



Journal of the Effective Schools Project

VOLUME XXIV

2017

*“Awakening of Educators to
Excel, Explore, and Engage Students”*



Journal of the Effective Schools Project

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ISSN: 1097-8127

Volume XXIV 2017

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Editors' Note
Journal of the Effective Schools Project
“Awakening of Educators to Excel, Explore, and Engage Students”

Dear Readers,

The Effective Schools Project is dedicated to improving school effectiveness, raising student achievement, and providing professional development to pre-service and in-service educators. The articles in Volume XXIV of the JESP share experiences, expertise, and research focused on awakening educators to excel, explore, and engage students.

JESP is under new leadership this year with Dr. Julie Howell, Dr. Robin Pate, and Dr. Pam Winn working as the new editors. Each has connected with practitioners and researchers to ensure this year's journal enriches the profession.

One former student being recognized as a Tarleton Star is Hannah Cleary (Stephenville ISD), a former recipient of Tarleton's Robert H. Elliot Award. Read about her accomplishments and contributions to the profession.

The Book Shelf by Dr. Miller-Levy highlights books supporting this year's theme. This portion of the journal is a favorite. Please review the books connected to our theme: *Awakening of Educators to Excel, Explore, and Engage Students*.

Student Service and Research focuses on action research being conducted by Tarleton students. This section illustrates the importance of service and research with the ESP schools. This year's article Supporting Future Teachers, written by Dr. Roberta Simnacher Pate highlights Tarleton State University's chapter of Association of Texas Professional Educators (ATPE). This organization was nominated and awarded the Local Unit of the Year Award for the 2015 – 2016 school year.

The *Journal of the Effective Schools Project (JESP)* is also available online. Readers are able to view all past articles (1992 to present) at JESP's website <http://www.tarleton.edu/esp/Journal/index.html>. To view past articles select: **“View Copies of the Journal of the Effective Schools Project.”** Submissions to the journal may be submitted online at <http://thejesp.org>.

The articles included in this volume (XXIV – *Awakening Educators of Educators to Excel, Explore, and Engage Students*) provide insight into innovative ways to engage students and help students excel. Teaching is a calling of the heart; the purpose of this journal is to celebrate successes and inspire educators to continue their commitment to students and excellence.

Sincerely,

Pam Winn, Ed.D., Editor

Julie Howell, Ed.D., Coeditor

Robin Pate, Ph.D., Coeditor



The Existential Talk: The Last Lecture

James Gentry

My name is James Gentry (Jim). When the Student Government Association (SGA) at Tarleton State University asked me to be the third Last Lecture speaker, I was honored and a little frightened. The two previous speakers were well known respected professors at Tarleton State University. Both Chris Guthrie and Jim Kirby were people who contributed to the history and culture at my university. Both were valued as teachers by Tarleton students. I thought about it and realized I was connected to their rich history and to a unique place, Tarleton State, where teaching and service are valued. My students wanted me to share why I chose this life path of teacher. They asked for a talk regarding my philosophy for living life. As I considered the message, I began a process of introspection. Questions emerged... Two main questions came to me. What is the Last Lecture really? What can I say to our students?

What is the Last lecture? The Last Lecture began at the University of California Los Angeles in the 1950s (TSU, 2014; 2015; 2016). Each lecturer was asked to speak from the heart with the premise, "If this was your last time to speak to students, what would you say?" The Last Lecture has an existential foundation... Deep thinking attribute and feel. This type of speaker series has become popular across universities in the United States in recent years. In 2007, the Last Lecture was popularized by Randy Pausch from Carnegie Mellon University (CMU, 2007). Dr. Pausch was diagnosed with a terminal disease and ultimately passed away. His Last Lecture, "Really Achiev-

ing Your Childhood Dreams," has been viewed by millions on YouTube and continues to be an inspiration for many. His speech became a best-selling book over the years since his speech (Pausch, 2008). The Last Lecture had been around for a long time, but Dr. Pausch's 2007 speech brought attention to this academia tradition. Why did Dr. Pausch's Last Lecture garner attention? This was his Last Lecture in reality and people listened knowing this was from his heart. This represented Pausch's truth, nothing to lose type thinking, and was valued. For me, Pausch's (2008) book, *The Last Lecture*, holds special meaning. This book was featured in my Last Lecture with my grandfather's last words and letter to our family. My 92-year-old grandfather, James F. Nix (Jim) also called Daddy Jim, the man I was named after, read the Last Lecture before his death in 2012. He left a note to the family describing his life experiences. From WWII to his present time, he described his mistakes and successes. The last part of his letter had these words, "The key word in my mind is love."

At Tarleton State University, the inaugural Last Lecture resembled Pausch's Last Lecture as well. After Dr. Chris Guthrie was selected as the first Last Lecture speaker, Chris received a terminal diagnosis related to his battle with cancer during this time period. In Chris Guthrie's Last Lecture, the message was playful, serious, and was representative of this man's great intellect for history, culture, and people (TSU, 2014). Chris was a renaissance man indeed. Part of getting prepared for this speech

revolved around watching his speech and Dr. Kirby's Last Lecture (TSU, 2015). The conclusion... "Jim," I said, "Be yourself. Tell them what really matters to you."

