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Inside this issue:

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- ◆ Women Who Navigated the Trajectory to Superintendent: The Role of a Special Education Background
- ◆ Instructional Strategies in Differentiated Instruction for Systemic Change
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Teacher and Administrator Qualities that Facilitate Innovation in 21st Century Schools
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 - ◆ The Fifth Risk
- by Michael Lewis; reviewed by Patrick O'Shea
 - ◆ Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom
- by Rick Wormeli; reviewed by Salamah Adjoua-Mullen

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Editor's Perspective



In the second edition of his book, *Focus: Elevating the Essentials to Radically Improve Student Learning* (2018), Mike Schmoker offers a critique of American education that has become fixated on innovations and technology. He states that innovations in and of themselves do not improve learning. Technology is a tool to assist learning. He writes succinctly of the evidence based research that identifies the essential elements for student learning: "The evidence points hard to three fundamental elements: reasonably coherent curriculum (what we teach); soundly structured lessons (how we teach); and large amounts of purposeful reading and writing in every discipline..." (p.2).

Later in his book, Schmoker discusses how word problems and reading and writing can be used to master complex mathematical skills. He cites the late Lynn Steen, former President of the Mathematics Association of America, who avowed that deep, practical learning depends upon the interplay of numbers and words (p. 243).

Furthermore, Mike Schmoker identifies two elements that the best lessons emphasize. He uses Elizabeth Green's article (2014) to describe how instruction should be explicit and show students exactly what steps they must master to make progress (p. 69) and Amanda Ripley's insightful article in which she describes how teachers ensure student success by frequently checking for understanding.

If teachers are in a race to complete topics and chapters in a textbook and to prepare students for high stake exams, they may not find time to teach for learning. The system of instruction and the culture of the school remain in the hands of the school leaders and the faculty. Mike Schmoker reminds us how critical it is for educators to remain focused on the essentials for learning.

The articles included in this edition of the *Journal for Leadership and Instruction* share a focus on essential elements for success in schools. In our first article, Marlene Kellner examines admission criteria

for admittance into the RN nursing program. She identifies characteristics and skills that are associated with those candidates who complete a nursing program and enter into the field of nursing. She concludes that a holistic approach to the admission process would produce better criteria to assess candidates.

For our second article, Teresa Grossane and Stephanie Tatum identify some of the experiences, skills and dispositions that Special Educator Chairpersons acquire and expand upon in their normal work that are particularly suited to the challenges superintendents of schools face in their daily work.

In our third article, Elisa Bogan and Christine Schlendorf examine how professional development in differentiated instruction relates to openness to systemic change within a school system.

For our fourth article, Chris Verga, Marshall Perry and Lehnee Dopwell examine how participation in a student council for adolescents in a school setting within a prison contributes to behavioral changes.

In our section *From the Field*, Kerri Titone offers an analysis of the common teaching methods that the exemplary schools with the original Partnership for 21st Century Learning employ to facilitate innovative learning. Collaborative discussions and mindful dialogue about learning and exploring the world are some of the themes that the author identifies among the educators in these schools.

Lastly, we chose to publish two book reviews for our readers. First, Patrick O'Shea examines *The Fifth Risk* by Michael Lewis as an introduction for government students that might expand their motivation to understand our federal government and conduct their own in depth learnings.

Second, Salamah Adjoua-Mullen reviews Rick Wormeli's book, *Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom*. She notes how the ideas and critiques about grading may be somewhat controversial and require more evidence. Nevertheless, she concludes that his challenge to previous thinking about assessment and grading has value for today's educators.

Robert J. Mantley
Editor-in-Chief

Admissions Criteria That Best Predict Which Applicants Will Successfully Enter the Nursing Profession

by Marlene F. Kellner Ed.D., RN

Abstract

Currently, a school of nursing in the Northeastern United States is using the Test for Essential Academic Skills (TEAS) examination to help determine which applicants to accept into their nursing programs. To date, there are no statistically significant data to correlate the use of this exam with the selection of applicants who successfully enter the nursing profession. Due to the nursing shortage, limited number of seats available in nursing programs, low nurse retention, and high nursing school attrition rates, it is necessary to use an admissions process designed to select the candidates who are most likely to enter into the nursing profession. The responses to a 33-item survey administered to nurses who graduated from this school of nursing between the years of 2012-2018 (N = 242) provided insight. The responses indicated the most prominent, self-reported, common traits of participants who had successfully entered the nursing profession were that they: have good judgment, are ethical in nature, are professional, complete what they start, admit to their mistakes, are intrinsically motivated, are self-directed, and have a sense of spiritual well-being. A confirmatory factor analysis and latent class analysis were conducted and did not provide additional insight. Additional in-depth research needs to be conducted to validate this quantitative survey for use as a screening tool by admissions officers.

Background

Due to the nursing shortage (American Association of Colleges of Nursing [AACN], 2019), low retention rates in nursing, high attrition rates in nursing schools, and lack of available seats in nursing programs (AACN, 2019) the need to select applicants who are likely to ultimately enter into the nursing profession is more important now than had been in the past.

Although prior research was located that identified grade point averages (GPAs) (Elkins, 2015; Ortega, Burns, Hussey, Schmidt, & Austin, 2013; Romeo, 2013; Schripsema, Trigt, Borleffs, & Cohen-Schotanus, 2014), Standardized Assessment Scores Health Education System Inc. (HESI) (Elkins, 2015), HESI Admission Assessment (Chen & Voyles, 2013), as well as transfer credits

(Simon, McGinnis, & Krauss, 2013) as predictors of student success, these criteria were not utilized as nursing program admissions criteria in the programs presented in this study. Therefore, this study provided new research for which there had previously been a gap in the available literature. This exploratory, hypothesis generating study presented a new perspective by analyzing the statistical correlation between various admissions criteria and applicants actually entering the nursing profession.

Theoretical Framework

This study was developed upon the structural underpinnings of the triarchic theory of successful intelligence (Sternberg, 1997), the adult learning theory (Knowles, 1996), the theory of self-efficacy (Bandura, 1994), and the theory of achievement motivation (Atkinson, 1964). These theories were used in combination with a comprehensive literature review in order to develop the survey items used in this study. Because there had not yet been an instrument created for predicting which applicants would ultimately enter into the nursing profession, it was important to use these theories to design a survey that was grounded in theory and would potentially yield valuable information.

Triarchic Theory of Successful Intelligence

Every person possesses a blend of analytical, creative, and practical abilities. Academic institutions often only recognize analytical skills during the admissions process (Sternberg, 1997). However, creative and practical skills can be more useful in real-world settings, helping to spark innovation in the workplace (Sternberg, 1997). Creative and practical skills are necessary in order to thrive in the nursing profession. It is not sufficient for nurses to obtain concrete knowledge, and memorize factual information. Rather, nurses need to be able to apply knowledge in an ever-evolving clinical setting. In order to enter the profession of nursing, nurses require successful intelligence. In other words, these individuals need to recognize and capitalize on their strengths in areas of intelligence, and correct or compensate for their weaknesses (Sternberg, 1997).

To this end, college admissions officers need to be able to measure creative and practical skills grounded in psychological theory. This way, admissions officers can assess an applicant's full range of skills, and better predict who will be successful in college, and later enter into the nursing profession. Many applicants seeking admissions into nursing programs present with a variety of personal, professional, and educational backgrounds. It may be beneficial to schools of nursing to provide these applicants with credit for these strengths and abilities.

Adult Learning Theory

Adult learners are not willing to commit themselves to learning something until such time that they discover the reason why it should be learned (Knowles, 1996). There must be some gain for learners to invest their efforts, and conversely, some loss for their not learning the material. Therefore, when dealing with adult learners, such as nursing students, it must be directly shown how the adult learner will profit from the investment, or suffer from the lack of investment. Once adult learners perceive a requirement to learn, they become motivated to learn (Knowles, 1996). Adult learners can be motivated by extrinsic factors such as professional advancement and monetary gain (Knowles, 1996). However, the stronger motivational factors are intrinsic (Knowles, 1996). These factors include improved self-image, increased duties, and reaching goals.

Adult learners arrive with the ability to be in control of themselves. Therefore, they have a need to be self-directed, and viewed by others as being responsible and in charge (Knowles, 1996). As such, it is imperative that various options for learning are offered. Adult learners also come equipped with a preexisting knowledge base. New thoughts and expertise can enhance this knowledge base, and when a strong relationship is created between the preexisting and newfound knowledge, the learning will be long lasting (Knowles, 1996). Bearing this in mind, it is crucial to allow adult learners, such as those found in nursing programs, to include their past experiences with the new information they are gaining, in order to optimize the learning experience.

Theory of Self-Efficacy

Bandura (1994) wrote that people who have a strong sense of self-efficacy, face difficulties as challenges that are able to be mastered, rather than threats that need to be avoided. Further, people who have confidence in their abilities will seek out challenges and will firmly commit to mastering them. In the event of failure, these individuals recover quickly, identify the knowledge needed to succeed, and try harder going forward. Ultimately, these behaviors and beliefs lead to increased accomplishments, reduced stress, and reduced probability of depression.

Having a strong sense of self-efficacy is a valuable attribute for a nursing student to possess, due to the rigor of the program, and challenges these students will

likely face. One develops beliefs regarding his/her own self-efficacy in four ways (Bandura, 1994). However, the most effective way is by having personal experience in successfully accomplishing challenging tasks. This information is important in terms of admissions, in that applicants who have, for example, already earned a baccalaureate degree, will likely have an increased sense of self-efficacy because they have already accomplished a challenging task. Similarly, a person who has experience as an army medic may also have a heightened sense of self-efficacy for the same reason. With these examples in mind, admissions officers need to consider these factors when giving weight to admissions criteria.

Theory of Achievement Motivation

The theory of achievement motivation (Atkinson, 1964) is composed of seven postulates and their implications. The first postulate involves one's tendency to engage in an achievement-oriented activity, the incentive value of success in that activity, and the probability of successfully completing that activity. Individuals may be motivated to perform at a high level if there is sufficient enticement, and they feel that they have the ability to complete the task successfully. The second postulate suggests the incentive value of an achievement task is equal to the complement of the probability of success. Thus, the incentive to complete a task successfully carries the same weight as the probability of failing to complete the task successfully. The third postulate, which also deals with failure, suggests that one's tendency to avoid engaging in a task that may result in failure is impacted by one's motivation to avoid failure, as well as the consequences of the failure, and the probability of the failure. In the same vein, the fourth postulate suggests that the incentive value of failure is equal to the negative of the probability of success. Therefore, individuals consider how a failure will impact them as strongly as they consider the probability of their successful completion of a task.

