase of members is to diversify the memberships for each committee. We have increased our editorial board with new members in the field of special education, reading and elementary education. We have also reached out to colleges and universities to suggest prospective members who wish to serve on the board. This is also true for the peer reviewers. We are reaching out to those who may have an interest to serve on either of the committees. If you or someone you know would like to participate as a board member or peer reviewer please contact Judy Coffey, jacoffey@scopeonline.us.

Our final goal is ERIC recognition. Plans to do so include submitting this journal to ERIC, (<http://www.scopeonline.us/publications.php>), and our first conference with published proceeding this fall. The topic for the fall conference focuses on the research for the APPR and/or edTAP. We are inviting any person who has researched the topics. We are asking that you submit your publications to LIER. Please do so before the end of August. The conference will be scheduled for the second week of November.

Richard L. Swanby
Editor-in-Chief

Invited Author:



The School Superintendent

***By Daniel A. Domenech, Ph.D., Executive Director
AASA: The School Superintendents Association***

I became a superintendent at the age of thirty-two in Long Island's Deer Park. By that time I had received my doctorate from Hofstra University in education research and I remember one of my psychology professors telling the class of would be superintendents that we were not paranoid if somebody was really coming after us. I have learned over the years that my old professor was right and that paranoia is a very useful skill for superintendents to hone. So today, with education under attack, with salaries, pensions and benefits coming under scrutiny and governors proposing caps on the salaries of superintendents, we are not being paranoid, they really are after us.

The superintendency is probably one of the least understood jobs in education. Few people know what a superintendent does. My friends used to think that because I was in education that I had off summers and all of the days when school was closed. They also thought that my hours were the same as the school day. The reality is that superintendents are on 24/7, which makes sense when you consider that they bear total responsibility for everything that happens in the school district. The average day tends to run twelve hours, extending into evening meetings and events. Weekends consist of sporting events, plays, and other school or community related ceremonies. I lost count as to the number of times that I received a call in the middle of the night causing me to get dressed and go to the scene of a fire, or a break-in, or worst of all, the scene of a tragic accident where students or staffs were involved. And of course there are the winter storm days when superintendents are up at three in the morning analyzing data and information to determine if schools will be closed or not. A decision that is often criticized by working parents and applauded by the kids and staff.

Superintendent salaries vary by size of school districts and region. According to the American Association of School Administrators "2012 Superintendents Salary and Benefits Study", the mean salary for a superintendent in a school district of 25,000 students or more is \$201,899. That may seem like a lot of money until you compare that salary to those of CEOs running similar size companies in the S&P 500. Salary alone comes in at \$1,041, 012. Total compensation for that group averages to \$9,246,697. Superintendents are urged to run their schools like businesses but the pay is not the same.

The most recent report on the superintendency, The American School Superintendent: 2010 Decennial Study, provides us with a factual description of the many aspects of the job. Since Birdsey G. Northrop of Massachusetts became AASA's first president in 1865, the superintendency has evolved through various phases. During Birdsey's years the superintendent was considered to be a teacher-scholar who worked full time supervising classroom instruction and assured a uniform curriculum. He, since in those days they were predominantly male, emerged as the community's educational leader, a role that is still very much a function of the job today.

It was not until the first half of the twentieth century that the role of the superintendent as a business manager emerged. Prompted by the Industrial Revolution, school boards in large city districts began to require managerial skills in addition to pedagogical knowledge. Today, managerial skills, particularly in these tough economic times, are more important than ever. This is perhaps one of the reasons why non-traditional superintendents with business backgrounds are being hired by large school systems.

The period between the Great Depression and the end of World War II gave birth to the superintendent as a statesman. The growth of school systems and the growing relationship between them and the communities they served as well as other governmental entities required these manager/educational leaders to delve into the political arena and engage in policymaking as it affected the schools. This aspect of the superintendency is critical today at both the state and federal levels. With the growing intrusion of the federal government into local school matters and the actions being taken at many statehouses as a result of revenue shortfalls, organizations like AASA and our state affiliates are playing a major advocacy role in helping to shape education policy. Superintendent leaders can be very effective in providing testimony before legislative bodies.

The 80's introduced the fourth phase in the evolution of the superintendency- the superintendent as a communicator. Up until then, the superintendent's communication was authoritative and down the chain of command. But as the push for more collaborative forms of leadership grew and as various community stakeholders demanded a greater voice in district operations, superintendents had to develop the skills that would allow them to effectively engage their various communities by listening to their concerns and clearly communicating the

district's goals and objectives and the methods by which they would be accomplished. Today, superintendents face even greater communication challenges as they must cope with social media, the internet, and the traditional vehicles such as newspapers and television. Today's school community will not wait to be asked or told. They will express themselves in blogs, web pages and YouTube.

Despite the challenges and stress of the job, 96.6% of the superintendents surveyed indicate that they are satisfied with their career choice and 88.3% would do it all over again if given the choice. The percentage of female superintendents has increased to 24%, almost doubling the figure in 2000. African American and Latino superintendents, at 2% each, remain vastly underrepresented in an occupation where 39% of the students are Black and Hispanic.

Over worked, under paid, stressed out, under attack, but highly dedicated to the mission and still loving their jobs. That's the American superintendent.

Daniel A. Domenech, Ph.D., is the Executive Director of AASA (American Association of School Administrators), as well as a former Superintendent of Schools on Long Island. The Long Island Education Review is recognized by AASA as a valuable resource to its members.

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Community Based Mentoring Programs and Their Influence

by Brett J. Truitt, Ed.D.

America's high school dropout rate went from 1.2 million in 2009 to 1.3 million in 2010, (National Center for Education Statistics, 2010). The purpose of this study was to determine what roles three community-based organizations play in school districts and to what extent their organizations generated social capital.

Graduation rates across America have caused alarm in the educational arena. How can education flourish or for that matter improve with the ever-present tentacles to control i.e. private vs. public, federal vs. state, or advantaged vs. underserved?

Conceptual Rationale

Three individual New York City community-based organizations' roles in student mentoring and their strategies to develop social capital were examined. These three microcosmic paradigms were analyzed as community replicates of Putnam et al.'s (2003) macrocosmic social capital models, and how they used both governmental and non-governmental bodies to improve a community. The conceptual rationale for this study used two different theorists, Putnam et al.'s (2003) theory of Social Capital and Wehlage et al.'s (1989) Five Principles of Community Partnerships. According to Putnam et al. (2003):

Education itself is often the most powerful predictor of high levels of social capital. Educated people and educated communities have skills and resources that enable them to form and exploit social networks more readily, whereas less educated communities have to struggle harder to do so. (p. 272)

Analyses were made of three New York City community-based organizations' roles to generate social capital. The community-based organization represents a segment of the entire educational picture. Putnam et al. cited "Individual children at risk have proved particularly vulnerable to social capital deficits" (2003, p. 299).

According to Wehlage et al. (1989) "Cities should develop broad-based community partnerships aimed at serving at-risk youth" (p. 236). The three selected New York

City community-based organizations used in this study were College Bound: Liberty Partnerships Program (CB: LPP), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), and Global Kids, Inc. (GK). Each organization was locally based and was represented individually. Both GEAR UP and CB: LPP were located at St. John's University in Queens, New York. Global Kids, Inc. was located on the campus of Baruch College in Manhattan, New York. Dr. Korynne Taylor-Dunlop served as mentor and Dr. Frank Smith, St. John's University, served as reader.

Community-based organizations, such as College Bound: Liberty Partnerships Program, GEAR UP and Global Kids, are in many schools to serve as learning extensions, which may be why many communities are questioning their current school districts as viable educational arenas for today's student population. Still, inequities remained as part of an overall agenda. Minority segregated schools did not equal those of white Americans. The parochial and protestant schools for Latinos, and the African American schools were not of the same quality. These inequities have only increased and evolved into what are known today as the achievement and economic gaps. Data from the National Assessment of Educational Progress (NAEP) show that minority students are about four years behind other young people (www.subnet.nga.org). Federal educational reforms, such as No Child Left Behind Act (NCLB), have yet to make even miniscule differences in these gaps (Price, 2008, pp. 12-13).

Community-based organizations have sprung up across the country in efforts to help America reclaim its once highly regarded domination in education excellence. Where government has failed to implement plausible policies to correct the inequities, private citizens and philanthropists have set forth remedies to support and strengthen the realms that are in need of attention. Two formidable areas in which plausible answers may become remedies are mentoring and community partnerships, avenues of social capital.

Social Capital

All of the mentoring models, whether e-mentoring, triangular model, or a combination represent some form of social capital. Hanifan, (1916) a Progressive Era educator,

first introduced social capital and used the term to describe the importance of community involvement for successful schools. Putnam's research (2000) determined that learning was enhanced through the interpersonal relationships built through community building, networking, and personal relationships portraying high levels of trust and mutual respect (Putnam, 2000). "Child development is powerfully shaped by social capital" (Putnam, 2000, p. 296). Putnam's approach to education is one that dates back at least 50 years and involves the tenets that "trust, networks, and norms of reciprocity within a child's family, school, peer group, and larger community have wide-ranging effects on the child's opportunities and choices" (p. 296).

Social capital as explained by Putnam (2000) serves both public and private ends. According to Putnam (2000), there are two forms of social capital, bridging (inclusive) and bonding (exclusive). To understand the differences Putnam addressed these two formidable traits. Putnam et al. (2003) examined through stories twelve different community paradigms and the plight of each.

Bridging social capital refers to "providing a sociological WD-40" (p. 23). This external aspect of social capital is seen in different instances. These instances refer to the weak links that are experienced in everyday situations. Unlike bonding social capital, wherein individuals are closely connected and are parts of an inclusive circle, bridging social capital refers to those individuals who are "distant acquaintances who move in different circles" (p. 23). Bridging social capital is harder than bonding social capital and they use the birds of a feather flock together metaphor, which unequivocally captures the essence of bonding social capital. Further, "the kind of social capital that is most essential for healthy public life in an increasingly diverse society like ours is precisely the kind that is hardest to build" (p. 3).

It is not enough to bond or bridge; there must be other social capital elements present. Putnam regards social capital elements as a means to collaboration and networking that will reap benefits for school reform. These three main defining elements of effective social capital include: Social Networks, Reciprocity and Trust.

Three New York City Community-based Organizations

College Bound: Liberty Partnerships Program (CB: LPP) is a year round New York State initiative, with 57 programs in place. It is a partnership of higher education, city schools, and community organizations. The Liberty Partnerships Program is included in New York's Statewide Plan for Higher Education as strategy to maximize the successful transition of students who are at risk of dropping out of school by turning them into graduates who are fully prepared for the rigors of higher education. CB: LPP wants its graduates to be ready to address the workforce and economic development challenges of New York.

CB: LPP evidenced many elements of Putnam's characteristics of social capital. Out of the seven characteristics Putnam et al. (2003) discuss, CB: LPP evidenced all seven characteristics. CB: LPP used one of Putnam's social capital characteristics, as seen in its mission statement, addressed the inequities, and targeted the disadvantaged population in its seven partnered schools. Partnered with a university, CB: LPP used the campus to enrich the lives of its mentees.

CB: LPP had been supplied state and federal funds to offer academic support via mentors to seven schools, which were CB: LPP partners and whose students were considered at-risk. Disadvantaged students' needs were being addressed with a reported 61% who chose to continue postsecondary education. One of the most successful academic segments of CB: LPP was its RAP class, which afforded students the opportunities to discuss in an open forum different topics that affect teens, which tied into Putnam's bonding social capital. Putnam et al. (2003) posited, "Organizing is all about building relationships" (p. 13). Through these relationships bonding social capital occurs.

GEAR UP, a national organization, began in 1998 and is a five-year, federally funded program as authorized under Title IV-Higher Education Act of 1965, as amended in 1998. Seventy-five million dollars was approved for GEAR UP Partnership grants for fiscal year 1999-2000, with additional funding approved for each of the next four years. Now in 47 states, the purpose of GEAR UP is to increase the number of students from low-income families who stay in school and are prepared to enter and succeed in postsecondary education.

GEAR UP projects may provide services to students, parents, and teachers at high-poverty schools with at least 50 percent of students eligible for free or reduced price lunch. Grantees are required to offer services to all students in the target grade or grades according to their needs, but individual participation is voluntary. GEAR UP services must begin no later than the seventh grade. The GEAR UP model also stresses partnerships of schools, districts, community organizations, and post-secondary institutions (www.ed.gov/rschat/eval).

St. John's University GEAR-UP provides services to an entire grade cohort through various schools and offers through various organizations, amenities to all students in the target grade or grades according to their needs. This model replicates, on a microcosmic level, Putnam's social capital model by generating intangible elements of trust and reciprocity.

GEAR UP evidenced seven out of seven elements of Putnam et al.'s (2003) characteristics of social capital. There were mutual interests amongst GEAR UP's partners, which suggested that Diversity/Unity existed and cemented the relationships within the parameters of their immediate community.

GEAR UP fostered a collaborative environment by "extending the power and reach of social networks", another Putnam et al.'s (2003) characteristic of social capital. With St. John's University as its primary partner, GEAR UP was able to use campus facilities. Seemingly, location was an important facet to get the parents involved. One of Putnam et al.'s (2003) characteristics of social capital is to "define connections among people who know one another". By offering workshops in the HANAC Community Center in which both parents and students benefited, proximity became key to GEAR UP, in that many of the parents were familiar with the area.

Founded in 1989, Global Kid's premise behind its inception was to focus upon youth in an ever- changing world. Global Kids, Inc. works to develop youth leaders for the global stage through dynamic global education and leadership development programs (www.globalkids.org). GK, located on the campus of Baruch College in Manhattan, New York, posits its mission to support underserved youth by trying to inspire its youth to achieve academic excellence, self-actualization, global competency and to empower them to take action on critical issues facing their communities and the world.

GK evidenced seven out of seven Putnam et al.'s characteristics of social capital. The mission statement not only addressed the inequities of its underserved populace, but also initiated its "youth to achieve academic excellence, self-actualization and global competency and empowers them to take action on critical issues facing

their communities and our world." This aspect tied into Putnam's characteristic of social capital, which discussed how to "reconcile cohesion (bonding) and heterogeneity (bridging)." This aspect is evidenced by clippings of former Global Kids who have recorded testimonials attesting to the fact of their successes through Global Kids leadership trainings.

One Putnam et al. (2003) characteristic of social capital was evidenced in GK's mission statement, which "creates bonds of trust and reciprocity." The mission has continued as GK touted 94% high school graduates and 92% attending college.

Two additional social capital characteristics GK evidenced dealt with the implementation of globalization. GK not only recognized inequalities, but also approached the resolutions to these problems by training the youth to become leaders. Many of the workshops were co-created by mentors with mentees. These hands on project activities became opportunities for the students to work with prominent experts in the domains of international affairs, public policy, and human rights.

In every organization, according to Putnam, there needs to be some type of accountability. This accountability is not maintained by the organization, which may be representative of bias, but rather by entities that have either witnessed/experienced the organization. It became apparent that the three community-based organizations exemplified examples of ways to support their number

Putnam et al.'s (2003) Characteristics of Social Capital

Indicators of Social Capital			CB: LPP	GEAR UP	GK
Ownership	Time/ Effort	Create robust social capital demonstrating time and effort	✓	✓	✓
Accountability	Goal(s) Pursuits	Develop pursuit of a particular goal or set of goals	✓	✓	✓
Organizational Structure	Diversity/ Unity; Bonding/ Bridging	Unify themes in the presence of diversity	✓	✓	✓
		Reconcile cohesion (bonding) and heterogeneity (bridging)	✓	✓	✓
School/ Community Integration	Social Networking/ Defined Connections	Extend the power and reach of social networks	✓	✓	✓
		Define by connections among people who know one another	✓	✓	✓
Community Membership	Trust/ Reciprocity	Create bonds of trust and reciprocity	✓	✓	✓
Total Social Capital Elements Present			7	7	7

one commodity, their mentees. Additionally, each organization used resources to assist their students and tried to instill some form of community importance. This approach was apparent in CB: LPP, which sought to introduce its students to community service. In GEAR UP, field trips included various venues to promote self-esteem. In GK, emphasis on building global leadership sparked proactive awareness.

