Volume 13, Issue 1

Spring 2014

Long Island Education Review

LONG ISLAND'S PEER-REVIEWED RESEARCH JOURNAL FOR EDUCATIONAL PROFESSIONALS

A Research Publication of SCOPE

Inside this issue:

- Keeping Your Vision In Mind: Leading In Uncertain Times
- 21st Century Readiness Skills For Career And Technical Education
- Do Character Education And Social-Emotional Programs Improve Social Skills Of Students With And Without Exceptionalities: A Case Study
- The Change Process: Examining Implementation Of Gender Neutral Housing Using Organizational Theory
- Creating CCSS-Aligned Curriculum In Grades 3-8
- From The Field: iPad Mini Revolution At Lynn University: A Faculty Perspective

Practical Research for the Educational Community

Sponsored and published by SCOPE
in cooperation with Long Island Institutions of Higher Learning as a service for school people to help with school planning and curriculum.

SCOPE Board of Directors

President:
Mr. John Lorentz
Superintendent, Farmingdale UFSD

Vice President:
Ms. Susan Schnebel
Superintendent, Islip UFSD

Treasurer:
Mr. Charles A. Leunig
Superintendent, Copiague UFSD

Immediate Past President:
Dr. Charles Russo
Superintendent, East Moriches UFSD

Board Members:
Dr. Anthony Annunziato
Associate Professor, Department of Instructional & Administrative Leadership, St. John's University
Mr. Anthony Cacciola
Superintendent, West Babylon UFSD
Dr. Robert Feirsen
Superintendent, Garden City UFSD
Dr. Roberta A. Gerold
Superintendent, Middle Country CSD
Mr. Henry Grishman
Superintendent, Jericho UFSD
Mr. John J. Hogan
Superintendent, West Hempstead UFSD
Dr. Lorna R. Lewis
Superintendent, Plainview-Old Bethpage CSD
Dr. Joseph V. Rella
Superintendent, Comsewogue UFSD
Dr. Walter F. Schartner
Superintendent, Sayville UFSD
Dr. Robert J. Manley
Dean, School of Education, Dowling College
Dr. Robert Moraghan
Director of Educational Leadership Programs, Stony Brook University

SCOPE Officers:
Mr. George L. Duffy
Executive Director
Mr. Cramer Harrington
Deputy Director for Management Services
Mr. Michael O'Brien
Associate Director for Student Services
Ms. Cindy Pierce Lee
Associate Director for Community Services

SCOPE Publishing Staff:
Ms. Judy Coffey

Long Island Education Review

Editor-in-Chief:
Dr. Richard L. Swanby, Professor, Dowling College, School of Education (Ret.)

Co-Editors:
Dr. Robert J. Manley, Dean, Educational Administration, Leadership & Technology, Dowling College

Dr. Kevin N. McGuire, Professor, St. John's University, School of Education (Ret.)

Associate Editors:
Dr. Roberta A. Gerold, Superintendent of Schools, Middle Country CSD

Dr. Korynne Taylor-Dunlop, Coordinator and Professor of Ed.D. Program in Educational Leadership, Lynn University

Coordinating Publisher:
Mr. George L. Duffy, Executive Director, SCOPE Education Services

Editorial Board:
Dr. Anthony Annunziato, St. John's University
Associate Professor, Instructional & Administrative Leadership
Dr. Elfreda V. Blue, Hofstra University
Associate Professor, Special Education
Sr. Nancy Gilchriest, Ed.D., St. Joseph's College
Director, School of Education, L.I. Campus
Mr. Michael Keany, School Leadership 2.0
www.schoolleadership20.com
Dr. Lorna R. Lewis, Superintendent of Schools
Plainview-Old Bethpage CSD
Dr. Robert Moraghan, Stony Brook University
Director of Educational Leadership Programs
Dr. Clyde Payne, Dowling College
Dean, School of Education
Dr. Basilio Serrano, SUNY Old Westbury
Childhood and Literacy Education
Dr. Charles T. Swensen, St. Joseph's College
School of Education
Dr. Eustace Thompson, Hofstra University
Associate Professor, Literacy, Leadership
Dr. Maureen T. Walsh, Molloy College
Dean, the Division of Education

Contents

Page

- Editor's Perspective:
  - by Editor-In-Chief, Dr. Richard L. Swanby 4
- Keeping Your Vision In Mind: Leading In Uncertain Times
  - by Jennifer L. Bashant, Ph.D. 5
- 21st Century Readiness Skills For Career And Technical Education 9
  - by Tyrone L. Bennett, Ed.D.
- Do Character Education And Social-Emotional Programs Improve Social Skills Of Students With And Without Exceptionalities: A Case Study 13
  - by Lisa Nulty, MS, and Charles F. Howlett, Ph.D.
- The Change Process: Examining Implementation Of Gender Neutral Housing Using Organizational Theory 19
  - by Josh Chave, Ed.D., and Kelly Burlison, Ed.D.
- Creating CCSS-Aligned Curriculum In Grades 3-8 24
  - by Joseph Crawford
- From The Field:
  iPad Mini Revolution At Lynn University:
  A Faculty Perspective 30
  - by Sanne Unger, Ph.D., Carrie Simpson, MF.A., and Shara B. Goudreau, M.S.
- To subscribe to the Long Island Education Review, see page 34

The Long Island Education Review is recognized by AASA as a valuable resource to its members.

Table of Contacts

Long Island Education Review
Published by:
SCOPE Education Services
100 Lawrence Avenue
Smithtown, NY 11787
Website - http://www.scopeonline.us

Telephone
631-360-0800 x119
Fax
631-360-8489

Email
swanbyr@scopeonline.us
jacoffey@scopeonline.us

Article Submissions

Long Island Education Review is a peer reviewed publication that is published twice each year. To be considered for publication, all submissions should be double spaced, in 12 point characters and accompanied by a disk in Word, or they should be sent by email as a Word document. Authors should follow the APA guidelines. No article will be accepted if it is more than 10 pages (double spaced) long. Suggested changes are the responsibility of the author. For the Fall issue, all submissions must arrive by October 15, 2014.

Reprints & Photocopying

Copying requires the express permission of L.I. Education Review. For permission, write to Mr. George L. Duffy, Coordinating Publisher, L.I. Education Review, SCOPE, 100 Lawrence Avenue, Smithtown, NY 11787, call 631-360-0800, ext. 119, or fax requests to 631-360-8489.

About SCOPE

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.

Peer Review Committee:

Lydia Begley, Ed.D.
Associate Superintendent, Nassau BOCES
James I. Brucia, Ed.D.
Dowling College, School of Education
Thomas Dolan, Ed.D.
Superintendent, Great Neck UFSD
Raymond J. Haberski, P.D., M.A.
Professor, Teacher Education, Marist College
Phyllis Harrington, Ed.D.
Superintendent, Oyster Bay-East Norwich CSD
Thomas F. Kelly, Ph.D.
Dowling College, School of Education
John Lorentz
Superintendent, Farmingdale UFSD
Mara Manson, Ed.D.
Adelphi University, Dept. of Health Science
Barry McNamara, Ph.D.
Dowling College, School of Education
Elsa-Sofia Morote, Ed.D.
Dowling College, School of Education
Karen Osterman, Ph.D.
Hofstra University, Professor Emerita,
School of Education
S. Marshall Perry, Ph.D
Dowling College, School of Education
Selena Smith, Ed.D.
Dowling College, School of Education
Stephanie Tatum, Ph.D.
Dowling College, School of Education
Howard Weiner, Ph.D.
Hofstra University, School of Education

Future Themes for The Long Island Education Review:

- 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

As the common core is adopted around the country in the K-12 population, higher education has also embraced new practices to improve teacher training. Thirty-five states, including New York, have implemented the Education Teacher Performance Assessment (edTPA) evaluation system. This process according to edTPA, will develop better future teachers through more rigorous training and assessment. Prior to the edTPA evaluation, all teacher candidates had to pass a series of content and teaching related tests, often referred to as the LAST, ATS-W AND CST. The new edTPA process requires teacher candidates to create a number of artifacts from their teaching practice. The process includes videos, lesson plans, reports related to students' goals and instruction, and journal entries detailing corresponding lessons. After completion of the edTPA assessment, all students still must pass at least three state tests before receiving certification.

But one must look closely at the process to see what is happening. The teacher candidates must create and document at least 3 lesson plans, as well as a video of a selected lesson either without students in the class or with students who have written parental permission. The video, lesson plans, journal, and other supporting information are sent to a third party for evaluation. This person rates the information as related to a given matrix for the applicant's particular discipline.

This is where we, the researchers, have some doubts as to the validity and reliability of certain aspects of the edTPA process and method. Questions regarding the matrix used to evaluate teacher artifacts, the qualifications of the evaluators, and finally the assessment implementation. Has the NYSED developed a redundant assessment process? It looks to me that NYSED has simply taken two very different testing protocols and piled one on the other without considering the empirical and financial impact on the teacher candidates. Given the expense of each state test at $100 and the edTPA at $300, isn't this a little too expensive for teacher candidates to pay? Secondly, the edTPA protocol is supposed to measure teaching practices and content knowledge, meanwhile the NYSED test assessments also measure content knowledge and teaching strategies. Are these assessments redundant and burdensome at the expense of the student teachers?

I neither approve nor disapprove the edTPA and teacher candidate testing. I merely have the fortunate position to voice my concerns about the lack of supported research for the portfolio evaluation model. Today's teacher candidates have too much invested in time, energy and money to play with their futures. If the evaluations are faulty or redundant, I encourage more research to be conducted in the evaluation of teacher candidates. Until there are more findings, we must proceed with caution and encourage open discussion about higher education's commitment to improving teaching practice and the edTPA process of evaluation.

Richard L. Swanby
Editor-in-Chief

Keeping Your Vision In Mind: Leading In Uncertain Times

- by Jennifer L. Bashant, Ph.D.

Serving as a leader in schools today is both challenging and frustrating. Educators and leaders are under the pressures of accountability and work in a political climate like never before. This research brief is intended to provide a brief synopsis of the most current research being published regarding evidence-based leadership strategies and approaches, with the hope that it will provide you with some guidance and direction. All of the articles cited can be made available to you if you have an interest in reading further. In synthesizing the literature on school leadership, there are five essential components of leading a building or district through successful change. This brief will touch on all five components, in no particular order.

UNDERSTAND AND CONTROL YOUR TIME

Principals and school leaders are being expected to do more with fewer resources than ever before. Although time is one of your most valuable resources, it is also a scarce commodity. Having enough time in the day to meet the demands and expectations is nearly impossible. If you begin to view time as an available resource rather than as a constraint, you can begin to understand and control your time. Three simple ways to begin making the most of your time are:

1. Do an analysis of how you are currently spending your time. Once you have an understanding of how you are currently spending your time, your current priorities will become clear. You can then ask yourself if you truly want to be spending your time the way you are.

2. Make your meetings more efficient because "time is money already spent." Are you getting your money's worth during meetings? Do you prepare an agenda for your meetings? Do you have a time keeper? A recorder? Have your groups established norms?

3. Work to increase attendance by students and faculty. There is wasted effort when teachers are delivering lessons if many students are not there to experience and participate in the learning. In addition, it is a waste of time when you plan for a committee or faculty meeting and many teachers are absent or do not attend.

Delegating is one of those things most people know they need to do, but not everyone is good at relinquishing control to others, especially in such a high stakes environment. Researchers have identified seven specific advantages of delegation which help one to understand the benefits of assigning tasks to others (**Figure 1**).

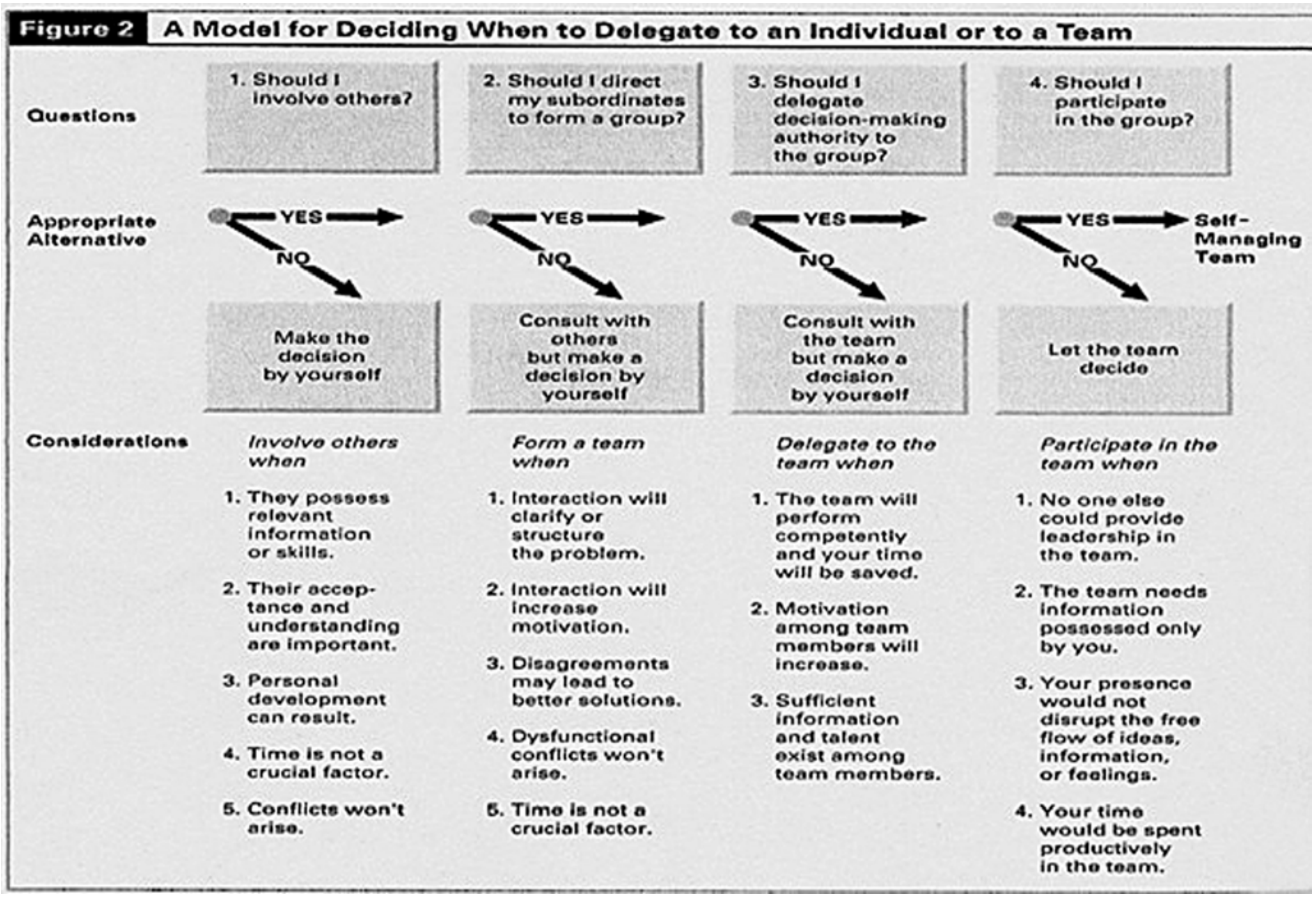
Figure 1

Advantages of Delegation	
ADVANTAGE	EXPLANATION
Time	Increases the discretionary time of the leader
Development	Develops knowledge and capabilities of delegates
Trust	Demonstrates trust and confidence in delegates
Commitment	Enhances commitment to delegates
Information	Improves decision making with better information
Efficiency	Enhances efficiency and timeliness of decisions
Coordination	Fosters work integration by leader coordination

Cameron & Whetton, Developing Management Skills, p. 420.