I asked students who nominated me for the Last Lecture to tell me why they nominated me. One student said, "Your life and work is all about caring. We learned from you because you care about us. Education is Dr. Gentry." The other mentioned, "Dr. Gentry, when you teach, it is like being inside a moving machine. There's lots to do, and we have a destination, a sense of urgency to learn." I was humbled by these thoughtful students and future educators. One student added, "Just get all existential and philosophical... You do that sometimes." By listening to my students and by engaging in thoughtful introspection, I named three needs I have and find all humans need to be able to pursue happiness and enjoy life. Discussing my life in relation to these three needs became my message for my precious students at Tarleton State University. This was from me and from my sense of what is true. Existential life became the theme and such deep thinking led me to review my life experiences.

The three needs are simple. All people need to have a purpose, a sense of belonging, and all of us need to be loved and to love. I spoke about teachers. Teachers are people who have dedicated their lives to others. Teachers have a purpose. It is to learn. Teachers cannot be teachers without being students first. We belong to each

Figure 1. Photographs of Dr. James Gentry (Jim) Presenting the Last Lecture at Tarleton State University on September 15, 2016 at 6:30pm.



Note. The pictures on the screen depict various activities that occurred during and after Dr. Gentry’s Last Lecture Speech.

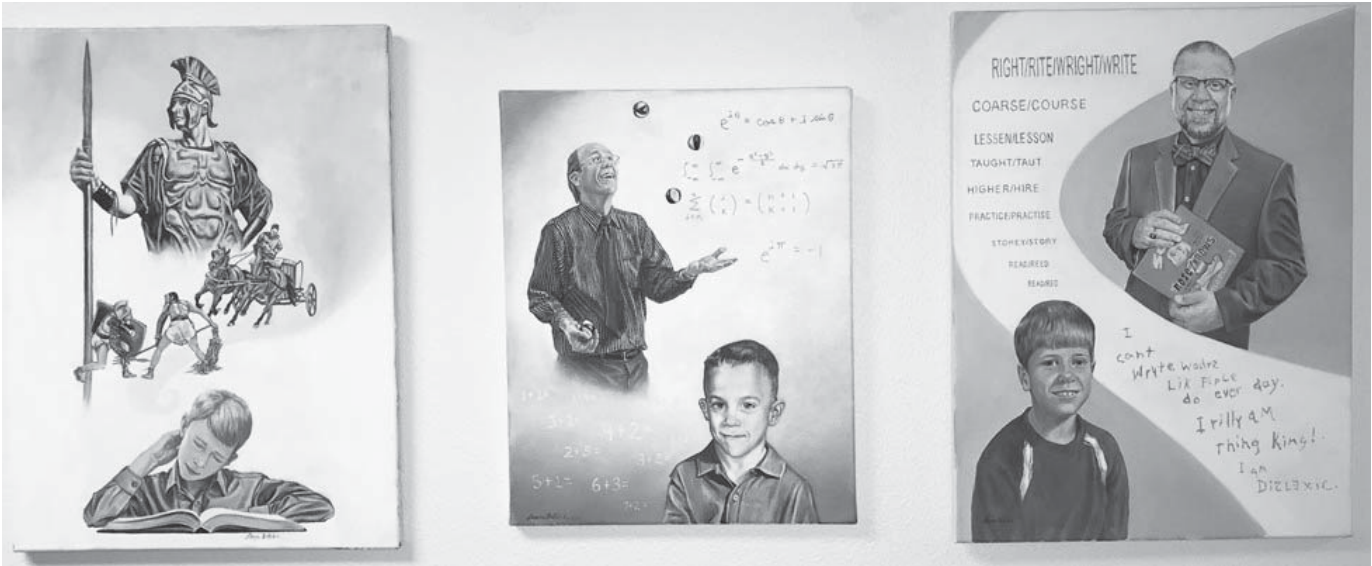
other. People seeking knowledge, skills, and understanding will always be the defining characteristics of teachers. Teachers intuitively know students are the best teachers. Learning occurs when we realize we are learning together and teaching each other from the experiences we share. If you are learning and teaching others, you are loved and are being loving to others. For me, this is a simple life formula for human existence. In my Last Lecture, I shared my continuing life struggle with dyslexia and other learning disabilities while maintaining a positive solution growth mindset style of thinking (Gentry, 2015). My thoughts with many of my life experience examples can be found in my Last Lecture (TSU, 2016). The examples and visuals I promoted in my

Last Lecture illustrated the power of learning (See Figure 1). Great teachers who model learning were discussed and celebrated. In the end, my two-hour Last Lecture produced this existential message, “We are all learners-teachers and belong to each other as we learn and teach each other. By teaching and learning with others, we experience love and love others.”

Today, I am the Associate Director with the Center for Instructional Innovation (CII) at Tarleton State University. CII is the organization that produced and continues to organize the Last Lecture Speaker Series for Tarleton. The work and mission goals set for and by CII fit my life philosophy well — “Learning together”. Every day, I walk past an area at the CII build-

ing that has paintings by Laura Butler for Tarleton’s Last Lecture Speakers; I am one of them (See Figure 2). Sometimes I stop and think about that night I delivered the Last Lecture and the students who came to listen and talk with me. I realize, as I look at this picture and remember my speech, I feel fortunate to be in a place that values learning above all else. As I continue this existential reflective process, I see all my life and career choices continue to revolve around this philosophical thought, “WE ARE CHURNING THE LEARNING.” I know it is silly and playful. That is me too... However, it is also meaningful. We are learning and teaching each other. That is love.