CONCLUSIONS

Bonding social capital and bridging social capital were primary focuses of the three organizations. Putnam (2000) writes, "The Social Capital Index is highly correlated with student scores on standardized tests taken in elementary school, junior high and high school, as well as with the rate at which students stay in school" (p. 299). With this in mind, it became evident the three organizations reflected the characteristics of Putnam's (2000) definition of social capital.

Poverty is an additional economic concern for the populace served by these three organizations. In an attempt to ameliorate this condition, schools and organizations try to cultivate a new school culture. The likelihood of accomplishing this feat can only be exacted from families receiving positive social connectedness. Putnam (2000) acknowledges this factor, "The best predictor of children's success was the degree to which they and their mothers were enmeshed in a supportive social network, lived in a socially supportive neighborhood, and attended church regularly" (p. 299). Each organization's mission was to solve a major problem. For CB: LPP, the focus centered on decreasing the dropout rate among its populace. GEAR UP's focus for its populace was to provide opportunities to graduate and attend postsecondary schools. GK's focus was to transform their populace into global leaders.

These replicated paradigms used the partnerships that had been developed over the years to affect positive change in the intellectual, social, emotional, and environmental needs of their students. Such actions parlayed into examples of social capital. Putnam et al. (2003) point out, "Building social capital is neither all-or-nothing nor once-and-for-all. It is incremental and cumulative" (p. 286). The three reform coalitions continue in what is an ongoing process, exactly how social capital functions.

The existing chasm represented by the achievement gap is by far the number one cause of educational alarm. This has been one of the primary reasons that

education has become a prominent issue as of late. The alarming statistics and the sense of urgency to be global competitors projected by the Obama administration has catapulted education into the forefront. The question to be answered is: how can American students compete globally when the competition on the home front is replete with inequities - socioeconomic and academic?

There is no panacea for America's existing educational dilemma other than communities pulling together, building relationships that will bridge social capital to effect the welfare health of that community. Social capital (relationship nucleus) is the foundation of any society with human capital (education) blossoming forth to enhance the physical capital (materials). These three will eventually in turn help formulate civic capacity (communal relationships). For one child to succeed, it will take the entire village to invest time and resources in the outcomes of his or her dreams.

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Implementing Cooperative Learning into Nursing Curriculum

By Fran Cherkis, MS, RN, CNE and
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Abstract

Educators can be the catalyst to use active strategic learning activities in the classroom to meet the educational needs of today's college student. Educators often lack the knowledge of how to implement diverse strategies for student success. Cooperative learning is a method of active learning educators can easily learn and implement. This active learning strategy expands the traditional classroom boundaries for both the educator and student. Cooperative learning provides the educator with the potential to transform the learning process from a traditional classroom atmosphere to a student centered learning environment. This method supports interdependence and not independence, cooperation and not competition among students. Students today want to be supported, share ideas, problem solve, work as a team, bridge gaps between cultures, while learning. To facilitate these goals promotion of cooperation, not competition, between students is significant to achieve the benefits of this learning approach.

Cooperative Learning

Faculty play a key role in promoting interactional behaviors that challenge a student's thinking and stimulate learning. Students arrive to class with a certain degree of motivation to learn, however, it is the faculty/instructor who can improve this degree of motivation and enhance student learning. Nursing faculty can promote the use of innovative teaching strategies through the active instructional methods in undergraduate education (Sand-Jecklin, 2006). Cooperative learning and case study assignments entail students to be actively involved in the classroom; gathering ideas and debating decisions through scenarios that involve problem-solving and critical thinking (Henry, 2005; Kaddoura, 2011).

Student-centered learning places the emphasis of education on the student to be actively involved in the learning process. Students in today's classroom are technologically competent and prefer multitasking and interactive group activities. Currently, students juggle many activities consequently having difficulty focusing on one action. Communicating online and in person is not difficult for current learners who expect immediate responses to questions and learning needs (Pardue & Morgan, 2008). The

need to revamp learning approaches in the classroom is necessary for the average college student in today's educational communities.

Defining Cooperative Learning

Cooperative learning is an active learning strategy using small groups that work together to form interdependent connections capitalizing upon each individual group members' learning experiences (Henry, 2005). This strategy enables students to work with peers to accomplish a common outcome. The educational objective is achieved through interdependence between all group members rather than working alone. Learning is enhanced when the experience is more a team effort than an individual event; it should not be competitive or isolated. Cooperative learning fosters coordination, inspiration, and encouragement among students who participate in group learning activities. Discussing one's ideas and having others react and respond instantly improves critical thinking and intensifies learning comprehension. Student-centered approaches to learning place unlimited importances on ensuring students are actively involved in their learning as opposed to teacher-dominant approaches (Gillies & Haynes, 2011).

Review of the Literature

Cooperative learning supports the development of critical thinking skills to enable the student to identify, assess and respond to situations that require prompt attention. The ability to problem-solve and make decisions are vital for the nursing student to acquire. In comparison to lecture or a teacher-centered approach, cooperative learning improves students' critical thinking and reasoning capabilities resulting in academic achievement. Cooperative learning is a skillful constructed approach to developing the student's finesse of working with others (Henry, 2005). This learning strategy has been identified to increase a student's: (a) self-esteem, (b) ability to manage conflict, (c) learning motivation, and (d) collaboration and interaction with peers (Henry, 2005). While there are few studies related to incorporating cooperative learning among nursing students, the literature supports active learning strategies within the undergraduate nursing educational setting (Sand-Jecklin, 2006; Kaddoura, 2011). Cooperative learning promotes positive societal re-

sponses, eliminates fear and blame, increases honor, friendliness, and consensus for students involved in this collaborative learning environment (University of Oregon, 2011).

Cooperative learning places the responsibility on each individual to be committed to accomplish class objectives in small groups. The lecture approach to teaching delivers too much information in a finite time and maximizes instructor control. Disadvantages to this teaching strategy are: (a) disengagement of the participants, (b) decrease in student feedback, (c) unrealistic level of students' knowledge building and comprehension, and (d) minimal retention of information presented (Dahley, 1994; George Mason University, 2010).

Johnson, Smith, and Johnson (2007) support active learning strategies to capitalize on student learning in colleges and universities. Cooperative learning was developed as a means to reduce competition in schools in the late 1950's. Researchers identified that academic competition impeded learning and suggested schools introduce a collaborative approach to teaching (Slavin, 1996). In the mid 1990's, instructional programs in which students work in small groups to help one another master content were implemented into various subject areas and levels of education. Though this teaching strategy requires time to master, skilled facilitators provide better service to learners and find cooperative learning to be a joy in the classroom (Panitz, 1999; Bastable, 2003; Lujan & DiCarlo, 2006).

Characteristics of the Millennial Student

Cooperative learning fosters positive attitudes and encourages open lines of communication in student-teacher relationships. Instructors achieve positive student outcomes when they encourage students to share their thoughts and ideas within an active learning environment (Shimazoe & Aldrich, 2010). Cooperative learning has been identified as a strategy that shifts teaching from a passive presentation to an active interaction between students in the classroom setting.

Students entering college after 2000 are referred to as millennial students (Johnson, & Romanello, 2005). Millennial students are more likely to work collaboratively with their peers to enhance their own learning. These students are positive, friendly, accept authority, are culturally diverse, prefer to multitask, have difficulty developing critical analysis and interpretation skills when information is voluminous (Johnson & Romanello, 2005). The millennial student strives to meet faculty expectations; these students are team oriented and prefer an interactive learning environment. Using cooperative learning as an active educational strategy facilitates the millennial student to be critical thinkers and adaptive learners (Wilson, 2004; Pardue & Morgan, 2008).

Characteristics of Cooperative Learning

Johnson and Johnson (1992) identified an effective cooperative learning group includes five critical elements: (a) positive interdependence, (b) effective communication within the group, (c) feedback related to group progression (d) challenging of ideas to encourage a higher level decision making, and (e) accountable contributions from each group member. Interdependence between group members using this strategy cultivates positive attitudes and self-directed growth (Panitz, 1999). Cooperative learning promotes sharing visions and values to create new ideas among students and promotes critical thinking in the group setting (Shimazoe & Aldrich, 2010). For cooperative learning to be constructive in the classroom, instructors should present clear goals and objectives for students. More importantly, objectives must be applicable to a group learning strategy (Kaddoura, 2011).

Cooperative Learning using Case Studies

Most of the research on cooperative learning has been conducted in elementary and secondary educational settings with few studies at the undergraduate level (Huss, 2006; Lujan & DiCarlo, 2006). The literature supports the use of cooperative learning using case studies as an educational strategy (Henry, 2005; Kaddoura, 2011). The authors of this study wanted to know if the implementation of cooperative learning using case studies in their undergraduate nursing curriculum would improve students' academic grades. Case studies were used in the classroom to depict client situations where undergraduate nursing students would use critical thinking skills to identify measures to achieve positive patient outcomes.

The case study scenarios reflected specific content objectives covered weekly in a nursing class. Weekly classroom discussion covered nursing concepts outlined in the current course syllabi. This cooperative learning strategy was implemented for this student population to promote further exploration and understanding of the concepts covered during assigned class time. Faculty used three exams throughout the semester as a guide to evaluate student performance. Case studies, as a learning strategy, requires students to actively construct and share ideas, deliberate, make decisions and judgments which involve problem solving and critical thinking abilities (Henry, 2005; Kaddoura, 2011). Using case studies, we embarked upon an assessment and evaluation of cooperative learning in the classroom.

Student Population Characteristics

The majority of the students enrolled in this university, located in the northeastern United States, are millennial adult learners. Greater than 50% of the students enrolled in this associate degree nursing program are changing careers with a mean age of 30. These students are positive, friendly, accept authority, are racially

and ethnically diverse, prefer to multitask, have difficulty developing critical analysis and interpretation skills when information is voluminous (Johnson & Romanello, 2005). Nursing curriculum incorporates a large amount of educational information.

Implementation of Cooperative Learning in the Classroom

This learning strategy was implemented in a medical-surgical nursing course for students enrolled in an Associate Degree RN program for the 2011-2012 academic years. The analysis of cooperative learning was conducted in the classroom over the course of two consecutive semesters. The faculty members used identical cooperative learning strategies for fall and spring semesters. The population in the fall semester was 27 students.

Design

In the fall semester, groups were formed according to students' preference with groups consisting of maximum five students. Groups remained static for the semester. Typically, the students in this class did not seek out other classmates with high academic scores. The students chose to have their friends as members of their group resulting in groups with homogenous levels of academic achievement. Based on the semester final grades, strategies for group selection in the spring semester were changed. In the spring semester, the faculty selected the group to reflect a heterogeneous mix. Students remained in groups for the entire spring semester.

At the beginning of each class session the instructor provided an overview of the nursing concepts assigned consistent with the weekly objectives. The instructor provided objectives for the group learning activity. Students were asked to gather into groups to discuss, research, and answer the questions using published case studies. Each group was given a different case study and given 30 minutes to complete the assignment. The instructor ensured students understood what was expected for this activity. During this time frame, students could access any available resources to complete the assignment and were encouraged to have open active group discussions. During this active learning period the instructor was available to assist groups with any questions or clarification. Simultaneously the instructor facilitated students learning by listening to student discussions, clarifying questions, inaccuracies, and acknowledging any differences related to the nursing concepts being discussed (Smith-Stoner & Molle, 2010). All groups formally presented case studies in front of the class. Open discussion was encouraged for all participants.

Three 50-item multiple choice exams were scheduled throughout the semester. Each exam incorporated the assigned concepts correlated with the syllabi and case studies. The purpose of these exams was to test the nursing student's analysis and application of the nursing concepts discussed in class and used for the case study activity. Grades were recorded and identified for each group over each

semester. Students' grades were posted on the course learning management system.

Observations

Faculty observed students in the homogenous groups exhibited limited interaction, participation, and sharing of ideas within groups and lacked expansion of the concepts during their presentations. In contrast, the heterogeneous groups demonstrated: (a) a high level of thinking, (b) multiple viewpoints, (c) shared contributions, and (d) a commitment to overall learning success. In the fall semester, 81.6% of the students were academically successful with the implementation of homogeneous student groups. In the spring, 95% of the students in the heterogeneous groups displayed academic success. While this analysis identified student academic success, the overall final grades still displayed significant variance for students who were successful in the course.

Discussion

The literature supports the method in which students are grouped for cooperative learning can notably influence student learning (Baer & Baer, 1996; Hanson & Carpenter, 2011). The purpose of using small groups for learning is to identify if academic diversity within student groups had any relationship to the individual academic achievement of the group members. Cooperative learning groups at the undergraduate level have been found to be less successful when the student self-selects their groups as compared to faculty-selected groups (Smith-Stoner & Molle, 2010). Faculty-assigned cooperative learning groups that were heterogeneous scored higher on final exams than the homogenous groups.

The self-selection resulted in groups that were mainly homogenous based upon academic grades. Because this was not traditional for cooperative learning, we decided a comparison observation would be appropriate. Groups in the spring semester were instructor-selected and heterogeneous based upon previous semester academic grades. The students were given instructions and an overview of cooperative learning as an active learning strategy. Throughout the semesters students were provided with valid published case studies. Each group was instructed to share thoughts and ideas to answer the questions in these case studies. Once the case studies were completed, the group would share their responses to the class. The student dynamics were observed by the faculty while groups actively collaborated to complete the assignments.

Limitations of the Study

This study used a convenience sample population from one undergraduate nursing program. Therefore, the results are not generalizable to all nursing programs. While there was no control group, similar case study assignments were required by all each groups each semester. Additional limitations include: (a) individualized

test anxiety of each student in the class, (b) student's preparation prior to class participation, and (c) each student's perception of this learning process. Despite these limitations, the study does identify the key need of implementing elaborative strategies to promote critical thinking through active learning.

Conclusion

This student-centered educational approach enhances the students' ability to problem solve and reason to obtain higher learning outcomes through group interaction and sharing of ideas (Rojas-Drummond & Mercer, 2003; Kaddoura, 2011). Cooperative learning using case studies in the classroom addresses students' learning needs and course objectives for this nursing course (**Figure 1**). The overall implementation of cooperative learning allowed the students to learn concepts through combining the students' interdependent abilities to benefit each individual group member's learning experience. It is essential to transform traditional educational strategies to active student-centered learning experiences to promote critical thinking. The implementation of case studies as a cooperative learning strategy enhances knowledge building, interactive relationships, and the ability to problem solve in preparation for future nursing practice.

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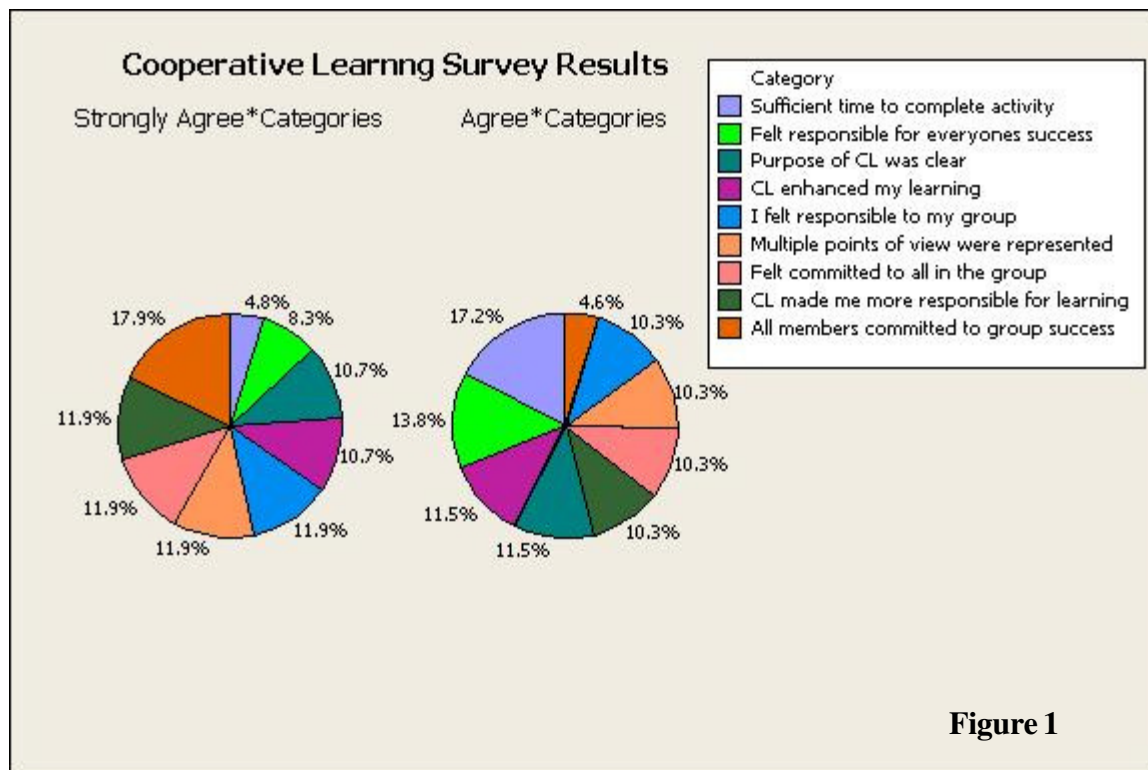


Figure 1

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INFUSING MUSIC TECHNOLOGY IN MUSIC EDUCATION:

A DESCRIPTIVE ANALYSIS OF THE STATUS OF HIGH SCHOOL MUSIC TECHNOLOGY AND PROFESSIONAL DEVELOPMENT IN LARGE SUFFOLK COUNTY, NY SCHOOL DISTRICTS

By Diana Cook, Ed.D.

