

AN EVALUATION OF A JOB EMBEDDED PROFESSIONAL DEVELOPMENT
PROGRAM AT LINCOLN ACADEMY

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ABSTRACT

The purpose of this thesis was to evaluate a job embedded professional development program at a PK-8 school in southeastern North Carolina. The model was based on definitions and standards built by such experts as No Child Left Behind, the ILLS, and the National Council of Staff Development. These standards were employed to analyze the program's success as well. The program was planned to be job embedded and of a seven month duration. Its focus was clarified by a needs assessment given to stakeholders with administrative support. The school employed consultants from the University of North Carolina, who partnered with the school in program direction. Evaluation was the result of both formative and summative analysis of data gathered through interviews, surveys and student assessment during the seven month period. Analysis of data illustrated that professional development that is job embedded, sustained in nature, employs input from stakeholders and is facilitated by community partnerships, can be a catalyst for school change in both students and teachers. It is recommended that professional development defined and built in such a way be used by curriculum and instructional specialists as a vehicle of delivery for institutional growth and development.

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DEDICATION

These efforts are dedicated to my four most precious children, and all my children of the classroom, who so often reminded me in words and deeds, that the same power that raised Jesus from the dead, lives in me. On that basis, these pages have been completed.

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Chapter 1: Introduction

Background

In 1983, we were told by the National Commission on Excellence in Education (NCEE), that we were “a nation at risk”. That same study proclaimed that America’s educational system was “being eroded by a rising tide of mediocrity”. They warned that those failing to receive a high level of education were in danger of being “disenfranchised” not only from the monetary rewards gained through “competence” but from the ability to “participate fully” in our national life. In other words, an educated population is necessary for a democracy to thrive (p. 7).

The repackaging of Eisenhower’s Title II into No Child Left Behind (NCLB) in 2002 made it clear that the time had come for change. With greater focus on accountability, and the use of scientifically based programs with assessable goals taught by highly qualified teachers, the gauntlet was thrown down and a timeline was in place for student proficiency to be achieved in twelve years. Educational standards have been drafted with both student and teacher achievement in mind (U.S. Department of Education, 2001).

Application to High Quality Professional Development

Highly qualified teachers are in need of ongoing high quality staff development. Believing that teachers are key to the forward motion of education, NCLB has required that teachers be highly qualified and capable of implementing new programs (United States Department of Education, 2002). This directive raised the question as to how to train teachers to successfully implement these programs. Sparks and Hirsh (2000) noted that in spite of the high calling of NCLB with reforms that include more challenging classes, charter and voucher schools, lower class size, and the concept of schools within schools, that the classroom has often

remained unchanged. They contend that the problem resides with the fact that in spite of reformed programming, teachers are still teaching in the same way they did in the past. Even with huge efforts to strengthen curriculum that was taught in relation to aligned standards, change is not taking place because of the failure to change at the grassroots level, the teacher in the classroom (Sparks & Hirsh).

The National Center for Education Statistics (NCES) in 1998, found that only 56% of teachers surveyed acknowledged that they were using strategies that met educational standards (as cited in Sparks & Hirsh, 2000). A second study of videotaped eighth grade mathematics teachers conducted as part of the Third International Mathematics and Science Study, showed that most teachers who stated that they used reform methods were actually still teaching with traditional practices (Stigler, Gonzales, Kawanaka, Knoll & Serrano, as cited in Sparks & Hirsh, 2000).

Staff Development and the Change Process

The National Staff Development Council (NSDC) in 1994 in conjunction with educational organizations across the country developed twenty-seven standards to be used to guide and aid in the assessment of professional development (Hirsh, 2001). In 2001, those standards were refined to twelve (see Appendix A). At the same time, *No Child Left Behind (NCLB)*, outlined in Title II, Part A, its directives to schools for the application of funds to increase “student achievement by elevating teacher and principal quality ... through the use of scientifically based professional development” (U.S. Department of Education(USDOE), 2002, p.2). NCLB goes on in Title IX, Part A, Section 9101 (34) to specify activities raising the quality of staff development through high quality programs aligned with academic content and achievement (USDOE, 2002). Table 1 shows the relationship between NCLB’s standards and

Table 1

RELATIONSHIP BETWEEN NCLB AND NSDC STANDARDS	
No Child Left Behind definition for professional development	National Staff Development Standards
(i) Increase teachers' knowledge... enable highly qualified teachers	Quality Teaching: Deepen educators' content knowledge, research based strategies
(ii) Part of school wide, district improvement	Learning Communities: Organizes adults into learning communities
(iii) Equip teachers, principal, and administrators with knowledge and skills to meet challenges	Quality Teaching: Deepens educators' content knowledge, research based strategies
(iv) Improve classroom management skills	Equity: Prepares teachers to understand and appreciate all students
(v)(I) High quality, sustained, intensive, classroom-focused	Design: Use of strategies to intended goals Learning: Uses knowledge about human learning and change
(v) (II) Not one-day short-term workshops	Design: Uses learning strategies for intended goal. Extension of summer workshops
(vi) Support recruiting and hiring	Not usually viewed as professional development
(vii) Advance teacher strategy that are (I) scientifically based	Quality Teaching: Deepen teachers' content, research based
(II) Strategies for improving student and/or teacher knowledge and skills	Quality Teaching: Deepens educators content knowledge, research based strategies to meet student academic rigors
(viii) Aligned and related to: (I) State and student academic content standards and assessments	Quality Teaching: Deepens content knowledge, research based strategies to meet student academic rigors
(ix) Developed with teacher, principal, parent, and administrators	Family Involvement: Provides educators with knowledge and skills to involve all stakeholders
(x) Designed to give teachers of limited English proficiency children skills needed	Equity: High expectation for all students Quality Teaching: Deepens educators' content
(xi) Provide training for principals and teachers in technology for effective use in academic support	Quality Teaching: Deepens educators' content knowledge Design standard also makes reference to technology
(xii) Regularly evaluated for impact on teachers and students	Evaluation: Uses multiple sources as a guide for improvement Data-Driven: Uses student data to determine priorities, monitor progress
(xiii) Provided methods for teaching children with special needs	Equity: Prepares teachers to understand all students Quality Teaching: Deepens educators content knowledge
(xiv) Instruction in the use of data and assessment in classroom practice	Quality Teaching: Deepens educators' content knowledge, research based
(xv) Includes instruction to assist school staff to work more effectively with parents	Family Involvement: Provides educators with knowledge and skills to involve families and other stakeholders

Table 1. NSDC Professional Development Crosswalk

SOURCE: Hirsh, S. (2006). NSDC standards provide a richer definition of professional development than does NCLB. *Journal of Staff Development*, 27. Retrieved August 10, 2007, from <http://www.nsd.org/library/publication/jsd/hirsh273.pdf>

those of the NSDC. North Carolina along with many other state agencies has also pulled staff development standards from this research (Public School of North Carolina State Board of Education, 2006).

Standard 2 of the Interstate School Leaders Licensure Consortium for School Leaders (ISLLC) also echoes these standards in their directive to school leaders stating that:

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (Council of Chief State School Officers, 1996, p.12)

For staff development to be effective, teachers must be given tools, support, and sufficient training (Sparks and Hirsh, 2000). The researchers insist this training must include principals and administrators as well as teachers. The inclusion of administration and their willingness to embrace a change theory that will lead to success is of equal importance.

Purpose of the Study - The Need for Change

Shirley Hord (2001) notes that since the goal of most staff development is to stimulate change in knowledge, understanding, behavior, and skills, the change process and staff development are an invaluable partnership.

No Child Left Behind defined staff development in terms of eighteen activities (Hord, 2001). The concern therefore arises in the necessity of understanding the importance of wedding the activities that create staff development with the process of change. The school environment must be transformed into a community conducive to learning among those who teach as well as those who are taught (Hord).

Staff development is all about change. It is the kind of change that moves in the direction of stronger learning environments inhabited by teachers willing to take risks and assess progress collaboratively. Historically, American teachers have closed their doors and practiced their craft in isolation (Pellicer & Anderson, 1995). This system stifled the introduction of growth to teachers of all ages. When the door did open it often meant evaluation rather than assessment aimed at opportunities for growth and development (Pellicer & Anderson).

The researcher seeking a vehicle to create change and growth in the school's learning community turned towards the development of a model for professional development that could be used to implement any staff development topic with minor adjustments. The researcher developed a pilot study during the 2006–2007 school year in a PK–8th grade center of 420 students. The pilot's focus was on building lesson plans with moral and ethical integration. The school will be known by the fictitious name Lincoln Academy.

During the 2007-2008 school year, a second study was undertaken at the Lincoln. This study utilized the same model while aiming at reading and writing across curriculum. The study focused on change in student achievement as well as the teacher's view of their learning community. The researcher will seek to prove that strong schools must promote an educational environment conducive to collaborative learning by faculty through professional development that is high in quality and sustained in nature.

Summary

This study sought to create a model for professional staff development that is of high quality, sustained in nature, and capable of being assessed for growth. Chapter One discussed the nature of the problem of building high quality staff development, the need for such programs to be sustained in nature, and the goal of the researcher to develop a model that will be a catalyst for

change. Chapter Two will focus on a review of literature relevant to the topic of staff development. Attention will center on the components necessary to construct strong development. Chapter Three will focus on methodology and procedures, the pilot study of 2006-2007 and the current study of 2007-2008. Chapter Four will examine the findings of the study and results. Chapter Five will summarize evaluations, conclusions, and recommendations.

Chapter 2: Review of Literature

Introduction

Chapter One introduced the challenge by *No Child Left Behind* (NCLB), that all students should be taught by highly qualified teachers. The implication of that mandate and its directive is that schools must institute professional staff development programs that build communities of learning conducive to growth. The stated purpose of the researcher is to evaluate a pilot program used by Lincoln Academy to build a professional development model. The purpose of this chapter is to present a literature review that discusses current and relevant materials surrounding this educational concern.

Key elements necessary to build strong professional development models will be reviewed. These elements include the context, process and content standards set forth by the National Staff Development Council (NSDC) and others. Also included will be the historical and theoretical significance of professional development, and the particular importance of two major factors in professional development: Change Theory and Adult Learning Needs.

This chapter will also familiarize the reader with existing studies and their implications in the implementation and evaluation of professional development. Finally, this review will examine the hypothesis set forth in this study and its merits in relation to building successful professional development.

Definition, Description and the Necessity of High Quality Professional Development

Professional development has been called many things: staff development, professional development, in-service, and work days (as if all other days are not?). Dennis Sparks and Susan Loucks-Horsely (1989) defined professional development as processes that develop professional knowledge and skills, as well as the attitudes of school employees. Leonard Pellicer (1995)

reminded us that “no teacher springs full-blown from the head of Zeus as a professional teacher” (p. 139). The stated goal of professional development has always been to impact teachers’ beliefs, attitudes, and instructional practices in order to increase student learning (Pellicer). Unfortunately, cost and efficiency have usually taken a higher priority, illustrating a limited commitment (Pellicer).

NCLB has mandated high standards. In order to meet those standards, teachers must be highly qualified and effective. Thus, professional development has become a major component in systemic reform (Garet, 2001). Thomas Corcoran (1995) made it clear that gone were the days of “laissez-faire” professional development (p. 144). Teachers must know their content thoroughly, be capable of communicating that knowledge effectively, and able to develop higher level thinking and problem solving skills with their students (Garet, 2001). Teachers who have been taught from a model that emphasized memorization of facts without an in-depth understanding of subject content simply are not prepared sufficiently to teach based on high standards (Garet).

The Evolution of Professional Development

Ralph Tyler (1971) traced the evolution of staff development back 120 years as America sought the establishment of universal education. Tyler tells us of his grandfather’s years in the mid 1800’s as a principal in Indiana. High points in professional development in those days were three day institutes employed to instruct the untrained teacher in what might be needed for classroom success (Tyler).

Historically in-service became viewed as something “that was done to teachers, not with teachers, or by teachers or for teachers” (Pellicer, 1995, p.140). For the sake of cost effectiveness

and efficiency, in-service programs were often planned with low teacher involvement and minimum energies directed towards assessment of teacher needs (Pellicer).

In 1990, Seymour Sarason in *The Predictable Failure of Educational Reform*, prophetically noted that schools must be places of learning for teachers as well as students. Failure to create such an environment for both would precipitate failure in both (as cited by Smylie in Guskey & Huberman, 1995). *A Nation at Risk* hurtled these concerns to the forefront of public opinion. Organizations such as the National Staff Development Council (NSDC) and major legislative pronouncements such as No Child Left Behind (NCLB) have followed.

Professional Standards

The development of standards for staff development has been crucial in enabling schools to design and assess effective staff development. The National Staff Development Council (NSDC) recognized the need, conducted research and developed the National Staff Development Standards (NSDS) in 1995 (NSDC, 2006). In 2005 these standards were revised to the twelve that are in use today (NSDC). NSDS will be used throughout this paper as a framework for the study. Because of their importance, each standard is first listed and then briefly discussed below, merging information from the NSDC and other researchers in the field (see Appendix A for more complete listing).

The NSDC's standards are organized in relation to context, process, and content characteristics:

Context Characteristics

- Learning Communities
- Leadership
- Resources

Process Characteristics

- Data Driven
- Evaluation
- Research Based
- Design
- Change
- Collaboration

Content Characteristics

- Equity
- Quality Teaching
- Family Involvement

(NSDC, 2001)

Context Characteristics

Thomas Guskey (1997) defined context characteristics as the “who, when, where, and why” of professional development. These characteristics involve the organization, system and culture where the staff development will take place and be implemented (Guskey). Even though professional educators have a central knowledge and skill base, Guskey suggests that staff development succeeds if it can implement and capitalize on the variability of the staff development’s context (Guskey).

Context characteristics focus on the development of the learning community within the school, the educational leadership available through the faculty, particularly the principal, and the recognition and belief that investment in teacher growth directly impacts the growth of the student. The efficiency of all three factors depends greatly on successful change (Guskey, 1997).

Learning communities.