Figure 2. Tarleton State University's Paintings by Laura Butler Depicting the Last Lecture Speakers from 2014 to 2016



Note. Laura Butler interviewed each speaker and placed artistic visual elements representing each speaker's life and thoughts for the Last Lecture. These painting are located in the Faculty Commons area within the Center for Instructional Innovation building at Tarleton State University. From left to right, Chris Guthrie, Jim Kirby, and James Gentry (Jim).

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Author's Note

I would like to thank the Center for Instructional Innovation, The Student Government Association, Dr. Kelley Shaffer, Mr. Doug Hanna, and the Faculty Fellows at Tarleton State University for sponsoring the Last Lecture Speaker Series. This was an amazing opportunity to share my philosophy of life with my colleagues and students. It was fun too.

Keep Them Engaged!: Using Self-Monitoring Checklists to Increase Assignment Completion

Callie Lewis Chiu

With the current educational movement to include students with disabilities (SWD) in general education settings, teachers across the nation need practical academic and behavior management interventions to help SWD succeed. Teachers of SWD often face considerable challenges as research has long supported a correlation between limited academic skills and challenging behavior (Oldfield, Hebron, & Humphrey, 2016; Scott, Nelson, & Liaupsin, 2001). Academic instruction cannot take place unless a student's behavior is managed; therefore, behavioral interventions are viewed as essential for addressing both behavioral and academic needs of this population. Challenging behaviors are broadly defined as any conduct that interferes with a child's development, learning, and success. The reciprocal relationship between challenging conduct and academic performance is often a continuous cycle in which students (a) are confronted by work that surpasses their academic abilities, (b) respond with challenging behavior, (c) are removed from class, and (d) fall even farther behind academically (Horner & McIntosh, 2016). Therefore, it is crucial that SWD who demonstrate challenging behavior receive effective intervention strategies designed to help keep them engaged and that will subsequently increase their ability to complete assigned work.

Self-Monitoring Strategy

Students who demonstrate challenging behaviors must be provided with effective interventions to achieve academic success. Self-

monitoring is an evidence-based strategy for increasing students' attention to task and improving academic proficiency (Bruhn, McDaniel, & Kreigh, 2015). The term *self-monitoring* refers to a set of interventions that teach students systematic procedures for observing, evaluating, and recording their own behavior. Through the implementation of a self-monitoring checklist (SMC) intervention, students use simple strategies developed to help them complete academic tasks and decrease instances of challenging behavior. SMCs can be differentiated to meet the unique needs of a wide range of students. For example, SMCs can be individualized to prompt students to take breaks if needed. SMCs can also be designed to help students with a variety of academic skills. When teaching students to monitor their own behavior, teachers create SMCs and teach students how to record their progress (Wills & Mason, 2014). Through teaching students to use SMCs, they learn to self-observe and self-record progress they make toward specific goals.

Self-monitoring is a self-management system for students, not a learning strategy (Rafferty, 2010); therefore, self-monitoring should be used with skills that students already possess. For example, if a student knows how to complete an assignment based upon a reading passage, but exhibits challenging behaviors to avoid the task, this is a performance deficit and self-monitoring may be used to increase academic completion. However, if the student does not

know how to answer questions based upon a reading passage, then this would be considered a skill deficit and self-monitoring would not be appropriate for this behavior.

There are multiple methods for implementing self-monitoring systems for SWD who demonstrate challenging behaviors. While students may be successful with many different types of self-monitoring methods, SMCs allow students to learn to self-monitor and independently complete assignments while decreasing challenging behaviors. The SMC in this action research was created based upon the sample self-monitoring cards created by Rafferty (2010). Rather than altering and/or modifying assignments, the SMC was designed to help students complete their academic work in increments, incorporating a system that included reinforcements and breaks. The SMC assisted students in "chunking" assignments into smaller increments to help circumvent anxiety they may have felt when presented with lengthy assignments. The purpose of this action research was to examine whether or not implementing a SMC among SWD who exhibited challenging behaviors increased the students' percentages of assignment completion.

Participants

Three students who were receiving special education services at a rural elementary school in the southwest comprised the research group. The participants were two third grade students and one fifth grade student. Students' ages ranged from eight to ten years old, and all participants were from low socioeconomic status households. All participants attended general education classes with a one to two hour "pull-out" program where they participated in small group

instruction. During this time, participants received daily English Language Arts (ELA) instruction with the resource specialist, Ms. Rivera. The three participants were chosen based on academic need and challenging behaviors that were impeding their academic growth.

Alicia was a female enrolled in fifth grade whose primary disability was autism. When presented with assignments she perceived as challenging, Alicia often tore her assignments. Alicia required numerous verbal prompts to remain engaged in specific academic tasks.

Sylvia was an Asian female enrolled in third grade whose primary disability was specific learning disability. Sylva was easily distracted by other students in the classroom, and she required continuous redirection to complete assigned work. Sylvia enjoyed socializing with her peers, but the interactions often led to her not completing her assigned work.

Martin was a Hispanic male enrolled in third grade whose primary disability was a specific learning disability. When presented with written work, Martin spent a significant amount of time stating to the teacher and/or paraprofessionals reasons that he should not be required to complete his work. Martin required many prompts to stay on task. Martin resisted work he perceived as challenging and encouraged other students to not do their work.

Setting

Baseline and intervention data were collected during small group ELA instruction with Ms. Rivera. The resource classroom serviced 14 students during ELA. Third through fifth grade students received one, 30-minute session of

ELA instruction. The students were arranged into small groups based on reading and writing levels. Small group instruction was conducted by Ms. Rivera and two paraprofessionals. An additional paraprofessional circulated among the groups and assisted students individually as needed. Each group consisted of four or five students, resulting in three small groups total.