Abstract

This study investigated what large school districts in Suffolk County, NY are utilizing in music technology, what their vision is for the future of incorporating music technology into their programs and how they are accomplishing this technology integration in both finance and professional development of their high school music staffs. Technology utilization was discussed to determine if what the high schools own in music technology and teachers experience in professional development, is demonstrated in the technological competence and integration of technology by the music teachers who utilize this technology. The personal value each supervisor of music places on the importance of technology in their high school(s) and how that influence effects the growth of music technology at the high school(s) was also discussed.

Introduction

As "technology can revolutionize the way children create, comprehend, and master music" (Olson, 2010, p. 30), knowing what large Suffolk County, NY school districts are utilizing in music technology may help all schools integrate technology to improve music education. To successfully integrate music technology, music teachers need professional development that focuses on the use of this new technology. Sparks (2000) stresses, "If teachers are to successfully teach all students to high standards, virtually everyone who affects student learning must be learning virtually all the time" (p. ix).

Purpose

The purpose of this study was to investigate what large school districts in Suffolk County, NY currently utilize in music technology, how teachers were trained to use this technology, how districts have been financing this growth, and how the music supervisor's value of technology has influenced the development of technology. The supervisor of music's plan for short and long term development for the next five to ten years was also examined.

As part of Music Educators National Conference (MENC) Vision 20/20: The Housewright Symposium on the Future of Arts Education, commonly referred to as Vision 20/20, the authors claim that "Music educators need to be proficient and knowledgeable concerning technological changes and advancements and be prepared to use all appropriate tools in advancing music study while recognizing the importance of people coming together to make and share music" (Housewright Declaration, 1999, p1). The 2010-2011 school year was the halfway mark between the issuance of MENC's Vision 2020 and its target year, since its inception in 2000. An assessment in this school year established the current status of music technology in music education. This study also suggests what growth will be needed to continue supporting large Suffolk County high school music programs to reach or maintain a "desirable" rating in utilizing music technology as the year 2020 approaches.

The following questions guided this study:

1. Using the elements of MENC's Opportunity to Learn Standards for Music Technology, how is music technology currently being utilized in the high school music programs of the large school districts in Suffolk County, NY?
2. Reflecting on the conceptual framework of Technological Pedagogical Content Knowledge (TPACK), how do supervisors of music ensure high school music teachers learn to use the music technology that is available?
3. How do supervisors of music ensure that knowledge of technology leads to effective teaching with technology?
4. How are all components of these music technology programs (software, hardware, professional development, facilities) funded?
5. How does the supervisor of music's personal value of technology influence the utilization of technology in the high schools?

Elements of Music Technology

According to Criswell & Menasche (2009), "as music making and technology grow ever more entwined, it's all the more essential for teachers to have a clear idea of what's out there and what it does" (p. 31).

In music technology, the five areas identified are "1) learning and practice aids, 2) performance tools, 3) music creation products, 4) music production software, and 5) recording and distribution technology" (Criswell & Menasche, 2009, p.31). An additional area discussed in MENC's Spotlight on Technology (2003), are the music record keeping programs that help music teachers organize information. Many of these six areas overlap as technology becomes more integrated into the curriculum. A smartphone and an iPad are more advanced technologies which are able to integrate aspects of more than one area into one piece of

equipment. **Table 1** below explains each technology area including examples of the types of materials currently available (Criswell & Menasche, 2009).

Conceptual Framework: Technological, Pedagogical and Content Knowledge (TPACK)

Including the element of technology in Schulman's 1986 Pedagogical Content Knowledge (PCK) model, theorist Koehler and Mishra, from the University of Michigan, stress the importance of intertwining technology knowledge (TK) with content knowledge (CK) and technology knowledge (TK) with pedagogy knowledge (PK) along with combining Technology Pedagogy Knowledge (TPK) and Technology Content Knowledge (TCK) which when intertwined all together, creates TPACK, Technological Pedagogical Content Knowledge. This is clearly shown in the TPACK Venn diagram (**Figure 1**).

Table 1. Music Technology Areas Defined.

Music Technology Area	Definition
1. Learning and Practice Aids	Computer software like SmartMusic, StarPlay (music learning video game platform), iPAS (Interactive Pyware Assessment System), handheld chromatic tuners, portable metronomes, theory software, video games
2. Performance Tools	Digital percussion, amps, digital keyboards, Korg Kaossilator, Korg Nano, midi, drum pads
3. Music Creation Products	Preexisting loops, acid software –metadata, apple's garage band, searchable databases of loops that allow for pitch modulation & tempo changes, drag & drop to write so anyone can write music. Instrument suites – Propellerhead's Reason, Cakewalk's Project 5, Image Line's FL Studio – combine software generated instruments like synthesizers & drum machines with a built in sequencer, step sequencers – to manually program musical passages, ReWire, Fruity Loops, Reason
4. Music Production Software	Digital Audio Workstation multitrack recording and editing, Midi recording and editing, internal mixing Digidesign's Pro Tools, M Audio's Pro Tools-M – to get audio to and from the computer, Apple Logic, Cakewalk Sonar 8, Unicorn's Digital Performer. Educational packages – Mackie Tracktion, Steinberg's Cubas. Teach about recording, editing, mixing; isolate tracks to see how they interact and combine, recording students or themselves and evaluating or tracking progress.
5. Recording and Distribution Technology	Audacity – free on-line software to record; or use garage band or pro tools; Zoom H4 digital handheld recorder, Soundtree, uploading music to iTunes & Amazon MP3's rather than burn cd's for distribution. Harryfox.com agency – fast way for producers to pay royalty fee's that allow them to legally make copies of their performance to sell. Online music retailers – iTunes, napster, emusic, rhapsody, Amazon MP3, Tunecorp – to distribute music
6. Music Record Keeping Programs	Software that assist teachers in record keeping and scheduling like Solochair, Charms, attendance, grades, progress reports, Inventory, Spreadsheets

Table 1. Table information compiled from Teaching Music February 2009 and MENC Spotlight on Technology 2003.

Mishra stresses that the aspects of TPACK cannot be separated. Technological pedagogical content knowledge (TPACK) is an emergent form of knowledge that goes beyond all three components (content, pedagogy, technology).

TPACK is an understanding that emerges from an interaction of content, pedagogy, and technology knowledge...it is the basis for teaching with technology and requires an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content: knowledge of what makes contents difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students' prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge and to develop new epistemologies or strengthen old ones" (Koehler & Mishra, 2008, P17-18).

ence Opportunity to Learn Music Technology Standards. Reflecting on Technological, Pedagogical, and Content Knowledge (TPACK), it was discussed, per high school, if what the high school owns in music technology and the teachers experience in professional development, was demonstrated in the technological competence and integration of technology of the music teachers who use this technology. The methods of funding these programs, in terms of equipment, software, facilities, and professional development, was determined. The interview also uncovered the supervisors of music value system towards music technology integration and how that value influenced the development of the high school programs. The supervisors of music short term (3-5 years) and/or long term (8-10 years) plan for growth in music technology within each district was discussed, as included in the technology statement of the goals of MENC's Vision 20/20.

In selecting these Suffolk County, NY School Districts, based solely on size of the student population, a diverse sampling of the population of Suffolk County was reached. Most statistical information concerning Suffolk County, NY schools were found in Hughes' Data Points: School District Almanac 2010. In comparing and contrasting the data, the students in these school districts have diverse ethnic backgrounds and socio-economic levels, which gave this research a diverse sampling in representing the high schools of Suffolk County, NY.

Overview of Findings

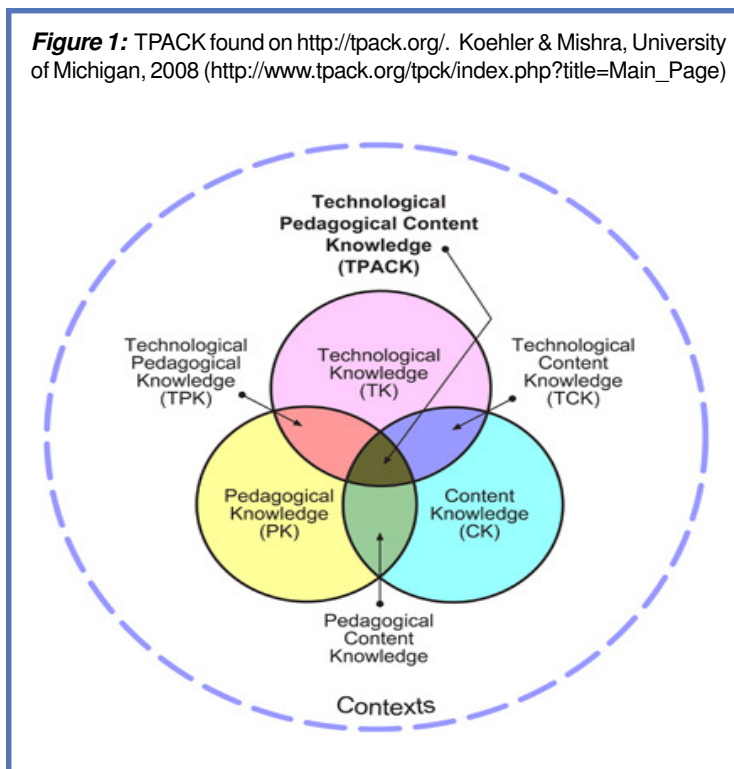
In a Long Island Education Review article by Taylor-Dunlop, entitled The State of Music Education on Long Island, New York, Ambrogio, a Nassau County Supervisor of Music, supports the integration of technology in music education but cautions:

Those programs (music theory, rhythm, and ear training), along with electronic composition are worthy components of an overall program, but they are not substitutes for real-life music-making, in which a student performs in real-time as part of a group" (Taylor-Dunlop, 2009, p. 36).

As found in these interviews, many of the Suffolk County Supervisors of Music agreed with Ambrogio as "Technology can revolutionize the way children create, comprehend, and master music....as long as teachers always think of the technology as a means, not an end" (Olson, 2010, p. 30-32). Technology needs to enhance the musical experience.

The data showed that music performance-based classes like band, orchestra, and chorus, are the main component of music departments throughout the large school districts in Suffolk County, NY. Technology is being utilized in these classes as a tool to enhance the performance and learning with the ultimate goal of improving students' performance as individual musicians and as an ensemble. This

Figure 1: TPACK found on <http://tpack.org/>. Koehler & Mishra, University of Michigan, 2008 (http://www.tpack.org/tpack/index.php?title=Main_Page)



Methodology

Through a questionnaire administered to the supervisors of music, a descriptive report was compiled to illustrate what music technology in large school districts in Suffolk County, NY are currently utilizing in their high school music programs, as compared with the standards set and expanded on from the Music Educators National Confer-

is done often through the use of recording equipment, listening to performances, and at times interacting with some type of Smart Board. Some schools have been able to invest in SmartMusic to enhance practice, accompaniment, improvisation and performance. Many of these schools that have not yet invested in SmartMusic plan to pursue it when the funds become available.

Technology is being infused much more ambitiously in the high school music theory classes. Many supervisors of music stated technology has become a necessity in their music theory classes. Students are using composition software, ear training software, music theory software, and recording software to manipulate sound, drill, and create compositions. Two schools currently have exclusive music technology classes and many other supervisors mentioned their hope to pursue adding music technology as a class in the future.

In all music settings, supervisors of music commented that the technology is only as effective as the music teacher is strong in guiding the practice.

Although some professional development is offered at the school district, county, and state level, most school districts were weak in this area due to a lack of time, funding, and the reality that in most cases it is optional for each teacher to take the workshop. In many cases, because a teacher requested the technology, that teacher would learn it on their own by experimenting with it, with no need for formal professional development from the school district. There is also a general belief among many supervisors that a music teacher should not be forced to use technology. Teachers should be given the opportunity to explore it at their own comfort level and integrate it as they best see fit.

It was also clear that the supervisors did not participate in common goal setting with respect to technology

use, reflecting on TPACK, as they were mostly unable to ensure that the teachers' knowledge of technology would lead to effective teaching with technology. However, they were able to share some excellent stories of successful integration of technology in some select lessons, some which are noted below.

Districts financed technology and professional development through many creative means. For the most part, these consisted of district initiative monies, the music budget, the technology budget, parent organization boosters, donations, grants, and bond issues.

The supervisor's value of music technology lends itself to the integration of technology available in most of these high schools. It is clear that without teacher cooperation and intrinsic motivation, the success or lack of success of the technology integration can be at many different levels, even within the same high school.

Findings by Research Questions

Music Technology Utilized: Research Question #1

The first research question focused on the elements of MENC's Opportunity to Learn Standards for Music Technology and asked each supervisor of music to discuss how music technology was being utilized in their high school music programs.

In comparing and contrasting materials and equipment, there is a large range between school districts in the amount of technology that they currently own. As shown in **Figure 2**, all schools own some technology, but some schools have more technology available than others. Looking at the bar graph, the numbers 0 to 3 on the left symbolize the answers from the questionnaire as 0 = none, 1 = some, 2 = most, 3 = all. **Figure 2** shows that most school districts have access to most types of music software including sound recordings, internet access, record keeping software, notation software, music recording software, ear training software, and internet based subscriptions. Most high schools have access to sound recordings, internet access and record keeping software. There were some discrepancies in the availability of some of the music specific software. **Figure 2** illustrates that although all schools have access to notation software, music recording software, and ear training software, some schools have more access to them and have them available on more computer work stations than other schools.