In terms of motivation to engage in a task, the fifth postulate suggests that individuals tend to engage in tasks based upon the sum of: their tendencies to engage in an achievement task; their tendencies to avoid engaging in a task that might result in failure; and other extrinsic motivational tendencies. Hence, if the result is that individuals engage in tasks, it is due to a combination of their tendencies, and not a single factor. Therefore, situations that are attractive to approach-motivated individuals will not be attractive to avoidance-motivated subjects (Revelle & Michaels, 1976). Also addressing motivation, the sixth postulate, suggests that the motivation generated by an ultimate goal, is the culmination of the motivations generated by each separate sub-goal (Revelle & Michaels, 1976). Therefore, for positively motivated individuals, the most motivating task is one of intermediate difficulty. Lastly, the seventh postulate suggests that the tendency to engage in an achievement-oriented task will persist until the task is successfully completed (Atkinson, 1964). Individuals who demonstrate persistence will try to complete a task until such time that they are successful in doing so.

These seven postulates describe the tendencies individuals possess which determine whether or not they will be motivated to engage in, and successfully complete achievement-oriented tasks. This theory is useful in nursing programs where student engagement and motivation are necessary to achieve positive student outcomes.

Methodology and Study Participants

This study was designed to determine which admissions criteria best predict nursing program applicants who will ultimately enter into the nursing profession. The results of the anonymous, voluntary, online survey addressed this question. A confirmatory factor analysis (CFA) was used to assist in determining which survey questions did not significantly relate to their latent categories, and these items were excluded from the subsequent Latent Class Analysis (LCA). Next, a 2, 3, and 4-class LCA verification was conducted on the survey split samples, and was used to help determine appropriate class selection for the final LCA. The final LCA described the class profiles of individuals who would ultimately enter into the nursing profession.

The 242 participants in this study were individuals who had graduated from an associate degree nursing program at a community college in the Northeastern United States between 2012 and 2018. Any individual who had graduated from this nursing program during this time period, and passed the NCLEX-RN was eligible to complete the survey. There were no other qualifying criteria necessary.

Data Collection and Instrumentation

One goal of this study was to develop an instrument which would be able to predict whether or not a nursing program applicant would ultimately enter into the nursing profession. Until now, no instrument had been created which utilized the theoretical framework and literature review contained in this study. The URL link to the confidential, anonymous, online survey was emailed to avoid personal contact between the participants and the researcher.

The survey was based upon the theoretical underpinnings of the study and a review of available literature. The purpose of the survey was to develop a profile that described the characteristics of an individual who possessed the skills and abilities necessary to successfully enter into the nursing profession. The survey, administered through Survey Monkey (www.surveymonkey.com), contained an informed consent, and 33 items the participant responded to with either a "yes" or "no" and one qualitative, free-text question. Of the 33 items on the survey, six items were demographic, five were related to the triarchic theory of successful intelligence (Sternberg, 1997), two were related to a combination of the triarchic theory of successful intelligence and the literature review, three were related to the theory of self-efficacy (Bandura,

1994), three were related to the adult learning theory (Knowles, 1996), two were related to the theory of achievement motivation (Atkinson, 1964), 11 were related to the literature review, and one qualitative item asked why the participant wished to become a nurse.

Demographic Data of Participants

In order to gain insight about their responses on the survey, demographic data were collected from the nursing department regarding the participants' gender, ethnicity, highest degree earned, employment status, and whether or not they were the first generation in their families to attend college. The averages of those data collected for each campus and program were calculated. On average, the student body consisted of 74% females and 26% males. The ethnicity of these students was 69% White, 11% Black, 15% Hispanic, 3% Asian, 1% Pacific Islander, 1% Native American, and 1% other. Regarding their highest degree earned prior to enrolling in the nursing program, 27% had earned an associate degree, 17% had earned a baccalaureate degree, 20% had earned a master's degree, 22% had earned a technical degree, and 14% had not earned a prior degree. After graduation, 87% were employed, and were working an average of 32 hours per week. Overall, 61% were the first members of their families to attend college.

Findings

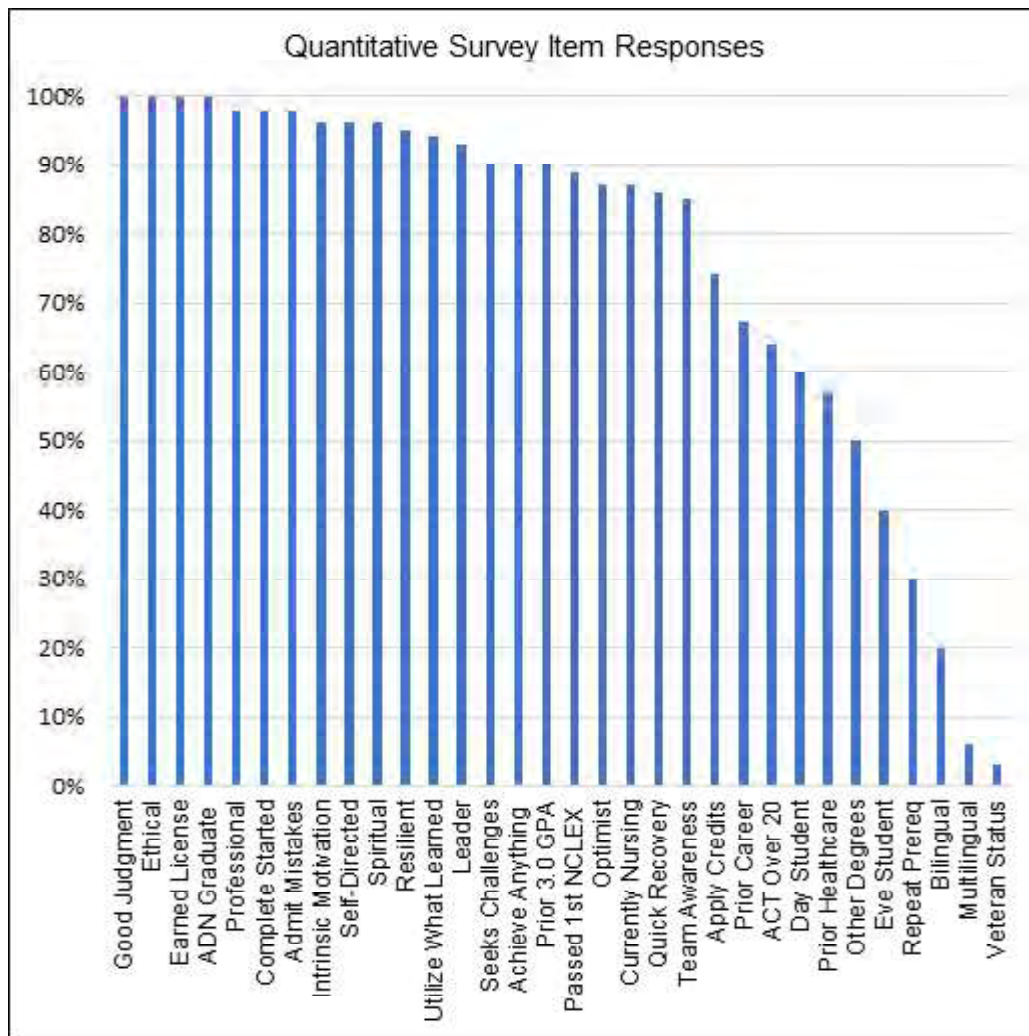
This study suggests admissions criteria that best predicted which applicants will enter into the nursing profession were self-reports from nurses that they: had good judgment, were ethical in nature, were professional, completed what they started, admitted to their mistakes, were intrinsically motivated, were self-directed, and had a sense of spiritual well-being. Ninety-six to 100% of the nurses who responded to this survey self-reported having these traits/ideals.

The demands placed upon nurses cannot be overestimated. Nurses are required to possess an enormous amount of knowledge pertaining to pharmacology, pathophysiology, treatment options, interventions, symptomology, and the like which exist over the lifespan from birth to death. Therefore, it is increasingly necessary to choose applicants who have traits/ideals that reach beyond what a basic aptitude test may reveal. Applicants, who self-report possessing nonacademic traits that are reflective of the traits successful nurses possess, need to be considered for admissions prior to those applicants who only demonstrate academic strengths (see Figure 1).

Conclusion

This study highlights the importance of filling limited nursing program seats with applicants who are most likely to enter into the nursing profession. Other disciplines also struggle with applicant selection, and many different methods of choosing applicants exist. Due to the nursing

Figure 1. Bar chart of summary of quantitative item responses.



shortage and high turnover rate of nurses, there is a dire need to create an effective admissions process for these nursing programs.

As a result of this study, it has become even clearer that a holistic admissions process is needed in nursing programs. As can be seen by the results of the survey, nurses who successfully entered into the nursing profession shared like traits/ideals. The most prominent traits/ideals included: having good judgment, being ethical, being professional, having a desire to complete projects, admitting their mistakes, being intrinsically motivated, self-directed, and having a sense of spirituality. Although the LCA did not generate additional insight, these commonalities were derived from survey response probabilities that were similar among all three groups. Additional in-depth research needs to be conducted to validate the survey for use as a screening tool by admissions officers.

Implications for Policy and Practice

The quantitative survey administered in this study provided valuable insight regarding what factors can be considered in an effective holistic review of nursing program applicants. The study should be replicated with a practical nurse program and with other health related academic programs. Academic Testing Institute (ATI) is currently looking into similar data sets to inform admissions professionals.

Future studies might add a qualitative component to see if professors agree with the graduates' self-assessments regarding their own traits/ideals. I recommend that future nursing school admissions processes take noncognitive skills, or traits/ideals, into account to maximize the acceptance of students who will be likely to ultimately enter into the nursing profession.

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Women Who Navigated the Trajectory to Superintendent: The Role of a Special Education Background

By Teresa Grossane, Ed.D., and
Stephanie Tatum, Ph.D.

Abstract

The purpose of this phenomenological study was to examine the lived experiences of six women who navigated a pathway to the position of superintendent. The guiding research question was, how do women who lead suburban school districts of various sizes describe their trajectory to the position of superintendent? Themes that emerged from the one-to-one interviews were academic and professional preparation and the transferability of skills obtained from their special education background. Recommendations for boards of education and search firms include broadening the pipeline to include more women in the position of superintendent whose pathway is traditional for their professional experiences.

Introduction

A traditional career path to the position of public school superintendent includes administrative and teaching experience at the secondary level, with the position of high school principal as an indicator of being prepared (Kim & Brunner, 2009; DiCanio et al. 2016). Although this pathway might be typical for many, Munoz, Pankake, Ramalho, Mills and Simonsson (2014) found women were underrepresented among superintendents, and as Burton and Weiner (2016) noted, women were disproportionately represented in principal preparation programs. The pathway for some women to the position of superintendent includes leadership experiences gained through several administrative positions (DiCanio et al., 2016). More attention to various pathways that female superintendents navigated can provide insight to boards of education and search firms seeking to increase the pipeline of qualified candidates for the position of public-school superintendent. Guiding this study, then, was the following research question: how do women who lead suburban school districts of various sizes describe their trajectory to the position of superintendent?