Self-Monitoring System

The SMC was designed to help the participants complete their assigned work by providing them access to breaks and small reinforcers after completing each step of an assignment. The participants used Horizons Learning to Read (McGraw-Hill, 1998) daily, and were assigned the publisher-created worksheets that corresponded to stories in the textbook. The SMCs were designed to follow the structure of the worksheets. The worksheets consisted of true/false, multiple choice, and short answer questions.

Design and Procedure

Each participant was asked individually what his/her favorite character was, and each participant chose the image to be printed on their SMCs. The SMCs were placed in clear sheet protectors and participants were taught to check off each step with an erasable marker. Instead of decreasing the number of questions on the worksheets, the SMCs prompted participants to complete their work in small increments. After completing each step, the students could access reinforcers: stickers and three minutes of free time. First, the researcher trained Ms. Rivera and the paraprofessionals on how to implement the intervention for each student. The researcher explained how the SMCs were developed and their purpose. She then demonstrated how to implement

the SMCs created for each participant. The researcher also explained and described non-examples to Ms. Rivera and the paraprofessionals. The researcher engaged in role play with Ms. Rivera and the paraprofessionals. Ms. Rivera and the paraprofessionals took turns role playing as the student using an SMC, while another individual played the role of the observer. This allowed the researcher to determine when Ms. Rivera and the paraprofessionals fully understood the SMC intervention (see Figure 1).

When Ms. Rivera and the paraprofessionals demonstrated a thorough understanding of the intervention, the researcher spent two sessions teaching the participants the purpose of the SMCs and how to use them. First, the researcher met with the participants individually. The researcher explained the SMC in detail and encouraged the participants to ask questions. The researcher practiced implementing the SMCs with the participants to ensure the participants had a strong understanding of its use. Regarding the free time that was given upon completing each step, the researcher provided the participants with timers. Participants were taught how to set the timer for three minutes after they completed each step of the assignment. During the three minutes, students could choose to either remain at their seat and draw, or they could go to the computer and use an educational program. After the three minutes, students were instructed to complete the next increment of the assignment. Participants repeated these steps until they finished their worksheets. Next, the participants practiced using the SMC with Ms. Rivera and the paraprofessionals while the researcher observed its use to ensure it was being done with fidelity. This allowed Ms. Rivera, the

paraprofessionals, and the participants to become familiar with the SMCs and to seek any clarification needed regarding its use.

The researcher collected data for nine weeks. During weeks one through three, baseline data collection recorded participants' percentages of assignment completion. During the following six weeks, the intervention phase, the researcher implemented the SMC three times per week. Data were collected on the participants' percentages of assignment completion on the days they used the SMCs. Data were collected by Ms. Rivera and the paraprofessionals. The researcher met with Ms. Rivera weekly to discuss data collection. The researcher also engaged in

dialogue about the notes written by Ms. Rivera and the paraprofessionals during the implementation of the intervention.

Data Analysis

An A-B research design was used to determine whether providing SMCs for three SWD with challenging behaviors increased their percentages of assignment completion. Data collected in the study were analyzed by comparing the baseline data with the intervention data. Data were triangulated using the SMCs, the worksheets completed by the students, and the field notes collected by Ms. Rivera and the paraprofessionals. The paraprofessionals documented the participants' work completion by collecting their worksheets at the

end of their ELA sessions. Percentage of assignment completion was calculated by dividing the number of questions completed by the total number of questions on each assignment.

Results

Data analysis supports that implementing the SMCs resulted in increased percentages of assignment completion among the three participants. Sessions and participants' percentages of assignment completion are displayed in Figure 2.

Alicia. Prior to the intervention, Alicia would tear assignments upon viewing them to avoid academic challenges and academic assignments. When first given the SMC, Alicia appeared to enjoy the chart because it had a picture of a Minion, and she wanted to color on the chart. During the first week of the intervention, Alicia would utilize the SMC, but became distracted because she wanted to show other students in her small group her checklist. Ms. Rivera redirected Alicia to work with a paraprofessional as she needed many verbal reminders to focus on completing and checking off the required tasks. Beginning the second week, Alicia successfully used her SMC to complete her assignment. During sessions 10-12, Alicia only completed up to 50% of her assignment. During sessions 13-27, Alicia completed 100% of her assignment using the SMC.

Sylvia. When Sylvia received her SMC, she was extremely motivated to work toward earning stickers after the completion of her work. She completed her work by checking off what she needed to do next on the SMC. Prior to the intervention, Sylvia worked more productively with an adult in the classroom. However, during the implementation of the intervention, she completed all of her work inde-

Figure 1. Sample Self-Monitoring Checklist



LEGO City wants you to be successful!

Step:	Student checks here when completed:
1. Write your name on your paper.	
2. Complete questions #1 through #4.	
3. Take 5 calming breaths.	
4. Complete questions #5 through #10.	
5. Ask for a break (2 minutes) If you need help, ask an adult. Raise your hand and use a calm voice.	
6. Complete questions #11 through #15.	

pendently. During sessions 17-19 of the intervention, Sylvia did not complete all of her work and she demonstrated difficulty focusing. The participant mentioned to Ms. Rivera that there were problems happening in her home. However, for the remainder of the sessions of the intervention, Sylvia made significant gains in assignment completion.