Figure 2 Research Question 1 Software Compared

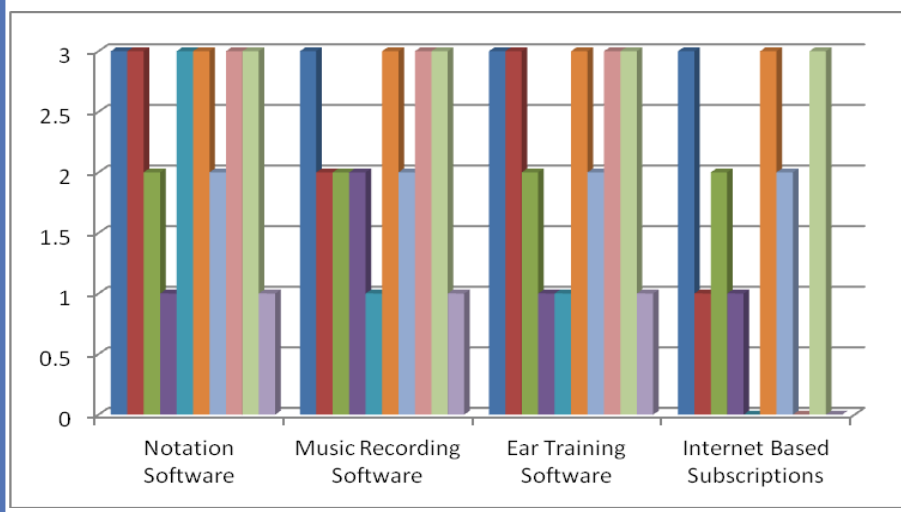
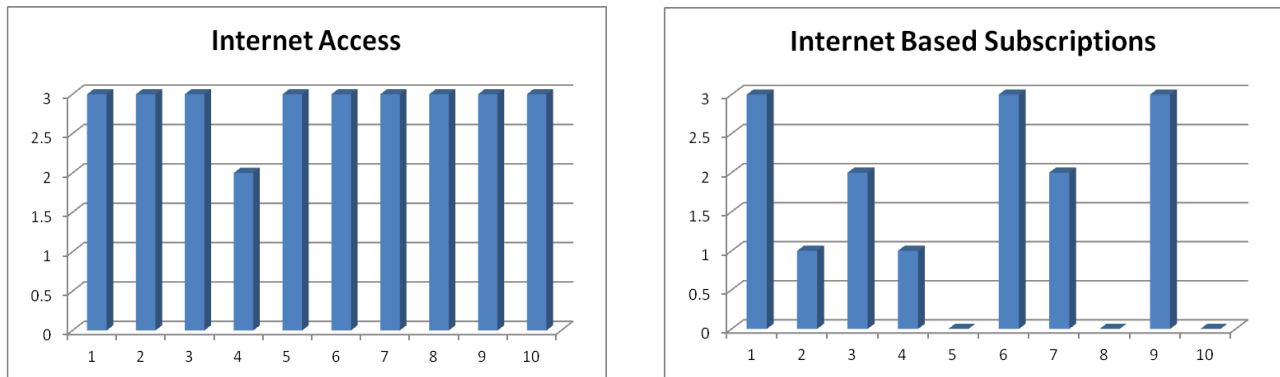


Figure 3. Research Question 1 Internet Access as compared to Internet Based Subscriptions



As shown in **Figure 3**, in the area of internet based subscriptions, even though most computers have internet access, many schools do not currently invest in internet based subscriptions for all music students.

When supervisors of music were asked about the future of music technology, it was predicted that the internet based subscriptions will be the wave of the future. This is the way music technology seems to be progressing, with internet based subscriptions like SmartMusic and Itunes type programs leading the way even though most schools have not invested in it yet. Some supervisors of music even discussed "the cloud" as being the wave of the future.

Figure 4 illustrates that most school districts have access to computers for student and teacher use in either desktop, laptop, or both desktops and laptops as shown below. Only one school district does not have a dedicated music computer lab or dedicated music laptops. It is also evident that the districts provide more computers for use by students than for teachers.

As the data in **Figure 5** indicate, most schools possess some form of a digital piano or a synthesizer especially if they have a dedicated music lab. The four high schools that have full sets of full size digital pianos invested in them as a requirement of the piano portion of the local college tie program.

As shown on the right side of this bar graph, most schools invested in synthesizers for their music theory programs as they are smaller to

fit condensedly in the lab setting and are much more economical.

Figure 6 illustrates that most high school music departments also have access to a variety of electronic instruments, technology to project music, digital recorders, and most are starting to get some form of Smartboards for at least their music theory lab, if not also for the ensemble classrooms. The left side of this bar graph shows the number of each item each high school owns. For example, high school 1 owns 1 electric guitar, high school 2 owns 0, and so forth.

Supervisors of music were eager to share their high schools use of technology. Some high schools are utilizing SmartBoards and SmartMusic activitively. Many talked about their music labs using composition software along with free internet sites the students use in the lab to compose music or drill musical skills such as ear training.

Figure 4 Research Question 1 Computers and Laptops Available

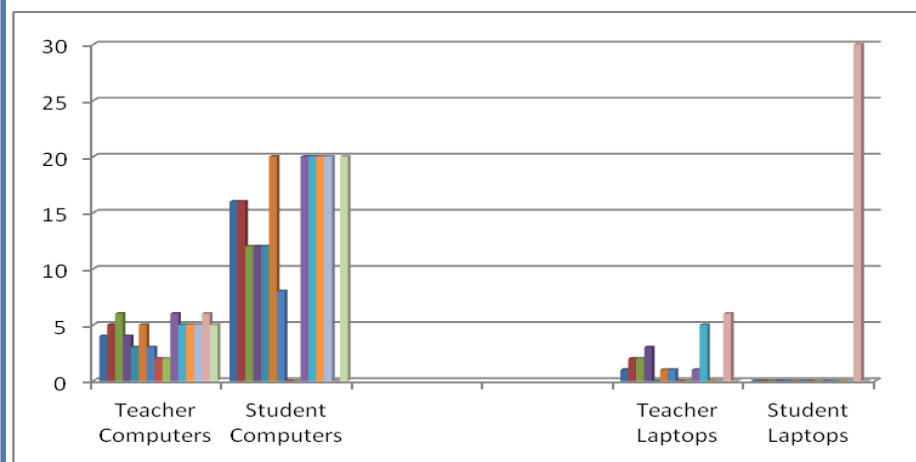
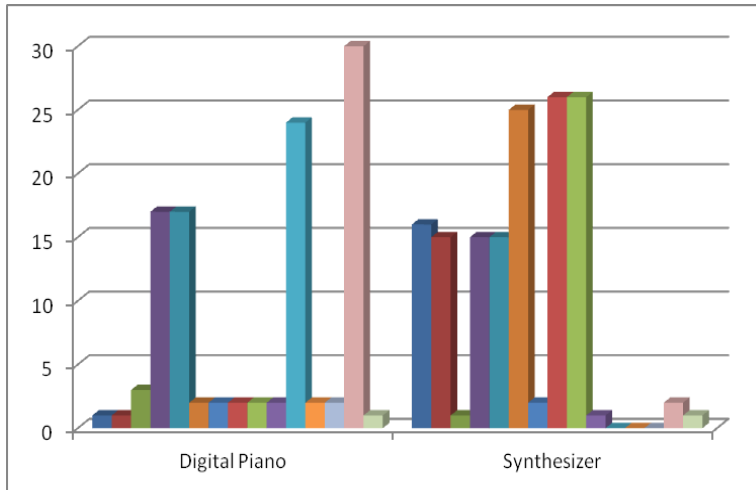


Figure 5 Research Question 1
Total Number of Pianos and Synthesizers Available



school districts. Some of these professional development sessions are offered by the school districts themselves. Time available for professional development is very limited in all of these high schools. However, an occasional day can be utilized on such days as Superintendent's Conference Day(s).

Every district's superintendent's conference day is designed differently. Some are able to go to a full day workshop, like the Balanced Mind workshop, which is an arts based series of workshops throughout the day that many school districts in both Nassau and Suffolk County regularly attend. Some districts host their own activities for the day. Sometimes music teachers have to spend the day in general training and sometimes the supervisor of music is able to plan a day of activities with the music staff.

In a similar fashion, some of the supervisors of music spoke highly of the county and state professional development workshops available for teachers to attend through the New York State School Music Association (NYSSMA), New York State Council of Administrators of Music Education (NYSCAME), Suffolk County Music Educators Association (SCMEA) and the Balanced Mind Workshop.

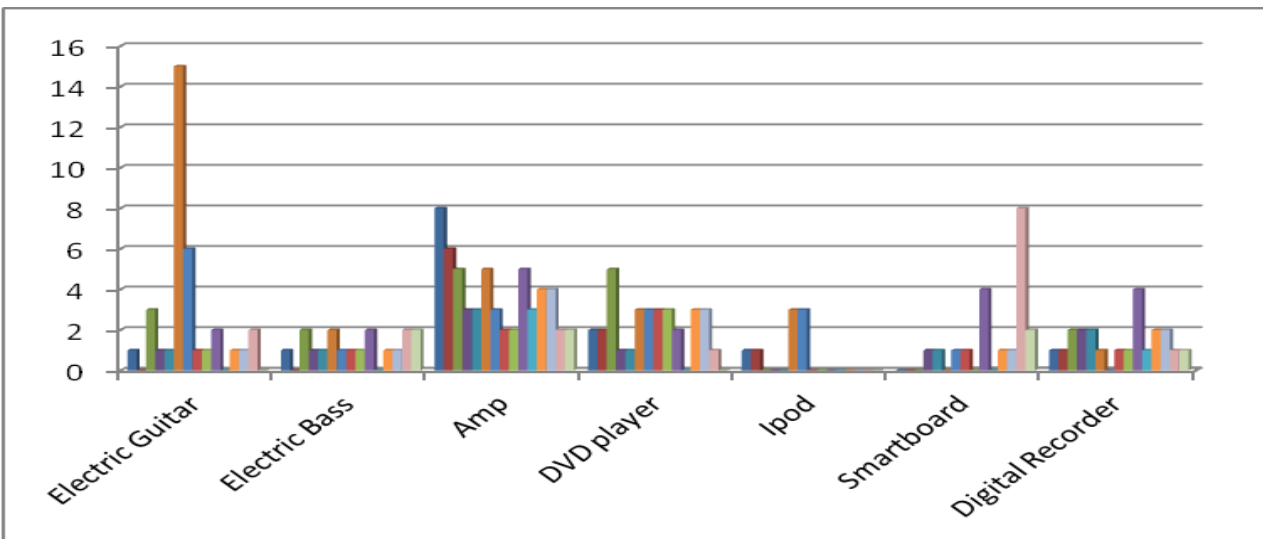
The NYSSMA Conference is hosted twice a year, once in the summer and once in the winter. Teachers have the opportunity to take many different workshop sessions. NYSCAME and SCMEA offer one day or afternoon workshops that teachers also have the opportunity to attend.

Helping Teachers Learn: Research Question #2

The second research question focused on the conceptual framework of Technological Pedagogical and Content Knowledge (TPACK), and asked supervisors of music how they ensured that high school music teachers learned to use the music technology that is available to them.

There is an array of professional development activities available to music teachers throughout these large

Figure 6 Research Question 1 General Technology Available



In order to extend the professional development past the one time experience, some of the supervisors of music spoke about how they used the formal and informal observations, the school district intranet, and department meetings throughout the year to help influence the technology growth.

There was a shared feeling by some of the supervisors of music that it was up to the specific teacher to learn to use the technology on whatever level they wanted to utilize it, if they wanted to utilize it at all. Also, if a teacher was asking for new technology, it would be up to the teacher to learn to use it and apply it. There seems to be an agreement that there is not enough money or time available for professional development.

A minority of music supervisors expressed the concern that technology is being overused in the schools. Some expressed concerns regarding how difficult it is to get all of the music teachers on board when moving forward with technology. Only one school district expressed disappointment about the limited time the technology department has to be able to assist in the technology integration. Other school districts seemed to work well together with the technology department to accomplish their goals. One music supervisor expressed concern that technology available in the music department changes, depending on the influx of the economy and technology directors. One supervisor of music cautioned that professional development trainers have to teach educators that there needs to be a back-up plan in place when integrating technology into lessons.

Ensuring Effective Teaching: Research Question #3

The third research question continued to focus on the conceptual framework of Technological, Pedagogical and Content Knowledge (TPACK), and asked music supervisors how they ensured that knowledge of technology leads to effective teaching with technology.

This apparently was a difficult question for music supervisors to answer. The district that has not added music technology yet found it difficult since they are not utilizing enough technology to be able to measure it. Some supervisors expressed that they did not have technology integrated long enough or by enough teachers to really be able to respond to this question. Another supervisor agreed that more time is needed in technology before they can start assessing to see if technology has made a difference in music education.

Other supervisors stressed letting the teachers evolve with technology as technology is evolving, but only if the teacher wants to explore that avenue. These supervisors believe in giving the encouragement and financial support in using and obtaining the technology, but it was still up to the teacher whether or not they wanted to use music technology. It was also clear that the supervisors did not participate in common goal setting with respect to technology use. Two other supervisors are hopeful that all music teachers can learn technology but only when they wanted to, because tech-

nology should be by choice. Some supervisors alluded to the teachers union as being a factor in the roadblock of common goal setting with the utilization of all technology throughout the school districts.

Supervisors were reluctant to discuss the notion of mandating the use of technology or to suggest that they could set common goals with their staff. Nevertheless, some of the supervisors felt strongly about the responsibility of teachers to teach with technology. Another three supervisors stressed the point that we need to prepare our students for this technological world we live in for both post secondary studies and for a career in music.

One supervisor gave a strong warning to his teachers about students' use of technology, insisting that interaction with technology, without teacher interaction, not be the focus of any lesson.

Program Funding: Research Question #4

The fourth research question focused on the funding of technology and asked supervisors to share how all components of these music technology programs were funded. This included software, hardware, professional development, and facilities.

As the supervisors responded, most spoke of software, hardware, and some mentioned facilities, but only when the facilities did not previously exist. Almost all supervisors needed to be prompted to reflect on how they funded professional development. A few of the supervisors reflected on the finances from the state and how it will influence their programs overall and the music technology.

Funding for Software and Hardware

Based on the interview questions regarding finance, districts financed technology and professional development through many creative means. These consisted of district initiative monies, the music budget, the technology budget, parent organization boosters, donations, grants, and bond issues.

Most of the supervisors spoke about the ability to purchase the hardware and software through their own music budgets along with the director of technology's budget. By working collaboratively with the technology director, it seems these supervisors had the most success in developing their technology inventory.

Some supervisors found success in appealing to the assistant superintendent of instruction or by becoming part of the districts' technology initiative. Three districts obtained their technology as part of a district initiative. One district has a program to implement technology based on professional development, where teachers were given school district laptops to use as long as they successfully completed thirty hours of professional development in technology. Another district gave the same professional devel-

opment to everyone because every teacher in the district received a laptop. Two supervisors felt hindered as they were not able to use their music codes at all and were completely reliant on the technology director's budget codes for any technology purchased. Some supervisors have been successful finding funds from sources such as parent organizations, state grants like the EXCEL bond, IRS donations, and donor websites.

Funding for Facilities

To achieve an "optimal" rating in MENC's Opportunity to Learn Standards in Music Technology, the following conditions must be met:

1. Practice rooms contain computer music workstations that are equipped with appropriate hardware for practice and performance and appropriate electrical and network capability.
2. There is a separate dedicated classroom for a MIDI or digital keyboard lab with appropriate electrical and network capability.
3. One room is dedicated to computer-based recording and composing (MENC, 1999).

Although none of the high schools have fully realized this level yet, two of the school districts are very close as they have all aspects, but not yet in all practice rooms as listed in the first condition. Establishing all three of these aspects is challenging, and the concept of finding space to have an additional dedicated music classroom for music technology has forced some supervisors of music to creatively find or create this additional space for the music department.

Of all the school districts involved in this study, only two have been unsuccessful in securing space for a dedicated music computer lab. One of them is using the general school computer lab, on the few occasions when the classes are able to access the room. This school district has made progress this year by investing the funds to purchase the music specific software to have installed in these general labs.

The other school district that does not have a general computer lab invested in and utilizes 30 music-assigned laptops on a rolling cart for their computer access and composing needs. Although they do not have a dedicated room, the laptops can be set up on a daily basis and plugged into portable keyboards to be used by music students as often as the teacher requires.

Three of the school districts were recently successfully in building, or are in the middle of building, their music labs while this study is being conducted, to be in place for the 2011-2012 school year.

The remaining schools involved in this study have had music specific computer labs in place for years, but

through different means have been updating their facilities. Three other schools had their facilities constructed through a bond issue.

Funding for Professional Development

Supervisors of music in each school district seem to be split both on their beliefs regarding their responsibility for professional development and their accessibility to funds for professional development. Some supervisors believe that professional development should be a function of their own job responsibilities where they learn the technology first and then teach their staff. Another supervisor of music explained the excellence in the professional development program district-wide is due to the skills of the director of technology. Some supervisors need to ask the assistant superintendent to secure professional development funds whenever they want to plan an activity. Using another means to fund professional development, two school districts also utilize BOCES Arts-In-Education funding. Sometimes, when equipment is purchased, the company will offer some hours of training on the new equipment included in the price of the equipment, along with the training that comes from the technology department with the district initiatives. Professional development is also shared through the competence of music faculty members, both formally and informally.

Some supervisors of music expressed how very limited they feel by the lack of professional development they are able to offer within their school districts. At the same time, it must be noted that most of the supervisors thought of professional development as some type of "added" activity, and not as an aspect of their routine meetings or daily life. One supervisor, however, noted that many of the newer "apps" for computers provide daily learning activities, as does the web through the use of YouTube. Speaking of professional development and technology, another supervisor gave the warning that the current budget situation is not going to allow any of the music programs to move forward in technology or professional development.