The one shot staff development workshops of old must be replaced with a more powerful framework that embraces teams of teachers meeting both individually and collectively on a regular basis (Corcoran, 1995). The commitment should focus on continual improvement and growth (NSDC, 2001). These groups should meet prior to specialized speakers discussing a particular improvement topic and continue meeting, after lead speakers have set a focus and direction (NSDC, 2001).

Research indicates that creating a strong workplace culture is a priority. Dan Lorite asserted in *Schoolteacher* that administrators must combat the tendency of teachers to close their classroom door to one another. Lortie also warned leaders to guard against teachers dwelling in what he called “presentism”, or the focus on the present rather than looking ahead to the future and its implications (Joyce & Showers, 1988).

Leadership.

High quality teaching necessitates strong leadership in the community, the district, and the school, as well as within the classroom (NSDC, 2002). Leadership on all levels needs to be adept at creating successful change. Strong leadership creates an infrastructure that is conducive to continued improvement (NSDC, 2002).

Corcoran and Goertz (1995) go so far as to boldly state that the instructional capacity of a school is the result of its intellectual ability, knowledge, and skills of the faculty; its resources and organization. The NSDC endorses this idea by stating that it is the leadership of the school that builds and strengthens capacity through balancing pressure and support of his school. The goals of the school should be met as a result of leadership building leaders within their staff that can and will meet the needs of all stakeholders (NSDC, 2001).

Resources.

NSDC suggests that in the past professional development has been seen by some as a possible investment for future benefit, while by others, it has been viewed as a hole that decreases the system's ability to finance other needs (NSDC, 2001). Strong leadership is necessary to make certain that funds are equitably distributed to meet prioritized needs. Funds might be used to employ specialists or trainers or provide mentor stipends or excused leave time for off campus training or observations (NSDC, 2002).

The Change Process

Michael Fullan (2001) called change a "double edged sword." On one side is found "fear, anxiety, loss, danger, and panic; on the other, exhilaration, risk-taking, excitement, improvements, energizing" (p.1). Educational reform cannot occur without change. Whether the focus is on strong leadership, the building of learning communities or the distribution of resources, successful implementation of professional development necessitates a clear understanding by administrative leaders of the processes involved in change (Fullan).

Early professional development directed at change in the classroom derived from in service programs based on the transference of specific skills. The high demands for growth and accountability fueled by state and federal mandates, are altering professional development models. Today, teachers often feel that they are called upon to recreate educational practices in the midst of daily instruction (Mier, 1992). This depth of reform requires professional development that creates opportunities to learn through investigation, experimentation, consultation, and evaluation (Little, 1993). Research indicates that the practice of newly acquired skills and knowledge should be sustained over a significant part of the school year. The teacher

should have access to a school culture that will encourage the growth of the “teacher as an intellectual rather than a technician” (Giroux, 1988 as cited by Little, 1993, p.2).

Two studies cited by Ravay Snow-Renner and Patricia A. Lauer (2005) in a professional development analysis assimilated in showed the significance in duration of development programs. The first, a study by Merck Institute for Science Education (MISE) found that science teachers with more than 80 hours of professional development were more likely to use learned skills than those with less. A second study using information from the National Science Foundation’s Local Systemic Change (LSC) found that again it took 80 hours of professional development before using inquiry-based skills more than teachers with less hours and 160 hours before major change in classroom practice occurred (Snow-Renner & Lauer, 2005).

Strong professional development therefore can become a catalyst for change. Michael Fullan has worked with the implementation of effective change and its complex nature since the 1980’s (Sparks, 1994). Dennis Sparks called such change a paradigm shift (Sparks, 1994). Pascale in 1990 described productive educational change as roaming somewhere between control and chaos while Senge defined it as dynamic and complex (as cited Fullan, 1993).

In considering the mind set of change, Fullan (1993) proposed eight principles that should be understood when entering serious educational reform.

- You cannot mandate what matters. The more complete the change the less you can force it.
- Change is a journey, not a blueprint. Change is non-linear, loaded with uncertainty and excitement and sometimes perverse.
- Problems are our friends. Problems are inevitable and you cannot learn without them.

- Vision and strategic planning come later. Premature visions and planning blind.
- Individualism and collectivism must have equal power. There are no one-sided solutions to isolation and “group-think”.
- Neither centralization nor decentralization works. Both top-down and bottom-up strategies are necessary.
- Connection with the wider environment is critical for success. The best organizations learn externally as well as internally.
- Every person is a change agent. Change is too important to leave to the experts. Personal mind set and mastery is the ultimate protection.

(Fullan, 1993, p. 21)

Mintzberg (1998) suggested that “the best way to manage change is to allow for it to happen” (p. 324). Fullan (2001) reiterated that the change leader must develop an action plan and community of thought that is entrenched with a deep understanding that:

- The goal is not to innovate the most.
- It is not enough to have the best ideas.
- Appreciate the implementation dip.
- Redefine resistance.
- Reculturing is the name of the game.
- Never a checklist, always complexity.

(Fullan, 2001 p. 34)

Process Characteristics

Process characteristics are the “how” of staff development (Guskey, 2000). Process involves the type and form of staff development (Sparks & Loucks-Horsley, 1989), as well as the

way those activities are planned, organized, carried out and completed (Guskey, 2000). Process characteristics also include activities such as training, coaching, action research and focus study groups (Joyce & Showers, 1995; Loucks-Horsley et al, 1987; Louis & Miles, 1990). Other characteristics include focus that is data driven, ongoing evaluation, design which is based on strong research, and an understanding of the change process and strategies to facilitate collaboration (NSDC, 2002).

Data driven.

Data driven professional development embraces Steven Covey's second habit in *The Seven Habits of Highly Effective People*, "begin with the end in mind" (as cited in Guskey, 2000). While focusing on what the end product will look like, administrators should move backwards seeking the ingredients that will lead to the goal (NSDC, 2002). Assessing available data will greatly aid in that effort. NSDC suggests that data should be used in three major ways: to develop content focus, the design and evaluation of the eventual program and as a basis for teachers to assess themselves and sustained growth (NSDC).

The content focus for professional development is largely drawn from assessments such as standardized tests, student work samples, and portfolios. Data also comes from disaggregating data such as gender, socioeconomic status, language and race (NSDC, 2002). A second use arises because of the need to assess progress through both formative and summative measures. Educational leaders must decide at the beginning of the program what learning should take place, which factors will be evidence of success and which indicators will substantiate impact (NSDC).

Evaluation.

Evaluation should be based on multiple sources of information intent on guiding both improvement and impact (NSDC, 2001).

Staff development has historically come in many shapes and sizes. The quality of programs can vary greatly from district to district, teacher to teacher. Well designed evaluation can assist in stabilizing these programs by improving the quality of programs and assessing the impact of staff development through outcomes (NSDC, 2001).

Evaluation should begin at the inception of the staff development and should continue throughout the program's duration (Guskey & Sparks, 1996). Focus should center on clear outcomes, the adult learning process to be utilized and evidence employed to guide decision making (NSDC, 2001).

Traditionally, evaluation of staff development has stopped with the immediate reactions of teachers to seminars and workshops. Thomas Guskey (2000) argued that professional development evaluation should focus on five different levels (see Table 2). The first level looks at the participant's immediate reaction, usually through a questionnaire examining the teacher's perspective of the meaningfulness and validity of time spent. The second level looks at acquisition of learning in terms of knowledge, skills, and attitudes. These can be measured through simulations, reflections, portfolios or other such means. After an appropriate passage of time, Guskey suggests that a third measure should be taken to analyze organizational support aimed at sustaining development objectives. A fourth level of evaluation should be directed at the participant's actual use of the new knowledge and skills. This can be measured through indirect means such as reflection or interview, but is best assessed through direct observation of practiced skills over a period of time. The final level of evaluation measures student learning outcomes. The evaluator must determine if the student actually improved as a result of the professional development (Guskey, 2000).

Table 2 Five Levels of Professional Development Thomas Guskey

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
Participants' Reaction	Did they like it? Was their time well-spent? Did the material make sense? Was the leader knowledgeable?	Questionnaires or surveys administered at the end of the session.	Initial satisfaction with the experience.	To improve program design and delivery.
Participants' Learning	Did participants acquire the intended knowledge and skills?	Paper and pencil instruments. Stimulations Reflections Portfolios	New knowledge and skills of participants	To improve program content, format, and organization.
Organizational Support and Change	Were sufficient resources available? Were problems addressed quickly? Was implementation supported? What was the impact on the organization?	Minutes from meeting. Questionnaires Interviews Participant portfolios.	Organization support, accommodation, and facilitation.	To document and improve organization support. To inform future change efforts.
Participants' Use of New Knowledge and Skills	Did participants effectively apply new knowledge and skills?	Questionnaires Interviews Reflections Portfolios Observation	Degree and quality of implementation	To document and improve the implementation of program content
Student Learning Outcomes	What was the impact on students? Did it effect performance or achievement? Are students more confident as a result?	Student records School records Questionnaires Structured interviews Portfolios	Student learning outcomes Performance and achievement Attitudes Skills and behaviors	To focus and improve program design and implementation To demonstrate the overall impact of the professional development

Source: Adapted from *Evaluating Professional Development* by Thomas R. Guskey (Corwin Press, 2000)

Research based.

The NSDC, as well as NCLB, and other experts across the nation, state that staff development must be based on sound research, allowing educators to take that information and employ it to make decisions (NSDC, 2002).

Staff development has often been driven by the “fad dujour” or the charisma of the speaker (NSDC, 2002, p. 1). Teachers and administrators must commit to seek out high quality research-based materials that have been tested on students with similar demographics as their own. It is also important that administrators pilot programs to ascertain effectiveness and feasibility before extending those programs to large numbers of students at a high cost (NSDC).

Design.

Staff development should be designed to improve the learning of all students by using strategies to meet goals (NSDC, 2001).

Administrators and planners of staff development must understand the components of successful adult learning strategies (Pellicer, 1995). It is necessary to expand the concept of staff development past the workshop and towards layers of learning opportunities revolving around a central concern or program initiative. Such learning opportunities might include collaborative lesson planning, assessment of student work, curriculum design, action work, study groups and professional development (NSDC, 2001).

Staff development should be built with an understanding of the intended outcomes as well as knowledge of the participant’s skill level and experience. The strongest forms of design are the result of multiple approaches. For example, a seminar might be followed by a book study in small groups, thus extending the seminar topic. Such groups might examine student work that is a byproduct of the knowledge transferred in the staff development. Technology should be

included as a way to create further study opportunities through research and networking (NSDC, 2001).

Learning and change.

Professional development that improves student learning must incorporate knowledge about adult learning and change (NSDC, 2001).

Built on the ideas of Piaget and Erikson, Malcolm Knowles's ideas on adult education are still used by educational reformers today (Lieberman, 2007). Adult learners have more life experiences to assist in the acquisition of new knowledge. Knowles pointed out that adults are self-directed, possess life experiences, are goal oriented, need relevancy, are more practical and need respect (Lieberman, 2007). Pellicer (1995) also recognized that the development needs of adult learners are distinctive. He pointed out that all too often staff developers have treated teachers as children with their instructional methods (Pellicer & Anderson). He noted that traditional pedagogy is basically teacher-centered. The instructor decides what will be learned, how it will be learned, when it will be learned and how it should be measured. This is not, however the most effective way to teach adult learners (Pellicer & Anderson).

Pellicer (1995) also concurred with Knowles that adults need to be self-directed, involved with the task at hand, and take an active role in the decision making process. Adult motivation tends to be intrinsically oriented. Instruction should be highly applicable to the teachers' needs (Pellicer & Anderson).

Many other researchers have discussed the importance of understanding the various stages of career growth in teachers taking part in staff development. Berliner (1994) categorized the stages as novice, advanced beginner, competent, proficient, and expert. Depending on the stage, teacher needs may vary greatly (Berliner). A deep understanding of the topic is necessary

if teachers are to transmit the information to their students. Teachers need, as do their students, to gain knowledge through various learning styles. Professional developers should have a clear understanding of the change process in order to move both teachers and students towards application (NSDC, 2001).

Collaboration.

Strong professional development will provide skills and knowledge to create a collaborative community of learning (NSDC, 2001). Teachers tend to go into their classrooms and close the door. Research is revealing that if school change is the objective; the teacher must come out of the classroom and collaborate with colleagues. Well designed staff development should include skill building to enrich the abilities of teachers to successfully create communities where collaborative learning can survive.

The school, rather than the district should be the design center for reform (Roy, 2005). District heads should serve as support in order to increase the probability and capacity for effective change (Roy).

Teachers in conjunction with administration, assist in professional development in two ways. They act as important conduits for learning and its facilitation. They should also form the basis of the school based committee responsible for designing and monitoring development initiatives (Killion, 2005).

Successful professional development design necessitates clear directives from the principal as to what students and teachers will achieve as a result of professional development. Research has indicated that the best outcomes clearly state the expected change, the degree of that change, the expected timeline and the way it will be measured (Roy, 2005).

Evaluation of design and implementation must be comprehensive and ongoing. It should be both formative and summative in nature. Killion (2002) suggested the inclusion of eight key elements:

- Specific evaluation questions
- Multiple data sources
- Specific data collection methodologies
- Identified data analysis strategies
- Plan for the interpretation of data, the use of SMART goals
- Plan for the dissemination of the evaluation results
- A method for evaluating the evaluation. Still needs to be done.

(Killion, 2002)

Content Characteristics

Content characteristics according to the NSDC, focus on equity in education, quality teaching and family involvement. They refer to the “what” of staff development (Guskey & Sparks, 1996).

Equity.

Professional development should be constructed with the goal to strengthen the education of all students, in a supportive community, holding high expectation for all (NSDC, 2001).

Staff development should provide teachers with the skills needed to strengthen students of varying abilities, socio-economic levels and cultural backgrounds. Effective teachers seek to create environments that are safe and conducive to growth both academically and emotionally.

Teaching.