Literature Review

Career Path

Kim and Brunner (2009) found "the typical pathway of women superintendents was as an elementary or secondary teacher, club advisor, elementary principal, director/

coordinator, assistant superintendent and superintendent" (p. 95). They report that most female teachers are elementary school teachers and the majority of current female superintendents (63%) have experience in secondary schools or both elementary and secondary schools. Only 35% of female superintendents had experience as a secondary principal, and 57.4% of them held directorships in central office. Women taught 9.8 years and began their administrative careers at the age of 35.9. The typical route for a male superintendent was as a secondary teacher, assistant principal, principal, and superintendent, suggesting many male administrators move directly to the position of superintendent without the experience of central office.

In the year 2000, 75% of men followed this route to the superintendency. "More than 80% of men had taught in secondary schools, and 63% of them had the experience of athletic coaching duties. Men usually taught 7.3 years and began their administrative career around the age of 31.4" (Kim & Brunner, 2009, p. 94). Sixty-five percent of men were secondary principals while only 28.7 % were a coordinator or director in central office (Kim & Brunner, 2009).

Project Forum at the National Association of State Directors (NASDSE) conducted a study regarding the role of the superintendent in promoting, developing and sustaining a culture of collaboration between general and special educators throughout Local Educational Agencies (LEA). These superintendents were selected randomly from diverse areas across the country. Four out of the seven (57%) participants held special education positions at some point in their career (Keller-Allen, 2009). Their knowledge, skills, and professional dispositions acquired in their special education positions seemed related to the position of superintendent.

Methods

To examine the lived experiences of women who are currently superintendents, we employed a phenomenological method that allowed the participants to describe during one-to-one interviews their career pathway to the position of superintendent. The semi-structured interview

protocol was developed following a review of the research literature (Burton & Weiner, 2016; Kelsey, Allen, Coke & Ballard, 2014; Kim & Brunner, 2009; Munoz et al., 2014). The interviews were transcribed and using Nvivo software, transcripts were coded for emergent themes. These themes were used to conduct a thematic analysis of patterns and discrepancies in the units of text. The units of text were used to answer the research question guiding the study: how do women who lead suburban school districts of various size describe their trajectory to the position of superintendent?

Participants

Six sitting superintendents in northeastern suburban school districts who serve communities with middle to upper income households agreed to participate in the study. A purposeful sample based on themes discussed in the research literature (Kim & Brunner, 2009; AASA, 2007, 2015) was used to recruit participants for the study: female superintendents who differed by age, ethnicity, educational

attainment, professional experience, district size they supervised, and number of years in the position. Although more detailed demographic data were provided during the interviews, to protect the identity of the participants and the school districts they lead, limited demographic data are included in the current study (see Table 1).

Results

To answer how female superintendents in northeastern suburban school districts of various sizes describe their trajectory to the position of superintendent, participants spoke about their educational attainment and professional positions held prior to the position of superintendent. During the interview, two themes emerged: academic and professional preparation and the transferability of skills obtained from their special education background. Although participants noted they made a conscious choice to be the superintendent of a smaller district, there was no difference in participants' lived experiences regarding their gender and district size.

Table 1

Participants Demographics			
Participant	Highest level of Education	Prior Professional Experience	District Enrollment
Superintendent 1	Doctorate	Physics/Math Teacher Science Chairperson Director of Science Director of Curriculum Deputy Superintendent	Grades K – 12 < 3,500 students
Superintendent 2	Doctorate	Special Education Teacher Committee on Special Education Chairperson Director of Special Education Assistant Superintendent for Human Resources	Grades K -12 < 3,500 students
Superintendent 3	Doctorate	Special Education Teacher Chairperson of Special Education Assistant Principal Director of Curriculum & Instruction Assistant Superintendent for Curriculum & Instruction	Grades K – 12 > 3,500 students
Superintendent 4	Doctorate	Purchasing Agent Assistant Superintendent for Business Deputy Superintendent	Grades K – 12 > 3,500 students
Superintendent 5	Doctorate	Special Education Teacher Director of Technology Assistant Superintendent for Curriculum	Grades K -12 < 3,500 students
Superintendent 6	Doctorate	Special Education Teacher Director of Special Education Assistant Principal Elementary Principal Assistant Superintendent of Curriculum	Grades K -12 < 3,500 students

Academic and Professional Preparation

For the theme academic and professional preparation, participants indicated they held doctoral degrees and state certification required for the position of superintendent. Although their professional background varied leading to the position of superintendent, all six participants held the position of assistant superintendent and five participants held a position as a director. In addition, four of the participants had a professional background in special education: three were special education administrators and all four were special education teachers. Presented below is a sample of units of text from participants' interview data in support of the emergent theme regarding their preparation for the position of superintendent.

Assistant Superintendents

When asked how their position as an assistant superintendent prepared them for the superintendency, participants noted the following:

Superintendent 6 stated:

... A suburban school in New York had an opening, and I went there as a principal. I will tell you that I loved that job. I thought, I'm here for the long haul. I admired the superintendent who hired me. He was a little bit of a different thinker and huge supporter. He encouraged me to look for an assistant superintendency. After ... six or seven years, something ... I applied to very few and found a home in a school district [as an assistant superintendent]. It was perfect for me because it was such a small district. And even though I was [perceived as] the curriculum person, I really was everything. [Superintendent 6 indicated she had responsibilities other than curriculum development, even though members in the organization perceived her as the "curriculum person."]

Superintendent 4 stated:

I was at [district name] from 1996 until 2002 as their assistant superintendent for business. I absolutely fell in love with the job, and with people, and made a choice to be in a smaller school district [less than 3,500 students]. Because I did not have a classroom background, I wanted to make sure that I understood the classroom, and how my decisions affected instruction in children. So, a small school environment is really what worked well for me. It worked for me that I could be with the director of special education in the office right next door, I could be talking to the athletic director, and walk out into the field, and figure out what was going on with the paint and the sprinkler system. It allowed me to be involved in just about every aspect of education, except instruction, which was in the classroom.

Superintendent 5 stated:

I mean I was a district level administrator when I was 28 years old. Some people would see that as a negative, I don't. I don't think you have to travel the path of teacher, to supervisor, to assistant principal, to principal to do this job well. And there have been some people in the past who have said, "Well you've never been a principal, what makes you think that you can be an assistant superintendent or a superintendent?" And I've said, "But you've never been <a specialist> of technology, so what makes you think that you can be [technology specialist]?" It's not one or the other, it's really, I think it's your experience and who you are. I think being smart helps. I think there is a prescribed path, but I don't subscribe to that.

Transferability of Skills Obtained from Special Education Background

Four participants in the study indicated professional positions held in the past included having experience in special education. They noted the positions called for them to interface more directly with parents, community agency representatives, and other stakeholders that required a political acumen in addition to the administrative duties required of a superintendent.

Director/Chairperson of Special Education

Superintendent 2 stated:

Prior to that [School District] as special education secondary teacher and CSE chairperson for the district. I went from teaching to CSE to district chairperson. I then started to spend some time, got more involved in terms of human resources and personnel, but I did really enjoy it. Quite honestly, of any position that I've held, if I were to say which one I could have done forever, personnel, human resources, definitely was a calling for me. It's very similar. In some ways I would say its adult special education, but in the sense of being there for people and helping people, those pieces. That's kind of the HR piece, so I never really had that in mind. My world was always special education, teaching and also working with the parents and then why not [become the superintendent]?

Superintendent 6 stated:

By the end of the second year, the special education director here in this district too, was also the person who was in charge of buses. Superintendent 6 describes one other's perception about special education as "anyone can oversee/direct special education. I became a director [of] special education. So, I started that here.

Superintendent 3 stated:

I took the [special education] chairperson's job in [district name] in July. So my son was seven months old, my daughter was almost three. I was chairperson in [district name] for eight years. Then after that, I became an assistant principal for three. After that I became the Director of Curriculum and Instruction for two years.

Special Education Teacher

Superintendent 6 stated:

I got a 0.8 position in a suburban school in New York. I took it without looking back. I was full-time before September came around, and I started my career as the speech teacher. Again, nobody knew what I did, but I did a lot with special education early on, I did mainstreaming before there was such a thing, I did inclusion before there was such a thing with friends, women who I'm still friendly with to this day.

Superintendent 2 stated:

Prior to that [district name], I was a special education secondary teacher and Committee on Special Education chairperson for the district. I went from teaching to Committee on Special Education district chairperson; because again, during that time she [administrator internship supervisor] was given a part-time position and I had just finished my internship with her. A different pathway, unlike I think most that are in this position.

Discussion and Implications

Six women who are currently superintendents described their trajectory to the position of superintendent. Using a thematic analysis for the interview data, the themes *academic and professional preparation* and the *transferability of skills obtained from their special education background* emerged. All of the participants earned their doctoral degree and state certification required for the position of superintendent. All participants were assistant superintendents and the majority of the participants had leadership experiences in special education before attaining the position of superintendent. Regarding the principalship, only one participant was an elementary school principal. The participants' trajectory is consistent with findings in the research literature regarding the professional experiences for many women who ascend to the superintendency (Kim & Brunner, 2009, Kelsey et al., 2014; DiCanio et al., 2016).

Although more studies should be conducted regarding the correlation between women's ascension to the position of superintendent and prior positions in special

education, it is interesting to note that four of the six (66.7%) participants had a background in special education as administrators or teachers. For example, as Superintendent 2 stated regarding her trajectory to the position of superintendent, "In some ways I would say its adult special education [leadership], but in the sense of being there for people and helping people, those pieces....A different pathway, unlike I think most that are in this position [of superintendent]." Similarly, Superintendent 5 stated "I don't think you have to travel the path of teacher, to supervisor, to assistant principal, to principal to do this job well....I think it's your experience and who you are. I think being smart helps. I think there is a prescribed path, but I don't subscribe to that."

Based on participants' descriptions of their trajectory to the superintendency, recruiters could increase the pipeline of qualified candidates by extending their search criteria to educators with special education supervisory experience. Superintendent 6 describes others' perceptions about special education as "anyone can oversee/direct special education. She stated, "it's do the thing called special ed".

Boards of education and other executive leaders can direct search firms to expand their criteria to include prior professional positions and experiences in special education. Women in special education administrative roles may not be considered as qualified candidates because of negative perceptions of special education as a narrow experience when these superintendents describe their special education experience as broadening their skills. Participants indicated their knowledge, skills, and professional dispositions acquired through building relationships across their special education constituents inspired innovation, helped to ensure instructional practices promoted student learning. Also, working closely with families and community members were part of their leadership practices that assisted in their preparation and trajectory to attain the position of superintendent.