Influence of Personal Values: Research Question #5

The fifth research question focused on establishing how the music supervisors' personal value of technology influenced the utilization of technology at their high school(s).

Importance of Music Technology in Accomplishing Music Curriculum

When supervisors of music were asked their opinion on the importance of music technology in accomplishing their music curriculum, their answers were divided. Some felt it is absolutely necessary and invaluable to student success, while others, although impressed with technology, cautioned against its use and stressed the importance of only using technology as an additional teaching tool.

Teachers and Students Utilizing Technology

Many music teachers utilize technology on a daily basis. According to the questionnaire, this is especially true of the more managerial aspects of technology, such as record keeping based software used to keep students' attendance, grades and e-mail. According to the music supervisors, there was less use of technology for instructional purposes. As the supervisors noted, in-school use of technology varied for teachers and students based somewhat on the availability of the technology. In locations where the programs were available, music composition programs like Finale, Logic Express, Garageband, and internet websites such as www.musictheory.net and www.youtube.com were used on a regular basis. Also where available, teachers regularly used e-boards, smartboards, audio recorders, digital keyboards, metronomes, and tuners.

Technology: Improvement or Hindrance

Overall, supervisors of music feel very strongly that technology is improving the students' musical experience. They spoke of how technology saves time and it is a more efficient way to have more students learn more effectively. Apps that have free tuners and metronomes give students endless possibilities to drill on their own. Composition programs give students access to a full digital ensemble at any hour of the day. Technology gives students the tools to be able to self evaluate, drill, compose, create, explore, and research.

Three supervisors of music warned not to let students become solely reliant on technology, within music or within life in general, as they expressed that students need to be able to function without technology and they did not want to see students become socially inept.

College Ties

Under the leadership of the supervisor of music, the music theory class, which is the music class most often connected with direct music technology utilization, can be offered in different fashions in Suffolk County, NY. High schools can offer high school music theory, Advanced Placement (AP) music theory, college tied music theory (Excelsior), AP and Excelsior, or they can offer International Baccalaureate (IB) Music Theory.

Short Term Plan for Music Technology Growth (3-5 years)

With the current economic climate, many supervisors of music had difficulty answering this question about their plans for music technology growth over the next 3-5 years. More evident than plans, were their trepidations about the survival of the music program. While they do have short term goals, since they do not know with any certainty that they will be able to reach them, they do not consider these aspirations as a plan.

Even in these difficult economic times, many supervisors feel it is necessary to plan and hope for the progress of the music program in terms of technology integration. There seems to be a large focus on integrating SmartMusic into the music programs, as it was mentioned quite often from many of the supervisors of music. Improving recording capabilities, exploring free internet sites and exploring podcasting also seemed to be recurring themes of the short term goals. Also, ensuring teachers know how to fully use the technology they do have was a common short term goal.

Long Term Plan for Music Technology Growth (8-10 years)

In discussing a long term plan for music technology growth, supervisors of music were confident in the development of technology in promoting growth and development within their own music programs. They sense that much of the growth that will take place will happen simultaneously with the development of technology in the world and were open to progressing in technology as the world of technology progresses in ways we cannot even begin to imagine. They noted that the use of digital tools, like the cloud and video-conferencing, were promising in enhancing their technological needs. As in some other comments, the supervisors noted that the tools in the music labs continued to make it more feasible to support students as composers, to create their own compositions in addition to mastering the performance of others.

Recommendations

Three important points to be made are:

1. The point is not to 'teach with technology' but to use technology to convey content more powerfully and efficiently" (Rosen, 2011, p.10-15).

Although many of the supervisors of music encouraged and supported technology use to those teachers that wanted to use it, as a whole they did not push the non-users to get on board. If technology is meant to accomplish goals in a more powerful and efficient way, than all students have the right to be enthralled in an education that utilizes technology all around, not just exposed by those that have teachers that feel like exploring it. Supervisors of music have the responsibility to ensure that all teachers are utilizing all resources to reach students.

Although it is true that some educators seem to teach very successfully without technology, they could be teaching even better with it. There should not be a cap on teaching level. There should not be a 'good enough' when there are means to be better. Our target audience, our students, are surrounded by a world where they can learn successfully on their own through levels and levels of exploring through technology. Teachers should be at the forefront of guiding their learning. Teachers need to be able to get their attention and motivate them to utilize technology to make them better than what they are.

2. Students are no longer limited to the four walls of the classroom, and they need our help in navigating this technologically based world. Our teachers need to be modeling the example to show students the way to lifelong learning. Educators need to constantly reflect on their world:

To them, the smartphone, the internet, and everything technological are not "tools" at all - they simply are. Just as we don't think about the existence of air, they don't question the existence of technology and media. They expect technology to be there, and they expect it to do whatever they want it to do. Their WWW doesn't stand for World Wide Web; it stands for What-ever, Whenever, Wherever (Rosen, 2011, p. 15).

These are the students we need to reach and we are not going to be able to without using all of the resources at our disposal.

3. Teachers must know technology, both how it works and how to use it effectively in their teaching" (Feldstein, 1999, p.1).

Teachers need to be able to utilize technology to deepen the students' musical understanding. Technology is one of the areas most teachers need to broaden their own knowledge of, in order to be successful and they need to keep up with it, as technology is advancing so quickly. Students should not be ahead of their teachers in this area. It should be the teacher that says to the music student, check out this YouTube video of the NY Philharmonic. Then the teacher should be able to talk content to the student: listen to their phrases of the melodic line, listen to their articulations. Right now it is happening the other way around much too frequently, where the student is bringing this performance to the teacher because the student found it on-line after working on it in orchestra and they wanted to know more. The ideal situation is the learning team where the teacher can start the student by listening to this performance, but then send them on-line to find performances that are better and worse and help the student to understand how to critique them. In this way, the teacher is using technology and teaching the student to use technology to greatly improve and deepen their own musical experience. They are taking the journey together.

Conclusions

This study revealed that most supervisors of music feel music technology is being utilized in ensemble classes as a "tool" and music theory/music technology classes as a "necessity."

When asked about professional development, most supervisors spoke about the professional development opportunities they make available to teachers through department meetings and the observation process, along with the professional development offered at the school district, county and state professional organization levels. However, these professional development opportunities were not conducive

to teachers successfully teaching with technology; they serve only as an introduction to the possibilities technology can bring. Some supervisors of music expressed that not all teachers needed to learn technology as they do not teach the classes where technology is most readily integrated. Some felt it was up to the teachers' intrinsic motivation to really integrate technology into their curriculum where teachers felt it could best enhance student learning. There was a shared notion for teachers' interest to be the driving force of the technology integration. It was also clear that the supervisors of music did not participate in common goal setting with respect to technology use, as reflecting on TPACK, they were mostly unable to ensure that the teachers' knowledge of technology would lead to effective teaching with technology.

Funding was also discussed as a major road block for technology integration and professional development. Supervisors of music have creatively found ways to start to financially integrate music technology into their high school music programs. Districts financed technology and professional development through the music budget, technology budget, district initiatives, grants, parent organizations, donations, grants, and bond issues. Most supervisors expressed the appreciation they had of being able to move forward in technology and now, in this economic climate, hope to hold on to what they have.

The music supervisors' value of music technology does lend itself, in part, to the integration of technology available in most of these high schools, however, it is clear that without teacher cooperation and intrinsic motivation, the success or lack of success of the technology integration can be at many different levels, even within the same high school.

Below is a list of ways that teachers are using technology to enhance student learning. This was compiled by the researcher from the knowledge supervisors wanted to share about how teachers are integrating technology successfully.

Examples of Lessons Shared by the Supervisors of Music:

- Use a SmartBoard to do sight-reading with an ensemble or lesson group by pulling up a piece of music on the publisher's website like JW Pepper. In many cases students can hear the piece too, after they tried to read it, as audio files are posted too. Students can also participate in selecting music to perform in the future in this manner.
- Use the SmartBoard to bring up inner workings of the chest, diaphragm, lungs, and trachea for proper breathing techniques.
- Have students create a Facebook for Beethoven. Intertwine learning about his life with technology students enjoy.
- Use the SmartBoard to show instrument fingerings, drag them and drop them as you need them. Especially useful for guitar class.
- One school district just hosted a Live Video Stream of a sold out concert, in this way allowing all families to see

the performance while ensuring all students the performance experience. The extra benefit was the people around the world that were watching live. Grandparents in other states, even alumni in other countries.

- Video Conference with places and people like the Rock & Roll Hall of Fame.
- [www.Musictheory.net](http://www.musictheory.net) for ear training and then have students take a picture with their cell phones of their final grade as proof they completed the unit even if they complete it at home.
- Student composers work with students in the video production classes so there will be more videos produced with the high school composers' music as tracks.

Through on-going professional development supervisors need to teach teachers to grow with the technology. Teachers need to know "*That it is more important to educate teachers on how to integrate the changing world of technology into their world, than it is to focus on teaching them to work one single piece of technology*" (Koehler and Mishra, video, 2010).

Some ways supervisors and teachers need to make this happen:

- More leadership from MENC and NYSSMA in technology integration;
- An active New York TI:ME Chapter would be a good step;
- More collaboration between school districts and sharing of the knowledge of technology;
- All supervisors of music encouraging all teachers to grow in technology;
- Develop a corporate sense of the music program and incorporate common goal setting for technology use as a function of the group;
- More motivation to remind teachers to be the lifelong learners they want their students to be;
- Honest assessments and reflections of what is really going on in our programs;
- Living, on-line, up-to-the-minute updated MENC Opportunity to Learn Standards in Technology website based on a better designed rubric.

In closing, the words by MENC President J. Hinckley written in the Introduction of VISION 20/20 still ring truer than ever:

The conditions of change are so rapid that by 2020 things we have yet to imagine will be commonplace. Yet if we are to keep within music education programs those things that are dear to us and that should be unchanged, it is vital we take responsibility for envisioning a future that is what we want it to be and begin the work of making that future a reality (p. 2).

Ten years later, as shown in this research, we have more than begun to make our futures a reality; however all supervisors of music and music teachers need to take a more aggressive leadership role if music programs are going to go the distance in music technology by the year 2020. Our students are counting on us.

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ROCKY RIVER: BUILDING A LEARNING ORGANIZATION

By Ivon Prefontaine

ABSTRACT

Senge (2006) defined learning organizations as "organizations where people expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured" (p. 3). In this paper, I will focus on two qualities - mental models and shared vision - as seen in an alternative educational context.

ROCKY RIVER: BUILDING A LEARNING ORGANIZATION

A contemporary learning organization engages "learners in the acquisition of key knowledge and skills and the development of connections so that they can pursue powerful questions, tackle complex problems, collaborate with diverse people, imagine new possibilities, and communicate their ideas" (Zmuda, 2010, p. 2). Fullan (2003) argued that "all organizations need to be learning organizations to be effective" (p. 20). This resonates with contemporary educational reformers who have suggested twenty-first century schools require transformation. A learning-organization model would couple new ideas about learning, schools, and stakeholder roles with elements already present in an educational setting, promoting change and challenging "the tradition of zoned, factory-styled, and bureaucratically controlled schools" (Meier, 2002, p. 93).

Senge (2006) defined learning organizations as entities "where people expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where the collective is set free, and where people are continually learning how to learn together" (p. 3). Viewed through a lens of systems thinking, four disciplines characterize such organizations: shared vision, evolving mental models, personal mastery, and team learning. In this paper I will focus on two of these qualities - mental models and shared vision, as seen at Rocky River Opportunity for Progressive Education (abbreviated as Rocky River in this paper).

Rocky River serves as an exemplar of the learning-organization model. It was founded in September 1995 on a progressive view of school, merging an innovative approach to learning, school, and stakeholder roles with some of the optimal features of a traditional

school. Students spend part of their time learning at home and the balance of their instructional time in one of three multi-grade classrooms at the Rocky River facility. Parents assist in these classrooms monthly, oversee the homeschool component, and partner with teachers to select educational resources. Teachers facilitate classroom learning, conduct regular home visits with students and their families, and assume legal responsibility for meeting provincial curricular objectives. I joined the Rocky River teaching staff in September 2000.

MENTAL MODELS

Senge (2006) defined mental models as "deeply ingrained generalizations, or even pictures or images that influence how we understand the world and how we take action" (p. 8). Mental models help simplify complex structures and ideas such as organizations and relationships. They assist people in moving from the abstract to the concrete, allowing them to take specific action and set direction. Senge summarized, "What is important to grasp is that mental models are active - they shape how we act" (p. 164).

Mental models require active management if they are not to constrain actions due to the perceptions formed by them. Bolman and Deal (1995) used a similar term, guideposts, and indicated people pass them every day and pay little heed to them (p. 35). Senge (2006) encouraged leaders to be aware of their mental models: "The discipline of managing mental models - surfacing, testing, and improving our internal pictures of how the world works - promises to be a major breakthrough for building learning organizations" (p. 163).

When addressing mental models, leaders establish explicit direction to move the learning organization forward. In the case of educational institutions, "School leaders must make a conscious choice to transform their schools from bureaucracies to learning organizations. [They] must have the insight and skills needed to develop in others the commitments and capacities to move this agenda forward" (Schlechty, 2009, p. 209).

Bob, Rocky River's first principal, embraced progressive ideas from the outset to implement a new model of learning and school. His leadership was consistent with Sebring and Bryk's (2000) proposed new roles for principals: building trust, demonstrating integrity, expressing specific values, and modeling daily behaviors conforming to those values (p. 443). He empowered others to envision leadership, learning, and the role of all participants in atypical ways while retaining the policy parameters necessary to prevent a chaotic free-for-all of ideas and actions.

Senge (2006) noted the significance of "a larger leadership activity [as a way of] designing and nurturing 'governing ideas' of the enterprise" (p. 200). Bob's first leadership test - hiring a teacher - provided him with the opportunity to engender trust and reciprocity. He partnered with his assistant principal, Shelley, and students' parents to find a teacher who held values in common with them and possessed the complementary leadership qualities needed to move the fledgling enterprise forward. Roberta was unanimously recommended and selected as the first teacher at Rocky Road.

Bob's prudent guidance in this and other matters had several ramifications. It allowed new mental models to emerge at the nexus of existing mental models. It created a context steeped in what Bolman and Deal (1995) referred to as "authorship" (p. 106) and led to a climate of trust. Finally, Bob helped set the stage for Rocky River to be a collaborative learning environment: students, educators, parents, and the community partnered in learning.

Collaboration between Teachers and Parents

Trust served to bond "a caring community around students," (Epstein, 1997, p. 255) allowing parents and educators to focus on collaboratively supporting student learning. Many of Rocky River's original parents came from the homeschool community and distrusted home visits, perceiving them as an intrusive monitoring of their educational choices and strategies. As Roberta, Rocky Road's first teacher, forged relationships with parents in a culture of trust and reciprocity, she set parents' minds at ease such that they welcomed her into their homes. Home visits helped ground relationships as parents grew to value her efforts to support their children's learning both at home and at school.

Just as some Rocky River parents initially struggled with home visits, some teachers wrestled with the oversight implicit in having parents in their classrooms. The dominant mental model in education portrays the teacher as expert and sole arbiter of what is best for each child with little input from parents. In contrast, the mental model of a learning organization encourages teachers to collaborate with parents. Hargreaves (2003) implored teachers to engage parents as assets to educate children (p. 26) while Zmuda (2010) advocated drawing on parent "expertise about their own child/children" (p. 47). A mental model promoting teacher isolation is inconsistent with a shared parental-educator responsibility for educational outcomes, the two-

way communication between educators and parents, and the meaningful parental participation Tschannen-Moran (2004) discovered to be the keys to building effective family-school partnerships (p. 139).

As Rocky River's first teacher, Roberta helped construct an environment that nurtured children and actively sought parental feedback. She welcomed parents into her teaching space as partners with meaningful roles to play. The classroom contributions of parents and their presence at school remain essential at Rocky River. Educators and parents collaboratively engage to enhance instructional practice. Parental inclusion informs teacher practice by providing valuable insights into the learning of each child.