Professional development should focus on building the educator's content knowledge, employing research-based instructional strategies, enabling students to meet high academic standards (NSDC, 2001). Daniels in *The Missing Link in School Reform: Professional Development*, warns professional development planners to focus on programs that are strongly curriculum centered (as cited in Hawley and Valli, 2006) in a synthesis on professional development literature

Strong teaching mandates that teachers have a deep command of the subjects that they teach and the methods necessary to convey that knowledge. Staff development should be designed by administrators and educators to provide for growth and utilization of opportunities such as university classes, electronically delivered coursework, workshops, classroom mentoring and coaching (Hawley & Valli, 2006).

Family involvement.

Strong professional development enables educators to gain the skills to involve families and other community stakeholders in the purposes of education (NSDC, 2001).

Healthy schools should create a strong team between the school, the home and the community in their pursuit of academic achievement. Staff development should educate teachers and school administrators in ways that build those relationships (NSDC, 2001).

Standards such as those of the NSDC, have been built by significant research in the field over the past twenty to thirty years. Two such studies will be briefly reviewed. They are: Michael Garet, and Cohen and Hill.

Michael Garet: Eisenhower Study

The Eisenhower Professional Development Program is a federally funded program that has emphasized the professional development of teachers, particularly in the area of mathematics and science (Garet, M. S., Porter, A. C., Desimone, L., Birman B. F., & Yoon, K. S., 2001). Using data drawn from this program, Garet and his colleagues examined the relationship between characteristics of professional development and teacher reported change in knowledge and skills and actual change in the area of knowledge and skills and actual change in teaching practices (Garet, et al, 2001).

Using a representative sample of teachers from across the nation, analysis focused on characteristics of professional development that were either structural in nature such as the form of activity, its duration of activity, and the degree to which programs emphasized the collective participation of small groups of teachers in the same school or department, or grade level (Garet et al, 2001). Also examined were core features of the program like content focus, active learning opportunities, and the degree of coherence with teacher goals and student learning. Garet examined as well the impact of traditional forms of professional development, defined as short workshop type opportunities with reformed professional development, longer in duration, employing strategies such as study groups, mentoring, and coaching (Garet et al.).

Their study showed that the duration of the time span as well as the actual number of contact hours, showed substantial positive influence on learning opportunities (Garet et al., 2001). Significant positive influence was also seen when strong content focus was connected to other professional development activities that were reformed in nature. It was also noted that development activities that were content focused but did not increased the teacher's knowledge and skills actually had a negative impact in the change in teacher practice (Garet et al.).

The study concluded that professional development that is sustained and intense will be more likely to create a positive impact than shorter less intense programs. Results indicated that programs that were focused on content, provided hands-on activities and were integrated into the life of the school had a higher probability for positive impact (Garet et al., 2001). Whether the professional development was reform or traditional was not as significant as the program's duration, collective participation, and other features such as content, active learning, and program coherence (Garet et al.).

The Eisenhower Study substantiated the importance of collective participation and coherence in professional development. Emphasis in high content was also deemed relevant (Garet et al., 2001).

Cohen and Hill – Math in California

In the late 1980s, California became one of the first states to write policy to strengthen the teaching and learning of mathematics. The goal was to create a program that was more academically challenging for all students in California, not just the academically gifted (Cohen & Hill, 2001). The program gave direction for instruction to both teachers and students in the area of assessments, curricular frameworks, student curricula, and professional development (Cohen & Hill).

Cohen and Hill used evidence from a 1994-1995 survey of over six hundred teachers collected by researchers from Michigan State University and Stanford University. They reported that California students learning increased when teachers' practices changed as a result of sufficient learning opportunities (Cohen & Hill, 2001). They found that short workshop type activities based on superficial issues like cooperative learning did not have the same benefit as longer term instruction. This type of instruction was focused on teachers working together while

they actually solved math problems themselves and examined collaboratively student work (Cohen & Hill). They also noted that there was a lack of understanding as to what strong professional development looked like. Teachers reported they felt that often professional development had been diluted by the time it reached them (Cohen & Hill).

Chapter Summary

This chapter reviewed literature, defining and describing professional development, its purpose and function. Included were major components, theories, and studies in the field of professional development. Chapter Three will discuss the methodology and design employed in this study.

Chapter 3: Methodology

Introduction

The previous chapter discussed the basis for the research question and a review of the literature. This chapter will present the methodology used to test the thesis question: Was Lincoln Academy's job embedded professional development program, reading and writing across curriculum successful?

Setting

In May of 2007, Lincoln Academy in southeastern North Carolina, completed its 2007-2008 needs assessment survey for professional development. In an effort to meet its goal of developing students equipped to function in a global world community, Lincoln's assessment was based on No Child Left Behind's directive to establish professional development that is of high quality and sustained in nature (Table 3).

Research Method and Design

Lincoln had scored in the top 20 to 30% nationally in both reading and language arts portions of the Stanford Achievement Test (SAT) over the past three years (see Figures 1 and 2). Combining the *Open Court Reading Program* with *Accelerated Reader (AR)* in grades K through 5, Scientific Research Associates (SRA), a basal reader, and novels in grades 6 through 8, Lincoln felt confident in its growing language arts program. The needs assessment, however, indicated that the area of writing was of concern. Even though most teachers felt comfortable with their own writing skills, they indicated uncertainty with their abilities to communicate those skills to students. Teachers also indicated a lack of clarity as to the expectations for students entering their classroom in the fall and expected competencies as they exited in the spring. Voiced concerns by administrative staff conducting teacher observations as well as feedback

Table 3: A needs assessment given to teachers Lincoln Academy prior to the end of the school year to gain insight on their professional development needs and expectations.

Lincoln's Academy
Needs Assessment for Professional Development 2007 -2007

Please complete the following survey. This will give us invaluable feedback on where we are as we begin to mold our professional development for next year.

1. I feel confident in my own writing abilities.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
2. I feel quite confident in my abilities to instruct my students in their writing skills.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
3. It would be very helpful to me to gain instruction in the area of writing at my grade level.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
4. I understand where my students should be in writing when they enter my grade level and when they exit.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
5. I feel comfortable using a rubric in the scoring of writing.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
6. It would be helpful for me to study a book on writing techniques with a small group of teachers.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
7. It would be helpful for me to observe a teacher as they present a lesson on writing.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
8. I would like a peer to observe me in the presentation of a lesson utilizing writing skills in order to gain feedback on the lesson.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
9. We will work together in small groups of teachers over the next few months to gain insight and skill in integrating writing throughout our curriculum. Is there one topic in particular that you would like to target for the purpose of writing?
10. What degree, if any have you utilized student portfolios in your classes? How many pieces of work a year do you seek to collect?
11. The one thing that I would most like to see improve in my students writing skills would be _____.

Figure 1 SAT language scores 2005-2007

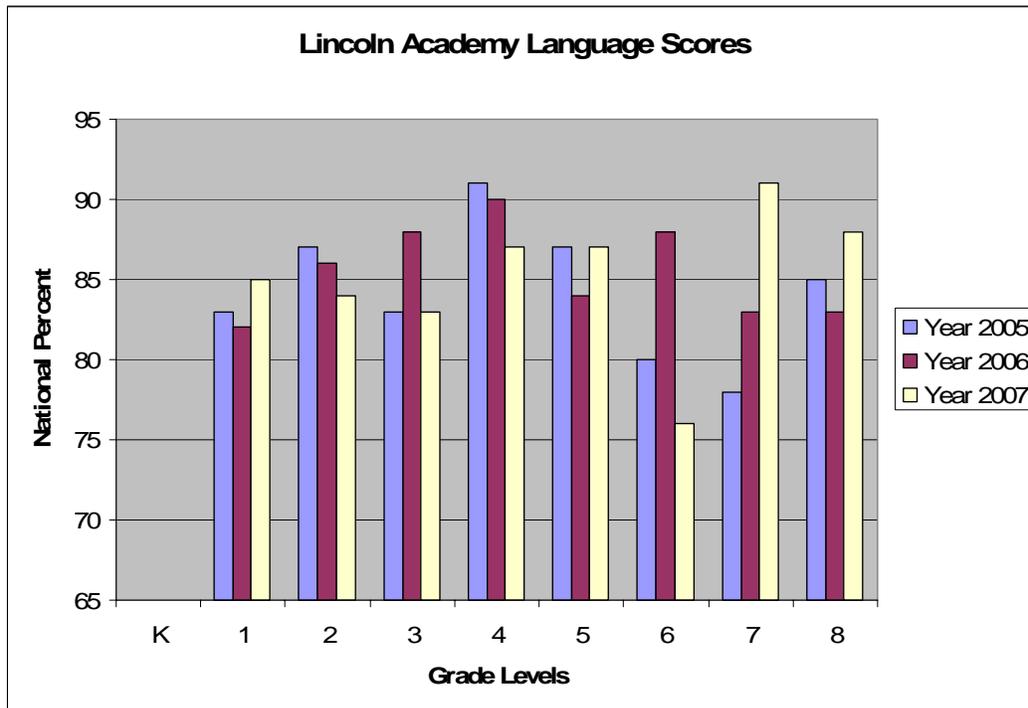
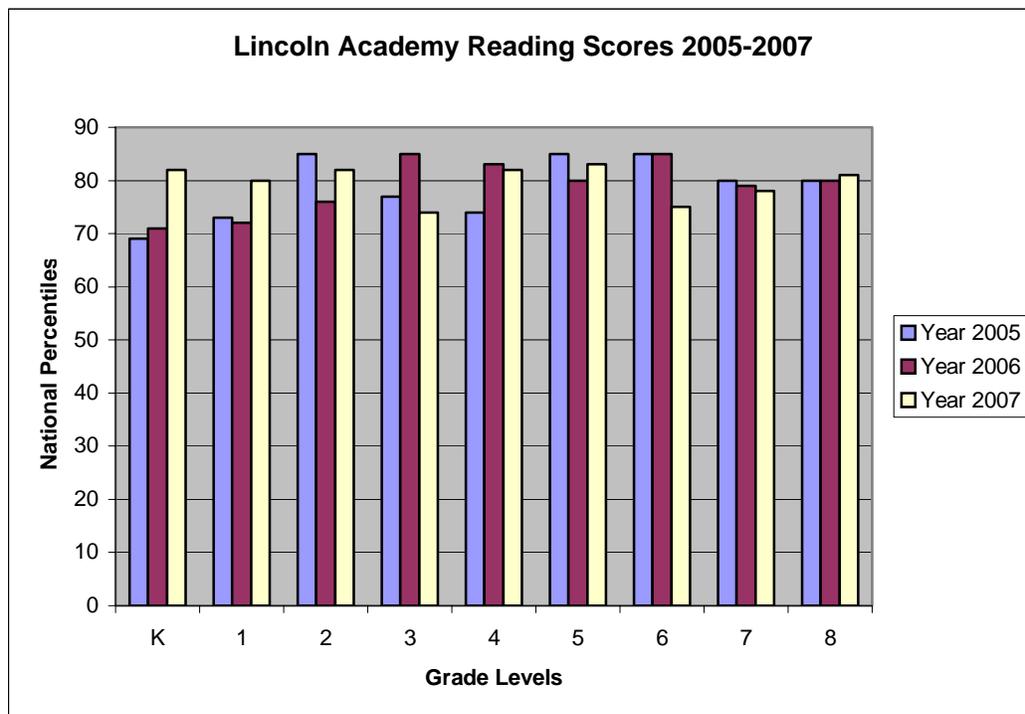


Figure 2 SAT reading scores 2005-2007



From parents during spring conferences prompted Lincoln's administrative and school leadership team to decide that writing would be targeted for professional development during the 2007-2008 school year.

The administrative team was made up of the head administrator and upper and lower school assistant principals. Together with the school leadership team, composed of representatives from each section of the school, the decision was made that professional development for the year would be built around Lincoln's goal to increase reading and writing skills across curriculum by strengthening teacher pedagogy in both knowledge and delivery. The school's professional development goals and objectives read as follows:

Goal 1: Teachers will demonstrate growth in instructional knowledge and skills in reading and writing across curriculum.

Objective: Teachers will adopt and begin utilization of a writing program and rubric that can be adapted for use in grades K-8.

Objective: Teachers will maintain portfolios for students, increasing both quantity and quality of writing opportunities in all subjects.

Goal 2: Students at Lincoln Academy will demonstrate growth in reading and writing skills as evidenced by:

Objective: Assessment Tests will increase one grade level. Assessments include SAT scores, AR, STAR and end of year grades.

Goal 3: The collaborative culture at Lincoln will be strengthened.

Objective: Teachers will work in small group book study, and peer teaching opportunities.

Objective: Lincoln families will be educated on the importance of writing across curriculum areas and the development of a rubric that will utilize a common language K-8.

Committed to strengthening reading and writing skills across curriculum, Lincoln instituted a 2007-2008 school year focus on professional development in the area of student performance in reading and writing. This professional development model was intended to utilize a strong job embedded professional development program.

Using the National Staff Development Council's standards (2001) and Thomas Guskey's (2000) five levels of evaluation, the school sought to build a program that would embrace Lincoln's students, families and faculty. Lincoln decided that the program's time line would begin with a needs assessment given in late May and continue through March of 2008. Table 4 was proposed as a possible time line to serve as a framework for planning.

Lincoln has a staff of twenty-eight lead teachers. They range in experience from one to thirty-three years. Five teachers have master's degrees. They are state certified and/or are teaching in their field of study. Working with the administration, the researcher sought to develop professional development that would reach out to teachers with varying levels of expertise. Recognizing that teacher turnover is inevitable in southeastern North Carolina, and acting in consultation with the Association of Christian Schools International (ACSI), Southern Association of Colleges and Schools (SACS) and insights from the University of North Carolina at Wilmington (UNCW), there is an apparent need for professional development goals able to maintain life without the continued presence of any single administrator or teacher. Lincoln's administrative team heartily embraced this concept.