Although the American Association of School Superintendents (AASA) (2015) reported inconclusive findings regarding district size and gender, preliminary findings of their study suggest that larger districts have greater interest in employing females as their superintendent than smaller districts. In the current study, participants did not report any differences regarding experiences relating to district size and their gender. Thus, further research in this area might provide insight to the correlation between higher interest in employing women for the position of superintendent and the size of the district. Finally, the search criteria used to increase the pipeline for aspiring superintendents needs to include multiple roles that enable educators to relate with parents and the larger community.

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Instructional Strategies in Differentiated Instruction for Systemic Change

By Elisa (Cruz) Bogen, Christine P. Schlendorf,
Peter A. Nicolino, Ed.D., and Elsa-Sofia Morote, Ph.D.

Abstract

The major purpose of this study is to examine the relationship between training in differentiated instruction and the comfort level of teachers in helping to plan for systemic change for differentiated instruction to become a standard teaching practice. We also examine the relationship between knowledge of the various strategies of implementation of differentiated instruction and comfort level of teachers. A survey was used to collect data from 116 teachers of kindergarten through sixth grade from seven public schools on Long Island, New York.

Spearman's correlational statistics has shown that there is a positive relationship between whether teachers received any training in differentiated instruction and the teacher's comfort level. A survey of nine strategies were all shown to be significant, however, five were found to have an effect size 20% larger. Correlation data showed a significance in the following five strategies: providing steps to help address the many learning styles in the classroom, develop individualized plans for educating students, planning daily lessons that incorporate differentiated instruction techniques, differentiate instruction according to the student's previous mastery, and finally, developing a long-range curriculum plan for each student in the classroom. In conclusion, these strategies should be included when planning professional development for teachers in differentiation.

Purpose

Since the implementation of programs such as Race to the Top (United States Department of Education, 2009) and the Common Core State Standards (2009), there is a push for all students to reach college and career standards and yet the classroom remains academically and socially diverse. With these changes, a differentiated classroom is needed. The implementation of differentiation is not going to be enough at the individual level. There needs to be a systemic change within the school system in order to continue to close the achievement gap and allow all students to be successful. Cirsuolo (2019) described the need for systemic change by stating that a systemic change is needed to allow educators to personalize learning.

The purpose of this study was to analyze the importance of professional development in differentiated instruction, as well as identify critical strategies that are statistically shown to help plan for systemic change for differentiated instruction to become a standard teaching practice.

Theoretical Framework

A main goal in using differentiation in the classroom by teachers is to maximize the growth and individual success of all students. Differentiation can be defined as a teacher's reacting responsively to a learner's needs. With the implementation of No Child Left Behind, the use of differentiation by teachers has been effective in helping close the achievement gap by making sure all students are achieving academic proficiency (Beecher & Sweeny, 2008). Effective use of differentiation can help to increase student motivation and academic achievement (Konstantinou-Katzi, Tsolaki, Meletiou-Mavrotheris, & Koutselini, 2013). Although, differentiation is helping to close the achievement gap, not enough teachers are using this important teaching practice. In a study done by Westberg and Daoust (2004), it was concluded that teachers are not effectively using differentiation. Furthermore, they suggested areas of differentiation that are most effective for a professional development for teachers.

There are various factors that have negatively influenced a teacher's use of differentiation in the classroom. Two of them include lack of training in the area and the comfort level of teachers in using differentiation. Most new teachers are not prepared to use differentiation in the classroom. Studies show that teachers who are new to differentiation often misunderstand the technique or they do not have the skills to use it effectively (Hertberg-Davis, 2009; West & West, 2016). This highlights the importance of teacher training in differentiation. In a study done by Beam (2009), it was concluded that a program or training in differentiation should be offered to novice special educators since teachers felt that this was lacking.

A teacher's comfort in using differentiation may also be influencing the use of this practice. Tomlinson and

Allan (2000) suggested that a teacher who is comfortable and skilled with the use of multiple instructional strategies is more likely to reach out effectively to varied students than a teacher who uses a single approach to teaching and learning. As teachers become more comfortable in using differentiation in the classroom, they are more likely to implement different forms of differentiation in their classes (Beam, 2009).

Implementation of differentiation is more effective when carried out throughout the entire building with the involvement of school leaders. Tomlinson (1999) mentioned that educational leaders will need to look for ways and methods to help cultivate a differentiated atmosphere. For systemic change to occur, leaders need to proactively support differentiating practices (VanTassel-Baska & Stambaugh, 2005). Cirusuolo (2019) described the need for systemic change by stating that educators are not using differentiation because the system constricts such use and that a change in the entire system will free educators to personalize learning.

Successful teacher professional development programs involve teachers engaged in active learning strategies (Etchberger & Shaw 1992). For this reason, this study was initiated to determine what strategies are statistically significant in increasing the comfort level of teachers, and therefore, encouraging these teachers to help plan for systemic change for differentiated instruction to become a standard teaching practice.

Methods

The survey and data, which was taken by Nicolino (2008), investigated the relationship between training in differentiated instruction and the comfort level of teachers in kindergarten through sixth grade on Long Island, New York. Seven public schools participated. Teachers were invited to complete the items on the survey and 116 teachers responded. The survey contained 10 items developed by Nicolino (2008) on differentiated instruction based on Hall (2002); Kieman Tomlinson (1997); Tomlinson. (1999); Tomlinson (2004); Tomlinson and McTighe (2006); VanSciver, (2005). These items investigated the knowledge and comfort levels of teachers with differentiated instruction using a Likert scale.

The survey investigated the following questions:

1. Is there a relationship between whether teachers have received any training in the use of differentiated instruction and the comfort level of these teachers in helping to plan for systemic change for differentiated instruction to become a standard teaching practice?
2. What is the relationship between knowledge level of the various strategies of implementation of differentiated instruction and comfort level of teachers?

For the statistical analysis, we conducted a Spearman's correlation to investigate the relationship between training in differentiated instruction and teacher comfort level in helping to plan for systemic change for differentiated instruction to become a standard teaching practice. In addition, an investigation of the relationship between knowledge level of the various strategies of implementation of differentiated instruction and comfort level of teachers was also conducted.

Results

Research Question 1

Is there a relationship between whether teachers received any training in the use of differentiated instruction and the comfort level of teachers in helping to plan for systemic change for differentiated instruction to become a standard teaching practice? Findings related to this research question are found in **Table 1**.

A Spearman's correlation analysis was also performed to determine the relationship between teacher training in differentiated instruction and the comfort level of teachers in helping to plan for systemic change for differentiated instruction to become a standard teaching practice. The Spearman's correlation analysis showed a moderately strong significant (Cohen, 1996) relationship, $r(110) = 0.262$, $p < 0.05$, between teacher training in differentiated instruction and the comfort level of teachers in helping to plan for systemic change (**Table 1**). It showed that training in differentiated instruction positively accounts for 6.86% of teacher's comfort level in helping to plan for systemic change if needed for differentiated instruction to become a standard teaching practice.

Table 1.

Correlation Data: Relationship between training in differentiated instruction and the comfort level of teachers in helping to plan for systemic change for differentiated instruction to become a standard teaching practice. $N = 110$ ($p < .001$)

		Comfort level – Help plan for systemic change if needed for differentiated instruction to become a standard teaching practice	r^2 (%)
Whether teachers received any training in the use of differentiated instruction	r	.262	6.86

Research Question 2

What is the relationship between knowledge level of the various strategies of implementation of differentiated instruction and the comfort level of teachers in helping plan for systemic change?

A Spearman's correlation between knowledge of the various strategies of implementation and the comfort level of teachers in helping plan for systemic change is presented in **Table 2**.

A Spearman's correlation analysis was performed to determine the relationship between teacher's knowledge of differentiated instruction and teacher's comfort level in helping to plan for systemic change if needed for differentiated instruction to become a standard teaching practice (**Table 2**). Nine survey questions were used to detail specific areas of teachers' knowledge of differentiated instruction. The results of the correlational analysis found that all nine strategies had a moderately strong positive statistically significance ($p < .001$). In general, the results suggest that if teachers are knowledgeable in

differentiation instructional strategies, they are more likely to feel comfortable planning for systemic change if needed for differentiated instruction to become a standard teaching practice.

Knowledge of the following five strategies were found to have the effect size larger than 20%, (moderate to strong) among the various strategies analyzed (See **Table 2**):

Item 1 ($r = .568$). Develop a long-range curriculum plan for each student in my classroom. This item accounts for 32.26% of an increase in teacher's comfort level in helping to plan for systemic change differentiated instruction to become a standard teaching practice.

Item 2 ($r = .499$). Plan my daily lessons to incorporate differentiated instruction techniques to meet the academic goals of my students. This item accounts for 24.9% of an increase in teacher's comfort level in helping to plan for systemic change differentiated instruction to become a standard teaching practice.

Table 2.

Correlation Data: Relationship between knowledge of the strategies of differentiated instruction and teacher comfort level to help plan for systemic change if needed for differentiated instruction to become a standard teaching practice. $N = 116$ ($p < .001$)

Knowledge level of the various strategies of implementation of differentiated instruction		Comfort level – Help plan for systemic change if needed for differentiated instruction to become a standard teaching practice.	r^2 (%)
1 - Knowledge level – Develop a long-range curriculum plan for each student in my classroom.	r	.568	32.26
2 - Knowledge level – Plan my daily lessons to incorporate differentiated instruction techniques to meet the academic goals of my students.	r	.499	24.90
3 - Knowledge level – Provide sequential, incremental steps to help address the many learning styles in my classroom.	r	.489	23.91
4 - Knowledge level – Differentiate my instruction according to my student's previous mastery.	r	.475	22.56
5 - Knowledge level – Develop individualized plans for educating my students based upon the learning styles in my classroom.	r	.463	21.44
6 - Knowledge level – Provide a learning environment so my students can work at their own pace.	r	.368	13.54
7 - Knowledge level – Provide different kinds of learning materials when the ones I have so not work or are not enough	r	.329	10.82
8 - Knowledge level – Use various learning strategies for my students to learn the prescribed curriculum	r	.321	10.30
9 - Knowledge level – Construct a positive learning atmosphere that addresses the individual learning styles of my students.	r	.292	8.53

Item 3 ($r = .489$). Provide sequential, incremental steps to help address the many learning styles in my classroom. This item accounts for 23.91% of an increase in teacher's comfort level in helping to plan for systemic change differentiated instruction to become a standard teaching practice.

Item 4 ($r = .475$). Differentiate my instruction according to my student's previous mastery. This item accounts for 22.56% of an increase in teacher's comfort level in helping to plan for systemic change differentiated instruction to become a standard teaching practice.

Item 5 ($r = .463$). Develop individualized plans for educating my students based upon the learning styles in my classroom. This item accounts for 21.44% of an increase in teacher's comfort level in helping to plan for systemic change differentiated instruction to become a standard teaching practice.