A mental model promoting collaboration releases parents from the superficial and mundane roles offered them in some classroom settings: copying, decorating bulletin boards, and other non-intrusive jobs. Instead, teachers view parents as valuable resources with a wealth of knowledge, skills, and connections that can compensate for the teachers' lack of time, expertise, or connections. These contributions help overcome collective and individual deficits of expertise in schools (Hargreaves, 2003, pp. 184-185). Links into the community, direct instruction, and parental planning broaden student learning. Parents share "their experience . . . to strengthen the relevance and significance of learning for all" (Zmuda, 2010, p. 47).

At Rocky River, parental contributions have produced the robust complementary program the school provides, a selling feature of the school. Furthermore, parents provide their background knowledge as teachers in the classroom in areas such as medical sciences, alternative energy sources, and outdoor education. Parents are often better equipped to plan events; lend time, experience, skills, and expertise; and provide connections into other communities. Parental engagement has provided fuel to engage students more actively in their learning.

By engaging in dialogue with parents and utilizing reflective teacher practices, Rocky River has uncovered and reconstructed mental models of the role of parents in the education of their children. This is consistent with Senge's (2006) suggestion that skills of inquiry and reflection are needed to reform mental models (p. 175).

Collaboration between Teachers and Students

Traditionally, teachers are seen as directors of learning who certify the right knowledge and students are empty vessels waiting to be filled. However, Meier (2002) suggested for students to learn, educators must engage their industry and bring them into the picture as active participants (pp. 172-173). This requires teachers to reimagine the mental models of teaching and student learning.

Student-teacher collaboration has emerged as a hallmark at Rocky River. Teachers contribute their expertise in organization, planning, and meeting curricular goals while

providing a springboard for students to shape their own learning. Teachers encourage students to suggest ideas to explain concepts that are difficult for their peers to grasp. For instance, during a discussion on the principle of mechanical advantage, one student proposed using Meccano sets to design and build a lever and pulley network that would demonstrate it. In addition, Rocky River students have worked with teachers to create a physical environment conducive to learning. This is consistent with Goodlad's (1979) admonition to create learning spaces that are "the tangible, natural, manageable place for all of us to come together in making that school more educational" (Goodlad, 1979, p. 121). Students have the freedom, for example, to rearrange desks into pods in order to promote collaborative learning conversations.

Collaboration among Students

Meier (2002) stated that "human beings are by nature social, interactive learners" (p. 153) while Noddings (2005) suggested children helping children in learning has merit if approached with care (p. 52). However, a mental model of education that emphasizes efficiency prompts teachers to limit collaboration. Intra-classroom activities are time and energy consuming; inter-classroom engagement is even more challenging when students are grouped by age, grade, and academic level in different areas of a school building.

At Rocky River, education is interactive. Students assume individual and collective responsibilities allowing them to thrive in a collaborative setting and enjoy a sense of personal and team accomplishment. One substitute teacher described student behavior and support of one another as how teaching and learning should be. Over two days, she observed how frequently and comfortably students assisted one another with little overt direction. She recounted an incident when she intended to persuade a cluster of students to "get to work" only to find them engaged as a collaborative group.

Student collaboration at Rocky River extends beyond individual classrooms as teachers pursue cross-grade collaboration to enrich children's learning. Students share projects and activities and are encouraged to mentor each other in areas such as technology, science, and reading. As an example of one project, older students assisted younger students as they read picture books, co-authored a picture story, and used technology to publish it.

Rocky River students benefit from such collaboration. In the instance of the book publishing project mentioned in the previous paragraph, Billy, a junior high student, was paired with a younger student who did not recognize Billy's reading deficiencies. This allowed Billy a safe, comfortable mentoring role. Billy and his protégé showed evident pride as the younger student read their story aloud. Billy, a reluctant reader, benefited and became motivated to read independently.

Collaboration between Parents and Students

Conventional wisdom assumes that as students reach junior high, they want to create separation between themselves and their parents, moving towards independence and adulthood. This thinking informs many of the mental models undergirding education. However, Coleman (as cited in Putnam, 2000) discussed "the importance of [the] embeddedness of young persons in the enclave of adults most proximate to them, first, and most prominently the family" (p. 303). Putnam indicated "when parents are involved in their children's education at home, children do better in school. When parents are involved at school, their children go further in school, and the schools they go to are better" (pp. 303-304).

Rocky River operates from an unconventional mental model when it comes to parents and early adolescents. Parental engagement with and support for students, particularly at the junior high level, is a point of pride. An informal and non-scientific survey conducted by the 2008 Grade 9 Social Studies class found students in all grades - junior high included - cited the number one benefit of Rocky River was going to school with their parents. This stands on its head the conventional wisdom mentioned above about young teens and separation from their parents.

Parents, the first exemplars of learning in a child's life, remain a vital and instrumental cog in students' learning at Rocky River. Teachers assist parents by providing family writing workshops. As parents focus on how to teach and assess writing skills, their children complete a series of writing tasks. Both use these newly acquired skills in completing the homeschooling component of the Language Arts curriculum.

Collaboration with the Community

As mentioned before, teachers often operate in isolation. This extends not only to other teachers and parents but also to the broader community. Bryk (as cited in Putnam, 2000) offered another approach when he suggested schools exercise their social capital by being bridge-forming networks (pp. 19-20). This is consistent with Hargreaves' (1997) argument that "schools cannot shut their gates and leave . . . the outside world on their doorstep [emphasis in original]" (pp. 5-6). Schools as learning organizations with progressive mental models can welcome the community in authentic ways and venture into the neighborhood to break down the isolation, opening the gates for learning. Families serve as bridges to other communities and enhance learning if they are aware of what is happening in the schools their children attend.

Rocky River families access diverse communities to expand the learning horizons of their children, accessing links to a broad range of skills, talents, and insights. This affords a richer, broader, experiential learning base for students. Rocky River has actively entered into reciprocal

educational relationships with other entities, arising from parental initiative. For instance, a First Nations family linked to their local educational community arranged for Rocky River to host a group of indigenous people, complementing lessons about traditional health practices and residential school experiences.

At times, Rocky River has benefited from serendipitous teachable moments with members of the community. One such occasion occurred during a classroom discussion about the nature of war. A grandmother, substituting in the parent-of-the-day rotation, recounted her husband's moral struggles with war during the Vietnam era. She explained how her husband served the United States, and dealt with deeply held moral convictions about killing. He voluntarily enlisted for four years instead of a two-year term, hoping to reduce his chances of being on the front. As a result, he did not confront the enemy in combat. Rocky River's connection with the community made this unrehearsed, unscripted learning activity possible.

Challenges with Sustaining Rocky River's Mental Models

Senge (2006) proposed learning organizations have "an atmosphere of genuine vulnerability" (p. 186). "Accepting vulnerability allows us to drop our masks, meet heart to heart, and be present for one another" (Bolman and Deal, 1995, p. 103). Palmer (2007) wrote, "Teaching is always done at the dangerous intersection of private and public life. . . . To reduce our vulnerability, we disconnect from students, from subjects, and even from ourselves" (p. 18). The fear inherent in vulnerability can create challenges when trying to sustain the mental models of a healthy learning organization. In the context of a school, viewing the self as a sage on the private stages of the classroom allows a teacher to maintain a self-protective distance.

As one point of illustration, Rocky River builds on a model consistent with Meier's (2002) assertion that "students need to know that grown-ups are also learners" (p. 145). As teachers acknowledge they are learners, they bond with their students as co-learners and demonstrate a comfort with vulnerability that promotes genuine relationships. To admit an error and share what was learned from it is a powerful model for young people, showing them that it is okay to be excited about learning and to make and correct mistakes in the process of learning. It opens the door to students to feel comfortable in the sharing of their learning. However, this type of humility and vulnerability is difficult for many.

Reflecting on my own experience, I know I have occasionally hidden behind a mask and become self-satisfied. Unfortunately, this has caused me to lose connection with students, promoted isolation, and undermined collaboration.

As an educator and a learner, I have for many years kept journals. When I revisited my journals recently, I noted a metamorphosis in language. Early accounts were substantially about me and my teaching. Recent writings have

become less self-centered and acknowledged meaningful collaborative contributions of others to our meaningful collective venture. This reflects a shift from an egocentric, isolated view of me to an image of me as a sharer of relevant information and a collaborative learner. This is a growth process, though. For instance, some days the process is diminished as I descend into fault finding. This offsets the energy, passion, and commitment required each day to be offered to the cause of learning and teaching in the company of others while sustaining a shared vision.

SHARED VISION

Senge (2006) stated "shared vision involves the skills of unearthing shared pictures of the future that foster genuine commitment and enrolment rather than compliance" (p. 9). People within a learning organization relinquish "traditional notions that visions are announced from 'on high' or come from the organization's institutionalized planning processes" (Senge, 2006, p. 198). Each person involved thus becomes responsible to a common purpose and fully committed to a new way of doing things while being prepared to adapt as needs change. This sets the stage for each person to be "responsible for the game" (Senge, 2006, p. 205). "Generative learning - expanding your ability to create - will seem abstract and meaningless until people become truly excited about a vision they truly want to accomplish . . . [and that] reflects their own personal vision [emphasis in original]" (Senge, 2006, p. 192).

Senge's statements highlight key aspects of both the development and the ramifications of shared vision. Leaders at all levels take on the responsibility of building on their personal visions and those of others within the organization. They create an environment where "building a shared vision [is] seen as a central element. . . . It is ongoing and never-ending . . . designing and nurturing 'governing ideas' of the enterprise-not only its vision per se, but its purpose and core values" (Senge, 2006, pp. 199-200). The process begins when leaders fully understand and carefully explain the core values underpinning their personal visions, then add in the core values of other members. The resulting hybrid is continuously negotiated to encompass existing and emerging needs of the organization.

Shared vision is the product of participants willingly, actively, and voluntarily participating through words and actions in a venture meaningful to each individual and to the collective (Senge, 2006, p. 200). The momentum of organizational energy emerges from shared visions galvanized around the deep-seated beliefs and values of people engaged in the enterprise. Shared vision is more than a corporate exercise when people willingly sign up for it. Senge (2006) commented that shared vision allows people to "create a sense of commonality that permeates the organization and gives coherence to diverse activities" (p. 192). "At its simplest level, a shared vision is the answer to the question, 'What do we want to create?'" (Senge, 2006, p. 192). Individuals in an organization choose more than a transactional contract based on a hierarchy of roles when they are

"engaged in the pursuit of a socially meaningful enterprise, and [their] learning is in the service of that engagement" (Wenger, 1998, p. 271). This is consistent with Sergiovanni's (2005) discussion of educational enterprises with a covenant of trusting relationships creating communities of responsibility with all participants involved (p. 8).

Shared vision serves as an adhesive that is a lived, evolving link between all participants, regardless of position. That being said, shared vision does not develop in a vacuum without leader guidance. Senge (2006) noted, "Many visions never take root-despite having intrinsic merit. Visions spread because of a reinforcing process of increasing clarity, enthusiasm, communication and commitment. As people talk, the vision grows clearer. As it gets clearer, enthusiasm for its benefits builds" (pp. 211-212). An idea becomes tangible as leaders guide it from unshared personal visions to shared vision, then from an abstract vision to a concrete plan. Stakeholders record the vision, aiding it in becoming real, or to use Wenger's (1998) word, "reified" (p. 58). Such was the process at Rocky River.

Sharing the Founding Vision

Rocky River began with a small group of passionate parents who held personal visions of alternative ways to educate their children. They shared ideas, listened to each other, and brought to life a shared vision and commitment to create a unique non-traditional school model. Their vision juxtaposed the seemingly paradoxical educational models of homeschooling and public education, a reflection of their view that both models offered valuable features. Homeschooling required active parental engagement in children's education. The active partnership of parents at school allowed families to personally know the teachers. Home visits provided opportunities for conversations about the learning needs of children based on shared observations. The social environment of a classroom and supportive expertise of a teacher in curriculum delivery enhanced these features.

The personal vision of the founding administrators, Bob and Shelley, reflected a desire to bring homeschool families into the sphere of public education in order to provide educator support for curriculum delivery, resource selection, and assessment practices. They had observed that while some homeschool families experienced success operating independently from public school entities, other families struggled. Bob and Shelley envisioned a school partnering with these families.

Bob and Shelley viewed the teacher's role as being partner and colleague with parents in the education of their children. They recognized that the school they envisioned was only possible with the right teachers, educators who balanced their passion for teaching with a commitment to honor the parental desire to retain an active role in children's education. Home visits and parental participation in the classroom would provide rich opportunities for teachers to mentor and, at the same time, learn from the parents. Teachers

at Rocky River would be life-long learners, eschewing the latest educational fad to focus instead on learning about children and families while implementing the best educational strategies for their particular needs. Bob and Shelley were diligent about balancing advocacy for the program and its varied roles with inquiry.

The vision of Rocky River's founding parents began to merge with Bob and Shelley's during an application, interview, and selection process. Bob convinced the parents that he believed in their vision of a new model of education. Once hired, Bob engaged in an ongoing dialogue with parents to outline the political and practical responsibilities within the new partnership: politically, the policies of various governing bodies and practically, the fiscal demands of enrollment and physical space. He was attentive to balancing advocacy for the program as he and Shelley envisioned it with inquiry. From the outset he gained trust with "authentic forms of collaboration between the school and family" (Meier, 2002, p. 23).

Two years later Bob left Rocky River. When parents wanted to follow him, he convinced them to have confidence in the process of leadership transition and to embrace his successor, Alan. Alan continued regular monthly meetings with parents and helped set up a formal parent advisory council. He shared the fiscal condition of Rocky River and emerging educational trends. Under his aegis, Rocky River experienced a decade of growth and change, expanding its enrollment and hiring a second elementary teacher. In response to parental interest and a successful pilot project, the school added a junior high in a separate location and hired a third teacher. Eight years later, the campuses consolidated to a single site, providing students with access to a full range of ancillary school services, eliminating additional rent, and ensuring a smoother transition between elementary and junior high school.

The shared vision of Rocky River became real as a result of the personal visions of administrators, teachers, and parents merging through time, patience, and dialogue. This produced buy in and established the foundation for Rocky River to be a learning organization. The clarity of this shared vision guided its progress. As Senge (2006) stated, "You cannot have a learning organization without shared vision. Without a pull toward some goal which people truly want to achieve, the forces in support of the status quo can be overwhelming. Vision establishes an overarching goal" (p. 195). Rocky River's shared vision of providing a progressive education in order to meet children where they are in their learning continues to act as a rudder to keep the organization on course.

Concrete Manifestations of Shared Vision at Rocky River

Senge (2006) noted, "Shared vision is vital for the learning organization because it provides the focus and energy for learning" (p. 192). Members believe they can create and recreate their futures. The shared vision, rooted in members' personal visions, provides fuel and energy to begin and sustain the journey. In the case of a school, "What is

required is not just dedicated administrations and faculty, but parents devoted to their children's education and a community among them that can support each other and the school" (Bellah et al, 1991, p. 172).

Rocky River's shared vision manifests in three specific educational approaches. First, a Rocky River education is holistic. Comer (2009) proposed "caretakers and institutions respect and facilitate the child's needs and impulse to grow or develop along all the pathways that contribute to successfully functioning in the world - physical, social-interactive, psychological-emotional, ethical, linguistic, and cognitive-intellectual" (p. 133). Members of the Rocky River community speak of the commitment to student learning as a holistic enterprise including all of these aspects. On home visits, parents and educators are apt to dialogue about children's progress in all areas of their lives, not just academics. Teachers benefit from witnessing first-hand students' extracurricular interests as they share them through stories and actions.

Second, a Rocky River education aims to produce responsible, respectful citizens who can contribute effectively to the world in which they reside. From the outset, both in the written and lived vision of Rocky River, respect and responsibility have been understood as integral for learning. Parents and educators agree that respect for adults, peers, and learning is foundational to students succeeding academically at Rocky River, in high school, and in their adult lives. This is consistent with Bellah et al's (1991) suggestion that student education "requires morally and socially sensitive people capable of responsible interaction ... for active participation in a complex world" (p. 170). Rocky River teachers hold students accountable for their behavior, recognizing that increased student responsibility reduces the need for punitive classroom management and encourages academic success.

Third, a Rocky River education is collaborative. As I discussed at length earlier in this paper, unlike some settings where parents and schools are in adversarial roles, unable to draw upon each other for support and expertise, Rocky River parents and teachers partner in the learning of children. Parents support teachers by offering their expertise about their children. In turn, teachers respectfully share pedagogical expertise to assist parents.