Table 4: Timeline overview Lincoln Academy Professional Development

Completion Dates

1. _____ Needs assessment survey
2. _____ Discussion of topic and decision
3. _____ Conversations with possible facilitators
4. _____ Decision on study book
5. _____ Discussion on dates for large group meetings
6. _____ Decision on small group meetings times/ frequency
7. _____ Books will be given to teachers late summer
8. _____ Steering Committee Meeting
9. _____ Steering committee meeting
10. _____ Teachers to sign up for small groups
11. _____ Initial large group meeting
12. _____ First small group meeting
13. _____ Second small group meeting
14. _____ First observation session
15. _____ Second large group meeting: K-4, 5-8
16. _____ Third small group meeting
17. _____ Fourth small group meeting
18. _____ Consultant modeling writing strategies: grades 3,7
19. _____ Final large group meeting
20. _____ Final Survey

From this vision, the administrative team and the school leadership team, broadened its membership and created a third team. This action team was responsible for instructional leadership necessary to plan, implement, and evaluate the program. This team was patterned after the ideas of Epstein and Sainas in *Partnering with Families and Communities* (2004). They were directed to facilitate the involvement of all invested stakeholders and the successful dissemination of all information to those stakeholders. The researcher served on all teams.

The action team created the core of Lincoln's design and evaluation effort. The team had input and representation from the administration, lead teachers, parents, and other invested community stakeholders. Encouragement to take part in these efforts was extended at the end of the school year, during the summer, and continued to be extended throughout the year. The team sought voices that would speak for all grade levels and diverse need groups. The action team, with oversight by the researcher and other instructional leaders, worked out the details of the professional development program to be used by Lincoln as they focused on reading and writing across curriculum. Their decisions were finalized by July 30, 2007 with the understanding that revisions would be made throughout the year as needed.

Description of Program Evaluation

Employing the Program Evaluation Standards published in 1994 by the Joint Committee on Standards for Educational Evaluation (JCSEE), Lincoln's administrative team sought to build their in-service program and its evaluation with said standards as a working framework. The following section discusses the use of the utility, feasibility, propriety, and accuracy standards.

Utility standard.

"The utility standards are intended to ensure that an evaluation will serve the needs of intended users (JCSEE, 1994).

The evaluation process was led by the researcher in conjunction with the action team. Both the researcher and the lead administrator have been trained at the graduate level. The team received advice through the researcher from the University of North Carolina at Wilmington (UNCW) as well the school's consultants.

- All stakeholders will be identified by evaluators. They were informed of the process and importance of evaluation. Stakeholders were surveyed to ascertain their views of the program and its implementation at the start and end of the program.
- Evaluators collected information concerning all parts of Lincoln's job embedded professional development program from the implementation phase of choosing programs in March of 2007 to the formation of committees, dispersion of money, training of staff, and assessment throughout the 2007-2008 school year.
- Student portfolios as well as pre-test data, placement information, mastery and assessment tests collected by homeroom teachers were funneled to the researcher and evaluation team. In the lower school, nine weeks grades in language arts and reading, AR and STAR scores, portfolio samples and 2007-2008 SAT scores in reading and language arts were also collected by the team. On the middle school level nine weeks grades in language arts and reading, portfolio samples, and 2007-2008 SAT scores in reading and language arts were also to be collected.
- Teacher attitudes were surveyed at the beginning and end of the program. Observations by Lincoln's administrative team were also included as part of the evaluation.

- All procedures involved with program implementation and procedures were carefully documented and clearly described in order that all information might be useful and easily understood.
- All reports, both of a formative nature and summative nature were distributed in a timely fashion. Formative evaluations of the program were conducted, reported and disseminated at the end of each nine weeks.
- Evaluations were reported to all stakeholders at Lincoln in general meetings such as PTA, computer links, newsletters, and formal and informal discussions.
- Evaluations sought to give voice to all stakeholders. Efforts were made to educate stakeholders as to what realistic expectations would look like.

Feasibility

“The feasibility standards are intended to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal (JCSEE, 1994).”

A major function of the action team was in the area of evaluation. The team was directed by the administrator to keep the number of disruptions to both teachers and students as a high priority. Evaluators attempted to collect information at reasonable times convenient to teachers and students.

- Stakeholders were notified at all review points. The needs and viewpoints from all subgroups were canvassed and clarified before implementation as well as throughout the program’s duration. Varying viewpoints on progress were included in all reports to all stakeholders.
- Experts in the area of reading and writing across curriculum were utilized as lead speakers.

- The views and needs of all subgroups were sought and anticipated for possible concerns. Sensitivity was exercised when dealing with all subgroups and their concerns.
- The evaluation process was efficient and cost effective. Cost was anticipated and included in the 2007–2008 budget.

Propriety standards.

“The propriety standards are intended to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results (JCSEE, 1994).”

Lincoln’s administrative team and the researcher, and action team, with input from UNCW staff reviewed the evaluation process at the end of July. All parties were aware of the process and its components.

- The administration and UNCW staff placed a high priority on the assurance that the evaluation process would be conveyed with great respect to all involved. The researchers’ study was approved by UNCW’s Internal Review Board (IRB). All persons associated with the evaluation were to be treated with respect, dignity and value.
- Lincoln’s administrative team, the researcher and action team led the evaluation with great thoroughness and completeness in an effort to seek out strengths to be built on and problems to be addressed.
- All parties and stakeholders were given the findings of the evaluation.
- All parties involved in the evaluation process, administration and teachers agreed to support the program.
- Evaluators promised to reveal any conflict of interest so that it might be dealt with openly. They also documented use of funds.

Accuracy standards.

“The accuracy standards are intended to ensure that an evaluation will reveal and convey technically adequate information about the features that determine worth or merit of the program being evaluated (JCSEE, 1994).”

The evaluation process utilized a variety of instruments to ensure the accuracy of data collected to determine the value and worth of Lincoln’s reading and writing across curriculum professional development program. All purposes and procedures were clearly identified, monitored, and defined.

- The context in which the program in was being employed was analyzed for its effectiveness via surveys of teachers and students, informal discussions, observations and pre and post testing samples of work.
- In order to assure that the evaluation was both reliable and valid for the targeted use, the evaluation process and procedures were reviewed by UNCW staff as well as Lincoln’s lead administrator. Teachers were also surveyed as to its effectiveness. Problems, errors or concerns were addressed as necessary.
- Evaluations were both formative and summative in nature. The administrative and teacher planning team evaluated progress through classroom visits and observations, ongoing test assessment, nine week grades, student portfolios and SAT test results. The formative process allowed for corrections as the program progressed.
- Both quantitative and qualitative information were appropriately and systematically analyzed so that questions could effectively be answered.
- Conclusions were analyzed and explicitly justified in order that all stakeholders might be assessed.

Evaluating Principles

Lincoln maintains a firm belief that successful school reform hinges on the highest degree of investment from all stakeholders. All parts of program planning, implementation and the summative and formative evaluation process were done systematically and through data based inquiry. Outside professionals from UNCW and Lincoln's administration team reviewed all major points of program design and implementation such as the original needs assessment, program design, and its formative and summative evaluation process.

Beginning in May 2007, the administrative team was asked to review the SAT scores, year-end grades, the ensuing needs assessment, and a proposal for planned meetings that would take place over the summer. Proposed plans and corrections were disseminated to stakeholders through e-mail, memos and announcements. Recruitment for stakeholder involvement and enthusiasm continued. The concerns and needs for Lincoln's diverse population were addressed and articulated throughout all processes. Those involved in process evaluations were instructed to guard the security, dignity and self-worth of all involved.

Stakeholders were surveyed in October and again in January to ascertain the strengths and weaknesses of the planning and implementation process. Stakeholders included the administration, teachers, and those in the professional community aiding in implementation and evaluation. Those surveyed used a Likert agree/disagree scale, open ended questions and informal interviews.

Outside professionals and the administrative team were asked to hold evaluators to a high standard of competency. Stakeholders involved in processing evaluations were also instructed to guard the security dignity, and self-worth of all involved persons. The concerns and needs of all diverse populations at Lincoln were addressed and articulated.

Inputs

In order for Lincoln to successfully implement its 2007– 2008 reading and writing initiative, the following were positioned for use:

- Resources

Additional funds for teachers working through summer

Budgeted monies for consultants

Monies for instructional texts and other material

- Instructional training

Sessions planned throughout year

Writing focus twice a week all subject areas

Alignment with North Carolina standards

Alignment with Lincoln scope and sequence

- Assessment

Testing benchmarks – pre-assessment, nine weeks, year end

Pre-assessment instruments, AR, STAR

Data from previous year's SAT's

Data from IEP/504's

- Staff needs

Lincoln's teachers

Consultants

School support staff

Process/Activities

All parents, students and teachers were involved in Lincoln's reading and writing initiative. Stakeholders were kept informed of the process beginning in early August 2007 through newsletters, computer e-mails and bulletin boards. An explanation of the program and goals was extended as school opened in August. The successful implementation and evaluation of Lincoln's *Reading and Writing across Curriculum Program 2007-2008* employed the following activities.

- May - SAT results were distributed to all stakeholders.
- May 30 – Survey I, presentation of 2007-2008 needs assessment to teachers, outline of proposal, and invitation for involvement issued to Administrative Team.
- June 5 – Needs assessment was summarized and distributed to Administrative Team.
- June 5 – Administrative Team finalized decision to target reading and writing at Lincoln.
- July 1 – Administrative Team met to formulate implementation plan and evaluation program.
- July 10 – Action Team met to outline facilitation of stakeholder involvement and communication.
- August 16 and 17 – Lincoln held sessions of professional development with a New Hanover County writing teacher. Teachers were formally introduced to the programs goals.
- August 15 – Students returned to school.
- August 20 – Class size was maintained at a maximum of 22. Students were pretested in writing, first portfolio entry was completed. Lower school students were given the STAR test and placed in AR.

- Teachers were encouraged to write frequently in all curricular classes.
- Assessments were to be done at least every four weeks in order to correct placement concerns, conferences with students and parents were held as needed.
- Testing and evaluation of tests occurred at the end of each nine weeks. Students were again be evaluated at the end of the semester. Teachers will randomly choose two students from their homeroom to follow progress closely throughout the year.
- Survey II, lead teacher strategy session in preparation for consultants
- October 29 – Consultant from UNCW introduction to *6 + 1 Traits of Writing* and other writing strategies.
- October 29 – First small group study on *6 + 1 Traits of Writing*.
- November 6 – Second small group study on student samples using *6 + 1 Traits of Writing*.
- November 8 – Consultants model reading and writing lessons, grades K, 2, 6, and 8.
- November 9 – Grade level follow-up from previous day’s lessons.
- November 12 – Small group sessions with consultants.
- January 22 – Small group session reviewing student work samples.
- February 6 – Teachers pair off with peer to plan observations in classrooms
- February 13 – Consultants model station them: “Apple Pie from Around the World”, grades 3 and 7 working together in small groups
- By February 15 – Observations, post observations
- February 18 – Celebration, final group meeting with consultants
- March 10 – Survey V, teachers turn in student assessment sheets.

The beginning of *Reading and Writing across Curriculum* on August 16th was marked with a two day *Paideia* seminar. Working as a whole and in small groups, teachers took part in hands on activities aimed at strategizing writing possibilities in all subject areas. Teachers were introduced to the professional development goals for the year.

At the conclusion of the seminar, teachers worked in teams by grade level. They reviewed student SAT scores from the previous year. Teachers also discussed application of the *Paideia* seminar in their classrooms. Lincoln's administrative team, the researcher, and action team facilitators took part in these small groups. Groups planned to meet every four weeks during the program's implementation for continued support. Groups would expand to include other grade levels as needed.

The action team planned for three more meetings with experts during the year and at least four more small group meetings aimed at deepening instruction of presented materials. As teachers applied the principles of *6 + 1 Traits of Writing*, these small groups were used to discuss student work in relationship to the use of various types of rubrics and writing strategies.

Outcomes

- Students will demonstrate increased pro-social behavior.
- Student scores will move upward in all SAT tested areas.
- Portfolio assessments will improve by 2 points.

Formative Monitoring

Formative evaluations occurred on a continual basis throughout the year. There will be frequent opportunities for informal as well as formal evaluation of the program, its implementation, and teacher, student, and parent concerns.

Teachers met at least once a month by grade level groups to discuss, brainstorm and correct problems stemming from the implementation of *Reading and Writing across Curriculum*. Lincoln believes that improved reading and writing will improve all areas of the school's learning environment. Even though the language arts teachers acted as the main facilitators for *Reading and Writing across Curriculum*, the program's intent was to engage all teachers in focused reading and writing practices. The entire faculty's application of *Writing across Curriculum* in their classrooms would be part of their yearly formative and summative evaluations.

The formative evaluation process was led by administrative staff in conjunction with the action team. Each grade level had a lead teacher that took an active role in the formulation and study of Lincoln's writing initiative. This teacher also aided in the dissemination of information throughout the main training sessions.

Before the end of the first semester, teachers observed another teacher as they presented class instruction in writing. The administrative team observed teachers once during the first and third nine weeks. All observations by teachers and administrators were discussed in a timely manner. Mentors were present at these meetings if possible.

Class files and portfolios were available for the administrator to review at mid year. Data included SAT scores, pre-assessments, mid and nine week assessments, portfolios, and nine week grades in language arts and reading from the current year. If student improvement was not noted, students were to receive further assistance.

All findings during the first year of implementation were used in formulating a summative evaluation. This evaluation was done during the month of May by assimilating data generated throughout the year, concluding with SAT testing. Surveys and other findings, such as program

impact from stakeholders were used to summarize findings. Staff from UNCW, Lincoln's faculty assisted in reviewing data and drawing conclusions.

Methodology – Data Collection

The collection of data both quantitatively as well as qualitatively and their triangulation is of great importance. Quantitative data was collected by homeroom and language arts teachers. Teachers used previous year's SAT scores, pre-assessment and monitoring scores. Student assessment scores for mid nine weeks, nine weeks, semester grades, final year averages, SAT scores and attendance were entered as well. The researcher oversaw the collection process.

Qualitative data consisted of observations both formative and summative that had been collected by the researcher throughout the year. Surveys taken and issued by both the administrative team, and partnership committees concerning their views and those issued to other stakeholders was also assimilated. Each teacher was asked to write comments on students that are being closely monitored at the end of the first semester. Teachers were asked to log insights concerning changes in behavior, attitudes and attendance. All core teachers were asked to respond by survey as well.