Conclusions

Our findings show that there is a significant relationship between teacher training in differentiated instruction and an increase in the comfort level of teachers in helping to plan for systemic change for differentiated instruction. To become a standard teaching practice within our schools teachers that have had training in the implementation of differentiated instruction which employs multiple learning strategies are likely to feel more at ease in employing these approaches within their own classrooms.

This study is in agreement with Beam who articulated that as teachers become more comfortable in using differentiation in the classroom, they are more likely to implement different forms of differentiation in their classes (Beam, 2009). This increase in comfort level will inherently have a positive impact on the likelihood that teachers will employ differentiated instructional practices in their classrooms with the intent to have a greater impact on a larger array of students.

This study highlights the necessity for training in differentiated instruction to be provided during preservice training and employed on a regular basis by school districts. These results concur with VanTassel-Baska and Stambaugh (2005) who agree that administrators should look carefully into the incorporation of training in differentiated instruction for all teachers. Administrators who wish to actively support widespread changes through the development and implementation of curriculum that includes differentiated instruction may increase in their teachers' ability to reach more students and increase student motivation and academic achievement (Konstantinou-Katzi, Tsolaki, Meletiou-Mavrotheris, & Koutselini, 2013).

This study identified critical strategies in differentiated instruction that have been statistically proven to

be associated with an increase in teachers' comfort level to a degree that fosters the facilitation of comprehensive change in the curriculum and the incorporation of differentiated instruction as a standard teaching practice.

It is essential that any training program implementation that wishes to facilitate systematic changes in the curriculum should include these strategies which have been found to be effective in helping to make differentiated instruction standard practice. Tomlinson and Allan (2000) suggested that teachers who are comfortable and skilled with the use of multiple instructional strategies are more likely to reach out effectively to varied students than teachers who use a single approach to teaching and learning (Tomlinson & Allan, 2000). All nine strategies in the study were found to be associated with the comfort level of teachers and therefore would encourage teachers to participate in the implementation of systematic changes within the curriculum. However, knowledge of the five following strategies were found to have the largest effect on increasing the comfort level of teachers. Knowledge of the development of a long-range curriculum plan for each student in the classroom accounted for 32% of the improvement of comfort level among teachers, implicating that it is an essential component that should be incorporated into any training program on differentiated instruction provided to teachers. Other critical strategies included knowledge of how to plan daily lessons to incorporate differentiated instruction techniques to meet the academic goals of students (25%), providing sequential, incremental steps to help address the many learning styles in the classroom (24%), differentiating instruction according to student's previous mastery (23%), and developing individualized plans for educating each student based upon the learning styles in the classroom (21%). These strategies were all found to account for large percentages of an increase in the comfort level of teachers to implement systemic change.

Although the following had less of an impact, they were still found to be significant and should, therefore, also be incorporated into any training programs in differentiated instruction. Knowledge in how to provide a learning environment so that students can work at their own pace, providing different kinds of learning materials, the use of various learning strategies for my students to learn the prescribed curriculum and the construction of a positive learning atmosphere that addresses the individual learning styles of each student were also found to improve comfort levels.

In conclusion, this study showed the importance of professional development in differentiated instruction. It also identified nine critical strategies that are statistically significant in helping to plan for systemic change for differentiated instruction to become a standard teaching practice.

It is essential that when developing training for teachers in differentiated instruction that these strategies

be incorporated in order to encourage the facilitation of the use of differentiated instruction as a standard teaching practice throughout the curriculum. The implementation of districtwide training in differentiated instruction that includes these effective strategies will increase the comfort level of teachers and thus help to increase their use of differentiated instruction. This will encourage teachers to cultivate the kind of systemic change suggested by Cirsuolo (2019) that expands rather than constricts the use of differentiated instruction districtwide and supports educators in providing personalized learning to all students.

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Democracy on Lock Down: Modeling a Democratic Society for At-Risk Students through Student Government

By
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and Lehnee Dopwell, Ed.D.

Abstract

This case study aimed to see what influence student government had in reducing behavioral write-ups, school violence and academic participation within a special high school. The study was conducted at a school located at a correctional facility among an all-male population between the ages of 16 to 17 years old. The school has been plagued with gang-related violence and behavioral referrals that have created a negative culture within the school.

The study examined the possible relationship between participation in student government and the impact on the number of behavioral referrals and classroom participation among students. The results of the study demonstrated an overall reduction in behavioral referrals and increased student participation within the school during an increase of student population. Student government representatives created a behavior rubric that was adapted to all classrooms. Feuding gang violence dramatically lessened within the school after the adoption of the student government's behavior rubric.

Introduction

Educational philosopher, George S. Counts (1932) stated,

We must abandon completely the naive faith that school automatically liberates the mind and serves the cause of human progress; in fact, it may serve tyranny as well as truth, war as well as peace, death as well as life. If it is to serve the cause of human freedom, it must be explicitly designed for that purpose. (3)

Schools can be centered on math, reading, writing and creating a future generation that learns about the characteristics of a democratic society within the classroom. "High school is democracy's finishing school, which shapes people upon leaving to take jobs, vote, serve in the military and buy a house next door and become your neighbor" (Woods, 2005, p.8). Education can serve a duality creating a "just" society or enhancing oppression based on the child's experience within school.

According to the Children's Defense Fund, in 2010, 22% of all children in America live below the poverty line, 1.2 million children were identified as homeless, 80% of Black and 75% of Latino children cannot read nor do math on grade level, 1,825 children are abused each day and 4,028 children are arrested each day. "Children are society's canary in the coal mine; these numbers are a bleak reminder of inequalities we have yet to overcome" (Woods, 2005, p.8). The burden is on the schools to combat the cancer that enhances social decline, by not only providing students with a liberal arts education but creating students that become agents for change.

Historically, culture is a transmitted pattern of meaning that wields power in shaping what people think and how they act (Dufour, 2008). Educational services should align with the culture of the school and the students they service. A way for a school to measure school culture and model a democratic and civil society is through the establishment of a student government. Student government can be established to create a collaborative change process aimed at building a culture of trust that allows a safe space for students to thrive emotionally and academically. Student government's first step is to create a shared vision that is consistent with the student body. A shared vision can change the relationship between the school and students, and be the first step in allowing people who normally mistrust each other to begin to work together (Senge, 1990). Additionally, a positive school culture in which students invest in their student government can improve behaviors in challenging school environments.

Theoretical Framework

Reinforcing a positive environment is a struggle in many schools. Some schools use extrinsic rewards and incentives, such as paying students to demonstrate good behavior or get good grades. As financial incentive programs build momentum within urban schools across America, economists, educational theorists and psychologists are locked into a debate as to whether they work or not (Guernsey, 2009). Edward Deci (1971) conducted field experiments

that gave one group an extrinsic reward of money and the other group an intrinsic reward of verbal praise. Both had short-term success in motivation, but people that received money as an incentive lost interest in the task and were unable to be motivated with intrinsic rewards such as verbal reinforcement and praise. People that received intrinsic rewards and motivation tended to complete the task with increased amounts of verbal praise (Deci, 1971).

Research supported that participation in school clubs and pro social activities predicted higher involvement in political and social causes in young adults (Fredricks, 2006). Langdon (2014), expressed the open units within a correction facility received significantly higher assessments from inmates as inmates feel an increase of support for them to do better. This support can be guided by teachers and stakeholders who allow the student body to decide their expected behavior and consequences (DuFour & DuFour, 2008). Higher expectations for the adolescents to demonstrate appropriate behavior when self-imposed leads to better behavior among the whole group (Langdon, 2014).

Establishment of a student council can have extrinsic rewards for contributions to the council such as time to govern in a pleasant council chamber as well as the intrinsic value that allows students the ability to have a voice and exhibit leadership. This motivation provides the adolescent a supportive context for identity exploration and an opportunity for the adolescent to construct personal values (Ludden, 2011). The structure of a student council should develop social skills through having members meet with people within their community to resolve problems. Development of these skills is linked to reductions in negative behavior and more attention to consequences (Ludden, 2011).

Demographics and characteristics of this high school

This school is located at a New York City correctional facility and is part of New York City's Department of Education. Educational services provided by this school are mandated by the *Handberry v. Thompson* (1996) ruling. This case was a class action suit based on denial of appropriate educational services for school aged adolescent inmates (*Handberry v. Thompson*, 2006). The outcome of the ruling was that the New York City Department of Education and Corrections had to provide educational services in all of the city correctional facilities for inmates between the ages of 16 to 21 years old.

The average daily population of male adolescent inmates registered for educational services is 442. Students within the school who had been diagnosed with learning or mental health disabilities ranged from 40% to 60%. The population of students ranged from city sentenced jail convictions to pretrial detainees. According to the New York City Department of Education, the students are transient and have an average enrollment at the school of 32 days. Classrooms are based on housing units and Department of Corrections behavioral classification. The limit ratio of students to corrections officers does not exceed 15 to one.

Within these 32 days, students have two options; they take the Test Assessing Secondary Completion (TASC), previously known as the General Education Degree (GED); or every 28 days, they earn a high school credit for English and Social Studies and half a credit for Mathematics. Educational services are provided at Center 1, which housed city sentenced 18 years and older adolescent males. Center 2 housed 18 years and older adolescent males pretrial detainees. Center 3 housed 18 years and older adolescent female pretrial detainees. Center 4 housed 16 to 17 years old adolescent males that are pretrial detainees and city sentenced. Center 4 housed the largest school site called the Main School. The Main School experience was separated into two sessions 8:00 am to 12:00 pm, and 12:45 pm to 4:45 pm. The purpose of the split session school was to accommodate more students when another school site was closed due to health concerns. The Main School was the center for the research presented in this article.

Unique Setting for this Study

On August 2014, the United States Justice Department concluded its report on the treatment of adolescent inmates. The conclusion was that adolescent inmates were subjected to a culture of inmate and officer violence, and an extensive use of punitive segregation known as the box, which is a 23 hour lock-in as a form of punishment for inmates that committed infractions. Infractions are given to inmates for anything from fighting to loss of an ID card. A major recommendation for reform was to abolish punitive segregation for all adolescent inmates. Following the Department of Corrections abolishment of the box, misbehaviors among adolescent inmates increased and reached a peak on the Main School floor. There were ongoing conflicts within the housing units between the gangs. Before abolishing the box, the Department of Corrections would put the leaders and main players of the conflict there. This did not solve the problem but pushed the conflict to the streets outside of jail and into the city neighborhoods.

After rising tensions in the city neighborhoods and within the jail, leaders from both gangs faced off during school. The brawl lasted several minutes and seven corrections officers were injured. This resulted in several school staff members grieving their safety to their labor union. The largest blow to educational services was not the emotional and physical injuries of corrections and the instructional staff, but the students that witnessed the melee did not feel safe and started viewing the school as an extension of the jail.