Not every student succeeds at Rocky River, but the school's innovative educational vision has resulted in unexpected academic success stories. One student described his Rocky River experience as a supportive bridge to high school and, ultimately, graduation. When he enrolled at Rocky River in Grade 7, he was emotionally disengaging from school. His father described him as a young man with both the focus to take apart and correctly reassemble a derelict motorcycle and the inattentiveness to leave a chore half-completed if distracted. He required educational activities tailored to his specific learning needs. Rocky River teachers worked alongside his parents to find ways in which

he could learn effectively. The school's administrators encouraged his teachers to develop unique strategies to work with his strengths so that he could thrive and eventually graduate. Today he supports a young family and is apprenticing as a nurse.

Challenges with Sustaining a Shared Vision

Over time a new generation of administrators, educators, community members, and parents has become stakeholders in Rocky River. These individuals were not privy to the founding concepts of the school and bring their own personal visions that they want to integrate into Rocky River's organizational vision. It takes time and energy to understand the shared vision and adapt it to reflect newcomers' personal visions. People are busy; some may not want to invest the resources necessary to bring this about. In addition, it can be difficult to sustain communication models with sufficient openness and candor to embrace contradictory passions and commitments of key constituents.

At a deeper level, a learning organization's evolution of shared vision over time creates tension between newcomers and longer-term stakeholders. As a member of Rocky River's staff for over a decade, I find it easy to slip into an advocacy role and protect the identity I have built up as a longstanding member of the school community. When facing change I can lose sight of the forest for the trees. I can struggle to value new ideas and see them in the light of inquiry.

I have observed recently a sense of stakeholder advocacy built up around individual competing agendas. Parents find themselves passionately advocating on behalf of the learning needs they perceive for their children while educators are advocating just as passionately for their professional perspectives. This increasingly adversarial environment has eroded trust, created factions, and undermined the culture of collaboration that was seemingly in such abundance in the learning organization only a short time ago.

CONCLUSION

Rocky River embodies a unique exemplar of an educational learning organization. Members of the community are committed to reimagining their mental models of school. These leaders created a new collaborative dynamic between educators, families, and, increasingly, the community. School improvement has been the work of many rather than the few.

Rocky River stakeholders share a vision of meeting children where they are in their learning. Founding parents, administrators, and teachers engaged in passionate dialogue to create a viable arrangement to meet children's learning needs by merging traditional home- and school-based educational models. Parents set out a personal vision of active engagement in their children's education.

Educators reciprocated with a personal vision of children accessing resources provided by a supportive school. The resulting covenant provided rich learning opportunities and pragmatic educational strategies, bounded by the realities of political and practical responsibilities and geared toward long-term sustainability.

The Rocky River educational experience is holistic, contributes to respectful and responsible citizens, and encourages educators and parents to collaboratively participate in educational success stories. As a school, Rocky River embodies a unique educational exemplar of collaboration and personal commitment to begin, improve, and sustain the enterprise while remaining firmly grounded in the principles of a learning organization.

Over the past 16 years, Rocky River has weathered leadership transitions, location changes, and organizational expansion. To remain a viable learning organization, stakeholders face the challenge of maintaining ongoing dialogue and carefully balancing inquiry and advocacy. Some advocate for Rocky River to remain true to its original precepts while others advocate for change. Successfully navigating these passionately held and occasionally competing agendas in a spirit of inquiry and trust can breathe new energy into Rocky River and enable it to remain a healthy, vibrant learning organization.

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An Examination of Transition Planning with Classified Special Education Students Using Kohler's Model to Identify Coherence and Compliance within Secondary Transition Programs

by Angela Aiello, Ed.D. and John Karahalidis, Ed.D.

ABSTRACT

This study addressed whether transition planning with classified special education students was being implemented in accordance with the Kohler model for successful transition programming. The five domains of concern, Student Development, Family Involvement, Program Structure, Interagency Collaboration, and Student-Focused Planning were used in the research to explore coherence and compliance within two high schools, one with a specialized on campus program and the latter as an excluded site specializing in classified students. Using archival data, the perception of stakeholders involved in transition planning included special education teachers, school social workers and psychologists, guidance counselors, and related service staff. The Self-Assessment Checklist was comprised of 49 questions that allowed respondents to select from *always*, *frequently*, *sometimes* and *never*. One extended response question allowed for individual personal feedback. Results found qualitative discrepancies and compliance to the Kohler model. Numerous domains of disconnects within the model and sporadic involvement appeared to be the norm rather than the exception for both programs. Moderate compliances to some domains were found but all were found to be in need of considerable improvement.

Introduction

Commonly faced issues for students nearing graduation include pursuing vocational training or academic education, getting a job, and living independently. For students with disabilities, the choices may be more complex and require a great deal of planning. While special education students are graduating from high school with documentation on the completion of transition planning, student outcomes, in several instances, have not been effectively evaluated (Wagner, Newman, Cameto, (2004); Kohler & Field, 2003).

Stakeholders' perceptions of the evaluation of student outcomes often fail to meet the goals of written post-secondary transition planning in terms of successfully transitioning students into society. This study addressed this

concern and examined whether transition planning with classified special education students is being implemented in accordance with the Kohler (2003) model for successful transition planning.

The fundamental research question addressed in this study is: In what ways do the facility-based implementation of transition planning for developing post-graduate options with special needs secondary students align with Kohler's model for successful transition planning? The accompanying questions were asked to drive the study.

What are the respondents' perceptions of student development implementation in the transition planning process?

1. What are the respondents' perceptions of family involvement implementation in the transition planning process?

2. What are the respondents' perceptions of program structure implementation in the transition planning process?

3. What are the respondents' perceptions of inter-agency collaboration implementation in the transition planning process?

4. What are the respondents' perceptions of student-focused planning implementation in the transition planning process?

Significance of the Study

This collaborative study explored how the system put forth by IDEA on or about transition planning services functions as an effective cohesive unit to promote postgraduate employment.

The transition planning process at two different high school special class academic programs in Suffolk County, New York was studied.

Theoretical Framework

Federal and State Guidelines

The Individuals with Disabilities Education Act (IDEA, 1990) is a federal special education legislation that provides the provision of free and appropriate public education services to students with disabilities. The IDEA, along with New York State laws and regulations, have required school districts to provide transition planning and services to New York State's approximately 140,000 secondary students with disabilities who are between the ages of 15 and 21. In 2004, the phrase *further education* and the emphasis on *effective transition services* was added.

Transition services means a coordinated set of activities for a child with a disability that (1) is designed to be results oriented, in terms of improving the academic and functional achievement of the individual and facilitating the child's movement from school to post-School Activities; (2) is based on the child's needs; and (3) includes the development of employment and other post-School Adult living objectives (IDEA, 2004).

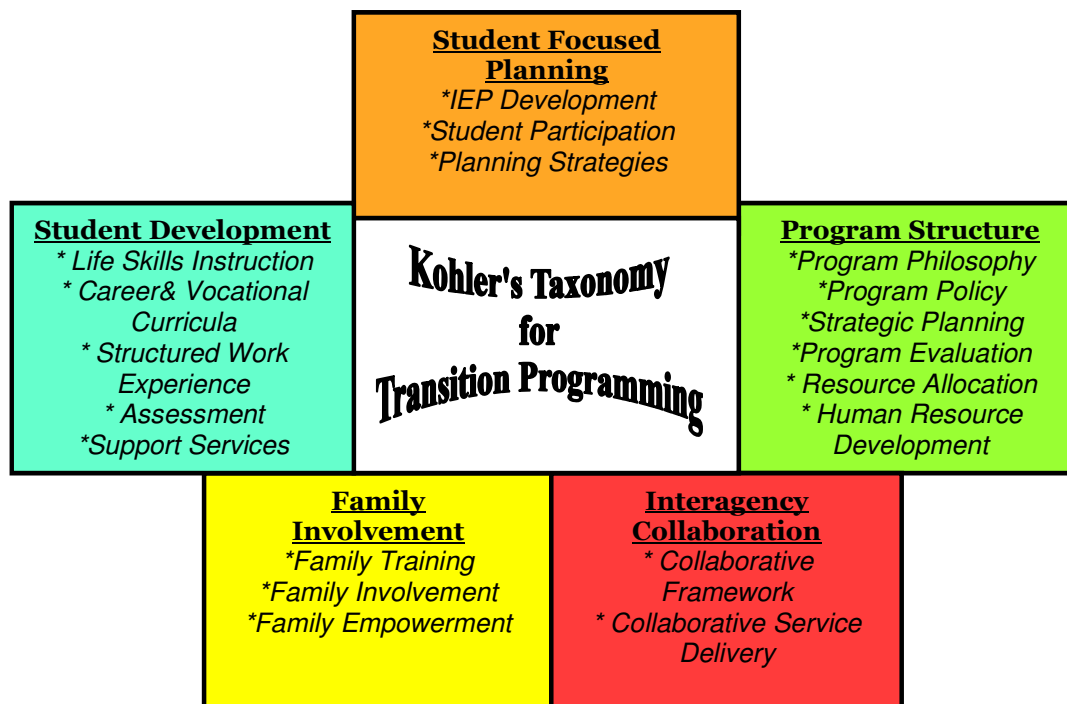
In New York State, transition services are required to be part of a student's Individualized Education Plan (IEP) that goes into effect at age 12 years as a career assess-

ment known as a Level One Assessment. The Level 1 Career Assessment was introduced in New York State in 1989 and incorporated into New York State Part 200 Education regulations in 1993. The Level 1 Career Assessment, which is mandatory for all students who are classified, is the structured collection of information that begins in middle school. This approach can ensure that students are exposed to enough information to make a real career choice that meets the student's needs, preferences, and abilities (NYSED, 2010).

Kohler Taxonomy

Martin & Kohler, (1999) presented a course to be taught at the university level to enable educational students to comprehend the need of transitioning students from school to adult life. A major component of the curriculum is to stress the need of self-determination. Kohler's Taxonomy for Transition Programming identified domains of focus into five components: (a) Student Development; (b) Family Involvement; (c) Program Structure; (d) Interagency Collaboration; and (e) Student-Focused Planning. The five components do not exist in a hierarchical model. Instead, these factors establish a framework of coherence and compliance essential to the planning components for schools to follow with each factor affecting the other. The figure below displays Kohler's conceptual model for the Taxonomy of Transitional Planning with its subcomponents.

Figure 1. Taxonomy of Transitional Planning



Student Development

Student Development, the first of Kohler's components, consists of six sub-components with the intention of satisfying what researchers indicated as facilitators to successful student preparation.

Family Involvement

The second component of the taxonomy, *Family Involvement*, contains three sub-components that help outline aspects of increasing the value of family commitment in the transition planning process.

Program Structure

The third component of Kohler's Taxonomy, *Program Structure*, consists of six sub-components: Program Philosophy, Program Evaluation, Strategic Planning, Program Policy, Human Resource Development, and Resource Allocation.

Interagency Collaboration

Similar to the support service systems in Student Development, the fourth component of Kohler's Taxonomy, *Interagency Collaboration*, reflects two sub-components that expand on how schools and other agencies should coordinate and share services. This component also depicts how the framework for collaboration should work to help students reach post-secondary success.

Student-Focused Planning

The fifth component of taxonomy, *Student-Focused Planning*, addresses the need for individualization. Student-focused planning has three sub-components.

The five components of Kohler's Taxonomy for Transition Programming outline an all-encompassing approach to transition planning with an emphasis on more personalized development and planning. Presently, many states and organizations attempt to use a form of this taxonomy as a framework for transition planning (Kohler et al., 1993). Success has also been reported in programs that accentuate five specific components: student focus planning, student development, interagency collaboration, family involvement, and program structures (Kohler & Field, 2003). It has been reported that the best practices in facilitating transition from school to work or post-secondary education for secondary students with disabilities include vocational training, parent involvement, interagency collaboration, service delivery, social skills training, paid work experience, and individual transition planning (Kohler, 1993).

Methodology

Through the review of transition planning archival documents, data were collected to determine if/how the Kohler model was being applied to effectively implement and comply with transition planning requirements. In addition, the researchers identified evidence where disconnects in the process may have occurred.

Setting

The settings for this study were two high schools in Suffolk County, Long Island, New York, that provide special education services for students who meet the criteria for the federal IDEA guidelines for students with handicapping conditions in accordance with their IEP. Both of the schools are day programs for high school students grades nine through twelve that concentrate on offering the basic subjects needed for graduation.

School A is a public high school that services both general education and classified students. School A attempts to provide educational programs and services to meet the nature and extent of the severity of the child's disability and special needs. The school uses a variety of services, spanning the range from regular education with supplemental support services to provision for private residential settings for the severely and profoundly disabled.

School B is considered a public separate high school that only services classified special education students. School B students are described as having moderate behavioral and/or intensive counseling concerns and moderate to severe learning disabilities.

Figure 2. Student Development

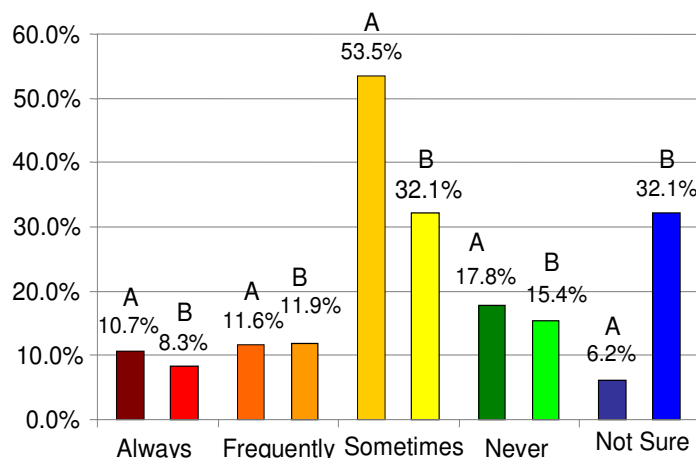


Figure 3. Family Involvement

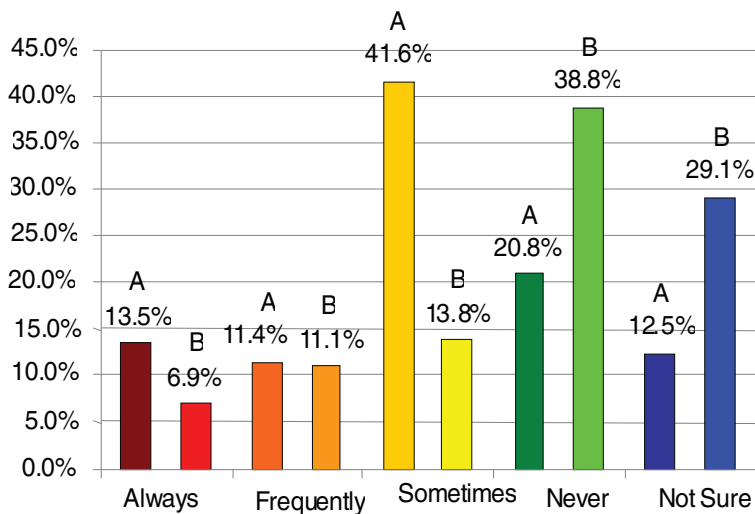
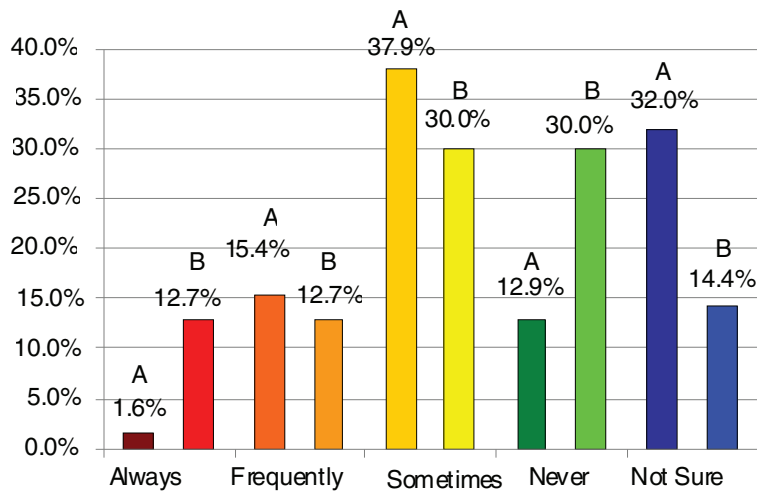


Figure 4. Program Structure



Subjects

The subjects encompassed twenty-eight special education teachers, social workers, psychologists, guidance counselors, and related service staff who are actively involved in the transition planning process.