Martin. When the intervention checklist was introduced and explained to Martin, he appeared excited and motivated to do his work. The researcher experienced difficulty collecting data for six consecutive weeks for Martin because he was absent from school an average of two days per week. The student was also absent for multiple days during sessions 17-19 due to a disciplinary suspension. The

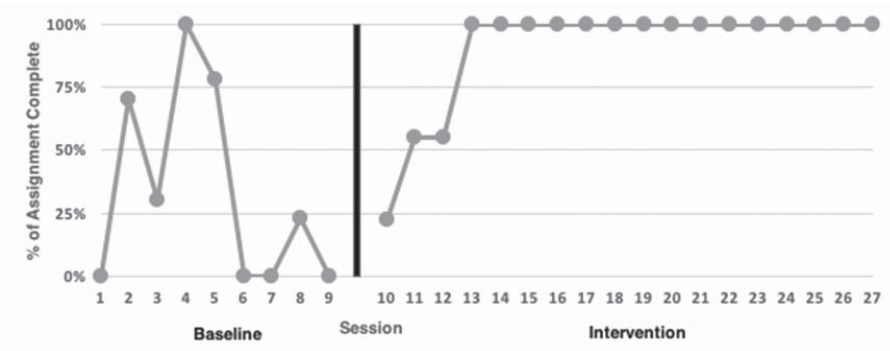
SMC intervention was extended for four weeks to collect sufficient data. During the intervention, Martin slowly made progress on assignment completion during sessions 24-27.

Conclusion

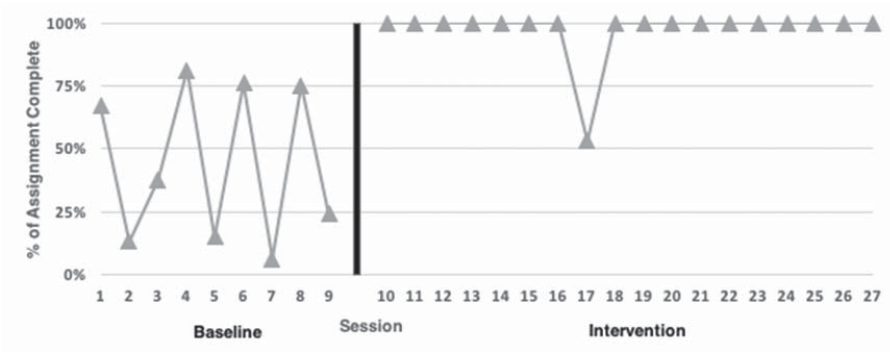
In this study, SMCs were implemented among three SWD who exhibited challenging behaviors. Participants were taught how to use SMCs to complete their assigned work in manageable increments through modeling and practice. Upon learning how to use the SMCs, participants used them in a small group setting. Data analysis supports that after learning to use the SMCs, participants’ rates of assignment completion increased. Teaching SWD who exhibit challenging behaviors to use a SMC supports the development of self-discipline and accountability, skills that will benefit the students throughout their school career and beyond. As educators, it is imperative that students with challenging behaviors be provided with effective interventions in order to achieve success (Bruhn, et al., 2015).

Figure 2. Baseline and Intervention Data for Participants.

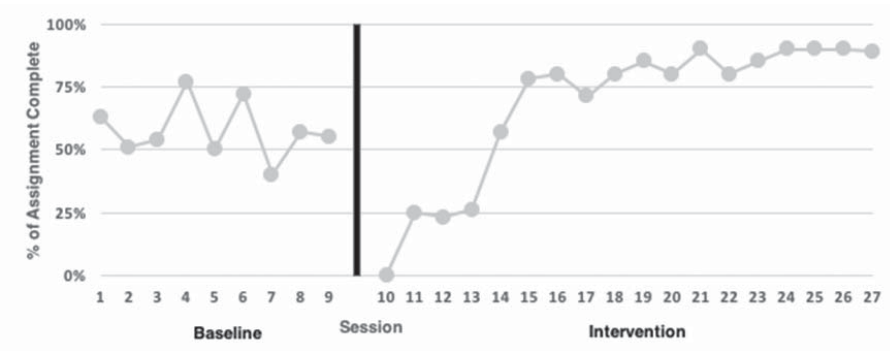
Alicia



Sylvia



Martin



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On the Bark Side Goes Global

Donna L. Fowler

What started out as a few simple STEM challenges in the classroom, led to a journey of creativity, innovation and lifelong memories for myself and a group of extraordinary kids. Find out just how far a little imagination can inspire a veteran educator and her students by allowing us the opportunity to showcase our unique learning passions, while making a notable difference in our community.



This incredible, creative endeavor started in the Fall of 2015, I was looking for something unique, something that would spark a natural love of learning and challenge the mindsets of my gifted students, while awakening my own teaching soul. I spent countless hours browsing the web for ideas, then two words magically lit up the screen- **“Destination Imagination.”** I was immediately drawn to its charm. The vision of Destination Imagination is *“to teach students the creative process and empower them with the skills needed to succeed in an ever-changing world.”* (Destinationimagination.org)

Destination Imagination (DI) offers students a program that is both

interactive and thought provoking. The instant and team challenges nurture creativity and critical thinking in the areas of STEAM (science, technology, engineering, art and mathematics), preparing students for future learning. Learning components of DI, which go hand and hand with the 21st Century Learning Framework are utilizing collaboration, communication, critical thinking and creativity in the process. There was no doubt in my mind that Destination Imagination would be perfect for my innovative classroom and engage my students in real world learning and significant application.