Although one may understand, conceptually, that delegation is important, it is often difficult to decide exactly what to delegate, and to whom.

The following diagram (**Figure 2)** provides a model for deciding when to delegate to an individual or to a team.



PARENT AND COMMUNITY ENGAGEMENT

Engaging parents in their children's education is a goal that most school leaders have, but is not an easy one to achieve. Schools may have difficulty communicating with parents (because of language barriers, transient families or a lack of communication channels), and many parents who, themselves, had negative experiences in school, do not trust the educational system. However, when school leaders and teachers can think outside of the box and find creative ways to involve parents in the school (not just PTA work, but opportunities to volunteer), parents feel more connected to the school, and therefore, more invested in their child's education. Issues that most schools face, such as poor attendance, tardiness and lack of homework completion, begin to improve as parents become empowered to serve as partners in education. When working with parents and caregivers, "one size doesn't fit all… We are working in the trenches. It is really tough work. Being aware of the differing values and perspectives of parents is important, and remembering that many parents often feel invisible" (Aspen Institute, 2013). Research confirms that almost all parents want their children to do better than they did, and that, when provided with the proper resources and a welcoming school environment, parents will become involved with the school because *education is important to them.*

In order to engage parents and the community in education, school leaders must have an accurate picture of the concerns of parents, teachers and community members. One can gain this understanding by examining both public opinion research (Kettering Foundation, Education Sector, etc.) and by conducting local research in the form of focus groups and even informal conversations. Really understanding the thoughts, interests and opinions of the local community guides a school leader in their decision making processes.

Educating parents and community members about the issues the school is facing is crucial. When schools are contemplating and introducing important changes, dialogue, rather than debate, is a step that can be taken to uncover assumptions, build trust and bridge any gaps in communication that may exist. Boards of Education must be educated about the constraints and pressure under which schools are operating. Dialogue informs people about the challenges the school is facing, and allows them the opportunity to contribute their ideas about how new programs will be implemented.

BUILD ON STRENGTHS FIRST

Every school community has strengths, and this is often a good place to start investing resources. Leaders must understand that they cannot do it alone, and the leader who

shares the load by building on the strengths of others will be most effective. Many schools are turning to teacher leaders to fulfill some of the responsibilities required of administrators. Look for teachers in your building who want to improve their craft; focus on the teacher who asks for meaningful feedback, asks for suggestions on how to improve, and reads current research. With the investment of some resources, teacher leaders have the potential to help guide the school through change. High-poverty schools that focus on building the capacity of teacher leaders are turning their schools around.

Asking parents and the community for help in dealing with a particular problem can also be a very effective strategy. Many issues schools face, like truancy and a high school dropout rate, can't be handled by the school alone, and require community engagement projects and partnerships with parents in order to overcome them.

CONCENTRATE ON THE FEW THINGS THAT WILL PRODUCE THE GREATEST RESULTS

Staff

People are the most precious resource in a school. Good leaders make it a priority to invest in the people in their buildings in terms of hiring and staffing, professional development, supervision and evaluation. Those leaders who have little choice with regard to the hiring process must invest more time in professional development, supervision and evaluation.

Genuine improvements in teaching and learning require a shift in what people believe to be possible. This is why *hope that change is possible* is crucial. A good leader must work hard to instill hope in the teachers and students in the school. One way this can be done is by reading research on successful turnaround schools, and visiting and observing schools and classrooms who have met their student achievement goals.

Professional Learning Communities

"The most powerful strategy for improving both teaching and learning is to create the collaborative culture and collective responsibility of a Professional Learning Community (PLC)" (DuFour & Mattos, 2013). Research indicates that educators in schools that have implemented PLCs are more likely to:

- Take collective responsibility for student learning and help students achieve at higher levels
- Work together collaboratively in sharing teaching strategies and engage in conversations about how to improve instruction
- Simultaneously improve both student achievement and the professional practice of teachers
- Remain in the education profession

Principals must be active participants in the PLCs in order to collectively decide on the work that will be most beneficial to students. According to Rick DuFour, PLCs are more likely to improve teaching and learning than observations.

MAKE EFFECTIVE DECISIONS

How well schools collect, analyze and use data to inform decisions proves to be a key difference between high- and average-performing schools. Data collection, leadership regarding the use of data, collaboration and trust between and among teachers and administrators, and strategic decision making can lead to closing achievement gaps and meeting the needs of each student. Community-level, district-level, building-level, classroom-level and student-level data all have a role to play in terms of informing school leaders and decision makers about the issues, strengths and areas in need of improvement. A leader who uses data to inform and support decisions is more likely to get buy in from key players.

CONCLUSION

The climate in schools is increasingly becoming more challenging, which increases the importance of looking to the best-practice research to determine a course of action. Needs must be prioritized and resources shared. No two schools face exactly the same issues, but many share similarities. Rely on your colleagues for support and advice. What have they done that has been successful? Invest some of your time in networking and sharing ideas with other school leaders, which will increase the likelihood of your success. Don't "reinvent the wheel," but pull together materials and resources and tailor them to meet the needs of your school. Creative thinking and collaboration are essential in reaching your school vision.

References:

Angelis, J., Wilcox, K., & Andress, N. (2012, March). "**Collect. Analyze. Act: Follow the data to success.**" *Principal Leadership, 12*(7), 32-36.

City, Elizabeth A. (April 2013). "Challenging Times." *Educational Leadership*, 70(7), 11-14.

DuFour, Rick & Mattos, Mike. (April 2013). "How Do Principals Really Improve Schools?" *Educational Leadership*, 70(7), 34-40.

Franklin, Melissa. (December 2012). "Wide-Open Opportunities: Teacher leaders can help rural schools make the most of meager resources." Journal of School Development, 33(6), 28-31.

Johnson, Jean. (April 2013). "The Human Factor." *Educational Leadership*, 70(7), 16-21.

Mendels, Pamela. (April 2013). "Creating Strong Principals." *Educational Leadership*, 70(7), 22-29.

Jennifer L. Bashant, Ph.D., is a faculty member at the Capital Area School Development Association, University at Albany's School of Education.

21st Century Readiness Skills for Career and Technical Education

By Tyrone L. Bennett, Ed.D.

A study was done on how selected high school programs are incorporating 21st century workplace readiness skills within their academic and career skills programs. These skills as defined by The Conference Board (2006) include efficient communication, collaboration, problem solving, and professionalism. The purpose of this investigation is to examine to what extent school building administration and instructional/ support staff are addressing policies, curricula and employer expectations of workplace readiness skills to prepare students for college and/or career pathways.

STATEMENT OF THE PROBLEM

Levine (2007) states students are not graduating with the necessary workplace readiness skills to enter college or the workforce, resulting in a need for remediation There is currently no correlation between workplace skills and what is taught in programs designed to prepare students for their future (Martin, 2009). According to Aldeman (2010), the goals of helping all students become college and career-ready have become focal points of American education.

BACKGROUND

According to the New York State Department of Education (NYSED, 2010), schools need to prepare all students for the transition from high school to employment. This goal is being affected by several trends: changing workforce needs, increased employer expectations, and student career choice and preparation (Feller, 2003).

The New York State Education Department (NYSED) addresses workforce readiness and 21st Century skills through policy and standards. The Career Development and Occupational Studies (CDOS) standards provide a plan for delivering 21st Century skills (NYSED, 2010). The New York State Board of Regents approved a policy for Career and Technical Education (CTE) in 2001. In response, a CTE work group was established to identify effective strategies for using CTE programs to raise student graduation rates and improve post-secondary education and workforce preparation (NYSED, 2010). The CTE work group is comprised of both State Education Department (SED) and New York State Department of Labor individuals. The group created a framework entitled Future Directions Initiative: A Framework for New York State Secondary and Postsecondary Career & Technical Education (NYSED, 2010). The purpose was to establish and implement a statewide initiative to better define and implement the role of CTE in educational planning. Four priorities have been set as a call to action. These include:

- Integrated academic and technical content available to all students;
- Rigorous technical studies and assessments included in graduation requirements;
- CTE achievement should be documented in college/ career readiness for students;
- Linking learner levels to student graduation plans allowing students to chart progress from middle school through high school and on to post-secondary pursuits (NYSED, 2010).

In support of the Regents Reform Agenda and the Race to the Top initiative, the New York State Education Department Board of Regents adopted the Common Core State Standards (CCSS) in July 2010 (NYSED, 2011). First developed in 2009 by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) as college and career readiness (CCR) standards, the final CCSS document was released in June 2010. The CCSS as defined by CCSO and NGA are research and evidence based, aligned with college and work expectations, rigorous and internationally benchmarked (CCSSI, 2010).

CONCEPTUAL RATIONALE

The conceptual framework developed for this research was a combination of two sources: Southern Regional Education Board High Schools That Work (SREB HSTW, 2009) and Steinberg (1998). SREB HSTW (2009) provided six conditions that must be present in order for the programs to meet standards and prepare the students for the 21st century workforce.

Table 1 High School Leader Participants

Staff Member	Gender	Level of Education	Position	Years in Position	Instructional Area
Ms. Regent Score	Female	MS 2x	District Administrator	2 years	Administration
Mr. Flash Gordon	Male	MBA	Teacher	4 years	Business
Mr. Kung Fu	Male	Master +60	Teacher	9 years	Social studies
Mr. Cold Freeze	Male	Master	Principal	2 years	Business
Ms. Cleo Egypt	Female	M.B.A + 75	Teacher	21 years	Business/Co-op Coordinator
Mr. So Perfect	Male	MBA/MS	Teacher	16 years	Business/Adviser
Mr. H. Hercules	Male	MS	Teacher	20 years	Technology
Mr. Purple Blue	Male	MS	Guidance	8 years	Counselor

SOUTHERN REGIONAL EDUCATION BOARD
HIGH SCHOOLS THAT WORK

This study is supported by the 2009 report from the Southern Regional Education Board (SREB) on High Schools that Work (HSTW). SREB developed the HSTW model in 1987 offering a framework for schools to better prepare students for post-secondary pursuits (Bottoms, 2007). HSTW creates programs that combine challenging academics and career-focused technical courses to increase students' range of opportunities in post-secondary pursuits. The report describes six conditions that allow students to meet college and career readiness. These conditions ensure that students have high-level academics, career courses with embedded academics and 21st century skills, high standards and expectations, and adult guidance. The six conditions that SREB (2009) indicate are as follows:

1. Provide students in every program of study with a rigorous academic core curriculum.

2. Insist on high-quality career/technical course sequences that blend academic and technical content through challenging, authentic assignments.

3. Equip all students with 21st Century skills through high-quality career/technical programs.

4. Expect every student to strive to meet standards in academic and career/technical classrooms.

5. Guarantee students have the support needed to meet readiness standards for college, career training or both.

6. Connect every student to an adult advisor or mentor who has the time and skills to provide guidance and support. (pp. ii-iii)

Steinberg (1998) believes that creating concrete, purposeful contexts for learning, based on community and workplace problems, along with the tools and materials found in workplaces, is vital to engaging student learning. She thinks well-designed project based learning is essential. Steinberg (1998) lists six domains, to be considered in creating effective projects. These are the six A's: Authenticity, Academic Rigor, Applied Learning, Active Exploration, Adult Relationships, and Assessment Practices. The author meant these categories to be a self-assessment checklist for teachers. **Table 1** identifies those who participated.

The collected data from the focus group and individual interviews with administrators, instructors, and support personnel were categorized into the following conditions: Rigorous Academic Core, Authentic Assignments/ Active Exploration, Applied Learning, Standards/Assessment Practices, College/Career Readiness, Adult Support/ Guidance.

Table 2 gives the reader a list of descriptors and conditions based on the conceptual rationale and voices of the focus group as was analyzed by their responses. The school leaders responded to each series of questions in Appendix A and B, including their perception of the research questions. The following list of the conceptual framework's six conditions, descriptors, and voice of the focus group interview were used to interpret their responses to the three research questions.

Table 2 Workforce Readiness Skills Responses.