Data Collection Procedures

A transition planning Self-Assessment Checklist served as archival data. The Self-Assessment Checklist about transition planning and its current implementation was comprised of 49 questions that allowed respondents to select from the following choices: *always*, *frequently*,

sometimes, and *never*. In addition to the checklist, the following optional extended response question was presented: *In your opinion how would you describe the effectiveness of your facilities transition planning process as it relates to student outcomes?*

Analysis of Archival Survey Data

Archival survey documents were examined to identify patterns, themes, and discrepancies in the application of the Kohler model as a framework for determining successful transition planning. Through the review of the archival documents, the researchers analyzed extended responses from special education staff who were involved in the transition planning process. Bins were created that corresponded with the five components of Kohler's Taxonomy. The responses for each bin were categorized as positive, negative, or neutral.

The second domain of archival analysis was based on a series of 49 questions. All archival document questions from the Self-Assessment Checklist were binned according to Kohler's five components for successful transition planning as illustrated below. Representative questions relevant to the level of coherence to each of the five components of the Kohler Model were selected.

Evidence of patterns, themes, and discrepancies within the archival documents that presented affirmation of disconnect in the implementation of transition planning were reviewed.

Student Development Data

Sub-Question 1: *What are the respondents' perceptions of student development implementation in the transition planning process?*

Student assessment and accommodations provide a fundamental basis for student development that result in successful transition.

Figure 2 shows comparatives between School A and School B in student development revealing a similar pattern of minimal involvement in transition planning.

Family Involvement Data

Sub-Question 2: *What are the respondents' perceptions of family involvement implementation in the transition planning process?*

Family Involvement activities are coupled with parent and family involvement as well as the planning and delivering of education and transition services. Family centered training and family empowerment actions increase the ability of family members to work effectively with educators and other service providers.

In a side by side comparison, the two schools reveal relatively similar *always* and *frequently* feedback regarding family involvement. Discrepancies between School A and B can be seen with the selection of *sometimes*, *never*, and *not sure* with a high percentage of School A selecting sometimes and School B selecting *never* and *not sure*.

Program Structure Data

Sub-Question 3: *What are the respondents' perceptions of program structure implementation in the transition planning process?*

Program structures include aspects that relate to efficient and effective delivery of transition-focused education and services, including philosophy, strategic planning, policy, evaluation, and human resource development. The belief is that the structures of a school provide the framework for a transition viewpoint.

In side by side comparison, less than 20% of School A and slightly more than 25% of School B reported program structure was always or frequently followed in regard to Kohler's model for transition planning.

Interagency Collaboration Data

Sub-Question 4: *What are the respondents' perceptions of interagency collaboration implementation in the transition planning process?*

Interagency Collaboration focuses on facilitating involvement of community businesses, organizations, and agencies in all aspects of transition-focused education. Interagency Collaboration is instilled by interagency agreements that clearly articulate roles, responsibilities, communication strategies, and a collaborative framework that enhance curriculum and program development.

The following figure (**Figure 5**) depicts a side by side comparison of both School A and B's involvement in interagency collaboration. This comparison reveals that School A's respondents reported more interagency collaboration than School B.

Student-Focused Planning Data

Sub-Question 5: *What are the respondents' perceptions of student-focused planning implementation in the transition planning process?*

Figure 5. Interagency Collaboration

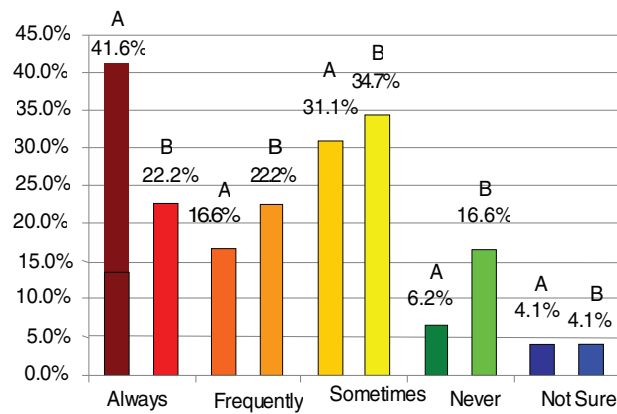
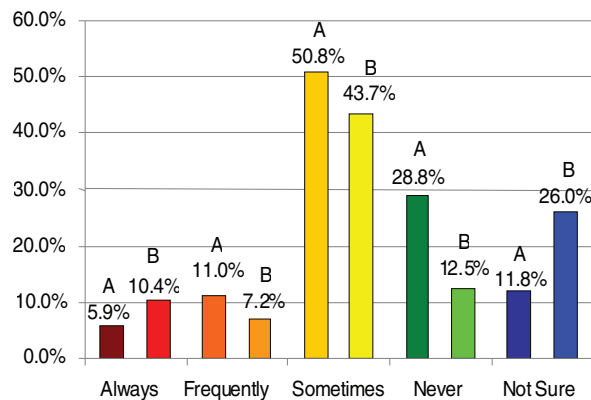


Figure 6. Student Focused Planning



Student-Focused Planning involves facilitating students' self-determination to develop Individual Education Programs based on post-secondary goals and interests.

Figure 6 displays the similarity in distribution of School A and School B when offered the options of *always*, *frequently*, *sometimes*, *never* and *not sure*.

Summary of Findings

Based on the coding results of the prototypical quotes on transition planning, there were observable qualitative discrepancies regarding implementation of Kohler's Taxonomy. The overall totals reveal a consistency of negative feedback over 50% in both School A and School B when asked for their individual analysis of the transition planning process. Based on the coding results of the Checklist for Self-Assessment on transition planning, there were visible quantitative discrepancies regarding implementations of Kohler's Taxonomy.

Discussion and Recommendations

Through the analysis of School A & B's archival documents, there is a clear disconnect between the facility-based implementation of transition planning in developing post-graduate options with special needs secondary students and Kohler's model for successful transition planning. The respondents in their assessment of the process expressed an immense disassociation between policy and practice when reviewing the school's responses to questions relating to the five components of Kohler's (1993) Taxonomy for Transition Programming (Student Development, Family Involvement, Program Structure, Interagency Collaboration, and Student-Focused Planning). Respondents stated, "We do not supply enough time and resources to transition students successfully after high school." Moreover, they claimed, "There are certain aspects that are not touched on during transitions." The finding of this study supported the view that both School A & School B declared a miniscule amount of compliance and alignment with Kohler's model relating to facility-based implementation of transition planning for developing post-graduate options with special needs secondary students. There was a consistency of negative feedback more than half of the time in both School A and School B when individuals were asked for their analysis of the transition planning process. The researchers identified some components of moderate compliance, but improvement in all components is necessary if full compliance of the Kohler model is desired.

Conclusions

Based on the researchers' professional knowledge of transition planning and data found in this study, it can be concluded that transition planning is still a work in progress, and the Kohler model is not clearly present in either School A or School B. Numerous domains of disconnects within the model and sporadic involvement appear to be the norm rather than the exception. In addition the model was not adhered to with compliance and/or coherence. Encouraging self-determination and placing students in the role of chief facilitator in their own transition planning appears to be very difficult and not something schools spend a great deal of time considering. It might be in the best interest of students for the schools to consider a stronger compliance with the Kohler model or the adoption of an alternative model, which would provide a more structured approach to transition planning.

A Transition Plan establishes a set of activities designed to help students with disabilities make the adjustment from school to the world of work and adulthood. The researchers suggest that the planning process begin no later than age twelve, and it should be reviewed and updated each year by parents, educational professionals, and the student. Activities decided at the planning meeting and annual reviews are included in the IEP and integrated into the curriculum. The range of activities should vary for each student, and depend on individual interests and needs that drive long-range outcomes. Transition services will assist the students to develop knowledge of the community and

the skills that are needed to become productive and independent participants. Schools may want to consider following a structured transition planning model that is focused on student outcomes and self-advocacy encompassing the student as the focal point.

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From the Field:

Out of School Behaviors: A Principal's Responsibility New Requirements of the Dignity Act, July 2013

By Karen Siris, Ed.D.

I have never regretted my decision to become an elementary school principal. However, the responsibility of being in loco parentis to over 300 children each day is not without its demands. With the advent of social networking, the challenges have increased. The question becomes, "What is a principal's responsibility, both morally and legally when he or she becomes aware of inappropriate off school behaviors?"

Educators are faced with a legal challenge when our interactions with our students involve their first amendment rights for freedom of speech. The situations become even more challenging when students' inappropriate off school behaviors are brought to our attention. Until recently the answer to this problem was ambiguous. New York State law has now clarified this, in the attempt to improve the learning environment for our students. Beginning in July, 2013, the New York State Dignity Act requires that schools take action when students experience cyberbullying, bullying, harassment, bias and intolerance. It ensures that school districts take immediate steps to end harmful behavior, prevent recurrences and protect the targeted students, whether the incident occurs on or off campus.

The legal test comes from a 1969 Supreme Court case, *Tinker v. Des Moines Independent Community School District*, in which a school suspended students for wearing black armbands to protest the Vietnam War (*Tinker v. Des Moines Independent Community School*). In *Tinker*, the United States Supreme Court defined the constitutional rights of students in public schools by overturning the students' suspensions (Id at 514). They did say, however, that when a student's speech interferes substantially with the school's educational mission, a school may impose discipline (Id. at 505-507). The problem with this decision lies with the interpretation of how "interferes substantially" is defined, since there is subjectivity in this criteria. *Tinker* is now being cited in off-campus cyber-bullying and YouTube

cases when a disruption is caused in the school building due to the aftermath of these incidences.

The Internet, with its many variations of social networking, has brought new ways for children's learning environments to be "substantially disrupted." Students sometimes come to school distraught over comments that have been posted on internet sites and that have been forwarded to friends, acquaintances, and countless strangers. They may have been taunted about their weight, their height, their skin color, their sexual or perceived sexual preference. False rumors, altered pictures, and YouTube videos mocking them may have been posted and gone viral.

The aftermath of these behaviors may appear on school campuses the next day. They may be reported to the principal or teachers through a concerned parent or by the students themselves. In many cases, the students are too distraught to function in class, and through a caring adult's observation and inquiry, they may share the reason for their distress.

In almost all cases, the parents of the perpetrators and certainly the perpetrators themselves believe that their off-campus behaviors should not be addressed in school. They believe, as referred to in *Tinker*, that their first amendment rights have allowed them these behaviors and that sanctions may not be imposed by their school teachers or administrators.

Adding a cyberbullying component to the New York State Dignity Act, adds strength to a school's ability to intervene in a student's off campus behaviors that "interfere" with the well being of a child while in school. It substantiates court history that supports school administrators taking action when harassment (online or off) is brought to their attention (Willard, 2007). As principal, even prior to the addition of a cyberbullying component to

the Dignity Act, I felt a responsibility to deal with bullying and cyber-bullying incidences that were brought to my attention, whether they took place on or off campus. Although in New York State, it is now an administrators' legal responsibility, it has always been and remains a moral obligation to ensure that students meet their maximum cognitive potential and, in order for them to do so, their social and emotional needs must also be met. Justin Patchin, associate professor of Political Science at the University of Wisconsin, stresses the ruling in *Tinker* when he reminds us that a student's speech or behavior cannot "impinge on the rights of other students," including the right "to be secure and be let alone." As soon as a student doesn't feel safe coming to school or if they express a safety concern at school, the school can respond. The response needs to be reasonable. (J. Patchin, personal communication, February 2, 2013)

School officials should find effective strategies for our children and families to recognize the dangers of bullying and cyber-bullying behaviors. Helping students recognize their actions that have caused harm, and holding them accountable for finding a way to right their wrong is not only allowable under the law, but in many cases preferable to harsh consequences. Nancy Willard, Director of Embrace Civility in the Digital Age, suggests the following sequence of consequences be



used, rather than out of school suspensions that often result in continued destructive and non-productive behaviors:

1. Acknowledgement of wrongdoing.
2. Steps to remedy harm (i.e. take down hurtful language, write a sincere letter of apology).
3. Community service requirement to remedy damage to community that has been imposed.
4. One or two days of in-school-suspension, if deemed appropriate.
5. Agreement that student will not engage in any further hurtful behavior.

(N. Willard, personal communication, February 2, 2013).

Hopefully, schools that value caring, kindness, and respect for all will serve our children well and help them enter society with a greater chance of leading productive and rewarding lives.

Karen Siris, Ed.D., Principal and Professor, has been featured on NBC and CBS News and *ivillage.com* for the work she has done creating a Caring Majority of "upstanding" students in her Long Island School. Her research on Alleviating Bullying received the Outstanding Dissertation of the Year Award from Hofstra University.





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Book Reviews:

Making the Common Core Standards Work

Using Professional Development to Build World Class Schools

by Robert J. Manley, Ed.D.
and Richard J. Hawkins, Ed.D.
Corwin, Thousand Oaks, Calif. 2012

We Can Do More and Better With Less

Education Reform Can Work

by Thomas F. Kelly, Ph.D.
Infinity Publishing,
West Conshohocken, Pa., 2012

In their epic tour de force, *Making the Common Core Standards Work*, two long-serving and achieving public school superintendents, Robert J. Manley and Richard J. Hawkins, who now educate and mentor future leaders of the nation's schools, have addressed the near myriad of issues and conundrums associated with Common Core Standards (CCS).

CCS was hastily developed during 2009, approved by the National Governors Association in 2010 and now, having been adopted by at least 45 states, has morphed into Common Core State Standards (CCSS). Manley and Hawkins, currently professors and leaders in education reform, have moved beyond the critical analyses of the Brookings Institute, and negative commentators such as Diane Ravitch and Linda Darling-Hammond, et al, and have accepted the challenge, complexities, and opportunities in this most recent iteration of a national reform movement dating from the Elementary and Secondary Education Act (ESEA) of 1965.

Written for school leaders and those who train them, without jargon, the authors provide a blueprint for implementing and exceeding the new State Standards, utilizing targeted professional development; a focus on those who make it happen. Detailed and realistic strategies are supported by examples and anecdotes from a wide and diverse range of schools. Topics include: adapting and aligning existing curricula to meet grade level goals for language arts and mathematics; empowering administrators, teachers, and support staff as active and participating partners in planning for and implementing the new and comprehensive standards; designing formative and summative assessments that monitor and measure mastery of the standards; insuring that all students, notwithstanding multicultural diversity, will benefit from the process.

This timely and terse text could and should be on the desk of any and all who would lead the nation's schools in this second decade of the 21st century.

Reviewed by Charles Rudiger, Professor of Administration, Leadership and Technology, Dowling College, Oakdale, N.Y.

School reform efforts are driven by misguided policies and the idea that schools do not have enough money to support high-quality education. In *We Can Do More With Less*, Thomas Kelly argues the education system itself has been ineffective and inefficient and only by changing the system can we produce positive and cost-beneficial outcomes.

Kelly, a public school leader in the More Effective Schools program and a professor of leadership at Dowling College, constructs a composite systems theory, undergirded by the writings of W. Edwards Deming, William Glasser and Aristotle. Deming, father of the total quality management movement, focuses on the structure of the system. Glasser's choice (or control) theory is concerned with the liberation and empowerment of those who work in the system. Aristotle provides an ethical perspective in response to the current moral ambiguity that plagues our culture. Kelly's catalytic links provide a seamless segue among and between these theories and concepts.

Particularly noteworthy is a section on virtue and the Aristotelian concept of natural law, which posits that virtuous behavior is the only valid and reliable means of achieving happiness and success. The mission is clear: Pursuit of virtue provides consistency with cosmic realities.

This timely and concise text provides a series of checklists, anecdotes, a bibliography and a plan for improvement in a world and society that is increasingly pessimistic, given the continuing failure to produce meaningful change. This book should be on the short reading list of anyone concerned with the future of American education and leadership.

Reviewed by Charles Rudiger, Professor of Administration, Leadership and Technology, Dowling College, Oakdale, N.Y.



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