School culture was always a challenge at the school, but for the most part students aspired to excel academically and this was reflected in the efforts of the students. After the brawl, this hope was lost among students and teachers. In response, the Department of Education formed a culture and climate committee to rebuild school morale and create safer operating guidelines. The development of an inclusive school council for student inmates was part of the effort to improve the school culture.

Criteria of student nominations for student council was that students had to have a course grade average of 75% or greater, actively participate in class discussion and activities, and be respectful to peers and teachers. Each housing unit that came to school during the daytime session was asked for volunteers who met these criteria. The students then voted on what volunteer they wanted to represent them. During the first meeting, the students of the council created the structure and rules recognizing that the majority of the student council members were rival gang members. Students decided that everything that happened in the housing unit stayed in the housing unit, and the meetings were a safe space for them to create suggestions and to improve the school. The students agreed that all student representatives would have an equal vote and there would be no president, vice president, or secretary. They decided on this structure because council members wanted to prevent power struggles.

In the beginning of May, the student council collectively created a rubric (as seen in **Appendix A**) for student behavior. The rubric had three sections: behavior, participation, and effort. The section on behavior required students to express themselves to peers and teachers with no profanity or vulgarity, respect the classroom environment (e.g., do not write on desks/walls), and leave gang activity at the door. The participation section required students to answer and ask questions, participate in class discussion, and facilitate peer learning. The effort section required students to complete the class activity, and receive no lower than 80% proficiency on assessments. Students that demonstrated these characteristics highlighted in the rubric for a week were qualified for student of the week. Students of the week received a certificate of recognition signed by the assistant principal. Other proposed ideas included breakfast with the principal for student of the week, pending approval from the Department of Corrections.

Methodology

This case study utilized a mixed methodology. To answer research question one, "Does student government affect the number of behavioral referrals?," researchers conducted a quantitative analysis of behavioral referrals. Referrals from March 2015 were compared to May 2015 using a nonparametric, Chi-Square analysis. All analysis was conducted using IBM Statistical Package for Social Sciences, version 21.

A student government was implemented by late April of 2015. The amount of behavior referrals for each month from the main school site at RNDC were measured. March and May were used as measurable months because they were similar in the amount of school days. However, April was not used as a measurable month, due to spring break and Tactical Search Operations (TSOs), which put the building on lock down and canceled school for the day. Students within the morning session were classified by Department of Corrections as high classification. Department of Corrections defines inmates as high classification based on the amount of infractions that inmates receive. Infractions are given when an inmate gets into a fight with other inmates or is caught extorting, stealing, or with contraband, such as drugs or makeshift weapons.

A behavioral referral is given to students who distract peers from educational services. These distractions include verbal abuse to peers and staff, physically abusive behavior towards staff and peers, engaging in gang activity in the class, writing on the desk or walls, disrupting the lesson, getting out of the seat, unauthorized movement in the classroom, observed theft, and leaving the class in session. Before a teacher writes a student up they give a verbal warning or verbal redirection. Students sleeping, not producing work and/or exhibiting disrespectful behavior get a concerned meeting. A concerned meeting is when the teacher, student counselor, and student meet to discuss classroom performance and what can be done to enhance academic activity.

A verbal behavior is defined as anything that is a verbal distraction to the educational services. Verbal behavior included threats of physical harm towards teachers or peers, and derogatory insults to peers or teachers.

A violent behavior is defined as anything that is a physical distraction to the educational services. Violent behavior included throwing objects at teachers or peers, or physical fights with peers or teachers.

To answer research question two, researchers used qualitative analysis. A phenomenological design was used to answer the second research question, "Does student government increase academic participation among participating classes?" The study was conducted among four teachers who had the students before and after the roll out of student government.

The subject areas of the four teachers include English, Social Studies, Art, and Math, as shown in **Table 1:1**.

Table 1:1, Participants of phenomenological study

Participants	Subject	Years employed in correctional education
1B	Social Studies	8
2G	English	13
3J	Art	17
4R	Math	10

The average years of the employment for the four teachers in correctional education were 10 years. After the interview, all patterns and themes within the interview were identified. These emerging themes and patterns were used to develop the conclusion to research question two.

The structured interview consisted of eight questions. The four sections of the interview were: professional experience with the school, class participation of student before student government, class participation after the roll out of student government, and teacher feedback of the student government. The full interview protocol is provided in **Appendix B**.

Findings

Research Question 1: Does student government affect the number of behavioral referrals?

The average morning student registration for the month of March was 57 students. The average student registration for the month of May was 69 students. The month of March had 30% of the student body engaged in a behavior that led to a referral. Student government was implemented only for the morning educational services. A Chi-Square test was used to determine if the frequency of referrals for the month of May differed significantly from the month of March.

Table 1:2, Frequencies

March	
	Observed N (%)
Not Reported	40 (70%)
Reported	17 (30%)
Total	57

May			
	Observed N (%)	Expected N (%)	Residual
Not Reported	56 (81%)	48.3(70%)	7.7
Reported	13 (19%)	20.7 (30%)	-7.7
Total	69		

As reported in **Table 1.2**, 69 participants were observed at school in May and 56 (81%) participants had no report in school while 13 (19.11%) participants had reports with the school. According to **Table 1.3**, the Chi-Square value is 4.092. This means that the proportion of referrals in May was significantly lower ($p=.043$) than the proportion of referrals in March. This supports the hypothesis that there could be an inverse relationship between participation in student government and misbehavior referrals.

Table 1:3, Test Statistics

Chi-Square	4.092
Df	1
Asymp. Sig.	.043

Research Question 2: Does student government increase academic participation among participating classes?

Before the roll out of student government, Participant 1B, the Social Studies teacher, expressed, "students did not respect staff nor each other and the classroom felt as if it was unsafe for teachers and students." The average grade among the students was 60%.

Participant 2G, who taught English, stated, "before student government students were not engaged or invested in the school programming. They disregarded the school and the rules and kept referring to the school as not real or jail." The average grade among all students during English class was 65%.

Table 2:1, Themes, Patterns, and Discrepancies: Before Student Government		
Theme	Pattern	Discrepancy
Students did not participate in educational programming within the class.	All teachers interviewed responded, by describing the students as not displaying respect for the teacher's work or one another.	
Student grade averages were low.	Prior to student government teachers reported student grades were 60-70%.	

Themes, Patterns, and Discrepancies: After the roll out of student government		
Theme	Pattern	Discrepancy
Some students were willing to participate in the educational services.	All teachers reported that a significant number of students that were not only members of the government but of the class increased academic participation and had more respect for the school staff.	
Average grades of the students increased.	All teachers reported classroom grade averages increased an average of five points to an estimated 75%.	

Teacher Feed Back:

Participant 1B: "Student government gave the students the ability to create a safe space and provide a voice to the students. This allowed student leaders to communicate a shared sense of responsibility among the other students."

Participant 3J: "Student government allowed the students to create their own class rules, which made them feel like they had a voice."

Participant 4R: "Student government provided the students with a sense of community that they were lacking in the hostile setting."

Limitations

This study was limited to one maximum adolescent correctional facility in New York City and one section of educational services for high classification inmates. Additionally, the student population is transient, with the average student registered within educational services for 32 days. Another limitation was that the study examined only males aged 16 to 17 years old.

Conclusion

This mixed methods case study was designed to see what influence student government might have in reducing behavioral write-ups, and school violence within a special high school for students in a correctional facility.

The school had been plagued with gang related violence and behavioral referrals that created a negative culture within the school.

This study set out to explore the possible effect of student government on the amount of behavioral referrals and academic participation in class. Researchers found that there was a significantly lower proportion of behavioral referrals after the institution of student government. All teachers interviewed expressed a significant change in class participation, academic grades, and respect levels of students. Teachers expressed that the success of student government was that it provided a safe space that created a voice for the students to give input on educational programming and influence the school practices.

Findings in this study indicated that the student council in this setting provided students with a feeling of shared ownership of their education and security. By achieving the goal of shared ownership to the school, students shared common understandings that could not be achieved individually. The student council pulled students together into a whole system (Senge, 1990).

In response to having a unified school with shared goals and shared ownership, the culture made a steady shift from the students feeling that they were in a dead end to an opportunity to achieve academic successes. Recommendations for future research on student councils within corrections facilities should include a larger sample of both males and females, and a distinction between verbal or violent behavior referrals.

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Appendix A

From the Student Council:

Students grades in class and behavior is to be based off of this rubric below. In addition please review the items below and select a student or students who demonstrate above average behavior and academics for student of the week. These students will be rewarded with a certificate of recognition.

Student Achievement Rubric:

Behavior 50%	Participation 25%	Effort 25%
<ul style="list-style-type: none"> - Expresses themselves to peers and teachers with no profanity or vulgarity - Respects classroom environment (Does not write on desks/walls.) - Leaves gang activity at the door. 	<ul style="list-style-type: none"> - Answers and ask questions - Participates in class discussions - Facilitates peer learning 	<ul style="list-style-type: none"> - Completes the activity 100% but receives no lower than 80% proficiency.

The student of the week program only applies to AM classrooms 55, 70, 68, 69.

Student Name	Student ID#	Counselor

Appendix B

Student Council Questioner

Professional Experience within the school

1. What subject do you teach?
 2. How long have you taught in this school?
 3. Based on your observation of the student, describe the student class participation levels before student government was implemented in the class.
 4. Prior to the roll out of student government what was the average grade in your class?
 5. Based on your observation of the student, describe the student class participation levels after student government was implemented in the class.
 6. After the roll out of student government what was the average grade in your class?
- Teacher feedback*
7. Describe your feeling of student government.
 8. Do you feel student government has increased student academic participation? Explain.

From the Field: Practical Applications of Research

Teacher and Administrator Qualities that Facilitate Innovation in 21st Century Schools

By Kerri K. Titone, Ed.D.

Abstract

Each year, P21, a network of Battelle for Kids (formerly known as the Partnership for 21st Century Learning) recognizes exemplary programs throughout the country. These schools seek opportunities for students to explore local and global mindedness, deep learning, and authentic partnerships with private businesses and/or universities.

The results of this study enabled the researcher to identify common teaching methods in Exemplar Schools and strategies that administrators implemented in partnership with faculty to cultivate innovative schooling. The working definition of innovation for this study was Innovation: preparing students to work and live successfully in a global world with a mindset in which intelligence and talents are developed over time (Couros, 2015; Zhao, 2012).

This study informs current educational leaders, leadership preparation programs, and teacher preparation programs as to techniques they can adopt to foster innovation in the classroom. A framework and process for implementation of 21st Century skills and innovation were constructed as a result of this study.