	Defined Workforce Readiness Skills	Incorporated Workforce Readiness Skills	Student Assessment
Administrators	Proactive in learning Computer based Graduate in an alternative way Adaptability Academic growth, Adapt and problem solve,	Try more Combine Curriculum Think and re-think Students managing others Career planning class MSG Varsity Club Cable Vision Network Special Cable Vision channel 14 Do things anecdotally,	Anecdotal College interest Can't measure as a whole. It's case by case. Use Data
Instructors	Higher order thinking skills. Prepare students for life. Preparing for their future. Preparing students for college and career readiness. Assure proper computer skills Assure proper skills for math. Assure proper skills for reading. Assure proper skills for writing Basics skills. Career skills to be successful in college. Oral communication skills. Written communication skills. Technical Skills. Combining all skills.	Camera men & Editors Cablevision trained. Business classes. Student interests. All basic skills needed. Spend time learning skills Brain storming. Social Research. Proactive Administration Proactive Teachers. Learning Microsoft Office. Personal finance classes Learn Banking. Use the computer as a skill Advance education. All 5th Graders with Laptops Paperless High School. Integrate with IPODS. Smart boards. Wiki space website. Model school program. Make lessons interactive.	

The same focus group and interview procedure was repeated for instructors (**Table 3**). Six instructors participated in the focus group and interviews. The collected data from the focus group and individual interviews with instructors were categorized into the following bins: Rigorous Academic Core, Authentic Assignments/Active Exploration, Applied Learning, Standards/Assessment Practices, College/Career Readiness, Adult Support/ Guidance. Once the voices of the instructors were binned, they were analyzed in view of the 21st century schools as identified by the study: Problem Solving/Critical Thinking, Efficient Communication, Teamwork/Collaboration, and Professionalism/Work Ethic

The instructors defined readiness skills by giving examples of the instructor's experiences. Many of them have over seven years of experience themselves and gave the students the opportunities to have firsthand knowledge of the real world based on applications produced in the classroom. According to Ms. Regent Score:

> The principal of our building was a former business teacher who has a very strong business background.

When asked what college/career readiness skills do you think your students need to learn and how does your program address this need, everyone commented on college readiness needs and agreed that communication, written, and computer skills top their list. Ms. Egypt said:

> I think every kid needs computer skills. Like I said before we use Word, Excel, Access and PowerPoint whether you are a lawyer or a landscaper. You are

Table 3 Instructors – Defining Workforce Readiness Skills.

S.R.E.B. STEINBERG	Problem Solving/Critical Thinking	Efficient Communication	Teamwork Collaboration	Professionalism/ Work Ethic
Rigorous Academic Core	Courses given are computer based. Administrators want students to Try more Principal says "Think and re-think"	Needs more combine curriculum. Differentiate instruction in the classroom.	Students took over the class managing other students. Collaborative work from teacher's experience.	Inappropriate behavior among students on the job. Supervision in this area was mandatory.
Authentic Assignments/Active Exploration	Students must be proactive in learning. Highly challenging for the DECA students. Inclusive skills building.	It's important for students to Adapt and problem solve. Selected programs are competitive.	Students & MSG Varsity Club. Students & Cable Vision Network. Special Cable Vision channel 14.	
Adult Support/ Guidance			Advisory board was created for adult supervision.	Use of slang was not tolerated.
Applied Learning		Students must relate to the Real World. Students should learn technical communication skills. Students should learn oral communication skills. Students should learn written communication skills.	Students have pride and are competitive. Social Networking was commonly used. Personal Finances for future courses. Many teachers were trained by Cable Vision experts.	Inappropriate behavior. Students were regarded as competent competitive at the national meetings.
Standards/Assessment Practices		The student assessments were mostly Anecdotal. Assessments were based on a rubric.	Showed student's progression was improved.	
College/Career Readiness		Students were encouraged to pursue four year colleges and Universities. College Readiness was based on School's Vision. Career and Proper Skills were the focus.	Effective Internship Program Effective Coop Program Transition & Consistency	
Adult Support/ Guidance			Advisory board was created for adult supervision.	Use of slang was not tolerated.

going to be using those programs. Lawyers obviously use Word to write briefs, a landscaper uses Excel to keep track of his customers who he sends bills out to each month. Store owner or deli owner might use Access to keep track of the inventory of the products in stock plus they're going to use communication skills and oral skills to be college and workforce ready.

The overall definition given from the school leaders to define workforce readiness skills in the selected programs was preparing their students for the world of work and/or college pathways by giving them the opportunities to have hands-on experiences and adapting to the changing world.

CONCLUSIONS AND RECOMMENDATIONS

The educators and school leaders at Redfern High School were determined that their approach to addressing the 21st century workforce readiness skills for academic and technical skills is working and has improved the overall rate of successful graduates over the years. It has been the school's mission to teach and equip all students with the tools and knowledge necessary to succeed, become college ready and/or be prepared for workforce careers.

These administrators stated and believed their concerns with the outcome of their students graduating after and/or before they submitted this new approach to college readiness in their selected programs can only improve their school's graduating rate of 94%.

At Redfern High School, many students believed the work was authentic as it was presented to them through their internships and coop programs. However, what was found was that not all students benefited from the internships. What would be true for some was not clear for others.

Recommendations

1. It is recommended that the data be collected and shared with the school leaders, codified, analyzed, and looked at for trends, similarities, and program improvements.

2. This researcher did not compare males with females at the high school or what rate the genders show improvement in their academics overall in the selected programs. Therefore, it is recommended that a comparison of males vs. females be analyzed.

3. It is also recommended that a closer look be taken at a non-curriculum approach verses the traditional approach to learning to see if the outcomes are the same for student success or a combination of hands-on and curriculum-based teaching is best.

4. It is recommended that David Conley's key strategies be implemented in this high school as a supportive tool with the selected programs.

References

Aldeman, C. (2010). College and Career Ready: using outcomes data to hold high schools accountable for students success. Washington DC: Education Sector Reports.

Bottoms, G. (2007) High Schools That Work. Retrieved from (in part) http://www.ccps.org/cte/pdf/CTE%20MD LeadTheWay%20High%20Res.pdf

Common Core State Standards Initiative. (2010). Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Retrieved from http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/.

Feller, R. (2003, April). Aligning School Counseling, the Changing Workplace and Career Development Assumptions. ASCA Professional School Counseling, 6 (4).

Levine, M. (2007, April). The Essential Cognitive Backpack. Educational Leadership, 64, pp. 17-22.

Martin, S. (2009). Instructional Alignment of Workplace Readiness Skills in Career and Tech Education. Northfork: Old Dominion University.

NYSED (2010). Future Directions Initiative: A Framework for New York State Secondary and Postsecondary Career & Technical Education. Retrieved from WWW.NYSED.GOV

Steinberg, A. (1998). Real Learning, Real Work: School-to-Work as High School Reform. New York, NY: Routledge.

The Conference Board. (2006). Are They Really Ready to Work, Employers Perspectives in Basic Knowledge and Applied Skills of New Entrants of the 21st Century Workforce. The Conference Board.

Tyrone L. Bennett, Ed.D., is an educational researcher and executive director for Math-Infusion, LLC on Long Island NY.

Do Character Education And Social-Emotional Programs Improve Social Skills Of Students With And Without Exceptionalities: A Case Study

By Lisa Nulty, MS & Charles F. Howlett, Ph.D.

Abstract

The purpose of this article is to examine the effectiveness of Character Education and Social-Emotional Learning Programs with respect to improving social skills of students with and without exceptionalities. A case study was conducted during the academic year, 2012-2013, at a local elementary school located on the south shore of Nassau County. Using the Social-Emotional Learning Program, *Second Step*, in conjunction with various building-wide character education activities, a comprehensive analysis was undertaken in one fourth grade classroom. The results of the study show that Character Education and Social-Emotional Programs are beneficial to the overall well-being of students with and without exceptionalities. These programs are also effective in sensitizing the general student population to express more tolerance and empathy for those students classified as learning disabled.

CHARACTER EDUCATION

The growing importance of Character Education and Social-Emotional Learning (SEL) programs, designed to promote students' self-concepts and understanding of others' differences, have grown in popularity in recent years. Many such programs include a violence prevention component, preventing aggressiveness from students with behavioral issues. Overall, these programs are designed to increase character development, fostering trustworthiness, respect, responsibility, fairness, caring and citizenship in individuals. These efforts have reinforced the decades-old principle that teaching professionals hold a certain level of responsibility for promoting and sustaining their individual schools as communities of academic achievement and intergroup cooperation.

Although character education has been around for a long time, there were two fundamental questions with respect to these programs, which need addressing: First, should educators actively implement an effective Social-Emotional Learning Program for their class and/or building in spite of the demands of annual performance ratings and state testing requirements? Second, have students without exceptionalities become more sensitive to students' differences since the Integrated Co-Teaching model (Inclusion) implementation?

These two questions became the basis for a case study, which examined a fourth grade Integrated Co-Teaching classroom with 19 students (10 boys and 9 girls, five of which have Individualized Education Plans [IEPs]) in a public elementary school located on the south shore of Long Island's Nassau County. The objective was to see if character development and social-emotional learning programs do make a difference, especially when dealing with students who have exceptionalities. Did school-wide programs have an impact on students in this particular classroom? With respect to certain programs conducted within this classroom, what impact did they have? Additionally, is there a benefit for students without exceptionalities exposed to these programs?

This particular fourth grade classroom utilized the SEL program *Second Step*. The provided *Second Step* lessons were executed, including picture cards and role-playing scenarios. In addition, the social worker pushed-in to the classroom to teach lessons about friendship and honesty. Situations in which the students displayed or refuted the six pillars of character education were observed and recorded (trustworthiness, respect, responsibility, fairness, caring and citizenship). Students were observed in both academic and nonacademic settings to find a connection between the setting and displayed character traits. A variety of interactions were assessed, including the conversations between students with exceptionalities and their nondisabled peers.

In accordance with the school-wide SEL program, various character education activities were implemented throughout the school year. One such lesson included "*No-Name Calling Week*," a week dedicated to teach students about anti-bullying. All students from grades 1-5 attended a

kick-off assembly, where they viewed *The Pledge,* a developmentally appropriate movie about bully prevention strategies. Another activity tied with "No-Name Calling Week," was the *Garden of Kindness*. Throughout the school, each classroom designed flowers, which displayed how to exude kindness every day.

The fourth grade students in this class took a Character Education and SEL Survey. This survey provided excellent feedback, as the students chose the school-wide event promoting character education they most enjoyed. Furthermore, students selected a pillar of character education they felt they could display daily, and another pillar they found most difficult to display. Students with and without exceptionalities were observed through academic and non-academic settings, including cooperative learning groups and Physical Education class.

One observation extremely relative to this case study was the question, "Have general education students become more sensitive to students' differences since the Integrated Co-Teaching model (Inclusion) implementation?" This occurred during a whole-class social studies lesson. As the teacher was delivering the lesson, she noticed JC (a student with Autism) was picking his nose on the carpet. JC's peers were aware of his behavior, and many of them kept glancing his way or sliding away from him. The teacher, becoming increasingly aware of the class' behaviors, prompted JC to grab a tissue from her desk. JC said no, put his hand down and then attended to the lesson. As moments passed, JC began the inappropriate behavior again. JS, a General Education (GE) student, quietly whispered to JC, "man, you really need to grab a tissue." With that comment, JC walked up to the desk to grab a tissue, blew his nose and sat back down on the carpet. JS displayed he was a caring classmate by quietly recommending JC grab a tissue. He did not ridicule JC or embarrass him on the carpet. His kind manner allowed JC to mitigate the inappropriate behavior and rejoin the carpet appropriately.

Through the Character Education and SEL Survey, these fourth grade students also identified their favorite school-wide character education activity **(See Figure 1).** There were a number in which the class participated as part of the school-wide sponsored events. Previously discussed were the events *The Pledge* and *Garden of Kindness.* Another event, *Pinwheels for Peace*, thus invited students from grades 1-5 to each create their own pinwheel, which was displayed on the front lawn of the elementary school. The entire school was invited to the front lawn, where the students sang songs wishing for peace on Earth. Surrounding the pinwheels were posters displaying each pillar of character education. Administrators and families were invited to witness this truly touching event.

After the tragic events of Hurricane Sandy, moreover, students and teachers were asked to wear a hat of their choosing every Friday for a month. Teachers and students in grades 1-5 donated at least $1.00 every Friday they wore a hat. After four Fridays, *Caps for Caring* met and surpassed its goal of $1,000 donated to Sandy Relief. This school-wide character education event showed students what it means to be a good citizen. Students recognized through their small individual donations, they could make a great difference together. Students displayed the Pillar of Character Education, *Citizenship*, as many of them personally experienced the heartaches of Hurricane Sandy. Students were eager to give back and help their community in need.

Another school-wide effort promoting character education was *M.S. Shining Stars*. This involved a bulletin board, which was displayed outside the Principal's Office. Every classroom was given a class set of stars, where each student was asked to write one example of how he/she has displayed a Pillar of Character Education. Similarly with *M.S. Shining Stars*, *The Million T-Shirt March* unified grades 1-5 as well. This event invited each class to create a poster against bullying.

Having participated in these events, the fourth grade class then was asked to select one character education activity out of the six described above as their favorite. The most favored event was *Pinwheels for Peace*, as eight students selected this event. Next, with four students, was *The Million T-Shirt March*. Three students voted for *The Pledge* as their favorite, and two students chose *Caps for Caring*. Coming in last with only one student for each, were *Garden of Kindness* and *M.S. Shining Stars.*

Overall, the students responded positively concerning each of the events. L.H. commented about *The Million T-Shirt March*: "I learned never to bully. Don't be mean to someone else. I should act nice to someone mean to me so they can learn to be nice to other people. I loved that I was able to see my friends in the younger and older grades." A.S. commented on *The Pledge*: "*The Pledge* was so cool. We all sat in the gym and watched three huge screens like in an IMAX theatre! I learned not to judge someone by their outsides. If someone is small, they can still be strong and do a lot." I.S. commented on *M.S. Shining Stars*: "On my star, I wrote caring. I'm always caring because I try and help people when they are in trouble." The final student interviewed was B.C., and she commented on the *Garden of Kindness*: "Our *Garden of Kindness* is so pretty, and I love that it's still hung up outside our classroom. I learned being a good person is important because it makes people feel good. Being mean is bullying and that's not kind. We are taught to be nice so we don't hurt peoples' feelings."