Over the years, my gifted and talented class curriculum has gener-

ally consisted of inquiry based learning, naturally inspiring my students to choose project based activities as a learning focus. Destination Imagination was simply a natural step forward in the realm of creativity and critical thinking with my student groups. My gifted and talented classes, from kindergarten through fifth grade, have all participated in weekly DI challenges throughout the year. Students’ enthusiasm grew, and their creativity and critical thinking skills reached deeper and more meaningful levels with each DI challenge. I had a new-fangled energy inside of me, accelerated from observing the interactions of my students with the weekly challenges and one another in an entertaining and imaginative way. This genuine excitement was the key in my decision to form Glen Rose Intermediate School’s first Destination Imagination team and try our luck at the regional DI tournament in February.

The Destination Imagination team consisted of seven students in third thru fifth grade. With a new-founded enthusiasm for learning, the team decided that it was only natural that they compete in the project outreach challenge, The Meme Event. The description about the project outreach challenge from Destination Imagination states:

- *Use the creative process to identify, design, plan, and carry out a project that addresses a real community need.*
- *Plan and carry out at least one community event that is designed to help meet the project goal(s).*
- *Create an effective meme to help meet the project goal(s).*
- *Create a live presentation that highlights the project and the impact it made on the community.*

- *Create and present two Team Choice Elements that show off the team's interests, skills, areas of strength, and talents.*

Choosing the challenge the team would compete in was the first step. Next, what community project would we do? The team met several times discussing possible projects. All the projects centered around pets and the local animal shelter. Ready to join forces with furry friends, the team decided on its team name, "On the Bark Side." The idea to hold a week long Pet Palooza Mini-Camp to educate their peers about healthy and responsible pet care was the underlying heartfelt theme the DI members decided upon.

The team was expected to carry out all aspects of their community event. I encourage "Thinking Big and Thinking Differently" in my classroom daily. Therefore, when the team decided to tackle a week-long project instead of a one-day activity, I was extremely proud and a little overwhelmed, too. I thought, "Are we taking on more than we can handle?"

I guided this enthusiastic group of "DI'ers" into writing a goal and description for their project. The outline to organizing the camp and its objectives can be seen below:

Name of Community Event: Pet Palooza Mini-Camp

Team Name: On the Bark Side

Meme: "On the Bark Side"

Community Need and Goal:

Mission Statement

The number of pets in the local animal shelter increases each year. The shelter is filled with animals that are homeless, abused or just dropped off due to the owners not wanting the responsibility anymore. We want to help bring awareness to our community about

health, pet care and responsibility in hopes to control the overpopulation of unwanted pets. It is our goal that educating our school peers will make a difference in how they view and care for their pets throughout their lives.

Project Description:

Pet Palooza Mini- Camp "On the Bark Side"

Do you love animals? Do you have a pet? Would you like to learn to train your dog? Do you want to know why your dog or cat acts the way that they do? Then Pet Palooza is for you!

When: Monday, February 8th-Thursday, February 11th

Where: Glen Rose Intermediate School

Time: 3:15-4:15pm

Each day will focus on one activity or informative session about animals and animal care. Gus from Second Chance Farm in Granbury will be making an appearance. Other activities include making pet blankets and toys for the shelter animals, learning how to train your dog with simple commands and learning about veterinary science from a local vet.

In order to tackle the management and organization of this four-day endeavor, the group decided that a project outline using Google Docs would help divide the tasks and hold everyone accountable. Project management 101 at the intermediate school level; no doubt future CEO's in the making (see figure 1).

The project and DI presentation was centered around a student created meme. The group decided that they would incorporate the popular Star Wars theme with a meme that would encourage others to "Join Forces with the Canines Near You" and promote healthy and responsible pet care.

No doubt, Pet Palooza Mini Camp was a big hit among Glen Rose Intermediate students. Next, the Destination Team moves forward with the second phase of the team challenge, creating and writing a presentation that addresses the project timeline. Here is where creativity shines and teams are challenged with critical thinking, communication and creative thinking.

All team members, including me, put in long hours adding the final touches and polishing our presentation. The experience was exhausting, but exhilarating at the same time. We were headed to Red Oak, Texas for the Destination Imagination Regional Tournament in February. Leading up to the tournament date, the team was nervous. No one knew what to expect. How would we do with the instant challenge? Would our performance and project be enough to compete with others in our area?

There were lots of questions and nervous energy from the team and myself. All of our doubts were soon put to rest, when it was announced that "On the Bark Side" from Glen Rose Intermediate won first place. We were ecstatic. Our first year, to compete and to win is almost unheard of. Winning first place at Regionals puts us on the fast track to the State Tournament in April. We were ready for the challenge. To compete at the state level, we shifted into overdrive. The team practiced our presentation and instant challenges daily. We held nothing back. Extended hours, tears, and laughter filled our days. The state tournament was held on April 2, 2016 at Anna High School. We arrived to see hundreds and hundreds of kids, spectators, and special guests. Teams from across the state were competing to earn a spot in the

Figure 1. Project outline.