Framework for this Study

Schools that implement 21st Century skills have gained recognition as exemplary models, as they prepare students for a globalized world. The network of Battelle for Kids recognizes exemplary programs and schools throughout the United States that implement 21st Century learning skills for every child. In these schools, there is a strong emphasis on science, technology, engineering and mathematical skills as well as innovation, global understanding and collaboration. These schools seek opportunities for local and global mindedness and deep learning, while establishing authentic partnerships with private businesses and/or universities. Quantitative and qualitative research methods were employed to identify the role teachers, school leaders, and administrators played in these innovative frameworks in their schools.

The purpose of this study was to investigate to what extent educational leadership, administration, and school

culture played a role in innovative teaching and frameworks by conducting a mixed methods analysis of Exemplar Schools that have been identified for their implementation of the Partnership for 21st Century Learning- P21 Framework. Through the process of analyzing teacher and administrator practices, the researcher determined how teachers and administrators contributed to the school's innovation.

While there are a variety of 21st Century skills identified by researchers such as George Couros, Linda Darling-Hammond, Tony Wagner, Yong Zhao, and the Partnership for 21st Century Learning- P21, innovation was the skill of focus and evaluation in this study. The working definition for innovation is the effort to prepare students to work and live successfully in a global world with a mindset in which intelligence and talents are developed over time (Couros, 2015; Zhao, 2012). It is imperative that institutions identify their definition of innovation at the onset of any strategic plans, goals, or initiatives, so as to avoid counter-productivity and confusion.

This mixed methods analysis examined the conditions that enabled innovative instruction, such as teacher perceptions, administrative leadership, and the surrounding educational community. The researcher evaluated teachers and leaders as facilitators of a 21st Century education through cross-case analysis. This study sought to identify the roles of teaching and leadership in innovative schools and determine qualities of teachers and administrators that were conducive to innovation in the classroom. The research questions were designed to identify the role teachers, educational leaders, administrators, and school culture played in innovative frameworks in order to provide the educational field with specific tools to incorporate 21st Century skills in the classroom, through leadership. The research questions for this study were:

1. By what process is **innovation facilitated in the classroom** in schools identified by the Partnership for 21st Century Learning- P21 as Exemplar Schools?
2. How does the instruction in the school and activities of students who attend reflect **globalization and depth**

of knowledge, in schools identified by the Partnership for 21st Century Learning- P21 as Exemplar Schools?

3. What are **administrator perceptions and preparedness** of evaluating 21st Century skills in the classroom, namely innovation, in schools identified by the Partnership for 21st Century Learning- P21 as Exemplar Schools?
4. To what extent does **school culture** influence innovation in the classroom in schools identified by the Partnership for 21st Century Learning- P21 as Exemplar Schools?

Data from multiple sources were collected, analyzed, and interpreted through the process of triangulation. In each case, descriptive statistics, content analysis, and coding for themes, patterns, and discrepancies were used to interpret and describe the survey and interview data. The researcher used quantitative and qualitative research methods to conduct a multiple-case study through surveys, interviews, and artifacts. A mixed method research design called upon the researcher to make a personal assessment and multi-dimensional analysis that fit the themes that were the focus of the study.

The conceptual framework identified interdependent teacher and leader attributes that provide the framework of a 21st Century school; these qualities included standards and variety of assessment, globalization and depth of knowledge, inventive thinking and curiosity, relevant and applied curriculum and instruction, professional conversation and communication, and a community of practice. The conceptual framework also identified a changing social, political, and economic climate surrounding teaching frameworks and education as a whole.

Innovation Facilitated in the Classroom

Data analysis of the classroom practice variable in innovative schools revealed patterns of support systems for students and cooperative learning. Innovating teaching practices in Exemplar Schools utilize problem-based learning, which is centered on authentic problems and work-based learning centered on internships in their instructional methods. Time for teachers to collaborate during the school day enhances the innovation in Exemplar Schools, as educators are able to design their instruction to students in a transdisciplinary and collaborative, yet individual approach.

The results of the study showed that regular discussion surrounding innovation and 21st Century skills, among teachers of a variety of disciplines, contributed to a process and presence of innovation in the classroom. Teachers reported that collaborative time was a factor that led to the facilitation and successful implementation of innovation in the classroom. However, administrators believed that teachers had more time for transdisciplinary collaboration and communication throughout the school day than teachers believed they had. It is possible, however, that teachers and administrators have different interpretations of collaboration throughout the school day.

Professional development that was consistent and ongoing was a contributing factor to innovation in the classroom. Opportunities for learning and continuing education were provided by schools and/or districts of P21 Exemplar Schools. Teachers may or may not participate in professional development on innovation and 21st Century skills, however prior initiatives in the Exemplar Schools studied required teacher participation during the school day.

Schools can facilitate and maximize professional development by offering meaningful opportunities for both teachers and students. While students in Exemplar Schools have a voice in the school community, teachers do not always feel the same way. Systems thinking, or the study of system structure and behavior, takes into account the complexity, interdependencies, change, and leverage within the organization and the ability to get maximum results with minimal expense and effort (Senge, P. M., Cambron-McCabe, N., Lucas, T., Smith, B., & Dutton, J. 2012).

Innovative schooling incorporates entrepreneurial learning, that is, an educational approach that aims to prepare children to live successfully, emphasizing the development of each child (Zhao, 2012). Entrepreneurial approaches assume that if a child's potential is developed, she will become valuable in her own way; this values what children would learn, rather than what they should learn. Innovative and entrepreneurial schooling prepare children to take on the responsibility to create jobs in the future (Zhao, 2012).

Globalization and Depth of Knowledge

The variable of globalization and depth of knowledge revealed patterns in student inquiry, teaching methods, and problem-based learning. Surrounding depth of knowledge, teachers in Exemplar Schools reported problem-, product-, or project-based learning in order to advance the depth of knowledge of students. Internships were a means of expanding depth of knowledge and experience for students in one of the Exemplar Schools. Students were required to demonstrate depth of knowledge, cultural sensitivity, and collaboration throughout the learning process through work-based internships, product-based learning, problem-based learning, and/or project-based learning. Teachers needed more training in the teaching and pacing of skills such as self-direction, collaboration, creativity, and innovation (Rotherham & Willingham, 2009).

When there was time for transdisciplinary dialogue and planning, collaborative instruction appeared to thrive. A growth mindset among teachers, including a natural curiosity and interest in best teaching practices, provided for incorporation of globalization and increased student depth of knowledge in P21 Exemplar Schools.

Exemplar Schools in New York State recognized that there was room for their programs to grow in the globalized realm, however their programs demonstrated implementation of regional, domestic, and international partnerships. In one school, students chose to study local

or global issues through problem based learning; students also watched CNN Student News daily at the beginning of the school day. In another Exemplar School, students were exposed to globalization through opportunities and partnerships sought by teachers.

The role of education has changed from industrial to modern training for students. Students in Exemplar Schools exhibit dispositions of globalization and depth of knowledge throughout the school year, in the classroom, and to authentic audiences. There were partnerships between Exemplar Schools and outside organizations that were established and maintained by the educational leaders. Administrator survey replies were indicative of a shift in educational needs. They reported that they supported the initiatives of their schools partly by preserving relationships outside of the schoolhouse. Globalization and depth of knowledge among administrators in Exemplar Schools seemed to be skills that the school community continued to work towards as facets of a larger vision. Administrators seemed to maintain a clear vision with focused steps for its purposeful implementation, yet they reserved time for school based issues and management.

Administrator Perceptions and Preparedness

Administrators in Exemplar Schools maintained their ability to evaluate innovation and 21st Century skills in the classroom through professional development provided by their school district or through partnerships with educational services and outside educational organizations. Educational leaders stated that they were prepared to evaluate innovation in the classroom through professional development and consistent research. Administrators read literature from research journals and sources such as the Partnership for 21st Century Schools, or P21, to seek validation for the teaching practices and professional development that they facilitated in their schools. Educational leaders reported that they worked to achieve what they collectively determined to be the best for children using sound educational policy, research, global understandings, and community support.

By way of strategic planning and reflective practices, educational leaders in P21 Exemplar Schools were able to implement a vision that was innovative and supportive of teachers and students. Administrators in Exemplar Schools expressed their ability to evaluate innovation and 21st Century skills in the classroom as a result of meaningful conversations and partnerships amongst all stakeholders tied to their institutions. Continuity and ongoing dialogues in the field, with working practitioners and professionals, higher education institutions, fellow administrators, teachers, students, and community members enabled administrators to maintain a holistic perception of educational needs and appropriate outcomes for their school. Networking and partnerships with higher education institutions, local/regional agencies and businesses ensured that administrators maintained an ongoing dialogue with field practitioners and authentic audiences that

helped to ensure that the curricula in their schools reflected current college and career demands.

School Culture

Patterns of partnerships and authentic audiences, a vision for student needs that was ever-changing and reflective of college and career based needs, and collaboration emerged as methods by which Exemplar Schools maintained innovation in the schooling that they provided. Teaching methods that incorporated problem-based learning reflected future-based competencies that our students are required to exhibit such as communication, collaboration, inquiry, analysis, and application of skills.

School culture that provided for an innovative climate was nurtured through communication, authentic audiences, and a vision that was driven by student needs. Educational leaders worked to maintain the professional development, innovation discussions, and an overall collaborative climate in their schools.

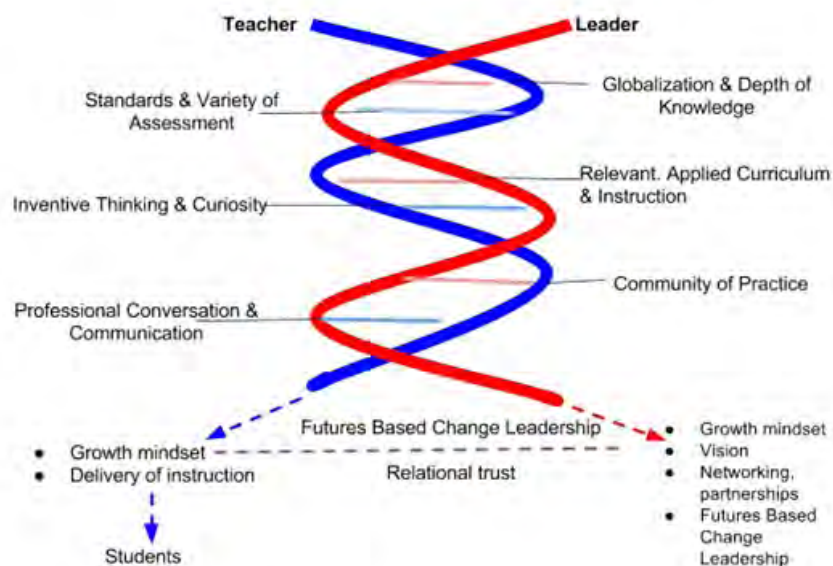
When administrators provided time for teachers to facilitate their professional growth and collaboration, the relationship among educators of all levels was strengthened. Relational trust assisted the process and increased risk taking in the classroom. Nurturing a culture of achievement occurred through meaningful dialogues, attention to teachers and students, support of initiatives and celebration of performance. Continuity in leadership, relational trust, networking and communication, common planning time, and challenging teaching approaches provided for an innovative school culture in Exemplar Schools.