The Character Education and SEL Survey also allowed the students to self-reflect and choose a Pillar of Character Education they felt they displayed daily and another they found most difficult to display (**See Figure 1)**. The following statistics demonstrate the number of students who felt they displayed these pillars daily: Responsibility, 2; Caring, 10; Citizenship, 1; Fairness, 0; Trustworthiness, 0 and Respect, 6. In contrast, the following calculates the number of students who felt they did not display these pillars daily: Responsibility, 5; Caring, 1; Citizenship, 9; Fairness, 1; Trustworthiness, 3 and Respect 0.

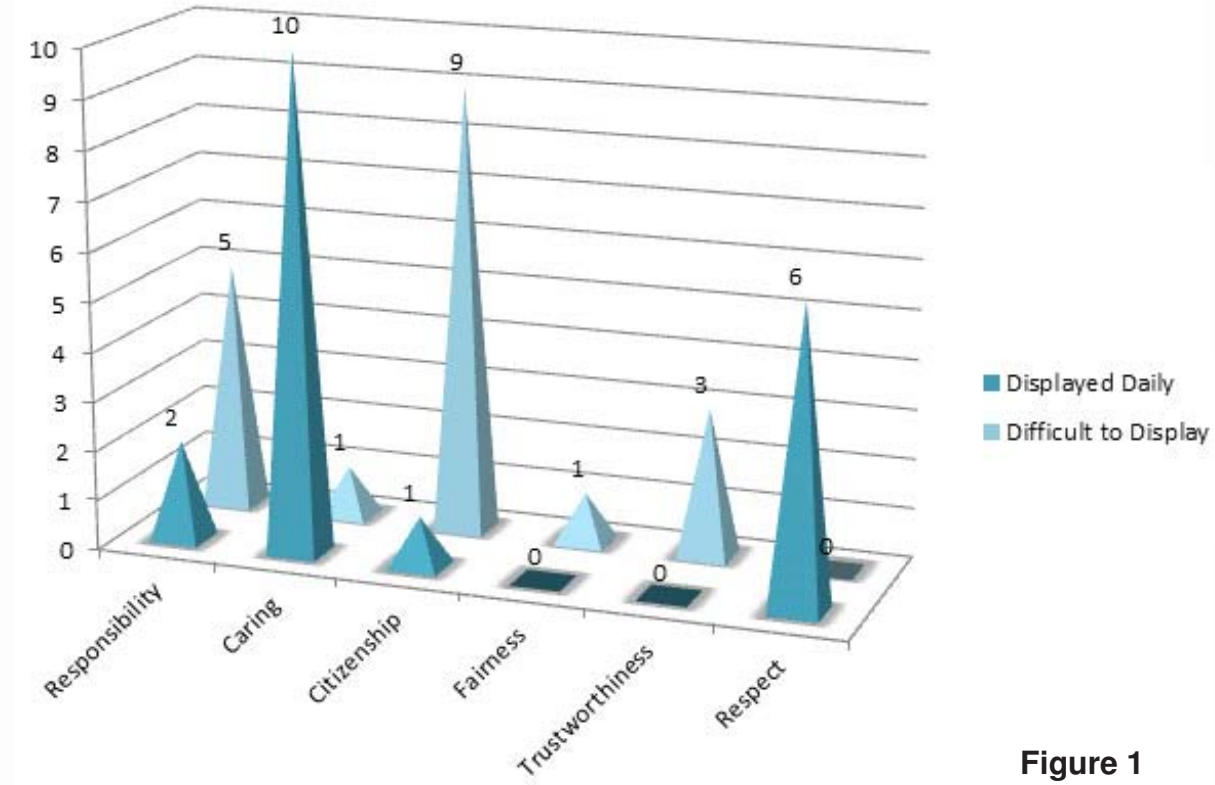


Figure 1

The most impressive part of **Figure 1** is the students' honesty in saying they are not fair and trustworthy every single day. Most eight and nine year olds are going through a period of egocentrism. Therefore, displaying fairness and trustworthiness every single day at this age would be a precocious developmental characteristic. When the class was asked why they found "Caring" to be the easiest pillar to display, one student responded: "Because being caring is easy. All you have to do is be nice to people and make sure they are okay if they're crying or sad. Especially at recess you have to make sure your friends feel included."

The Character Education and SEL Survey, moreover, concluded whether the 19 students preferred social skills instruction through their individualized program *Second Step*, or infused into the curriculum (**See Figure 2**).

Students benefit most when social skills instruction is infused into the curriculum. Fifteen of the nineteen students who participated in this study preferred this method of social skills instruction as well. Two students interviewed explained why they preferred their social skills instruction infused into the curriculum: "Because we can learn about being responsible while learning our other subjects. Also, it takes less time to learn them both at the same time. When we learn about being responsible in the classroom, we can bring that to reading groups and math groups."

Another student stated: "When we learn character education with our other subjects it takes less time. That gives us more time to work on other projects in the classroom. We can learn about being trustworthy in the books we read. That's a lot better than having a whole *Second Step* lesson on being trustworthy." Those students who preferred *Second Step* instruction stated they enjoyed role-playing different scenarios and viewing the picture cards. Overall, the class agreed learning about character education was most important, regardless of how the lessons were presented. This applied to students with and without exceptionalities.

In order to truly assess the effectiveness of this case study, the authors added a new assessment for evaluation, which is not part of *Second Step*. A Code of Academic Honesty was created. This was a novel component to the investigation, as it attempted to tie together the important principle of honesty as a measure of true character.

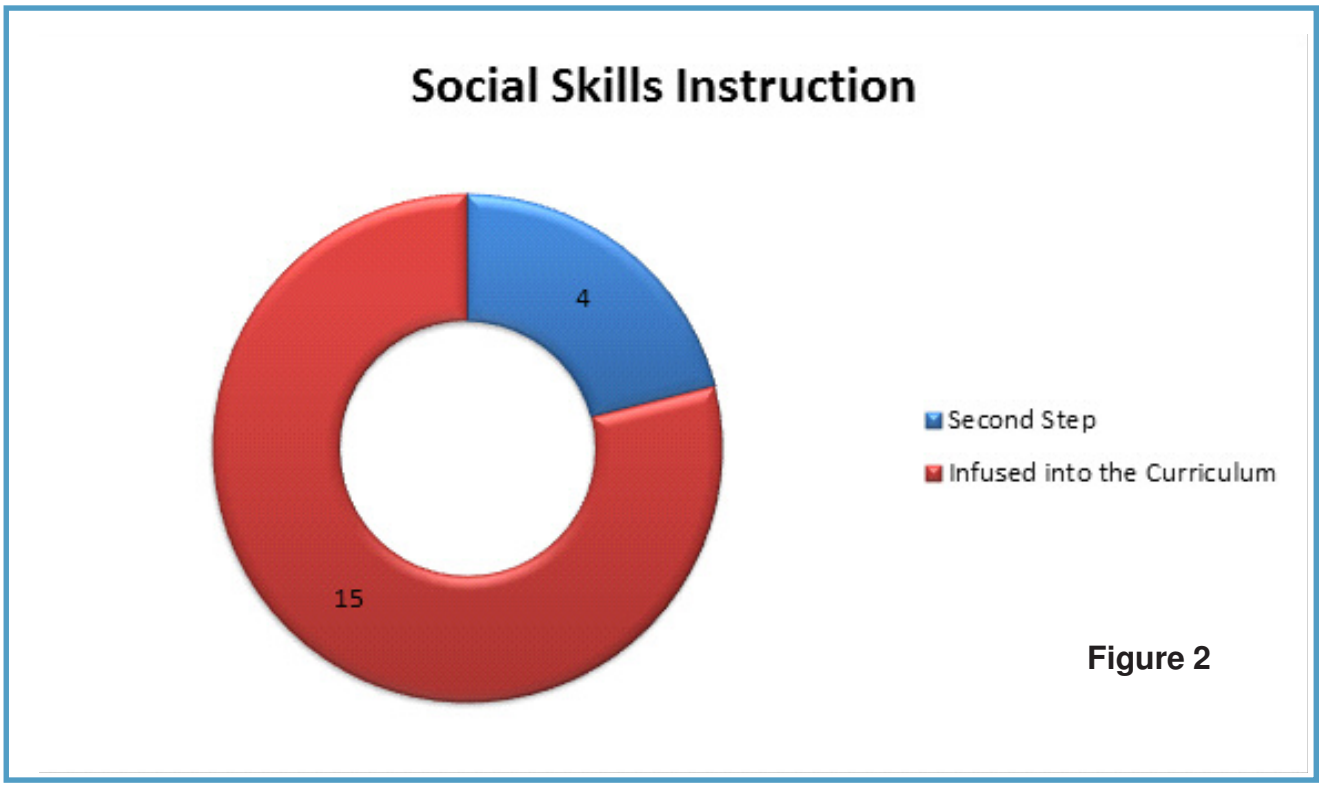


Figure 2

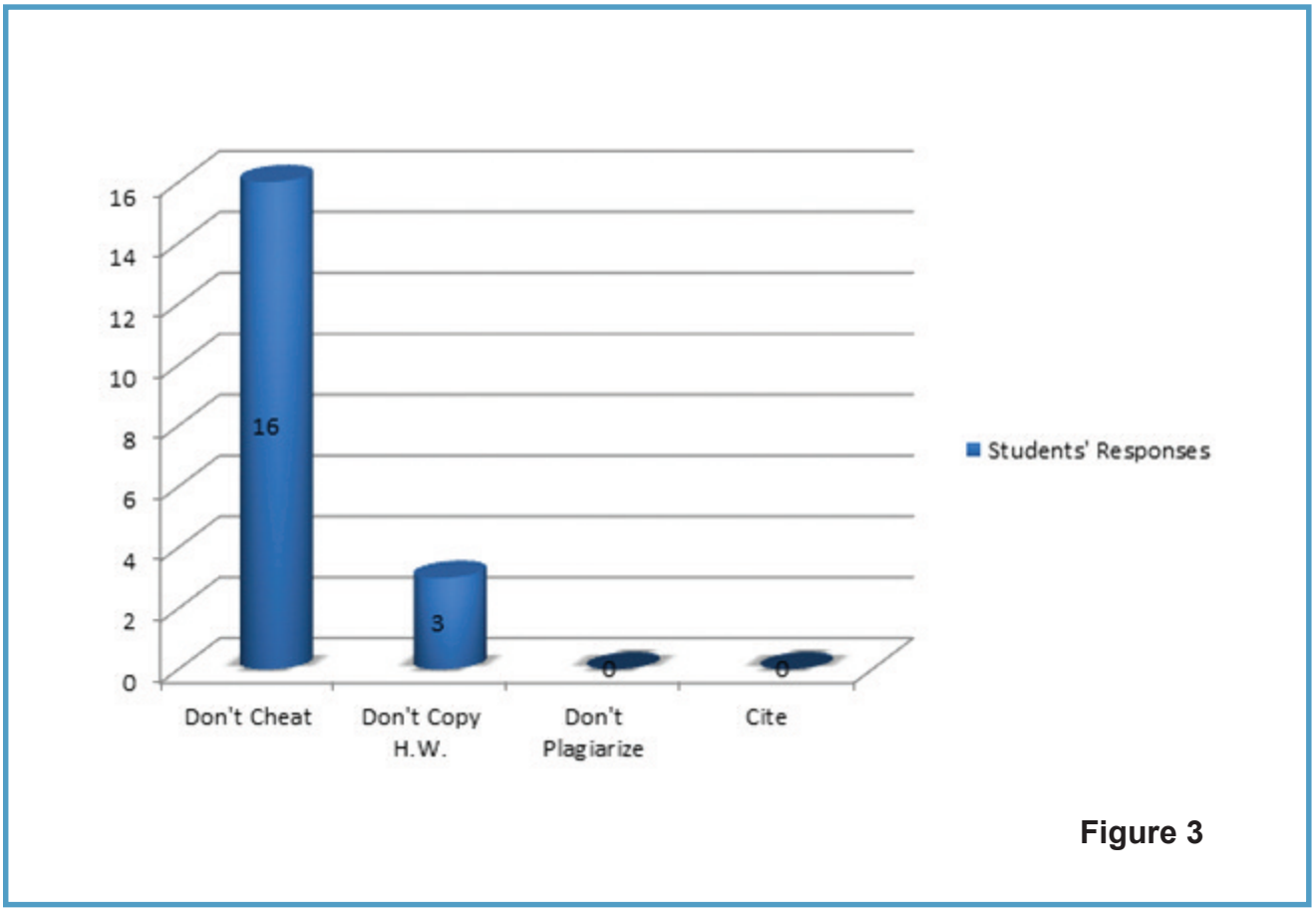


Figure 3

Together, the class brainstormed four important ways students can display academic honesty in the classroom and home environments. The students discussed the stigma of cheating and plagiarizing (explained to them as copying someone else's work), and they emphasized the importance of citing from differing sources. Following these guidelines allowed students to understand the importance of personal academic success, without looking to someone else for answers; it reinforced the Six Pillars of Character Education as well.

The students were asked to assess which component of the Code of Academic Honesty they felt was most important: "1. Be proud of your own work. Do not cheat on tests! 2. If your friends did not do their homework, do not let them copy yours. You worked hard and they need to learn how to be responsible. 3. Don't plagiarize. That's when you use someone else's words and pretend they are your own. 4. When researching, make sure you cite and give credit to the author. They are the ones who worked hard to get published." (**See Figure 3**).

Overall, 16 students felt it was most important not to cheat on tests, whereas the remaining three students felt it was most important not to copy another classmate's homework. Plagiarizing and citing did not receive any votes, and this is most likely due to the age range of the subjects surveyed. Collectively, the students agreed being proud of your own work and not taking credit for anyone else's work are signs of a strong character.