Mini- Camp Station	Date	Responsible for	Resources/ Materials Needed	Cost/ Donations
Vet Meet and Greet	Wed. Feb. 10th	Emma Walker	Dr. Crabtree Project Board table Interview questions call to confirm apt on Wed.	Pet Store Brochures (50)
GIVING Animals a Second Chance	Tues. Feb. 9th	Avery Grayci	Sandi W. Gus and Friends Laptop and projector project board with information	
Fetch a Pet Dog Groomer	Thurs. Feb. 11th	Nathan Caden	Contacts: Ruth Ann E. Sarah G.—Dog Trainer and her dog/Bill Walters—Dog Academy tennis balls A small obstacle course—who will build? Caden will ask his dad. Brett R. from Country Pet Care will come and show how to groom a dog project board	2 dog hurdles- donated by Ron Linderman paint supplies- \$31.36 Ramp built by Caden and his dad.
Shelter Animals	Mon. Feb. 8th	Justyn Grayci Nathan Emma Caden Avery Walker	Contacts: Tammy Loretta need material, socks, jingle bells, fuzzy sticks to make cat/dog toys project board with how to cards for toys	Material Donations: Ms. Fowler Mrs. Mapes Mrs. Winn

Global Destination Imagination Tournament in May. It was an amazing site to see so many kids, so many teams, and so many pins. Pin trading is a tradition and integral part of DI Tournaments. Each team had an original pin to trade with other teams. My students were ecstatic and eager to trade pins with kids from different states and countries.

On the Bark Side continued to make history, placing 5th in the State DI Tournament. We were on our way to Globals! Now, the fun really begins, along with the travel planning and fundraising. I've been an educator for 25 years, and travel planning has never been a part of my experiences. This op-

portunity was incredible. I was tremendously proud of my team members. Once again, the DI kids practiced repeatedly their creative thinking and flexible thinking strategies with more advanced instant challenges. The team rehearsed their performance multiple times for any audience who would watch. Parents of team members and community friends joined in to help with the fundraising efforts to send a team of seven to Knoxville, TN for the DI Global Tournament.

DI team members and their families traveled by plane, others by cars, to reach the Global Tournament in Tennessee. Everyone arrived the week of May 23, 2016 at one of the biggest and grandest

events I've ever experienced. The kids were wide-eyed and full of smiles. The energy level was on overdrive with positivity throughout the event. Everyone from around the world came together to celebrate creativity on all levels. On the Bark Side did better than ever with their instant challenge and performance at the Global Tournament. We competed against 73 other teams in the intermediate meme event from across the globe. Overall, we placed 23rd which is not too shabby for a first time DI team.

We all will forever cherish experiences the team and I encountered along our journey to Globals. Destination Imagination is truly a

reflection of the power that creativity and critical thinking can foster in young minds. The true essence of a 21st century classroom is where student engagement is authentic and relevant to lifelong learning.

About the Author:

Donna Fowler graduated from Texas A&M University with a Bachelors in Curriculum and Instruction. She received her Master of Education from Tarleton State University. Donna has 26 years of teaching experience where she has taught kindergarten through fifth grade, along with PDI Lab classes at Tarleton. Currently, Donna is the gifted and talented teacher and coordinator for Glen Rose Elementary and Intermediate Schools, multimedia makerspace teacher and campus curriculum coordinator.

Destination Imagination Opening Ceremony - Knoxville, TN



Team Huddle before the Instant Challenge at Globals



DI Closing Ceremony - Knoxville, TN



Awakening to the Needs of English Language Learners: A Unique Secondary Perspective

Laurie A. Sharp and Brad Womack

The number of English Language Learners in Texas public school classrooms has risen significantly during the past four years. This steady increase calls for an awakening among education stakeholders to the diverse academic and social needs among students who are linguistically diverse. Teachers who work with English Language Learners often face numerous challenges and often feel underprepared to meet the needs of these students despite their preparation and professional development experiences. This article features the perspective of an experienced educator who shares his insights regarding the challenges and benefits of teaching English Language Learners at the secondary level.

Within Texas public schools, the number of English Language Learners (ELLs) has risen steadily over the past four years (see Table 1). When compared to the annual rate of increase of the total number of students served in Texas public schools, the rate of increase among ELLs has been significantly greater (see Table 2). These rapidly changing demographics add to the

rich ethnic, cultural, and linguistic diversity among Texas public school classrooms, thus necessitating an awakening among education stakeholders to the diverse academic and social needs among ELLs.

School districts and educator preparation programs must ensure that aspiring and practicing educational

leaders and teachers are able to promote educational equity among all students (Nava, Hendricks, Klafifko, Nava, & Castillo, 2016). Educational leaders must establish equity-driven school policies and practices that support the success of both teachers and students. Similarly, teachers must be globally competent educators who are responsive to the diverse needs of their students, create learning environments that value diversity, and foster development of global citizenship among all students (Tichnor-Wagner, Parkhouse, Glazier, & Cain, 2016). Moreover, meeting the diverse needs of ELLs requires the creation and maintenance of partnerships with the students' families, as well as community organizations (López, 2015; Louie, & Davis-Welton, 2016).