Data Collection Plan

Lincoln's data collection was overseen by the school administration team and the researcher with input from area university professionals. Each student's test scores from the previous year as well as the current year were collected. Pre-assessment tests, mid-term and nine weeks scores, student portfolios, and semester and year end grades were collected as well. Data was kept in secured files. Portfolios of work were to be kept in each student's language arts class for ease of review.

Program Evaluation Summary Report

Lincoln's desire is that all students should thrive. Lincoln will continue to seek the strongest writing programs available, implemented by highly trained and passionate instructors. Lincoln's *Reading and Writing across Curriculum* initiative offered the first step in that pursuit. All quantitative and qualitative data generated by the evaluation process concerning student and teacher efforts and opinions, as well as surveyed views of stakeholders, will be disseminated in May.

Led by the action team and researcher, with review by UNCW staff, and school administrators, Lincoln will meet at year end with all stakeholders. Data will be disaggregated by grade level and subgroups. Previous year SAT scores will be compared to the current year. *Reading and Writing across Curriculum* pretest data and year end scores will also be presented.

Recommendations and findings from the evaluation teams will be disseminated with sensitivity and responsibility to all involved. Access to data will be made available online. Reports will be available for pick up in the school office to all stakeholders and invested community members.

Chapter Summary

Chapter Three discussed the methodology and design to be used in Lincoln Academy's program evaluation. Detail was given to the school's setting and current status, program goals, targeted data and means of collection. Chapter Four reports the results of collected data.

Chapter 4: Results

Introduction

Chapter Three discussed the methodology that would be used in this thesis. Chapter Four reviews data that was collected from Lincoln's Spring 2007 Needs Assessment. It continues with teacher surveys in response to training, student assessment before, during and after the program's intervention and interviews by teachers and administrators at the conclusion of the program's duration. The Lincoln's reading and writing professional development program will be analyzed using Thomas Guskey's (2000) five levels of evaluation. Sections will be divided by surveys given at the end of major program segments.

Survey I: Needs Assessment

Prior to beginning Lincoln's focus on reading and writing across curriculum, teachers were given a needs assessment at the end of the 2007 school year. The administrator specifically was interested in teacher responses in relationship to writing. Table 5 summarizes responses from this first survey.

The first two questions on the needs assessment sought to gain insight in the faculty's confidence in their writing skills as well as their perception of their ability to teach writing to their students. Research by the National Writing Project, suggests that teachers shy away from teaching writing when they lack confidence in their own writing skills (Friedrich, 2007).

Eighty-six percent of teachers indicated confidence in their personal skills while 14% did not. Seventy-seven percent felt confident in their skills in teaching writing while 22% indicated

Table 5

Survey I Results: Lincoln's Needs Assessment Spring 2007

Please complete the following survey. This will give us invaluable feedback on where we are as we begin to mold our professional development for next year.

1. I feel confident in my own writing abilities.
14% Disagree 86% Agree
2. I feel quite confident in my abilities to instruct my students in their writing skills.
22% Disagree 77% Agree
3. It would be very helpful to me to gain instruction in the area of writing at my grade level.
14% Disagree 86% Agree
4. I understand where my students should be in writing when they enter my grade level and when they exit.
36% Disagree 23% Undecided 41% Agree
5. I feel comfortable using a rubric in the scoring of writing.
23% Disagree 77% Disagree
6. It would be helpful for me to study a book on writing techniques with a small group of teachers.
14% Disagree 86%
7. It would be helpful for me to observe a teacher as they present a lesson on writing.
18% Disagree 1% Undecided 73% Agree
8. I would like a peer to observe me in the presentation of a lesson utilizing writing skills in order to gain feedback on the lesson.
40% Disagree 59% Agree
9. We will work together in small groups of teachers over the next few months to gain insight and skill in integrating writing throughout our curriculum. Is there one topic in particular that you would like to target for the purpose of writing?

Sample of responses:

- Creativity
- Writing one paragraph
- Not really, maybe complete sentences

9. (cont.)

- Answering questions on tests in complete sentences
- Grammar
- Developmentally appropriate writing/editing
- Reflective writing

10. To what degree, if any have you utilized student portfolios in your classes. How many pieces of work a year do you seek to collect?

Sample Responses:

- 10-15 pieces
- None
- We make a writing portfolio throughout the year
- Not many to very few
- 10-20
- All the time
- I have in the past

Not used
5-10

11. The one thing that I would most like to see improved in my students writing skills would be

Sample Responses:

- Creative writing
- Complete thought, correct punctuation
- Complete sentences
- Spelling
- Ability to correct writing
- Proper sentence design
- Making writing more cohesive

concern in this area. This 22% of the faculty that expressed a concern with their level of confidence in teaching writing served as a strong indicator to the administration that this was an area worth of a year long professional development program.

Question 3 sought to gain a sense of faculty interest in pursuing instruction in the area of writing, 14% disagreed, 86% agreed that writing instruction should be pursued.

Question 4 asked if teachers were aware of the school's written language expectations for students as they began and ended a school year. Thirty-six percent indicated that they did not, 23% were not sure, 41% indicated that they understood. This was a strong indicator that the faculty needed instruction to understand the school curriculum and its scope and sequence expectations.

Question 5 asked about the teacher's comfort in using rubrics to grade writing. Seventy-seven percent of teachers said that they were comfortable with rubrics, while 23% were not.

Question 6 was asked to determine the faculty's willingness and interest in the study of a book on the subject of writing across curriculum. Eighty-six percent agreed while 14% did not see it as helpful.

The action team was interested in using peer coaching as a component of the 2007-2008 program. Question 8 sought to determine teacher willingness to observe another teacher presenting a lesson in writing. Seventy-three percent of teachers agreed, 2 were undecided, and 4 disagreed with its usefulness.

The action team also wanted to measure teacher willingness to be observed while teaching a writing lesson in order to gain feedback from a peer. Forty percent disagreed and 59% agreed. The team felt this indicated a more favorable desire to observe than to be observed. The

team wanted to measure growth in the area of willingness to both observe and be observed through the 2007-2008 year's program.

Question 9 and 11 asked teachers to suggest areas of writing most in need of strengthening. Teacher response seemed to focus on writing conventions, particularly areas of grammar that included stronger sentence construction, spelling, and paragraph structure.

Question 10 was an open ended response that asked to what degree teachers had used portfolios. Teacher response varied from not yet, to throughout the year, once a week, all the time and never used.

After establishing the validity of the need for writing across curriculum training, it was decided by the action team and administration, that surveys should be utilized throughout the process formatively in order to assess whether the program was meeting teacher needs and to problem shoot any unforeseen difficulties. Teachers were made aware of four major goals. The administrative team added a fifth goal which was to measure the growth of collaborative learning by teachers at Lincoln. The goals established for Lincoln's *Reading and Writing across Curriculum Program* were as follows:

- We will implement a rubric to assess student writing.
- We will equip ourselves with strategies and methods to use with student reading and writing.
- We will improve both the quality and frequency of writing opportunities at Lincoln.
- We will educate our students and parents concerning our efforts in aiding our students in their reading and writing skills.

Additional goal of the administration:

- The collaborative culture at Lincoln will be strengthened.

Data Collection

Lincoln issued four more surveys after major training segments. Data was also collected through portfolio summaries of student work, SAT scores, 2006-2007, 2007-2008, nine weeks grades, *Accelerated Reader* (AR) scores and *Standardized Test for the Assessment of Reading* (Star) reports (for grades K–5). Teachers chose two students at random for their homerooms to chart assessments. Teachers were canvassed for insight concerning program direction and needs.

Thomas Guskey (2000) in *Evaluating Professional Development* recommended that evaluation data be sorted through five levels. All data in this evaluation was sifted accordingly.

Those levels are:

Level I: Participants' reactions - relevance

Level II: Participants' learning

Level III: Organization support and change

Level IV: Participants' use of new knowledge and skills

Level V: Student learning outcomes

(Guskey, 2000, p. 82)

Guskey's first level of assessment, measures participants' reactions. This level looks specifically at how participants view their experience during the in-service based upon perceptions of the activities and the knowledge presented. Questions focused on content taught, its relevance, the process used, (Guskey, 1996) and the context or setting of the in-service (National Staff Development Council, 1994, as cited in Guskey, 1996).

Survey II: Strategy session with lead teachers

After several meetings with Lincoln's consultant from the University of North Carolina at Wilmington (UNCW) and other members of the action team, the consultant suggested a strategy planning session with lead teachers throughout Lincoln's K-8 system. The goal was to clarify for teachers what would be covered in the first full staff training meeting with the consultant in October and other meetings that would follow.

Prior to the strategy session, the action team sought insight from various members of the staff that would attend the session. Teachers expressed the following thoughts which were conveyed to the consultant prior to the lead teacher meeting.

- Teachers expressed a need for materials that were highly applicable, supported with sound educational theory.
- Staff requested clarification of how to best work on standardizing a rubric for the school.
- Teachers recognized the importance of educating both our parents and teachers of what new terms meant and how they might strengthen our school's reading and writing program.
- Upper School teachers felt that their greatest need was in the area of building stronger organization skills including prewriting and brainstorming ideas.
- Teachers were concerned that too much information might overwhelm non-language arts teachers.

Following the strategy session, teachers in attendance were asked to reply to the following survey in order to gain an understanding of teacher clarity (Table 6).

Level I: Participant reaction - content relevance.

Questions 1 and 2 both asked if teachers had a better vision of the consultant's decision to use a single book with the entire staff in order to generate writing through a class text and the strategy's relevance in strengthening reading and writing across curriculum. One-hundred percent of teachers surveyed replied that they had a more clear vision of the program as a whole and the purpose of group discussion to stimulate writing with the class. The action team felt this was a strong indicator that lead teachers were on board with the in-service program, its direction and relevance.

Level II: Participant learning.

Questions 3 and 4 looked at whether lead teachers' skill levels and beliefs had changed. When asked if teachers had come away with at least one strategy that could be used in their class, 86% agreed, 14% were unsure. When asked if at least one idea had been presented that could be used to gauge how to measure student writing, 57% agreed, 29% were unsure, and 14% disagreed.

Question 5 asked for teacher input in expressing what they felt their fellow teachers needed from the consultant. Comments centered on reading fluency, organization skills in writings, and strategies specifically aimed at K-2. This question measured level two, participant learning specifically in a change in attitudes and beliefs.

Level III: Organization support and change.

Questions 6 and 7 focused on Guskey's level 3, organization support and change. Believing that the degree of support from the administration would be invaluable to the success of the in-service, the team wanted to assess teacher perception and insight as to how to strengthen this area. Question 6 asked how the administration might support staff and students.

Table 6

Survey II: strategy session with lead teachers and consultants. Feedback from teachers.

1. I have a better vision of how to use a single book or poem, read by the class, in order to generate group discussion.

100% Agreed

2. I have a better understanding of how to use group discussion with the purpose of stimulating student writing.

100% Agreed

3. There was at least one strategy presented that would work in my class to assess student knowledge / skill.

86% Agreed 14% Unsure

4. At least one idea that was presented could be used to gage growth in student writing over a period of time.

57% Agreed 28% Unsure 14% Disagreed

5. It would be helpful if the consultant could spend time on : (any component of teaching reading and writing that would assist you in teaching and / or assessing student growth.)

- How to teach fluency.
- Organization
- K-2 strategies

6. How might the administration support you and your students....

- Knowing where students should be when they enter and exit
- Have someone help me organize writing folders and put writing examples in them. Purchase the books that introduce each Open Court unit.

7. How might we as a faculty encourage our students and parents....

- Have a writer's contest
- Give the students lots of opportunities to write.

Final question and response:

What would you like to see studied or researched in small groups?

- How to teach fluency
- How to teach extending sentences
- How do you grade writing (rubric?)
- What do you do if grammar and punctuation are correct but it is just not a good story?
- How to hold a student writing conference
- Could we grade writing by same standards across the board? Number conversion? Development appropriateness, expectations?

Responses included a need for deeper understanding of school wide expectations for writing when entering and exiting each grade. Assistance in organizing and keeping portfolios and additional further purchases of materials to enrich the school's *Open Court* material were also indicated. Question 7 asked how the administration might encourage students and parents. Input included a possible writing contest and increased opportunities to write in all classes.

Survey III: Introduction to 6 + 1 Traits of Writing

At the conclusion of the lead teacher strategy session, the consultant had encouraged Lincoln to retain a second instructor that would focus on K-3. Both consultants came back to Lincoln the following week. The purpose of the second session was to introduce a writing framework and rubric that would provide a common language for all grades. With the help of the consultant, Lincoln's administrative staff and in service team had decided to utilize *6 + 1 Traits of Writing* (Culham, 2003).

This session also focused on the use of *Under a War Torn Sky*, by L. M. Elliott, a novel which had been read by the entire staff. At the suggestion of the consultant, the text was to be used as a model to stimulate strategies for reading and writing within each classroom.

Consultants returned the following week to model writing strategies to students using art as a medium. Demonstrations were done at four different grade levels. Teachers K-8, had the opportunity to observe sessions. The resulting survey was analyzed with two responding groups: K-5 and 6-8 (Table 7).

Level I: Participant reaction.

Questions 2 indicated that 90% of lower school of teachers, and 97% of middle school teachers, saw the training session as informative and instructional. One hundred percent of lower school teachers and 86% of middle school teachers saw strategies taught as adaptable for their

Table 7

Survey III: Given following the first full staff meeting with consultants.

SURVEY: Reading and Writing across Curriculum In-service
PLEASE TURN IN OR SEND BACK BY DECEMBER 17.

1. Please indicate whether you worked with the elementary teachers or the middle school teachers.
_____ Elementary _____ Middle School

2. The lesson modeled by our professors, was most informative and instructional.
__Strongly Disagree __Disagree __Undecided __Agree __Strongly Disagree

Please explain _____

3. The lesson used could be adapted to my subject area.
__Strongly Disagree __Disagree __Undecided __Agree __Strongly Disagree

Please explain:

4. I was able to attend the session during school hours with limited problems.
__Strongly Disagree __Disagree __Undecided __Agree __Strongly Disagree

Any suggestions on how it might have been more easily done?