The completion of this case study provides useful knowledge that will enhance future character education and SEL instruction. First and foremost, students prefer when SEL instruction is infused with the curriculum, as opposed to being taught with a separate program. Second, the enhancement of students with exceptionalities social skills demonstrated overall progress as noted in JC's case. Third, through the school-wide character education activities, students were able to see the impact togetherness has on a community. Grades 1-5 cohesively exhibited the importance of being responsible, respectful, caring, trustworthy and fair citizens. Unifying the school as a whole taught invaluable lessons to each individual grade, particularly the fourth-grade class under discussion. Through character education lessons in the classroom and school-wide events, students are learning how to exude positive character in a variety of situations.

When students display positive character, they treat each other with kindness and respect unconditionally. This means the students are constantly abiding to their ethic and honor codes. It is because of character education and SEL students are becoming accountable for their actions, showing each other respect, and understanding their role in their community. As this case study shows, students with and without exceptionalities are learning to interact with and respect one another, as well as embrace each other's unique differences.

References

Abundance-and-Happiness.com. (2013). Carl Jung Quotes [website]. Retrieved from www.abundance-and-happiness.com/carl-jung-quotes.html

Adelman, H., & Taylor, L. (2013, January 8). A broader approach to the common core engages the whole child and all children [Web log post]. Retrieved from http://www.huffingtonpost.com/elaine-weiss/commoncore_b_2427484.html?view=print&comm_ref=false

Bolt, R. (1962). *A man for all seasons: A play*. New York, NY: Vintage Books.

Early Childhood Today Editorial Staff. (2000). ECT interview: Thomas Lickona, Ph.D. talks about character education. [Scholastic]. Retrieved from http://www.scholastic.com/teachers/article/ect-interview-thomas-lickona-phd-talks-about-character-education

Elias, M. (2010, March 26). Bringing social, emotional, and character development to your school [Web log post]. Retrieved from http://www.edutopia.org/blog/social-emotional-character-development-getting-started

Elias, M. (2011, December 27). New year's resolution: Be a sel champion for children [Web log post]. Retrieved from http://www.edutopia.org/blog/social-emotional-learning-advocating-students-maurice-elias

Forgan, J.W., & Gonzalez-DeHass, A. (2004). How to infuse social skills training into literacy instruction. *TEACHING Exceptional Children, (36)*6, 24-30.

Forgan, J.W., & Jones, C.D. (2002). How experiential adventure activities can improve students' social skills. *TEACHING Exceptional Children, (34)*3, 52-58.

Frey, K.S., Hirschstein, M.K, & Guzzo, B.A. (2008). *Second step*: Preventing aggression by promoting social competence. Journal of Emotional and Behavioral Disorders, (8)2, 102-112.

Haggerty, N.K., Black, R.S., & Smith, G.J. (2005). Increasing self-managed coping skills through social stories and apron story telling. *TEACHING Exceptional Children, 37*(4), 40-47.

Horowitz, S.H. (2013). The social/emotional side of learning disabilities. [National center for learning disabilities]. Retrieved from http://www.ncld.org/parents-child-disabilities/social-emotional-skills/social-emotional-side-learning-disabilities

Howlett, C.F. (2007). What if students were to write their own honor code? Dunn, R & Griggs, S.A. *What if?: Promising practices for improving schools*. Lanham, MD: Roman & Littlefield.

King, E.W. (2005). Addressing the social and emotional needs of twice-exceptional students. *TEACHING Exceptional Children, (38)*1, 16-20.

Kress, J.S., & Elias, M.J. (2006). Building learning communities through social and emotional learning: Navigating the rough seas of implementation. *Professional School Counseling, 10*(1), 102-107. Retrieved from http://search.proquest.com/docview/213335455?accountid=28076

Marchant, M. & Womack, S. (2010). Book in a bag: Blending social skills and academics. *TEACHING Exceptional Children, (42)*4, 6-12.

McCloud, C. (2006). *Have you filled a bucket today? A guide to daily happiness for kids.* Northville, MI: Nelson Publishing & Marketing.

Muscott, H.S. & O'Brien, S.T. (1999). Teaching character education to students with behavioral and learning disabilities through mentoring relationships. *E-Journal of Education & Treatment of Children, 22*(3), 1-11. Retrieved from http://www.freepatentsonline.com/article/Education-Treatment-Children/79839616.html

N Shah. (2012, September 20). Guide highlights effective social-emotional programs for prek, beyond [Web log post]. Retrieved from http://blogs.edweek.org/edweek/early_years/2012/09/guide_highlights_effective_social_e.html

National Association of Special Education Teachers. Promoting positive social interactions in an inclusion setting for students with learning disabilities. *NASET LD Report, (7)*, 1-11.

Sartini, E.C., Knight, V.F., & Collins, B.C. (2013). Ten guidelines to facilitate social groups for students with complex special needs. *TEACHING Exceptional Children, (45)*3, 54-62.

Suttie, J. (2011). Does sel make the grade. [Greater Good's e-newsletter]. Retrieved from http://greatergood.berkeley.edu/article/item/sel_make_the_grade#

The Institute for Emotionally Intelligent Learning. (2013). About the institute. [webpage]. Retrieved from http://www.teacheq.com/abouttheinstitute.html

Wilkins, J. (2013). Character education: A slippery slope for teachers. *Teachers College Record*, Date Published; may 24, 2013 http://www.tcrecord.org ID Number: 17133, Date Accessed: 6/11/2013 4:24:30 PM.

Lisa Nulty holds an MS Degree in Education from Molloy College with a primary emphasis on Special Education. She served as lead investigator for this study while serving as a Special Education Teacher's Assistant in the Lynbrook School District. She holds B-2 and 1-6 General Education and Special Education Certifications.

Charles Howlett, Ph.D., is a Professor at Molloy College and teaches in Graduate Programs, Education Division. He is the author of numerous books and articles in the fields of history and education.

SCOPE Education Services
...For America's Best Teachers

Visit SCOPE's website to register on-line
for Professional Development Inservice Courses...
www.scopeonline.us

For information, call 631-360-0800, ext. 129

The Change Process: Examining Implementation of Gender Neutral Housing Using Organizational Theory

By Josh Chave, Ed.D., and Kelly Burlison, Ed.D.

This study explores the change process at a medium size secular private university located in a large metropolitan area. The university implemented gender neutral housing across the campus in all residence halls, except for the all female hall. Gender neutral housing is a new and innovative housing policy in which students can select a roommate without regard to gender.

Bolman and Deal (2003) suggest four frames to better understand the leadership and management of organizations. This study examines the change process through the lens of Bolman and Deal's (2003) four frames and suggests that change is most effective when leaders acknowledge the four frames in the implementation of new policy.

Introduction

The purpose of this study is to examine the change process at a medium size secular private university located in a large metropolitan area. The university implemented gender neutral housing across the campus in all residence halls, except for the all female hall after students led a grass roots campaign. The university created a gender neutral housing committee to examine the relevant issues and determine if the policy was a good fit for their institution. Gender neutral housing is a new and innovative policy in which students can select a roommate without regard to gender. Research has been slow to meet the growing demand for empirical data on gender neutral housing (Kircher & Hong, 2010).

This study utilizes the work of Bolman and Deal (2003) to understand the change process. Bolman and Deal (2003) proposed four frames to understanding organizations: the structural, the human resource, the political, and the symbolic frames. Each frame looks at organizations in a slightly different way. "Frames are windows on the world of leadership and management" (Bolman & Deal, 2003, p. 12).

Research Questions

This study sought to address the following research questions:

1) How was gender neutral housing implemented?
2) How were obstacles addressed?

Literature Review

The university was examined using the four frames developed by Bolman and Deal (2003). The work builds upon pre-existing organizational and change theories, building to a complex and holistic approach to understanding an organization (Kezar, 2001). The four frames are: structural, human resource, political, and symbolic **(Figure 1)**.

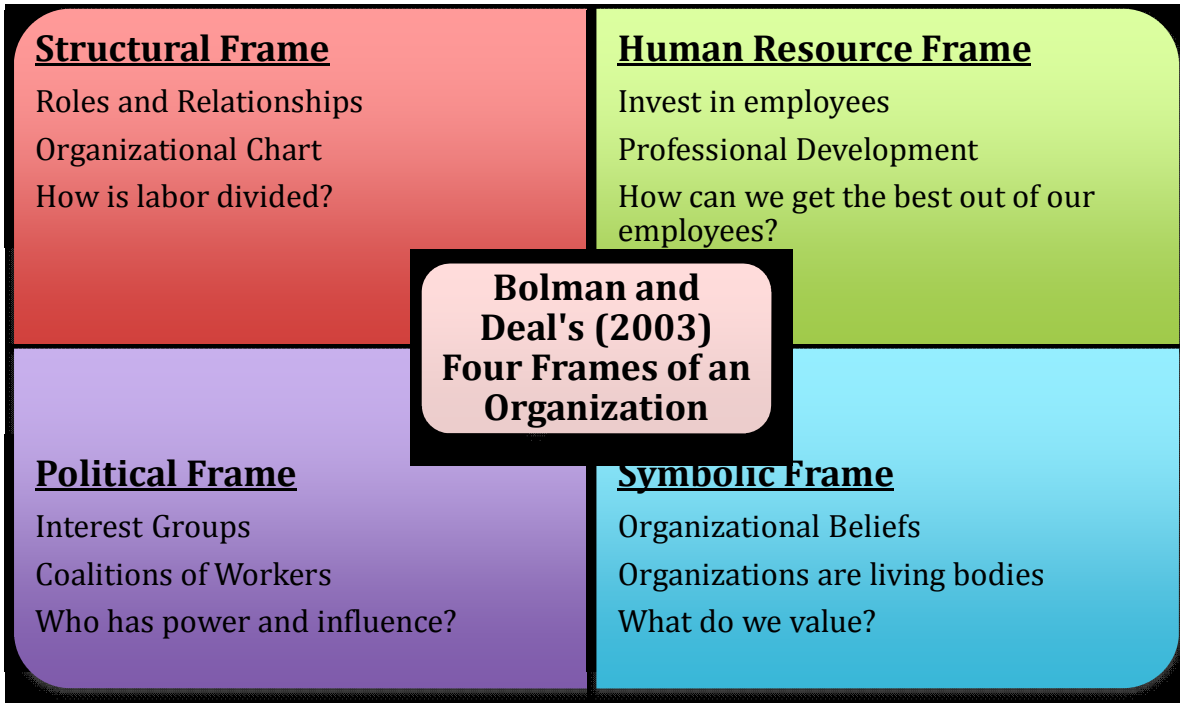
The structural frame emphasizes the importance of relationships and roles. In a structural frame, everyone has a specific role to play in the organization. The organization is structured around these interconnected roles. "Division of labor-or allocating jobs-is the cornerstone" (Bolman & Deal, 2003, p. 49).

Bolman and Deal (2003) stated that in the human resource frame, people are analogous to seedlings. They are cultivated by a gardener (in this case, the organization) and helped to become the best that they can be. Organizations that invest in their employees are organizations utilizing the human resource frame.

The political frame closely examines the competing interests of various parts of an organization. Organizations are coalitions of people and interest groups vying for power and influence (Bolman & Deal, 2003).

The symbolic frame treats organizations as living cultural bodies. "Over time, every organization develops distinctive beliefs, values and patterns" (Bolman & Deal, 2003, p. 244). Borrowing heavily from social cognitive theory, culture becomes the most important element of the organization. It becomes important to understand how that culture is shaped. (Kezar, 2003).

Figure 1: The Four Frames of an Organization



Methodology

Case study was selected as the methodology for investigating change at the organization. Case studies provide in-depth holistic information about phenomena (Weiss, 1998). Case studies are typically well suited for answering questions that seek to understand how something happened (Yin, 2003).

Setting

The university serving as a case study in this research was selected purposively. The American College Personal Association (ACPA) contacted all member institutions on behalf of the study. Several institutions expressed interest in participating in the study. The institution selected was the only one to have successfully implemented the policy across their entire campus and had a full year of implementation.

The university is an urban, private university located in a large, liberal-leaning city on the east coast. Its undergraduate population is approximately 10,000 students. The campus has over 30 residence halls that range in size from 1,100 beds to a modest 5-bedroom building. Approximately 7,500 undergraduate students live on campus each year.

While the majority of students are from the east coast, the student body has representation from across the country. Approximately 65% of students receive some form of financial aid, and population is racially and economically diverse.

Subjects

Fifteen individuals were interviewed. These individuals were divided into four groups: committee members, administrators, residence life staff, and students. There was a high amount of overlap among the groups. This was particularly true among committee members and administrators as all committee members were also full time administrators. Of the 15 individuals interviewed, six were members of the gender neutral housing committee, eight serve as administrators at the university, three work in residence life, and eight were current students or recent graduates of the institution. Respondent group membership is presented in **Table 1.**

Data Collection

This study utilized three data types, interviews, a focus group and document analysis. While the majority of interviews were conducted one-on-one, some students had reservations about meeting one-on-one. Therefore four students participated in a focus group.

Table 1

Respondent Group Membership				
	Committee Members	**Administrators**	**Residence Life Staff**	**Students**
Respondent 1	X	X	X	
Respondent 2	X	X		
Respondent 3	X	X		
Respondent 4		X		X
Respondent 5			X	X
Respondent 6	X	X		
Respondent 7	X	X		
Respondent 8		X		
Respondent 9			X	X
Respondent 10		X		
Respondent 11				X
Respondent 12				X
Respondent 13				X
Respondent 14				X
Respondent 15				X

The other data utilized came from document analysis. The key informant provided the researcher access to the meeting minutes and executive summary of the final report compiled by the gender neutral housing committee. These data were used to corroborate the statements of the committee members (Yin, 2003).

Data Analysis

The data were analyzed in terms of patterns, themes and discrepancies.

Findings

Research Question 1: How was gender neutral housing implemented?