This **Innovative Schools Framework** can be used as an action plan for the implementation of innovative schooling. In the beginning stages, it is essential for teachers and educational leaders to recognize the interconnected components that serve as the structure to support innovations.

In schools for the 21st Century, a growth mindset is the primary quality of teachers and administrators that facilitates innovation. Educators of all levels and experience must be open minded to the implementation of an action plan centered around a growth mindset. Teachers and administrators are asked to work together in the continuous exploration of modern and best teaching practices, to reflect on the progress and educational outcomes for students, and to be willing to take risks in the classroom.

The results of this study enabled the researcher to identify common teaching methods in Exemplar Schools. High standards and a variety of assessments were present in the schools studied. Through the usage of rubrics and checkpoints, teachers ensured that expectations and progress were clearly identified for students in Exemplar Schools. Through focused, strategic planning and instruction, children were able to collaborate and analyze, to problem solve, and to overcome challenges at the local and

Social/Political/Economic Climate



Innovative Schools Framework (Titone, 2017)

global level. Even further, when administrators granted teachers the time to collaborate throughout the school day, their instruction became transdisciplinary. By facilitating time for common planning, teachers were able to co-develop meaningful instruction on a deeper level for students.

As one of the interviewed teachers stated, innovative schooling takes place "every day, in every way." When educators of all levels, disciplines, and experience are able and willing to collaborate towards a vision of globally relevant and challenging educational innovations, a culture of innovation can flourish. As a growth mindset for success among individual students takes hold, students will be encouraged and empowered to think differently through their approaches and find their passions sooner, thereby furthering an entrepreneurial-oriented future for themselves and their country. Although growth and success for individual students will vary, our prosperity will be measured as a whole, on a global level. Schools that maintain a culture in which innovation thrives will prepare their students for success.

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Book Review:

The Fifth Risk

- by Michael Lewis

- Reviewed by Patrick O'Shea

"Fifth risk: the risk a society runs when it falls into the habit of responding to long-term risks with short-term solutions." Author Michael Lewis explores this central concept in his new book "The Fifth Risk". Project management, or the lack thereof, within the federal government presents a huge danger to the country. By focusing primarily on three government agencies; the department of energy, the department of agriculture, and the department of commerce he reveals the implications of what a lack of oversight within these organizations would bring about for the United States. Michael Lewis covers the transition between the outgoing Obama administration and the incoming Trump administration by interviewing key players during the transition and by taking the reader on a deep dive into each organization. He expertly lays out the functions of each division and the challenges that are inherent in managing such complex departments. After reading the book, the reader is acutely aware of the challenges that face the country and should have acquired a much deeper understanding of what services the federal government actually provides.

Michael Lewis demonstrates that the department of energy is arguably the least understood but most important government agency at the federal level. He pierces through the veil of mystery and confusion that surrounds the department and lays out its responsibilities. From safeguarding the entirety of the United States' nuclear arsenal, to the training of all the atomic inspectors around the world, to managing the clean-up of nuclear waste sites; the people in this organization have considerable duties. By covering the different risks associated with failing to manage the various projects the department oversees the reader is left with a feeling of unease.

The author takes a similar approach for both the department of agriculture and the department of commerce. The reader is led on a journey through the inner workings of the USDA where one learns about the billions of dollars of loans that are handed out each year to farmers and the importance of the meat inspections that occur all over the country. The department of commerce is also thoroughly explored, once again elucidating for the reader the true nature of the organization, the massive amounts of data that it handles along with the operations of the national weather service. These deep dives produce much the same feelings of unease that the investigation into the department of energy yield. The potential problems stemming from mismanagement are rife with peril.

Obviously these sorts of critiques can lend themselves to devolve into partisan politics. But, aside from the political ramifications there are potentially more important conclusions for students in a high school class to draw. It is safe to say that a vast majority of Americans are largely unaware of what their government does on a day to day basis. Yet, most Americans' views towards the government range from ambivalence to distrust. This lack of understanding of the government occurs in part because the Federal government is incredibly large and complex. It is viewed as bloated and ineffective. Though there is some truth to this, it is also a somewhat unfair critique. Thousands of workers attempting to help run a trillion dollar economy that never ceases require a large apparatus that cannot be understood with simplistic descriptions.

For most students graduating from high school in the United States their knowledge of the totality of the government is lacking. It is a cursory understanding that usually involves the three branches of government, the separation of powers, and the concept of checks and balances. It is a simplistic narrative that doesn't actually reflect the complex reality of Washington today. This book would help students understand that maintaining a simple "good or bad" view of the government is insufficient and a more nuanced view is required.

By exploring just these three departments students will begin to see the big picture when it comes to what services the government provides and how difficult it is to manage them all. This would just be a starting point though, as teachers would then be able to use the book to guide projects and assignments. Students could be tasked with following up on the programs and organizations mentioned in the book. They would be able to research specific points about the potential mismanagement of nuclear waste disposal or the potential privatization of the national weather service. By conducting these tasks they will discover even more about the institutions mentioned in the book and uncover whether the risks were as profound as they may have seen at the onset.

Teachers would not be limited by the content of the book either. By focusing on the spirit of the book and the investigative nature of it, they could assign students in small groups to begin their research into other parts of the federal government. Potential questions like, "What is the fifth risk for the department of education?" or "What functions of

the department of interior do you think are most at risk of mismanagement?". Students would then be forced to conduct their own deep dives into other parts of the government, thus helping them form a better picture of the society they inhabit. By having the groups present to each other, the entire class could have a solid understanding of the importance of the government and a deeper, research based assessment of its role.

For many years the government has been derided by the private sector. Government is viewed as being incapable and inefficient. The actions of the bureaucrats within the federal government go largely unnoticed

and unappreciated. The desire to serve in the government is viewed through a skeptical lens, and service before self is often eschewed for individual accomplishment. Rarely are the actual details of the inner workings of the government discussed in a thorough and thoughtful manner. By using "The Fifth Risk" to help educate students on these details, a serious effort can be made to help create the alert and knowledgeable citizenry our republic so desperately needs.

Reviewed by Patrick O'Shea, Former US Marine Infantry Officer

Book Review

Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom

- by Rick Wormeli

- Reviewed by Salamah Adjoua-Mullen

Rick Wormeli, one of the first National Board-Certified teachers in the United States has written a comprehensive book on the importance of assessments and grading in the classroom. One will be pleasantly surprised to find a text that challenges an educator's thinking as well as provides suggestions on how to hone assessment skills which can be implemented right away. Wormeli's presentation is clear and logical using familiar examples to back up his claim of why assessments and grading should be done differently. This ease and relatability are most likely due to Wormeli's career as a veteran teacher with 39 years of experience in the classroom.

The book's overall theme comes in two parts. The first theme is that assessments should be used to enhance learning instead of just a simple record of what a student has and has not achieved. Wormeli takes this further by initially asking teachers to explore their morals and principals surrounding assessments and grading. Once one's ethics are determined, one can then proceed with making sure assessments are used to promote learning. For example, one tenet states that grades are communication, not compensation while another tenet articulates that recovering in full from a failure teaches more than being labeled for failure. The second theme that emerges focuses on the idea that current grading practices harm students. Grades are used to sort and punish students, not motivate students. Some examples given are when points are taken off for forgetting a book, turning in assignments late or not attending classes.

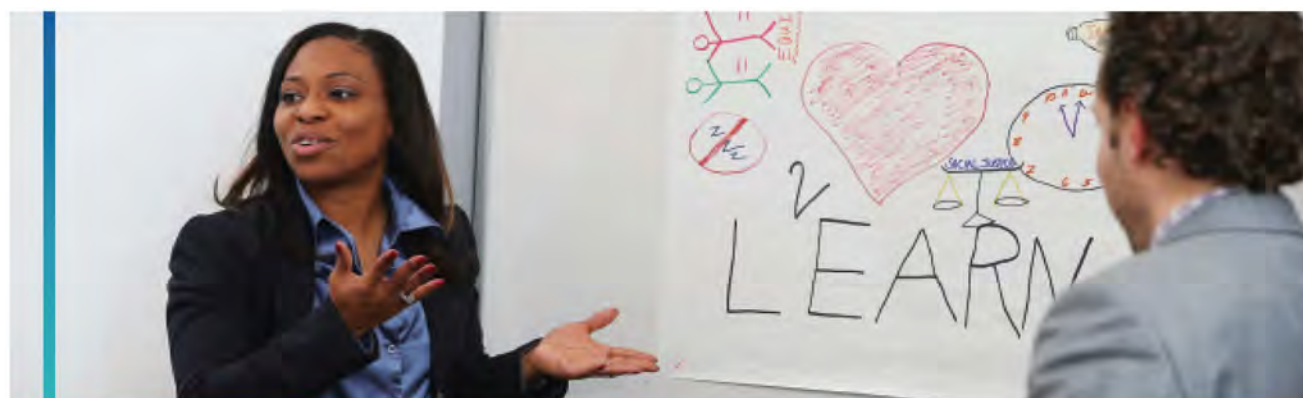
These examples have little to do with the actual assessment of whether a student learned what the teacher intended the student to learn. Wormeli not only offers multiple reasons for why changes need to be made concerning grading and assessments but also provides arguments against historical practices.

This is a highly recommended read for educators because there is considerable information within this book to question one's own knowledge and further one's professional development as a teacher. Some of the information presented in this text can be deemed questionable by some because the author is asking for an educator's mindset to change about assessments and especially grading. Still, Wormeli provides a convincing argument that improving upon assessments and grading systems can aid all students. Educators who keep an open mind will gain a new perspective and confidently go forth and create opportunities for students to flourish.

Reference:

Wormeli, R. (2018). Fair isn't always equal: Assessment and grading in the differentiated classroom (2nd edition). Portland, ME: Stenhouse.

Reviewed by Salamah Adjoua-Mullen, School Librarian, NBCT, Uniondale UFSD; Ed.D. student, Gardiner Fellow, Molloy College.



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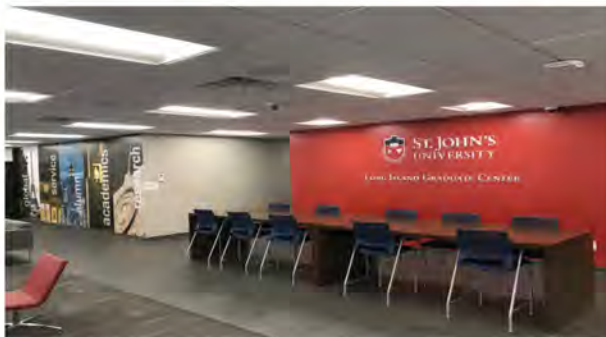


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