5. I have used an idea / (or plan to) that was initiated through the lesson modeled.
Please elaborate if you have / or are...

6. I feel more aware of the importance of writing in my subject area as a result of this year's in-service.
__Strongly Disagree __Disagree __Undecided __Agree __Strongly Disagree

Thoughts: _____

7. I have begun to use the terminology of 6 Plus 1 with my students.
__Strongly Disagree __Disagree __Undecided __Agree __Strongly Disagree

Thoughts: _____

8. I feel my students are improving as a result of my implementing ideas in my class that are a result directly or indirectly of our in-service efforts.
__Strongly Disagree __Disagree __Undecided __Agree __Strongly Disagree

Thoughts: _____

9. I am seeing growth in my ability to work with other teachers to gain new ways of teaching and assessing my students as a result of this year in-service;
__Strongly Disagree __Disagree __Undecided __Agree __Strongly Disagree

Thoughts: _____

Other thoughts? Ideas? How can we make the rest of the in-service stronger?

classroom. Ninety percent of lower school teachers and 71% of middle school teachers felt more aware of the importance of writing in their subject area as a result of the training sessions.

Level II: Participant learning.

Question 9 asked session participants if they felt they had grown in their ability to work with other teachers in order to gain new ways of teaching and assessing students as a result of this year's in-service. Ninety percent of lower school teachers and 86% of middle school teachers said yes.

Level III: Organization Support and Change:

Question 4 asked teachers if the session could be attended during school hours with limited problems. One hundred percent of all teachers agreed that attendance was not a problem.

Level IV: Use of new knowledge and skills

Question 5 asked teachers if they had used or were planning to use an idea from the modeled lessons. Four teachers already had used an idea (within ten days of the session), three had specific plans, ten reported not yet.

Question 7 asked teachers if they had begun to use the terminology of *6 + 1 Traits of Writing*, 50% of lower school teachers had, 100% of middle school teachers.

Level V: Student learning outcomes.

Question 8 asked teachers if students were improving as a result of implementing ideas from this year's in-service. Forty percent of lower school teachers felt that students had improved, while 71% of middle school teachers indicated that this was true.

Interview Responses

Throughout the professional development cycle teachers at random were asked for feedback. A second grade teacher when asked if there was a difference this year in writing

instruction responded that writing opportunities in the 2007-2008 school year had been more frequent and more focused. She believed that there had been at mid year, less focus on technical instruction and more allowance for expression of voice. She stated that she was encouraged by this, feeling that it would be easier to tighten writing conventions than to try and create passionate writers that had not been encourage along the way. She found that when given a choice her students were likely to choose to write than read.

A fifth grade teacher when asked what was different in her class this year than last, she said that there had always been opportunities to write, but that this year there were more. The teacher commented that she had just experimented with a Paideia strategy that had been modeled at the beginning of the year. She found that her students were quite eager to participate. "The kids loved it." She noted that students who were often hesitant were even more verbal in their willingness to share as a group than those that were more academic.

The fifth grade teacher noted further that the common language of *6 + 1 Traits of Writing* was particularly helpful. Her grade level had paid special attention to the presentation of ideas and organization. She stated that she particularly enjoyed the consultants coming in with new things to try. She hoped that the school would continue working with reading and writing in professional development during the 2008-2009 school year.

An administrator as well as a seventh grade teacher, both involved in the planning stage, stated that they would like to have seen the program's planning started earlier than it had been.

The administrator also stated that he believed that teachers were "beginning to lay a strong foundation for our students because they are becoming more familiar with the writing process".

One seventh grade teacher felt that teachers had been asked to read too many texts during the school year. She stated that she would have liked to have seen texts given before school had ended the previous year.

Survey IV: Consultant Modeling and Celebration Feedback

The last session modeled by our consultants was a lesson partnering grades three and seven. Students cycled through five stations after listening to Marjorie Priceman's *How to Make an Apple Pie and See the World* at the beginning of the class. Stations were composed of such tasks as combining ingredients to create apple pies, tasting various types of apple products, and charting the geographic origins of the pie's ingredients.

Lincoln's consultants worked with both teachers and program planners from August until the end of February. At a celebration follow-up at the end of the final training session, the consultants asked the staff for feedback on Lincoln's focus on reading and writing across curriculum. These results were also analyzed through Guskey's (2000) five levels of evaluation and are as follows (see Appendix B for complete list of responses). Questions were open ended. Levels III, IV, and V were noted. Table 8 is the form used by consultants for Survey IV.

Level III Organization System and Change:

One of Lincoln's goals was to strengthen the collaborative culture of the school. Question 1 asked how had reading and writing across the curriculum been evident throughout Lincoln this year? Two teachers noted the sharing of knowledge through several school bulletin boards. Two other teachers remarked that there was increased dialogue between teachers. Collegial discussions while working together in small groups assessing student work using *6 + 1 Traits of Writing* were also noted. Three teachers commented that it had been helpful for the whole school to be using similar terminology in connection to writing.

Table 8

Lincoln School-wide Writing Initiative Consultant Feedback Form

Please share your thought on any (or all) of the following topics:

How has reading and writing across the curriculum been evident throughout Lincoln this year?	What have been the most useful facets of 6 + 1 for you? For your students
Activities that were successful?	Activities that need tweaking:
What might your students say about their own writing?	On what areas do you plan to focus with the remaining months of school?

General Comments:

Question 3 asked what activities teachers believed were successful. Teachers mentioned the collegial use of peer observations with one another and the opportunities created for encouragement. One faculty member remarked that “developing relationships with other teachers created great benefits”.

Level IV: Use of new knowledge and skills.

The use by teachers of newly acquired knowledge and skills is Thomas Guskey’s fourth level of evaluation. It was also a major goal of Lincoln Program consultants’ questions 1, 2, 3, and 4, all solicited information concerning the use of newly acquired knowledge and skills. Teachers were asked of planned future on content learned in question 6.

Teachers noted that writing was intentional and focused; terminology was being used by both teachers and students. Writing assignments were frequent, and appearing in non-language arts classes, even math and physical education. Teachers remarked that the writing traits of *6 + 1 Traits of Writing* made it easier to employ rubrics and to organize writing traits for instructional purposes. One teacher remarked that they felt that emphasis on the conventions’ trait had enabled students to better understand its importance.

Level V: Student learning outcomes.

Questions 1, 2, 3, 4, and 5 all solicited feedback in the area of student learning outcomes. Student learning outcomes included student comments about their insight into their growth as well as opportunities to write.

Teachers remarked that students noted that they were writing more than they had in years past and in every subject area. Several students remarked that they liked the use of rubrics, that it gave them a more clear understanding of their strengths and weaknesses. One teacher noted that

her students were using *6 + 1 Traits of Writing* terminology in class discussions. Another teacher saw an increase understanding in paragraph structure and detail support of main ideas.

One teacher commented that her students seemed pleased with their progress and portfolio results. Comments by students like “I love writing”, “I do have something to write about!” were mentioned. Teachers also noted that the number of writing opportunities had increased this year in their on classes as well as others. Another teacher wrote that writing portfolios were in every class for the first time at Lincoln.

Teacher Collection Instrument for Student Assessment Data

The last type of data collected was related solely to Guskey’s level five, student learning outcomes. Teachers in grades K-8 were asked to collect scores from two students in each class. The administrator directed teachers to use students 5 and 12 on class rosters. Stanford Achievement Test (SAT) scores from the previous year, portfolio assessments, and nine weeks grades were collected. Where applicable, AR and STAR scorers were included. The administrator directed teachers to use students 5 and 12 on class rosters. Grades 2, 3, 5, and 7 were chosen at random for review. Table 9 illustrates this collection of data through the first semester. Information will continue to be collected and reviewed through the end of the year. This will include 2008 SAT scores in reading and language arts (see Appendix C for blank form).

Survey V: Final Feedback Instrument by Researcher

The last survey taken by teachers at Lincoln was mid March after the final session with the school’s consultants. The researcher asked seven questions that were directed at participant learning, participant use of new knowledge and skills, and organization support and change (Table 10).

Table 9

Assessment Score Documentation of Randomly Chosen Students – Grades 2, 3, 5, 8

Student By Grade Level	1 st 9Wks. AR%	1 st Port. Score	1 st STAR GE	1 st 9Wks. Grade LaArts/Read.	2 nd 9Wks. AR%	2 nd Writing Port. Score	2 nd Star GE	2 nd 9Wks. Grade	3 rd 9Wks.	4 th 9Wks	SAT 2007	SAT 2008
2 nd												
# 5	89.2	2	2.4	3/3	77.0	3	3.5	3/3				
#12	80.5	1	4.5	2/3	85.9	2	5.9	2/3				
3 rd												
#5	80	100	5.6	97/96	85	92	4.3	95/95				
#12	87	96	2.8	93/92	95	90	3.5	89/87				
5 th												
#5	83	93	6.6	97/96	73	88	6.0	92/91				
#12	90	98	6.4	96/98	97	96	7.2	96/98				
8 th												
#5		84		96/95		97		95/94				
#12		96		96/96		95		96/96				

Table 10

Survey Table V: Given at conclusion of consultants modeling lesson for 3rd and 7th grade.

Lincoln Academy: Reading and Writing across Curriculum. Please respond to the following questions. Turn in to Hannah's box by Tuesday.

1. I feel quite confident in my abilities to instruct my students in their writing skills.

0% Strongly Disagree 17% Disagree 17% Undecided 42% Agree 25% Strongly

2. I feel comfortable using a rubric in the scoring of writing.

0% Strongly Disagree 0% Disagree 50% Undecided 25% Agree 25% Strongly Agree

3. I have used a rubric with my students this year.

0% Strongly Disagree 25% Disagree 8% Undecided 42% Agree 25% Strongly Agree

4. I have kept a collection of writing from each student this year.

0% Strongly Disagree 0% Disagree 0% Undecided 50% Agree 50% Strongly Agree

5. I have gained new strategies that can be used in writing through this year's professional development program.

0% Strongly Disagree 8% Disagree 0% Undecided 50% Agree 42% Strongly Agree

6. I have given my students more frequent writing opportunities this year.

0% Strongly Disagree 0% Disagree 0% Undecided 50% Agree 50% Strongly Agree

7. Working together with other teachers in small groups or as a result of observing or being observed by another teacher was a positive experience.

0% Strongly Disagree 0% Disagree 8% Undecided 50% Agree 42% Strongly Agree

Level I: Participants' learning.

Questions 1, 2, and 5 focused on participant learning. Question 1 asked about the teacher's level of confidence in student instruction of writing. Sixty-seven percent said that they were comfortable with their ability level, 17% were undecided, and 17% were still not comfortable with their ability level. Question 2 sought to measure the teacher's comfort level with the use of rubric in assessing student writing. Fifty percent said that they felt comfortable, 50% were undecided. Question 5 asked if teachers felt that they had gained strategies to use in writing as the result of the school's professional development program. One hundred percent said that they had.

Level III: Organization support and change.

Question 7 was directed at gaining insight into changes in the school culture as a result of teachers working in small groups or observing one another as they taught writing lessons. Eighty three percent of teachers responded that the experience had been positive. Eight percent were undecided (1 respondent).

Level IV: Participant's use of new knowledge and skills.

Questions 3, 4, and 6 all addressed the use of new knowledge and skills. Question 3 asked if teachers had used a rubric with students since the program began, sixty-seven percent of said that they had, twenty-five percent had not. One teacher was not sure. Teachers were asked in question 4 if they had kept a collection of student work this year, one hundred percent said that they had. In response to question 6, one hundred percent of teachers said that they had given their students more frequent writing opportunities in the 2007-2008 school year.

Chapter Summary

Chapter 4 presented the result of Lincoln's professional development program. Included were four survey studies, open ended interviews, and student scores. Data was review through the use of Guskey's five levels of evaluation (Guskey, 2000).

Chapter 5 will analyze these themes using NSDC's context, process and content standards as well as the five levels of evaluation drawing conclusions and making recommendations for future study. Implications will be drawn for the impact to curriculum, instruction, supervisors.

Chapter 5: Conclusions and Recommendations

Introduction

Chapter Four presented results and findings collected throughout Lincoln Academy's year long professional development program. Chapter Five will analyze the information collected, evaluate the implications on professional development and make recommendations for future research.

Discussion of Conclusions

Lincoln's program was built using the research by such organizations as the National Staff Development Council (NSDC, 2001), the definition of high quality professional development from No Child Left Behind (NCLB) of 2001 and direction from evaluation researchers like Thomas Guskey (2000). This study concludes that professional development that is job-embedded, aligned with standards and is of a significant duration, has the capacity to create systemic change that can strengthen both student and teacher skills while building a collaborative community of learning.

Discussion of data relevant to these conclusions will be reviewed by using five themes that arose from both the research review and data collected. From these themes, the researcher has drawn both recommendations and implications for future professional development programs.

Theme I: The Importance of a Strong Needs Assessment

Lincoln began their 2007-2008 program at the end of the 2007 school year. The spring needs assessment offered the administration the ability to gain teacher input and perspective on school need. The assessment created an early measure of teacher attitudes and beliefs about reading and writing at Lincoln. It also offered an indication of teacher willingness to collaborate with others prior to the program's initiation.

The needs assessment showed that even while 86% of teachers indicated that they felt it would be helpful to gain instruction in writing at their grade level, 14% did not. This indicated to the administration that the staff as a whole had a high interest in this area.

The needs assessment showed that teacher confidence moved downward when asked about the teaching of writing to students. Seventy-seven percent said that they felt confident, while 22% did not. Another important realization from the needs assessment was the lack of teacher understanding of expectations in writing entering and leaving each grade level. Forty-one percent said that they knew. Fifty-nine percent were unsure of expectations or did not know. This became another area targeted for discussion during small group assessment meetings.