The gender neutral housing policy began as a student senate resolution led by a campus-based lesbian, gay bisexual and transgender (LGBT) advocacy group in 2010. The original resolution was presented as a way to be more inclusive to the transgender student population; but it slowly changed into a policy open to the entire student population. Once the senate resolution passed, the university created a gender neutral housing committee to look into the policy. Individuals were selected for the committee by the leadership team and the president. The goal was to have a representative from as many student services areas as possible. The committee included representatives from parent services, alumni services, the president's office, admissions, media relations, housing and residence life, student affairs, and general counsel.

Their work included examining the policies of peer institutions, seeking input from the community, and creating recommendations for the implementation of the policy.

Examining the policies of peer institutions

In examining the policies of peer institutions the committee discovered that many of their peer institutions were already implementing some form of gender neutral policy. They were able to predict that approximately 1-2% of the student population would participate, and that heterosexual couples infrequently took advantage of the policy. Next, the committee sought feedback from community stakeholders. The committee held focus groups with faculty and staff, parents, alumni, and students.

Seeking input from the community

All of the focus groups and outreach to the community were predominantly positive. Most of the concerns centered on heterosexual couples dating, keeping the implementation as discrete as possible for fear of alienating more conservative community members, limiting the policy to prevent freshmen participation for maturity reasons, and which halls would be considered gender neutral.

Creating recommendations

The policy as recommended by the gender neutral housing committee is straightforward. Gender neutral housing is spread throughout the entire campus in all of its residence halls. Any student in any year can live in gender neutral housing. There is also no designated area for gender neutral residents. Students are not randomly assigned gender neutral spaces and must select a student of the opposite gender in order to be placed in a gender neutral space. Any room on campus can be gender neutral if a gender neutral set of roommates selects the space, excluding the all female hall. What began as an LGBT focused initiative, became a policy open to all students throughout campus.

Research Question 2: How were obstacles addressed?

The primary obstacles toward implementation were the concerns from community stakeholders. For example, every community stakeholder group expressed concerns about heterosexual couples living together. Through examining the policies at other institutions, the committee found that this issue rarely presented itself. The committee decided the best course of action was to move forward with gender neutral housing, but discourage heterosexual couple participation.

The committee also recommended that first year students be permitted to participate, despite concerns about maturity levels. The committee determined that there was no developmental or safety reason to exclude freshmen students, and therefore opened the policy to all students.

Lastly, the community stakeholders were hesitant to open gender neutral housing across the whole campus. The committee argued that placing gender neutral housing in a unique location could either incentivize or de-incentivize participation, depending on how desirable the housing itself was. Further, the committee sought to avoid isolating the individuals participating in gender neutral housing. Their recommendations were that gender neutral housing be treated like any other housing assignment.

Conclusions

Gender neutral housing began as a grass roots policy from the LGBT student organization on campus. Kircher and Hong (2010) outlined a three-step process for grassroots implementation.

- **Step 1:** Students petition for change (impetus).
- **Step 2:** Residence life staff reaction to the impetus, typically the creation of a committee to examine the potential options for a policy.
- **Step 3:** Creation of the policy (Kircher & Hong, 2010). Bolman and Deal's (2003) work helps to create an understanding of the specific policy elements. In particular, this is true of the expansion of the policy to all students and not simply the LGBT population. Due to a system of values and the organization of the university and gender neutral housing committee, the policy was able to expand to all students.

Structural frame

The relationship among roles in the organization can be relatively fluid, despite the fact that structure implies rigidity. The university utilized a gender neutral housing committee that served as a kind of task force. Findings indicate that the committee was primarily concerned with providing a voice to as many stakeholder groups as possible.

This value placed on opinions and voices supports the idea of a lateral power structure in the committee. The university itself is very community oriented. Several respondents stated that gender neutral housing needed to be fully integrated in the community to avoid isolating certain individuals. The university valued the student voice and each student experience. Given this information, it is logical that the committee would open the policy to all students.

Human resource frame

The university is certainly active in the human resource frame. While the initial focus on LGBT students might have waned, the respondents were universal in the belief that the policy was created in an attempt to assure a safe living environment.

The university had a strong desire to cultivate all of its students. It is logical that the policy would be opened up to the entire community in an effort to increase student comfort and safety.

Frame three: Political frame

Bolman and Deal (2003) wrote, "organizations are both arenas for internal politics and political agents with their own agendas, resources, and strategies" (p. 238). The political frame closely examines the competing interests of various parts of an organization (Bolman & Deal, 2003).

The creation of gender neutral housing engaged the political frame as outlined by Bolman and Deal (2003). The student population utilized their political power as a major voice on campus. The committee and the community as a whole appear to have viewed the change as a positive step. It was important for every stakeholder group to feel heard to assure there would not be political fallout from implementation.

Symbolic frame

Using the lens of the symbolic frame, it is clear that residence halls have a symbolic meaning to respondents. Several respondents expressed the importance of meeting the safety and comfort needs of students. Respondents also referred to the residence halls as "home" for the students. This is an important symbolic meaning. The gender neutral housing committee felt it was important for students to be comfortable in their living spaces. Had the university held a different symbolic definition of the residence halls, perhaps one of utility rather than comfort, the change might have been more difficult to implement.

Recommendations

There are several general lessons to be learned from the university. The first is the importance of listening to the community stakeholders. In any institution, the voice of the community stakeholders is important. Every institution might not choose the path of this university, but community involvement is likely an important step.

It is important to be prepared to face resistance. There were many concerned individuals throughout the process of implementing and executing gender neutral housing. They primarily came from the student population during the open forums. The university combatted resistance with facts and information gathered from other institutions. The committee knew that gender neutral housing would represent about 2-3% of the community. They were prepared with informal data from other schools showing that few heterosexual couples participated in the policy. They anticipated and heard concerns, and attempted to address those concerns with information gathered from similar institutions. Universities planning similar policies should be prepared for concerns and resistance from the community with facts. Examining how gender neutral housing has looked at similar local institutions can be very helpful in relieving concerns from the community.

Gender neutral housing does not have the potential to cause much impact to the overall community. Yet for the individuals who participate, it can change their college or university experience.

References

Bolman, L. G., & Deal, T. E. (2003). Reframing organizations: Artistry, choice, and leadership (3rd ed.). San Francisco, CA: Jossey-Bass.

Kezar, A. (2003). Organizational theory. In J. H. Schuh, S. R. Jones, & S. R. Harper (Eds.), Student services: A handbook for the profession (5th ed., pp. 226-241). San Francisco, CA: Jossey-Bass.

Kircher, A., & Hong, C. (2010). Gender neutral housing: Key considerations, implementation strategies, and assessment (Issue Brief). Washington, DC: The Advisory Board Company.

Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370-396.

Oliver, S., & Magura, K. (2011, July/August). Making gender-neutral housing work. Talking Stick, 28, 37-43, 52.

TLPI: College and university policies [Fact sheet]. (2013, August 30). Retrieved August 30, 2013, from The Transgender Law and Policy Institute website: http://www.transgenderlaw.org

Weiss, C. H. (1998). Evaluation (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Yin, R. K. (2003). Applied Social Research Methods Series: Case study research (3rd ed., Vol. 5). Thousand Oaks, CA: Sage.

Josh Chave, Ed.D., completed his dissertation at Lynn University, Boca Raton, Florida. He will be speaking at the ACUHO-I Annual Conference and Exposition this June on gender neutral housing options.

Kelly Burlison, Ed.D., is an assistant professor and reading/ESOL coordinator in the Ross College of Education at Lynn University, Boca Raton, Florida.

Creating CCSS-Aligned Curriculum in Grades 3-8

By Joe Crawford

Let's Do a Quick Review

You may recall my last article discussed how to build a CCSS-aligned set of learnable standards representing both end-of-year and within year learning standards, based on the CCSS in grades K-2. This process is based on the pioneering practices and research of Larry Ainsworth and Doug Reeves, that is, Power Standards. The process is to identify the most critical, most crucial learnings represented in the Common Core State Standards (CCSS) that represent a learnable amount of standards for the 180 days of instruction available to us. While their original work was based on the various and sundry state standards of all fifty states, that same process becomes the basis for doing this new CCSS work.

While the Power Standards movement has come under some criticism for allegedly suggesting some standards are more important than others and that some standards are not even taught, the fundamental process of identifying the most critical, most crucial learnings that all students must master still holds great merit. As educators struggle with turning the 400-page Common Core State Standards into useable, effective curriculum documents that facilitate instruction, the work of Reeves, Ainsworth, and others can guide us through this process. We follow the models of curriculum work that have worked in the past and served us well to decide exactly what we want students to know and be able to do.

Once we identify these local standards based on the CCSS, we then articulate those standards between grade levels to ensure they reflect a logical skill transition between grade levels and clearly outline the expected learnings. These local standards are used to create curriculum, instruction, and assessment documents and follow the tenets of Total Quality Management and ensure those curriculum documents are subjected to the Plan, Do, Check, Act cycle to ensure continuous improvement.

While the last article went into specific details on the process by concentrating on a single CCSS Domain and following that Domain through K-2, this article will expand that focus into grades 3 through 8 to give teachers and administrators in those higher grades a better idea of what this work looks like in their respective grade level. Readers wanting more detail on the standards-alignment process, may wish to read that previous article, but this article will share more of the specific work product to give educators a clearer vision of that work product. As mentioned in the last article, this is a three-day process and has been used successfully by numerous school districts and shows concrete results in improved student performance and teacher commitment and job satisfaction. This work brings the entire educational community into both the curriculum and continuous improvement process.

Quick Overview of the Process

Districts cannot really, legitimately expect teachers to work on their own to read, interpret and teach a document as complex as the CCSS, nor should they - building group consensus works much better. Further, since the CCSS are so long and so complex, individual teacher efforts result in different understandings and emphases between and among grade levels, a major part of our current problem of unaligned, unarticulated curricula in the various grade levels. Multiple, complex standards in a single academic year encourage teachers to develop standards-based lessons and assessments, but do not provide the focus for teachers to teach all students to mastery of a set of identified, high-impact standards. It is imperative that districts bring their own staff together to come to consensus on how those CCSS will be interpreted into local instruction and local assessments aligned to CCSS representing a learnable amount. Without these fundamental conversations between and among local teachers and some kind of consensus, districts cannot expect to have a curriculum aligned to the CCSS and used as the basis for local curriculum, instruction, and assessment.

Neither the table of contents for the approved text book nor individual teacher choice can or should adequately define those learning expectations, nor do chapters in the

book nor units in the teachers' edition- the critical attribute of curriculum development being advocated here is bringing the local teaching staff together to decide **what** is to be learned and **when** it is to be learned. This set of local standards must then be turned into curriculum experiences, taught by every teacher and assessed commonly and formatively to help inform instructional practice. Until a district sets reasonable, CCSS-based learning expectations for all of its grades/classes, and then ensures those standards are understood by all teachers, being taught and commonly and formatively assessed, we will not, nor should we, be able to improve student performance as the research shows we can.

The process works at all grade levels and courses, Pre-K-12, but a K-2 math example was used in the last article, so we will focus on that same Geometry Domain and follow that in grades three through eight. By focusing on this expanded set of grade levels, this article will show very specific examples of the work product itself-the actual end-of-year and within year learning targets. This greater level of specificity will provide the reader with concrete examples of grade-specific standards in a wider variety of grade levels. If interest in this process warrants, we could expand into the English Language Arts CCSS or to other grade levels to help our colleagues in those areas.

Also, the work presented here is not presented as a national exemplar of the very best work done in this area. This is the first draft of work by local elementary teachers in several districts who came together for three days and produced a complete set of Pre-K-12 CCSS-aligned local standards in English Language Arts, Reading, and Math. As this work is implemented and goes through the Plan, Do, Check, Act cycle for continuous improvement, their local expertise will grow and their curriculum documents will improve accordingly. More detailed information on the specifics of this process can be found in either of my books from Corwin or in the previous article.

This work begins with grade level teams working together to come to understand the CCSS in their own grade level. They identify the Clusters and Domains in their specific grade level, and the reader should remember that not all of the Domains are contained in all of the grade levels, so planning for that is imperative. Once the grade-level team is comfortable with the CCSS expectations for their own grade level, the grade-level then does the work advocated by Ainsworth, Reeves in their Power Standards work, that is identify the most critical, most crucial learnings that all students will be expected to master, a kind of safety net curriculum, if you will.

These expectations are then converted to end-of-year expectations, which we call Local CCS Standards-these are then articulated with the grade level above and below to ensure that a logical flow of expectations exists. The task force then uses these articulated end-of-year standards to develop within-year learning targets, which we call Instructional Objectives. This deliberate scaffolding at the district level sets a kind of quarter-based pacing guide and ensures teachers will be teaching and assessing the same skills at about the same time, but not necessarily using the same instructional strategies or materials. This allows the district to develop a curriculum, instruction, and assessment system, a critical first step in applying a systems approach. You have to have a system before you can use systems thinking.

This same process is used and applied to each Domain and at every grade level, but this article will follow the same Geometry Domain from third through eighth grade by examining the product that this process produces. I will use different school districts' work than that used in the last article, so the reader can appreciate different approaches to this work, but still see a complete K-8 perspective on this one Domain, at least.

Rather than list all of the CCSS for the Domain Geometry for all 3-8 grades, I would refer the reader to the CCSS website at http://www.corestandards.org/the-standards/mathematics to read the CCSS in the Domain Geometry for these grade levels.

These standards and the skills represented in the CCSS in third grade and in all the other grades participating in the project for the CCSS Domain Geometry then become the basis for the work of identifying the most critical, most crucial learnings for all students to master. Each grade level in the task force identifies the standards within Geometry Domain, and applies Marzano's 3-step process to those standards

- Prioritize-ID most important, most critical skills
- Unpack-ID explicit and implicit Domain skills
- Powering-ID ABSOLUTELY essential Domain skills

The Product of This Process

As each grade level follows this process, they then write their own end-of-year target or Local CCS Standard for the Geometry Domain in very understandable, precise language to define the learning expectations for their colleagues, parents, and students. The teachers in this example wrote the following end-of-year target for each grade level in the Geometry Domain:

- Third Grade - Identify and compare that shapes in different categories (2D and 3D figures) may share attributes (e.g., having two-eight sided figures), and that the shared attributes can define a larger category (e.g., quadrilaterals).