Knowing that the building of a common rubric would be a goal if reading and writing was targeted for development, asking teachers about their previous use with rubrics offered an understanding of the need in this area. At the time of the assessment, seventy-seven percent of teachers said that they felt comfortable using rubrics, 23% did not. This affirmed that this was an area in need for growth. When asked this same question again at the program's conclusion, 50% said that they felt comfortable using a rubric to score, 50% were unsure. The researcher asserts that time spent studying the use of rubric helped teachers to understand that their need was greater than previously thought.

Results of the assessment were made available to stakeholders. The needs assessment became a source of solidifying goals with the administration, soliciting teacher input, establishing a beginning measure of knowledge and beliefs concerning writing, and initiating an awareness by staff that reading and writing would be a worthy school wide study. It also directed the program developers towards stakeholder investment by revealing their program support.

Theme II: Promoting Stakeholder Investment

Promoting stakeholder investment was a difficult area to maintain. It took time, patience and perseverance and then more time patience and perseverance. It took diligence in building relationships on all levels. These relationships, these stakeholders consisted of the entire school community, administration, staff, students, and parents. The literature review indicated to the researcher that the stronger the involvement in the program, the stronger the commitment to the program, and the more likely that results would be successful (Fullan, 2001).

Research underlines the importance of gaining the support of the administration (Guskey, 2000). Lincoln's administrator was quite invested in the writing program from its inception. He had voiced concern in this area for several years. His support both verbally and monetarily grew as the program progressed. He allowed the team planners to add an extra consultant, more reference books for teachers, and extra training sessions as need arose during the program. He attended all major functions, overseeing and encouraging teacher involvement. Monies budgeted for the 2007-2008 program more than doubled from the previous year.

To measure teacher investment at the beginning of the program, the staff was asked in the needs assessment if it would be helpful to gain instruction in the area of writing at their grade level, 86% agreed, 14% disagreed. When asked again at the end of the program if they had gained new strategies to use in writing as a result of the program, all teachers surveyed agreed except one.

Theme III: The Importance of Choice and Trust in Consultants

Lincoln discussed the topic of outside leadership during the spring of 2007. It was felt by the administrative team that it would be wise to seek outside input through the use of a consultant from off campus.

The consultant, helped solidify the direction of the program and evaluate the needs of teachers. Lincoln began with one consultant. That consultant quickly surmised the need of a second that would focus on lower school needs. This team of two worked together in directing the content component of the program. Advice to create a strategy session to align language arts teachers with program goals greatly strengthened the staff's understanding of the program.

The survey taken following that session revealed that 100% of teachers had a better vision of the programs direction. That session also gave language arts teachers an opportunity for input and direction. It also became a conduit of information as those teachers spread more clarity of the program's goals by word of mouth.

Theme IV: Informative, Practical, Repetitive and Modeled

Both the research review and school needs assessment made it clear that the program should focus on training that is informative, practical, and repetitive. The school program team wanted to make sure that the consultants had the opportunity to model examples of strategies presented to teachers. Teachers made it clear throughout the survey process as well as during interviews that these components were of great importance.

Beginning with the needs assessment, teachers asked for concrete instruction in writing such as: strengthening paragraphs through the use of details, ways to brainstorm, a more clear understanding of school standards in writing, the use of rubrics, and how to set up portfolios.

For example, the needs assessment asked teachers about their current use of portfolios. Responses from the beginning survey included, never, not yet, "?", I use to, and yes. This topic was frequently referred to throughout the program. When teachers were asked on the final survey about keeping collections of student work during the current school year, 100% responded that they had.

Knowing that repetition would be key if the school was to adopt the common language of *6 + 1 Writing* as well as the use of rubrics and portfolios school wide, the action team built practice of these skills into four staff meetings between August and December. These meetings developed assessment skills and deepened knowledge received from training sessions. For example, the needs assessment asked teachers about their comfort level with rubrics; 77% agreed while 23% were unsure. In the final survey, 50% of teachers said they felt comfortable with rubrics, 50% did not. The researcher asserts that this decline is a more realistic picture of skill level resulting from an increased understanding of rubrics and their use. The practice sessions however did not just serve as arenas for skill building but they also became catalysts for growth in the development of a stronger learning community.

Theme V: Aim for Collaboration

One of Lincoln's goals was to create a professional development program that would build a stronger collaborative community. When asked if working together with other teachers or observing others had been beneficial, all teachers but one responded that it had been a favorable experience. One fifth grade teacher noted when interviewed, that she felt there had been a large degree of collaboration among staff members. A second and seventh grade teacher also remarked that the increased opportunity for discussion with colleagues had been beneficial. Teachers also repeatedly requested that the emphasis on reading and writing stay in place for at least another year, if not two.

Theme VI: Evaluate, Evaluate, Evaluate

Strong professional development begins with the end in mind (Guskey, 2000). Evaluation should be started at the beginning of the program and continue both formatively and summatively. Lincoln sought to evaluate throughout using surveys and informal interviews for

teacher reaction, knowledge, and application. The highest level of program evaluation according to Guskey can be seen through student outcomes (2000). Lincoln used for the first time, an instrument that allowed teachers to view student growth in all assessment areas in writing through the course of the year. The data has been available previously, but never put together in order to review growth during the year (see Appendix C). Lincoln's administrative team is considering using this form or one similar for the school as a whole next year.

For the purposes of the study, student assessments in grades 2, 5, and 7 were reviewed. A chart illustrating the growth of these students can be seen in Figure. Scores will continue to be collected until the end of the school year. At this time the trend is upward, but too early for a definitive summation.

Implications for Lincoln

Lincoln sought the following outcomes from their 2007-2008 professional development program.

- Teachers will adopt and begin utilization of a writing program and rubric that can be adapted for use in grades K-8.
- Teachers will maintain portfolios for students, increasing both quantity and quality of writing opportunities in all subjects. As reviewed, these outcomes were implemented in 2007-2008 and will continue to be developed.
- Teachers will work in small group book study, and peer teaching opportunities.
- Assessment tests will increase one grade level. Assessments include SAT scores, AR, STAR and end of year grades.
- Lincoln families will be educated on the importance of writing across curriculum areas and the development of a rubric that will utilize a common language in grades K-8.

Recommendations:

In utilizing the context standards of NSDC (2001), Lincoln focused on the building of a learning community that was led by leaders seeking ongoing instructional development, with sufficient resources (NSDC, 2001). Lincoln constructed a learning community that offered twenty hours of collaboration with other teachers in both large and small group study, peer coaching cycles, and opportunities to observe expert consultants facilitating instruction. In order to continue and solidify the growth begun by this program, Lincoln should continue for at least another year.

Process standards were used to incorporate student data to establish need, review progress, and make corrections as needed (NSDC, 2001). Lincoln built program goals through a needs assessment in 2007. That assessment provided the administrative team the ability to gain teacher input and perspective on school need and determine a baseline measurement of teacher attitudes and beliefs. Lincoln should construct another needs assessment prior to the end of the school year, after final data has been collected and presented, that will again assess school need and direction for the 2008-2009 school year.

Strong content standards will strengthen the learning of all (NSDC, 2001). High expectations for students, translate into high instructional standards for teachers. Such expectations necessitate a greater content and strategy base for the teacher. Lincoln should seek further input from teachers to see how writing in all areas of the curriculum can continue to be strengthened. It is recommended that Lincoln consider adding a layer of content instruction from each major curricular field. Teachers in all curricular areas but particularly in math sought specific content strategies to use in their classes. That content knowledge should then be used to stimulate both reading and writing opportunities.

Another recommendation for Lincoln is that they create a vehicle in which to teach and reteach these skills to new teachers coming on staff. New teacher in-service at the beginning of the school year should be used in part to discuss the 2007-2008 program and components to insure their continuance at Lincoln. The use of portfolios, *6 + 1 Traits of Writing* and the use of rubrics should be particularly studied.

A final area of recommendation is the inclusion of parental involvement. The researcher asserts that this area did not develop as strongly as hoped. Bulletin boards were constructed both inside classrooms and in halls; e-mails were sent, as well as memos and reminders at *Parent Teacher Fellowship* (PTF) meetings. Little input from parents was received. This concern was highlighted when two e-mails and several comments by middle school parents were received wondering if there was a school focus on writing for the year. Their students had been bombarded with multiple writing assignments as teachers attempted to meet portfolio expectation.

Curriculum Instruction Specialist/Supervisor (CISS)

The CIS specialist is trained to lead the school in the development and implementation of curriculum and instruction. The student of CIS must be familiar and adept at building and facilitating strong professional development programs. Research makes it clear that if teachers grow, then students will as well. Professional development is the delivery system for curriculum instruction capable of creating such change.

School leadership must understand how to build and implement professional development with goals that are clear, aligned with standards and agreed on by stakeholders. Support must be built from the top down and the bottom up. Such programs must be under girded with resources,

entrenched with opportunities for teachers to reflect and digest materials, as they practice newly learned skills. Program duration must be sufficient to produce lasting change.

The heart of the CIS leader must be the heart of a professional developer. It must be a heart that refuses to leave either teachers or children behind. It must be a heart that refuses to allow either, to dwell in an educational land of mediocrity or a community of disenfranchisement. The CIS leader must understand the component parts necessary to build strong professional development, without the use of that vehicle, efforts will be greatly limited. Professional development at its best creates a positive environment for change and growth for all involved. A successful CIS program must equip their students with the skills necessary to build professional development programs capable of meeting such expectations.

Chapter Summary

The question of this thesis was to determine the success of the professional development model used by Lincoln in 2007-2008. Did the model successfully create a program that was of high quality, job embedded and sustained in nature?

Clearly opportunities to write increased during the 2007-2008 school year, both rubrics and portfolios were used school wide. Collaborative opportunities for staff also saw an increase and along with the sharing of ideas, skills, and knowledge. Opportunities to observe teachers actively instructing both in house and from experts on the university level were offered and received. Students wrote more frequently in all subject areas than in prior years. The program ended with teachers asking for more of the same.

Whether the excitement and increased opportunities were the direct result of raised expectations, increased visibility, expert training, teacher collaboration or time spent on joint assessment of student work or peer coaching, or all of the above is difficult to know. The

evidence however does point to growth and change in the systemic nature of Lincoln Academy through its 2007-2008 professional development program on reading and writing across curriculum.

Strong professional development goals, built around context, process and content standards will still have difficulty in finding fruition if the duration of the program is not of sufficient length. Teachers repeatedly echoed this sentiment by requesting that the reading and writing emphasis at Lincoln be continued through the next school year. Teachers at Lincoln learned that at the heart of effective professional development, the school vision must be one that is shared with teachers and administrators working in a context that is both collaborative and ongoing (Hawley & Valli, 2000).

Ecclesiastes and Rick Defour tell us that there is nothing new under the sun (Defour & Defour, 2007). They contend that it is not the absence of knowledge that prevent forward growth in our skills but rather a lack of successful implementation. They call it a “knowing-doing gap” (Defour & Defour, 2007, p. 27). When reflecting on the component parts necessary to build a strong professional development program it is obvious that there is little new. It appears rather that professional development success is found in the quantity and quality of those component parts used for construction. It also appears that the builders of strong programs, capable of significant impact and growth must be willing to delve into their craft with great flexibility and a willingness to conform to the needs dictated by the change that is sought.

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Appendix A:

National Staff Development Council NSDC Standards for Staff Development

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities, goals aligned with those of school and district. (Learning Communities)
- Skillful leadership by those who lead instructional leaders. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards

Staff development that improves the learning of all students:

- Uses data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning and Change)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

(Revised, 2001)<http://www.nsd.org/standards/index.cfm>

Appendix B:

Lincoln Academy: Writing Initiative Summation and Celebration Consultants

1. How has writing and writing across the curriculum been evident throughout MGCS this year?
 - We are using the same terminology, intentional writing on every level and in each academic area.
 - Bulletin boards in halls and in individual classrooms.
 - Writing assignments in most classes, even math and PE
 - Parents noticing, even complaining about homework
 - Bulletin boards around school
 - Non language arts teachers are using writing
 - Science Fair - writing
 - Colleague discussions
 - Kids comments about writing in every class.
 - Teachers and students are starting to use the same language.
 - Practicing assessment in groups with other teachers
 - Dialogue with other teachers

2. What have been the most useful facets of 6 + 1 for you? For your students?
 - Easier to teach with traits set up
 - Specificity of traits made it easier to teach across academic grade levels.
 - The promotion and study of the idea and organization traits, both for students and me.
 - The rubric, how to “grade” or “score” the students writing
 - Removing the “box”
 - Consistency of the language
 - The rubric
 - Breaking down the traits helps me teach writing more easily.
 - Sharing at dept meetings
 - More discussions with team teacher / other teacher using same “language”
 - Ideas for expectation / scoring
 - Focusing on areas other than CONVENTIONS has allowed the students to be assessed for skills – important skills – other than “grammar”
 - Ideas, conventions, presentation

3. Activities that were successful:
 - Thinking in terms of the terminology and writing
 - Presenting ideas and then supporting those ideas with details in an organized way.

- Using a picture/painting to help with writing
- Apple Pie, Brown Bag Exams
- Picture Module, writing workshop, STEM journals
- Brainstorming to get started (everyone writes)
- Writing folders
- Label picture / write
- Letters for Valentines
- Focusing on specific areas / facets of writing.
- Motivating ideas for cross curricular
- Binder idea
- Use of portfolios
- How to teach specific facets of writing
- Clearer instructions for expectations
- SCI – submersible project
- Greatly enjoyed stations
- Peer tutoring with teachers
- Encouragement from one another, sharing
- Use of re-reading
- Helping students assess each other’s work in small groups using rubrics.
- Developing relationships with other teachers – great benefits
- Cinderella around the world

4. Activities that need tweaking:

- Brown Bag exam on the Hiding Place
- Creation of cross curriculum “stations” for the Hiding Place
- Conventions (spelling, grammar, dialogue rules, etc.) Time management
- I need to learn to just let the students write.
- Time management, grading process
- Let students just write
- Consistency for Upper School
- Still developing writing curriculum on 6 + 1
- Still developing writing curriculum on 6 + 1
- Organization and ideas
- Amount of time necessary
- Math word problems
- Science Fair Reports
- More practice with other teachers assessing work with rubrics.

5. What might your students say about their writing?

- They have written much! They understand a topic sentence and follow up supporting detail.
- They were proud of their final drafts.

- They love to write creatively. I have very imaginative groups! ☺
 - They love writing and sharing
 - Feel that they have improved
 - It has improved. I do have something to write about.
 - It's easier to write with plans (6 boxes)
 - Math – do not like it
6. On what areas of writing do you plan to focus with the remaining months of school?
- Some time of research for 7th grade in Hiding Place.
 - Keep it purposeful.
 - I need to do more writing.
 - Creation of newspaper
 - Ideas and organization
 - More writing workshop time
 - Make it a priority
 - Complete lessons on traits.
 - Free writing, journal writing.
 - Label pictures / write
 - Word choice, organization, scoring with rubric from 6 plus 1
 - Science
 - Math word problems – interested in comprehension of word problems and I am curious if experiencing the writing process will improve that.
 - Still feel uncomfortable personally, would like to do something in co-operation with another teacher.
7. General Comments:
- I thoroughly enjoyed the entire presentation so much that I want to try to implement this.
 - Having a hard time keeping up with Open Court when doing writing lessons.
 - Class wide brainstorm – everybody writes

Appendix C

Student Data Form

Language Arts Teachers!

Please complete with the information requested. Return by Friday, February 29th. Thanks again! Action Team

Grade: _____ Teacher: _____

Student	SAT 2007	1 st 9wks Port. Score	1 st Reading Grade	1 st Lang. Arts Grade	2 nd Port. Score	2 nd Reading Grade	2 nd Lang. Arts Grade	3	3	3	4	4	4	SAT Score
#5	Read Lang													Read Lang
#12	Read Lang													Read Lang

Student #5 Comments:

Student #12 Comments:

June 27, 2006

This letter is to give my consent and support for Hannah W. Ivey, graduate student at the University of North Carolina at Wilmington, to use _____ School as the site for the educational research activities outlined below.

- The study will include faculty at _____ School who are taking part in a school wide professional development program.
- The faculty will engage in whole group activities led by area experts in specified fields, small group book studies on relevant materials, and peer coaching opportunities.
- Teachers will be surveyed at the beginning and end of the professional development program.
- Teachers will be interviewed at random throughout the development period. Interviews will be summarized and checked to affirm accuracy.
- Teachers will select random work samples of two students at each grade level in order to follow student progress throughout the development period.
- The progress of student work will be analyzed and recorded.
- Members of the study will submit a brief reflection on their experiences and insights from the development study.
- The researcher will analyze all data to evaluate the professional development program.
- If results from this study indicate that the professional development model has been beneficial to teachers at _____ School, a recommendation will be made to the school to continue its use in future development programs.
- The study will begin in June 2007 and conclude in January 2008.
- Participants in the study will be protected by confidentiality measures as listed in the IRB protocol form submitted to and approved by the UNCW IRB.

Principal

Survey to lead teachers after meeting with consultant.
September 24, 2007

HEY GUYS!

One of our goals for our professional development this year, is to know how each part is going and what might need to be tweak en-route to our final destination of strengthening reading and writing skills and their evaluation at MGCS.

Educational gurus call this formative and summative evaluation. I like Robert Stake's explanation of this: "When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative."

So this is FORMATIVE! Help us TWEAK!!! Some of these questions are from the administration and some from Denise. ALL IDEAS and THOUGHTS are greatly APPRECIATED!!!

We will be dividing into small study groups for several months. The split will probably be: K- 1 or 2, 3 – 5, and 6 through 8. What topics or skills would you like to see studied or researched in these groups? We will be specifically looking at strategies we can use in our classes, how to assess them and supply students with feedback.

1. I have a better vision of how to use a single book or poem, read by the class, in order to generate group discussion.

7 of 7 Said they agreed

2. I have a better understanding of how to use group discussion with the purpose of stimulating student writing.

7 of 7 agreed

3. There was at least one strategy presented that would work in my class to assess student knowledge / skill.

1 Strongly Agreed 5 Agreed 1 Unsure

4. At least one idea that was presented could be used to gage growth in student writing over a period of time.

1 Strongly Agreed 3 Agreed 2 Unsure 1 Disagreed

5. It would be helpful if Dr. Ousley could spend time on : (any component of teaching reading and writing that would assist you in teaching and / or assessing student growth.)

- How to teach fluency.
- Organization
- K-2 strategies

6. How might the administration support you and your students?

- Knowing where students should be when they enter and exit
- Have someone help me organize writing folders and put writing examples in them.
- Purchase the books that introduce each Open Court unit.

7. How might we as a faculty encourage our students and parents?

- Have a writer's contest
- Give the students lots of opportunities to write.

8. What would you like to see studied or researched in small groups?

- How to teach fluency
- How to teach extending sentences
- How do you grade writing (rubric?)
- What do you do if grammar and punct. are correct but it is just not a good story?
- How to hold a student writing conference
- Could we grade writing by same standards across the board? How would this be converted to number grades on the report cards?
- Further instruction on developmental appropriateness – expectations

First Meeting with Consultants in October

Good Morning Myrtle Grove Christian School!!!

Coming Friday! An exciting morning of *Reading and Writing across Curriculum*

So what exactly do we want to accomplish this year?

- We will implementation a rubric to assess student writing at MGCS.
- We will equip ourselves with strategies and methods to use with student writing.
- We will improve both the quality and frequency of writing opportunities at MGCS.
- We will educate our parents concerning our efforts in aiding our students in their reading and writing skills.

BY FRIDAY

- You will have read *War Torn Sky* – it will be used by our consultant to look at different strategies to use to motivate our students in reading and writing.
- You have also received and reviewed *Non-Fiction* – which is a book of strategies for writing in the classroom.
- You have also received and reviewed *Info-Kids* (except for K-1, you are deciding if you want me to get it for you)
- All language arts teachers have a version of *Six Plus One*. This is the rubric that we are going to use throughout the school this year as we assess writing. (*And no you are not suppose to already know how to do this... although some of you do...*)

Both breakfast and lunch will be provided on Friday.

We will meet at 8:30.

Our consultant will begin at 9:00.

Lunch: 12:00

Small Group Meetings: 12:45 until 1:45

We will divide K-5 and 6-8.

You will use this time to review the morning's events and plan for your next small group meetings. We will meet in small groups 3 or 4 more time between October and February. At least one more time will be with our consultant. Begin thinking how she might help your group in particular.

QUESTIONS OR THOUGHTS??? Let me know! Also let me know if you are missing any materials. Thanks guys!!!! Hannah

Lincoln Academy: READING AND WRITING ACROSS CURRICULUM
October 5, 2007

OK! You now have 1 hour (more if you like) to ponder the following:
I know that you will feel free to adjust or delete as needed.

- Go back through what you learned today. Discuss each segment of the session and generate how you could use the ideas in your class.
- Review the components of the *Six Plus One Traits*.
- Discuss as a group what you think your age group needs “more of” in terms of training, research, discussion to support your writing efforts.
- Decide on how to meet your needs. Should everyone research a topic or web site? Divide topics up? In what areas might Dr. Ousley work with us further?
- Now you need a time line. Plan your next meeting and what your topic will be. You will need to meet three times as a group before the middle of January. (TODAY counts as your first meeting.) You certainly can meet more if you like ☺ One meeting will include Dr. Ousley.
- Possible things to do... Is there a person in the group that has something to discuss or teach? How about bringing in an example of a student’s work and scoring it or several samples as a group?
- Before your next meeting, try one new reading / writing lesson plan or a version of one that has worked well in the past. Bring it to your next session with copies for everyone. Pick one area to score. (THE WHOLE GROUP should probably pick the same area.)
- Just a thought... you might want to let this lesson plan also serve as a BWI. Your group might even help you come up with your integration points.
- Between the middle of January and the first of February we will get a partner and participate in a coaching cycle like we did last year. (More details to come if you have forgotten.) We will meet one last time as a group in early February to share the amazing things that we learned.
- CELEBRATION!!! ONE LAST EXCITING meeting with Dr. Ousley to gain further insights that you have indicated that we need and to share as a whole.

March 10, 2008

Lincoln – Reading and Writing across Curriculum

Please respond to the following questions. Turn in to Hannah's box by Tuesday.

1. I feel quite confident in my abilities to instruct my students in their writing skills.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
2. I feel comfortable using a rubric in the scoring of writing.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
3. I have used a rubric with my students this year.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
4. I have kept a collection of writing from each student this year.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
5. I have gained new strategies that can be used in writing through this year's professional development program.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
6. I have given my students more frequent writing opportunities this year.
 Strongly Disagree Disagree Undecided Agree Strongly Agree
7. Working together with other teachers in small groups or as a result of observing or being observed by another teacher was a positive experience.
 Strongly Disagree Disagree Undecided Agree Strongly Agree

THANK YOU!!!

March 10, 2008

Lincoln Academy: Reading and Writing across Curriculum

1. I feel quite confident in my abilities to instruct my students in their writing skills.

0 Strongly Disagree 17% Disagree 17% Undecided 42% Agree 25% Strongly Agree

2. I feel comfortable using a rubric in the scoring of writing.

0 Strongly Disagree 0 Disagree 50% Undecided 25% Agree 25% Strongly Agree

3. I have used a rubric with my students this year.

0 Strongly Disagree 25% Disagree 8% Undecided 42% Agree 25% Strongly Agree

4. I have kept a collection of writing from each student this year.

0 Strongly Disagree 0 Disagree 0 Undecided 50% Agree 50% Strongly Agree

5. I have gained new strategies that can be used in writing through this year's professional development program.

0 Strongly Disagree 8% Disagree 0 Undecided 58% Agree 25% Strongly Agree

6. I have given my students more frequent writing opportunities this year.

0 Strongly Disagree 0 Disagree 0 Undecided 50% Agree 50% Strongly Agree

7. Working together with other teachers in small groups or as a result of observing or being observed by another teacher was a positive experience.

0 Strongly Disagree 0 Disagree 8% Undecided 58% Agree 25% Strongly Agree

December 2008 Lincoln Academy – Reading and Writing across Curriculum

Hey GUYS!!!!!!!!!! Christmas is just around the corner! Hang in there!!!!
Now... concerning reading and writing across curriculum, we need input on our time spent with our professors.
SOOOOOOOOO in your spare time this week are you LOL yet???? Please pass on your thoughts. I will help us plan
for our last meetings. Yes, I said LAST meetings!

Our consultant loved you guys!!! What's not to love!!!! They thought you were an amazingly energetic group of
committed teachers!!! (EVEN the week before Christmas break!!!)

SURVEY: Reading and Writing across Curriculum In-service
PLEASE TURN IN OR SEND BACK BY DECEMBER 17.

1. Please indicate whether you worked with the elementary teachers or the middle school teachers.
_____ Elementary _____ Middle School

2. The lesson modeled by our professors, was most informative and instructional.
__ Strongly Disagree __ Disagree __ Undecided __ Agree __ Strongly Disagree

Please explain _____

3. The lesson used could be adapted to my subject area.
__ Strongly Disagree __ Disagree __ Undecided __ Agree __ Strongly Disagree

Please explain:

4. I was able to attend the session during school hours with limited problems.
__ Strongly Disagree __ Disagree __ Undecided __ Agree __ Strongly Disagree

Any suggestions on how it might have been more easily done?

-
5. I have used an idea / (or plan to) that was initiated through the lesson modeled.
Please elaborate if you have / or are...

-
6. I feel more aware of the importance of writing in my subject area as a result of this year's inservice.
__ Strongly Disagree __ Disagree __ Undecided __ Agree __ Strongly Disagree

Thoughts: _____

7. I have begun to use the terminology of 6 Plus 1 with my students.

Strongly Disagree Disagree Undecided Agree Strongly Disagree

Thoughts: _____

8. I feel my students are improving as a result of my implementing ideas in my class that are a result directly or indirectly of our in-service efforts.

Strongly Disagree Disagree Undecided Agree Strongly Disagree

Thoughts: _____

-
9. I am seeing growth in my ability to work with other teachers to gain new ways of teaching and assessing my students as a result of this year in-service;

Strongly Disagree Disagree Undecided Agree Strongly Disagree

Thoughts: _____

Other thoughts? Ideas? How can we make the rest of the in-service stronger?

Tips for Peer Coaching
Happy Tuesday!!!

Concerning our writing observations! I had a couple of teachers ask me for questions to use during the meetings before and after the observations that you are planning. I know, some of you probably did this a month ago, but for those of us that know that we still have until the end of the first week of February... I hope you find these helpful!

THOUGHT: You could both plan to use the same strategies, methods, to teach a similar lesson – even if the topic is different.

So WHAT are we doing again????

- You have by now found a person to observe and to observe you.
- You are planning on a pre – observation meeting to chit chat about what you are going to each do when you visit one another.
- Then you will visit. (Use your teacher assistant to help watch your class while you are gone, upper school – try to use planning periods, we might be able to borrow an assistant or an administrator who is not busy ☺)
- Meet again after the observation to chat about the lesson, what you thought worked and what you might do different next time.
- Your goal is to help your partner reflect on what went on in their lesson and ponder the insights that you gained from watching another teacher.
- Please right down thoughts or insights that you gained from this process, for possible sharing during our last sessions.

Possible questions for pre-observation meeting.

1. What type of lesson will you be teaching? What subject? Topic?
2. What are the areas of strengths and weaknesses that you see in this class in the area of writing at this time?
3. Have you noticed specific improvements since the first of the year?
4. What are your major objectives in this particular lesson?
5. Are you using a new teaching method or is your presentation style familiar? How do you plan to assess what you are teaching?
6. Will they have started the lesson before I come in, or is this lesson going to be done in one day?
7. Any particular thing you would like me to give special attention?

Thoughts for you post-observation meeting.

1. How did you feel about the students' response to the lesson?
2. Did the lesson accomplish what you hoped for?
3. Is there anything that you would change if you did it again?
4. Have you had a chance to review their success with the lesson?