- Fourth Grade - Identify and demonstrate lines of symmetry for a two-dimensional figure. Differentiate points, lines, line segments, rays, and angles. Identify polygons and solids based on sides, faces, and vertices.

- Fifth Grade - Classify two dimensional figures and explain their attributes based on their properties. Identify and graph points on a coordinate plane and find the distance between two points using ordered pairs.

- Sixth Grade - Find area, surface area (nets-rectangles and triangles) and volume (rectangular prism). MA = Circumference and area of circles.

- Seventh Grade - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

- Eighth Grade - Perform dilations, translations, rotations, and reflections on a coordinate plane. Students will apply the Pythagorean Theorem to determine the length of an unknown side in a right triangle and will be able to find the distance between two points on a coordinate plane. Students will apply the formulas for volume of cones, cylinders and spheres.

Once this work is done in all of the Domains in every grade level, it is time to articulate these end-of-year learning standards between grade levels. To do this work, each grade level meets separately with the grade level above and below them and answers the following questions:

- Is there a logical, appropriate transition of skills between grade levels?
- Are the CCSS Domains expressed equally and adequately from year to year?
- Do the skills represent a learnable amount of the most critical, important skills?
- Is the rigor appropriate and reflect both the CCSS and assessment system?
- Do the verbs used in the Local CCS Standard align to the verb in the CCSS?

Once these questions are answered, the grade levels meet again to finalize these end-of-year learning expectations for all of the Domains in their grade level. Please remember that the Domains are not constant through all of the grade levels-they can change from year to year. So it is critical that these grade level articulation discussions be held to ensure a logical, coherent set of learning targets is established.

Another point to make is that these end-of-year targets are the most critical, most important skills that all students must master, a kind of safety net, but they are not the only standards students will be exposed to and expected to learn. Teachers are identifying the standards that all students must master in the 180 days of instruction that they have. This is critical-the creation of the foundational, learnable curriculum-what our students can learn in 180 days, not what can be taught in 180 days. The entire book can be, and in some cases is, taught in 180 days, but all of our students cannot master this much content-thus creating our current state affairs and the bell curve. I can teach my dog to whistle. He may not learn how to whistle, but I can teach him.

The Next and Most Important Step

Once this work is done, it is now time for a very important step which separates this work from most other curriculum work-to scaffold these learning expectations at the district level within the year. If students are to learn these end-of-year standards, what must they master first quarter? Second quarter? And so on. We call these within-year learning targets Instructional Objectives (IO's) as they give the teacher the kind of specificity that allows the design of instruction and the creation of CCSS-based curriculum. We divide IO's into first quarter, second quarter, and so on, or trimesters, or whatever and also assign the IO's a number representing the quarter they will be learned in and the approximate order in which they will be learned. Instructional Objective 1.1 means it is the first learning target of the first quarter-the very first thing we want our students to learn and so on. This creates a curriculum, instruction, and assessments system in which skills/standards are learned and assessed at about the same time, thus creating comparability between and among teachers and giving the Professional Learning Community something really important and relevant to talk about on a regular basis.

Let's get back to our example. The third grade Local CCSS (end-of-year target) in Geometry is, "Identify and compare that shapes in different categories (2D and 3D figures) may share attributes (e.g., having two-eight sided figures), and that the shared attributes can define a larger category (e.g., quadrilaterals)."

Now the third grade group, just like every other grade level group in the task force, deals with the scaffolding question. In the Geometry Domain, if this is where students are to be by the end of the year, what skills must students learn during the year, and in what order must they learn those skills? In our example, the following Instructional Objectives (IO's) were selected for the third grade Geometry Domain:

2.5 - Identify and draw lines of symmetry

2.6 - Compare and contrast congruent and similar figures

2.7 - Identify flips, slides, and turns

2.8 - Identify and reproduce geometric lines and angles

This list represents all of the Instructional Objectives for the Geometry Domain in third grade. You may note, there are IO's for only second quarter, and this may or may not be true in all grade levels, as the task force designs and sequences learning expectations based on how children learn and the current state or national assessment cycle. When the Instructional Objectives for all of the other Domains are included, the district has a complete set of articulated, scaffolded learning targets that represent a learnable amount of CCSS-aligned skills and provide teachers the direction they need to design exciting, engaging CCSS-based learning experiences.

Since this example is trying to demonstrate the alignment work for all grades three through eight, let's look at the remainder of the end-of-year (Local CCS Standards) and within-year (Instructional Objectives) learning targets in Geometry for each grade level.

Fourth Grade

- **Local CCS Standard** - Identify and demonstrate lines of symmetry for a two-dimensional figure. Differentiate points, lines, line segments, rays, and angles. Identify polygons and solids based on sides, faces, and vertices.
- **Instructional Objectives**
  - 4.2 - Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.
  - 4.4 - Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
  - 4.6 - Apply the area and perimeter formulas for rectangles in real world and mathematical.
  - 4.7 - Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Fifth Grade

- **Local CCS Standard -** Classify two-dimensional figures and explain their attributes based on their properties and identify and graph points on a coordinate plane and find the distance between two points using ordered pairs.
- **Instructional Objectives**
  - 3.3 - determine the area of rectangles,
  - 4.1 - classify polygons including triangles and quadrilaterals.

Sixth Grade

- **Local CCS Standard** - Find area, surface area (nets-rectangles and triangles) and volume (rectangular prism). MA= Circumference and area of circles.
- **Instructional Objectives** - 3.1 - Find the area of triangles, special quadrilaterals and polygons by composing into rectangles or decomposing into triangles and other shapes.
  - 3.2 - Use nets to find surface area of three-dimensional figures.
  - 3.3 - Apply the formula to find volumes of right rectangular prisms.
  - 3.4 - Introduce circle vocabulary.
  - 3.5 - Find the circumference of a circle.
  - 3.6 - Find the area of a circle.

Seventh Grade

- **Local CCS Standard** - Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

- **Instructional Objectives** - 3.1 - Recall and apply formulas for the perimeter and area of two-dimensional objects.
  - 3.2 - Use angle relationships to write and solve simple equations for unknown angles in a figure.
  - 3.3 - Identify and apply formulas for the surface area and volume of three-dimensional objects.

Eighth Grade

- **Local CCS Standard** - Perform dilations, translations, rotations, and reflections on a coordinate plane. Students will apply the Pythagorean Theorem to determine the length of an unknown side in a right triangle and will be able to find the distance between two points on a coordinate plane. Students will apply the formulas for volume of cones, cylinders and spheres.
- **Instructional Objectives** - 2.2 - Understand and apply the Pythagorean Theorem. Use the Theorem to find missing sides of right triangles, prove triangles are right, and find the distance between two points.
  - 2.3 - Compute unit rates of real-life problems given a table, graph, equation, situation, or diagram.
  - 2.4 - Determine whether two figures are similar.
  - 3.1 - Describe and Identify transformations on the coordinate plane.

- 3.2 - Understand congruence with two-dimensional figures.
- 3.3 - Use formulas for volumes of cones, cylinders and spheres in real world situations.
- 3.4 - Understand the function rule that assigns each input exactly one output.

The Instructional Objectives above are distributed among the quarters in very different ways by each of the grade levels/districts represented above. These are local decisions based on the math (CCSS or state) standards, state or national assessment schedule, how children best learn, and teacher judgment. Once the teachers implement this schedule of learning activities, see the new national assessment system, and fully implement this curriculum model, they will go back and Check their work to see how well this first attempt worked for them and the students, Act to revise and edit this work as their experiences and data dictate, then begin the cycle again by implementing (Doing) the newly revised model. The Plan, Do, Check, Act model goes on forever.

Final Thoughts

While this example and the focus are on only one Domain of the CCSS in only six grade levels, it allows us the time and space to focus more closely on the product of this process, it is important for the reader to view this process in its entirety-to see a complete K-12 English Language Arts, Reading, and Math curriculum in this format. That can be seen in the fourth chapter of my second book, Aligning Your Curriculum to the CCSS from Corwin, or the reader may visit the website www:http.partners4results.org/CCSS to see a complete K-12 English Language Arts, Reading, and Math curriculum in this format. This website is free and set up with blogging capabilities which offer the reader a chance to engage in an electronic conversation around this issue. This site and its blogging capabilities are a great, free way to begin the conversation among your own staff. Feel free to use it to help your own local work.

This model of alignment follows the work of Lezotte, Reeves, Schmoker, Ainsworth, Hattie, and others and is shown to dramatically improve student performance when done correctly. This complex work is best done by the local staff to ensure their own local expertise is improved and the district profits from their growth and learning. Further, by developing the end-of-year targets first (beginning with the end in mind), and working backwards to scaffold the learning, the backwards design model is also used to improve the work. Finally, the Plan, Do, Check, Act cycle is followed to continuously improve this work based on what we learn as we implement, how the assessment system changes, and how our students perform.

Critical to all of this work is the need for a local curriculum, instruction, and assessment SYSTEM, not a series of unrelated learning activities, but a system that ensures:

- A defined set CCSS-aligned (or state-aligned for states not using CCSS) learning expectations that define what is to be learned and when it is to be learned,
- those standards are taught in all the classrooms of the district (but not necessarily in the same way),
- those standards are assessed and scored with the same common, formative assessments, and
- teachers are given immediate assessment results in a format that fosters professional conversations and decisions for continuous improvement.

If the district does not have such a local curriculum, instruction, assessment system, then the district still has lots of good people working very hard to do the right thing for students. However, without these defining documents and a process that ensures that they are uniformly applied throughout the district, there is no system in place to build success. The district must first create the system, then apply systems thinking. If a district does not know, monitor, and assess when particular CCSS-aligned standards are learned, then there can be no real, intentional, replicable progress in improving student performance, just more well intentioned but very frustrating work by lots of teachers trying to do the right thing for kids. It is the district's responsibility to ensure this is done at the district level, not individual teachers working in isolation or small groups. True insanity is doing the same thing and expecting different results; try a new, proven system to improve student performance.

I have done this work in many districts, and we always complete our Pre-K-12 curriculum work in three days and build a Pre-K-12 curriculum in ELA, Math, and whatever other subjects the district is interested in doing. Common, formative assessments are then developed based on the Instructional Objectives; curriculum mapping is used to share curriculum experiences, resources, and instructional strategies to help students learn the standards; and a system of curriculum, instruction, and assessment is developed by the district using the leadership and talent of the local teaching staff.

Feel free to contact the author at joe@partners4results.org to ask questions, see examples or discuss ways to do this work in your district. Thanks for all you do for children.

References

Ainsworth, Larry, Power Standards: Identifying the Standards that Matter the Most. ISBN: 0-9709455-4-X.

Ainsworth, Larry, "Unwrapping" the Standards. ISBN: 0-87120-717-6.

Crawford, Joe. Using Power Standards to Build an Aligned Curriculum: A Process Manual. Corwin, Thousand Oaks, CA (2011).

Crawford, Joe. Aligning Your Curriculum to the CCSS. Corwin, Thousand Oaks, CA (2012).

Hattie, John. Visible Learning for Teachers, Maximizing Impact on Learning, ISBN:978-0-415-69015-7, TJ International Ltd, Padstow, Cornwall (2012).

Hattie, John, Visible Learning A Synthesis of Over 800 Meta-Analyses Relating to Achievement, ISBN 10:0-415-47618-6, Routledge, New York, NY (2009).

Reeves, Douglas B. Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School, and District. Center for Performance Assessment, Denver, CO (1996-1998).

Marzano, Robert J., David C. Yanoski, Jan K. Hoegh and Julia A. Simms, Using Common Core Standards to Enhance Clasroom Instruction & Assessment, Marzano Center Teacher & Leader Evaluation.

Reeves, Douglas B. Accountability for Learning. ISBN: 0-87120-833-4.

Reeves, Douglas B. Leader's Guide to Standards. ISBN: 0-7879-6402-6.

Schmoker, Mike. Focus: Elevating the Essentials to Radically Improve Student Learning, Association for Supervision and Curriculum Development, Alexandria, VA. (2011).

Schmoker, Mike. Results: The Key to Continuous School Improvement. Association for Supervision and Curriculum Development, Alexandria, VA (1996). (703) 578-9600.

Joe Crawford is a retired Milken Educator, after 38 years as a teacher, principal, and assistant superintendent focusing on improved student performance. He is currently consulting with districts around the country to continue improving student performance and may be reached at jtcrawford@comcast.net.

2014-2015 SCOPE Directories
Order yours now:

1. SCOPE ***Directory of Suffolk County Public Schools,*** including Educational Associations, Organizations and Unions serving Long Island $22.00
2. SCOPE ***Directory of Private and Parochial Schools*** on Long Island $12.00
3. SCOPE ***Directory of Mid-Hudson Public Schools*** $20.00
4. SCOPE **Directory of Capital Region Public Schools** $22.00

For information on ordering and discounts, call (631) 360-0800 ext. 118, or download the order form at www.scopeonline.us/publications

Note: Prices shown do not include 8.625% NYS sales tax or postage and handling.

From the Field:

iPad Mini Revolution at Lynn University: A Faculty Perspective

By Sanne Unger, Ph.D., Carrie Simpson, M.F.A., and Shara B. Goudreau, M.S.

Imagine a college classroom where every student has access to the same information and applications, using the same technology as the professor. A classroom where students can work on their assignments any time, because none of them have left their work back in their dorm rooms. A classroom where all students can project their work onto the board, directly from their desk, in a matter of seconds. A classroom where, without the presence of a traditional book or even a single sheet of paper, everyone can be on the same page.

Timeline

Dec. 2012:	Faculty members receive iPad
Feb. 2013:	iPad training for faculty
Mar. 2013:	iPad Users group starts selecting apps. Faculty members start creating iBooks
Apr. 2013:	iPad training for student apps
May 2013:	iTunes U training for faculty
Jun. 2013:	iBooks Author training for iBook creators
Aug. 2013:	iBooks ready for distribution. Incoming freshmen receive their iPad Mini

For freshmen who enrolled at Lynn University this fall, that classroom is now a reality, because of the decision to provide each of them with an iPad Mini. Introducing the iPad was not done on a whim. In fact, the "iPad Mini Revolution" was prepared meticulously with cooperation from within the ranks of staff and faculty. This article will detail how Lynn University went about preparing the staff and faculty for this innovation, so that students would benefit optimally from this new tool.

December 2012: every full-time faculty member receives an iPad

Before the start of the winter break in 2012, less than two months after staging the Presidential Debate on campus, all the full-time faculty members of Lynn University were provided with an iPad and encouraged to familiarize themselves with it over the break. The IT department provided every faculty member with a charger and protecting cover in a variety of colors. Distribution was done in small groups so that the faculty members could receive help setting up the iPad and learn some basic skills. Once the iPad was in their possession, the faculty were allowed to install whatever apps that they liked and use the iPad for work as well as for private use. They were encouraged to personalize the iPad, take it home, and even take it on vacation.

March 2013: iPad Users Group

Not long after the start of spring semester, when most of us had gotten used to at least the basic functions of the iPad, a group was pulled together to select apps to load on the iPad Minis the new freshmen were to receive the next fall. The group consisted of faculty members from different colleges and also included academic coaches from Lynn University's Institute of Achievement and Learning. The members of the group each looked for apps that they felt the freshmen would benefit from and eventually agreed on a list of apps that would be provided to all students for their iPad Minis. Some of the apps were freely available, but others were not free and some even rather costly. Through negotiations with the app creators, Lynn University was able to offer a number of extremely useful apps to its students for less than $30 per student. The suite of apps that each freshmen has access to includes Notability, a note-taking app; Inspiration Maps, a brainstorm and outlining app; and Socrative, a clicker and quiz app. We also committed to using iTunes U for the distribution of study materials and creating a course calendar; Keynote and Pages to create presentations and documents; and Touchcast, an app with which students can record news items just using their iPads.

List of apps

- Inspiration Maps
- iStudiez Pro
- Calculator HD PRO
- dictionary.com
- Notability
- Socrative
- CITEP
- College 101: Freshmen Tips
- Flipboard
- Keynote
- Pages
- PDF printer for ipad
- Voicethread
- Bloomberg TV

Ways to integrate iPad in essay writing:

- Use Clipboard to follow a topic in the news
- Use Inspiration Maps to brainstorm for and outline an essay
- Use the camera to record

April 2013: iPad training

Once the suite of apps was decided upon, faculty development sessions were organized during the spring semester. As all full-time faculty members had already had their iPads for four months, most knew the basic functions of the device. Nonetheless, training was offered for general iPad skills, as well as to learn individual apps that our freshmen were expected to start using in the fall. The program ran for several weeks of the spring semester during lunch time, and faculty members and staff signed up in advance. Some faculty members attended five or six of these training sessions during those weeks, and each meeting had space for about twelve attendees. This allowed for individual attention and exchange of ideas about how each app could be used in different courses and classroom settings.

After the spring semester was over, faculty members spent another few sessions on integrating the iPad into the freshman courses. Each faculty member was invited to take a class about iTunes U, the platform to be used for the core courses known as the Dialogues of Learning. This platform allows professors to send homework assignments and study materials directly to the iPad of each student in the course. During this same week, the members of the iPad Users group presented proposals for real assignments that involve the iPad so that faculty members could mull those over during the summer and either integrate wholesale into their course, or adapt for their own needs. For example, essay assignments were designed that require the students to do research using the news aggregator *Flipboard*, the brainstorm app *Inspiration Maps*, and the writing app *Pages*. Public speaking assignments were designed to include the video function of the iPad Mini, enabling students to record their own presentation and critique their own performance.

March 2013: Developing iBooks

One of the goals of introducing the iPad was to provide free iBooks produced by Lynn University faculty for Lynn University students. This offsets the price of the iPad, and also allows the books to be more interactive than the ink-and-paper versions, as well as a better fit for Lynn University students, as they are designed especially for them. We therefore started creating the content of the iBooks during the spring semester so that they would be ready for the incoming students in the fall.

This means that, parallel to the skills training during the spring, we laid the groundwork for free iBooks that were to be used for the core courses in the *Dialogues of Learning* program. Groups of faculty members restructured the existing readers by making sure that the readings all came from the public domain. Faculty members then created introductions to each of the readings, placing them in a context for the Lynn freshmen. The creators of the iBooks also gathered videos of Lynn faculty members explaining aspects of the readings in more depth, so as to include a variety of media through which the freshmen would engage with the book's content. Other videos and images were included in the book, as well as quizzes and review questions.

PAGE IN THE IBOOK FOR BELIEF AND REASON 100

June 2013 training Apple Academy: iPad basics, Keynote, iBooks Author

In order to make the iBooks look and feel professional and utilize all the advantages the iBook format has to offer, faculty members who wanted to create an iBook were required to take a course from an Apple instructor. So, in late June, a select group of faculty members interrupted their summer breaks and returned to campus for a week-long Apple Academy course. They spent two days optimizing their knowledge of the iPad, enabling them to train their colleagues at the start of the fall semester. The next two days were used to learn how to create an iBook, as well as start importing the text into the program and adding images, videos, quizzes, and other widgets. Once they were trained to use the program, creating the iBooks was an easy process. In the next few weeks, the five books for the core curriculum were finished, as well as books for an Education, a Business, and a Fashion course, and an instructors manual.

The deadline for these books was August 1, allowing the administration time to review them before distributing them to the students at the end of that month.

The fall 2013 semester: Students Arrive

When our freshmen arrived on campus, they received their iPad Mini and were required to attend a session to learn some basic skills to get them started. These sessions took place on the Sunday afternoon before the start of classes, and were led by faculty members. The next day, classes were off to a good start, as every freshman showed up with his or her iPad Mini in tow. For upperclassmen enrolled in freshman courses, iPads were provided on loan, so that they could fully participate in class and access the same information and applications.

Faculty members utilized the iPad during the first week for a wide variety of purposes. For example, homework assignments were disseminated through iTunes U. In-class research projects were started using *Flipboard* and the Lynn University Library system. Students brainstormed and outlined their papers in the presence of their professor, using *Inspiration Maps*. And of course students were assigned readings from the iBooks created by their own professors. For most students, the learning curve for each application was quite steep. They had to get used to each app and complete assignments on them, forcing the students to switch from their old methods to a new technology. Ongoing faculty training about each app allowed faculty members to address questions and hesitations with confidence during their classes. In fact, in most courses, the iPad Mini is used for some activity during each and every class, whether that is taking a quiz, recording a lecture, taking a picture of the board, or making notes.

The iPad as a Valuable Resource in Academic Coaching

When our freshmen started their fall semester courses, many of them also started using the academic support facilities at the university's Institute for Achievement and Learning. A weekly appointment with an academic coach is part of the program, and the coaches helped their students utilize the iPad Mini for schoolwork as well as for planning their time. The academic coaches recommend a variety of built-in features and tools, as well as an app called *iStudiez Pro*.

The iPad's built-in Accessibility Features enhance the learning experience of students with physical and learning differences. For example, the iPad can turn a white screen with black letters into a black screen with white letters for increased contrast, and it can zoom, which is useful for students with vision difficulty. For students who are hearing-impaired, a feature called mono-audio allows them to select either the left or right side of the earphone to produce all of the sound. Students who have trouble reading or writing can benefit from "speak autotext" and the iPad's voice-over. The former allows students to speak into the iPad while it types what the user says, while the latter reads content on the iPad out to the student.

Executive functioning is another important task that our academic coaches help their students with. The iPad Mini's built-in clock, calendar, tasks and reminders make time management, scheduling, prioritizing, organizing and planning a lot easier. Lynn University also provides a paid app, *iStudiez Pro*, to all students in the app suite. This app aggregates all appointments, class times, assignments, grades, and professor contact information and office hours into one app. Students can prioritize due dates for tasks and assignments based on the due date, the course, or the student's self selected priority rating. Apps like these, together with the built-in accessibility features, provide Lynn University students with physical or learning differences with valuable resources to enhance their learning experience.

News item about iPad at Lynn University:
http://www.local10.com/news/lynn-university-freshman-use-ipads-intead-of-textbooks/22097534

Plans to move forward

The first semester is behind us, and we have been looking forward to expanding and improving the iPad Mini Revolution. Faculty are editing the 100-level iBooks for errors that slipped through the first editing process, to provide an improved version for the spring semester. Faculty members are also currently working on the iBooks for the 200-level courses, the first of which will be taught during the summer semester for our 3.0 students. These 200-level iBooks will be even better than the first iBooks we made, because we will be able to apply everything that worked and shed what didn't work. For example, instead of including long stretches of primary sources, faculty members will write short chapters interspersed with important sections from primary sources, providing lots of

context and visual aids. Several more faculty members have received training to work with *iBooks Author*, so that more and more of us are able to create iBooks for our students.

Finally, in October it was announced that instead of rolling out the iPad Mini Revolution year by year, Lynn University will fully commit to using the iPad by the fall of 2014. That semester, all undergraduate day students will receive an iPad Mini, so that they can all enjoy the benefits of this technology.

Recommendations for successful implementation at other institutions

There are several keys to why the iPad Mini Revolution was a success at Lynn University. The decision to provide all the full-time faculty with an iPad more than eight months before they would start using it in the classroom was crucial. This allowed the faculty to become comfortable with the technology and start seeing its potential. Another successful strategy was to provide faculty development in small sessions at different times during those eight months. In those sessions, faculty members were trained by their peers how to use specific apps, and had the opportunity to ask questions about general use of their iPads. The third key decision that helped faculty and students transition to using the iPads was the choice to install Apple TV mechanisms in every classroom. This turned out to be a very affordable way to make every classroom ready to project directly from the iPad onto the board. Finally, by offering content in the form of free iBooks we ensured that the iPads would be more than gadgets or another way for students to access their Facebook pages. Instead, students use the iPad to read, do research, create their own content, and share it during class time.

Sanne Unger, Ph.D., and Carrie Simpson, M.F.A., are both Assistant Professors of the Dialogues of Learning at Lynn University's College of Arts and Sciences. Shara B. Goudreau, M.S., is an Academic Coach at Lynn University's Institute for Achievement and Learning. All three authors have helped introduce the iPad as a learning tool for students, faculty, and staff.

The BOCES/SCOPE Outdoor/Environmental Education Program

Specializing in customized science programs that meet New York State Standards

Offering Summer camps, field trips, and the award-winning Outdoor Learning Laboratory

Call (631) 360-3652 for details, or view Camp web page:

http://scopeonline.us/environmental-adventure-summer-camp-2014.php

Dear Colleague:

If you wish to subscribe to our research publication entitled: "Long Island Education Review," please complete the order form below. The subscription fee gives you two issues per year. The journal is well respected and contains juried papers from a variety of educators, graduate students and other professionals.

An Institutional Membership is $220.00 for 25 subscriptions, for your graduate students.

SCOPE Member School Districts:	$15 per year – Includes postage and handling
Non-Member School Districts:	$25 per year – Includes postage and handling
Student copies:	$12 per year – Includes postage and handling

Name:_____ District:_____
Address:_____
Telephone #_____
Subscription starting issue date_____
Email address_____

Quantity:_____ Purchase Order #_____

For your convenience, we also accept Visa, MasterCard, Discover, and American Express.

Type of Credit Card_____
Credit Card #_____
Expiration Date_____
Signature_____

Send requests for additional copies to: SCOPE, 100 Lawrence Ave., Smithtown, NY 11787. You may also fax your request to (631) 360-8489, Attention: L.I. Education Review orders

If you or individuals on your staff would like to submit an article for publication, it must be received by October 15, 2014. A board of distinguished educators will review all articles received. The next edition will be published in late Fall 2014.

Sincerely,

George L. Duffy

George L. Duffy
Executive Director, SCOPE Education Services

st. john's UNIVERSITY

Ranked one of the "Top 100 Graduate Schools in the Country" *U.S. News & World Report* 2007

Advance your career through one of several graduate programs at our Oakdale location:

- Doctoral program in Educational Administration and Supervision
- A Master of Science in School Building Leadership — It can lead to dual certification, qualifying provisionally certified teachers for professional teacher certification and administrative certification
- School District Leader
- Advanced Certificate in School Building and School District Leader — This P.D. program allows you to transfer 30 of the 33 credits into the Doctoral Program (Masters degree in Education is a pre-requisite)
- Master of Science in Teaching Literacy (B-6) or (5-12)
- Teaching English to Students of Other Languages
- Special Education
- Bilingual Extension Certification
- ESL Certification (ITI)
- Career Change Early Childhood, Childhood and Adolescent Education
- Gifted Education Certification Extension

FOR MORE INFORMATION CONTACT:
Professor Linda Faucetta, *Director,* Graduate
The School of Education, St. John's University/Oakdale
(631) 218-7775 *faucettl@stjohns.edu*

THE SCHOOL OF EDUCATION 100th Anniversary 2008

M1-4717-RM

for nearly 50 years!

EDUCATING TEACHERS TEACHING EDUCATORS

DowlingCollege

Super small classes, experienced teachers focused on one-on-one and collaborative training, state-of-the-art teacher preparation.

We offer outstanding doctoral, masters and undergraduate programs in Education:

- Ed.D. in Educational Administration
- M.S in Adolescent Ed, Special Education, Childhood/Early Childhood/Gifted Education, Literacy Education
- Advanced Certificates in School Business Leader, School District Leader, Computers in Education, Educational Technology Specialist, Gifted Education, Literacy Education
- Secondary Ed Certification, B.A. in Elementary Ed and Early Childhood, B.S. in Phys Ed, Special Ed, Sport Management

Contact us for information. Pay us a visit. Meet with our faculty. **Discover Dowling.**
1.800.DOWLING (369.5464) | **www.Dowling.edu** | **admissions@Dowling.edu**