Current Challenges Associated with Addressing the Needs of ELLs in High School

Although all education stakeholders play a vital role in the lives of students, teachers are often the primary contact for students on a daily basis. The steady increase among ELLs begs the question: How competent do teachers feel with their professional pedagogy for ELLs? A recent study conducted by Hansen-Thomas, Richins, Kakkar, and Okeyo (2016) explored the levels of preparation and self-efficacy with ELL practices among teachers in rural and small schools in north Texas. The majority of respondents were middle- and secondary-level educators who have 11 or more years of teaching experience. Among these participants, over 50% held a degree or endorsement in English as a Second Language (ESL), and approximately 85% received ESL training. Despite these preparation and professional development efforts, a large number of teachers cited the following as challenges that they encounter

Table 1. Total Number of ELLs in Texas Public Schools per Academic Year by Region

	AY 2012-2013	AY 2013-2014	AY 2014-2015	AY 2015-2016
ESC Region 1	145,591	149,251	154,668	157,644
ESC Region 2	4,318	4,349	4,430	4,390
ESC Region 3	3,537	3,873	4,197	4,450
ESC Region 4	226,829	237,034	252,326	260,328
ESC Region 5	5,298	5,680	6,233	6,516
ESC Region 6	20,560	22,060	24,135	25,729
ESC Region 7	19,119	19,917	21,107	21,787
ESC Region 8	4,769	4,929	5,241	6,614
ESC Region 9	1,833	1,910	1,961	2,117
ESC Region 10	156,957	164,877	174,191	179,771
ESC Region 11	84,998	88,484	91,400	93,232
ESC Region 12	13,490	14,064	15,709	16,705
ESC Region 13	57,642	59,660	63,018	66,076
ESC Region 14	1,829	2,270	2,546	3,071
ESC Region 15	3,150	3,379	3,575	3,623
ESC Region 16	10,416	10,901	11,224	11,378
ESC Region 17	4,181	4,370	4,620	4,815
ESC Region 18	9,124	10,037	11,343	11,743
ESC Region 19	44,625	45,000	46,312	47,361
ESC Region 20	45,708	47,735	50,155	52,518

Table 2. Total Numbers and Annual Rate of Increase of All Students and ELLs in Texas

AY	All Students	Increase: All Students	ELLs	Increase: ELLs	Percentage of ELLs
2012-2013	5,058,939		863,974		17.1%
2013-2014	5,135,880	1.5%	899,780	3.6%	17.5%
2014-2015	5,215,282	1.6%	948,391	5.4%	18.2%
2015-2016	5,284,252	1.3%	979,868	3.3%	18.5%

in their work with ELLs:

- deficiencies with academic vocabulary inhibits ELL’s ability to understand subject area content,
- limited English proficiency among ELLs creates hesitancy and/or barriers to communication,
- limited English proficiency among the families of ELLs affects familial involvement and support, and
- limited amounts of instructional time impede the implementation of necessary strategies.

Institutionally, another challenge ELLs enrolled in high school face are successful completion of the required end-of-course (EOC) assessments for graduation (Kruger, 2016). In Texas, high school graduation requires successful completion of the following five State of Texas Assessments of Academic Readiness (STAAR) EOC assessments: Algebra I, English I, English II, biology, and U.S. history (Texas Education Agency, 2016). In addition to the cultural and linguistic hindrances inherent within these standardized assessments, ELLs may also experience adverse psychological effects associated with repeated unsuccessful testing attempts. Kruger et al. explored this phenomenon and reported that failing an EOC assessment had an impact on an ELL’s continued academic efforts, as well as their goals, self-perceptions, emotions, and how others perceive and relate to them.

A Look Inside Mr. Womack’s ESL High School Classroom

Mr. Brad Womack currently serves as the ESL Department Chair at Palo Duro High School in Amarillo, Texas and teaches ESL Reading I and Sheltered English III. Mr. Womack has over 20 years of teaching experiences that include kindergarten, first grade, Reading Recovery, fourth grade, and ESL intervention. Along with his wealth of teaching experiences, Mr. Womack also has extensive experience with conducting writing trainings and institutes, as well as ESL strategy workshops, across the state.

The number of ELLs enrolled at Mr. Womack’s campus comprises almost 20% of the student population. Moreover, the majority of the ELL population consists of resettled refugees whose formal education, native language literacy levels, and English language proficiency vary significantly. Coupled with this great range of ability, resettled refugees often cope with a variety of physical and psychological factors associated with resettlement, such as poverty and trauma. All of these dynamics present unique challenges to Mr. Womack as he attempts to foster educational success among his ELL learners.

In order to gain a better understanding of these unique challenges, Mr. Womack invited me to visit his classroom. I observed him teach his morning classes and then had an opportunity to visit with

him regarding his approach to ESL instruction and the challenges he encounters at the secondary level. During our informal discussion, Mr. Womack and I reflected upon his students, their progress in the classroom, and their lives away from school. It became evident to me that Mr. Womack is extremely passionate about his students and their academic success. Below is a transcription of a few questions I asked Mr. Womack, along with his responses:

Me: I know you have a wide variety of experiences with ESL instruction. How do your experiences with ESL instruction at the elementary level compare with your experience at the secondary level?

Mr. Womack: Many of the students’ needs are the same. However, it’s a much more daunting task to teach secondary students as they don’t have the same time frame afforded to them to finish school. A large number of my secondary students have not had any formal education in their native countries, so that also makes a huge impact on their language acquisition rate.

Me: What are specific instructional strategies that you utilize with your ELLs at the secondary level successfully?

Mr. Womack: The main thing I pride myself on is my ability to build relationships with my

students. I work diligently to ensure the kids know I love and care for them first and that I genuinely want to be a part of their lives. Once they feel safe, the real learning begins. I use a lot of video clips and real-life photographs to teach visual thinking skills. I use the workshop model in my classroom, so students have an opportunity every day to listen, speak, read, and write. I also have success using read aloud picture books.

Me: As you work with your ELLs at the secondary level, what challenges do you encounter in the classroom?

Mr. Womack: Many of our students don't choose to come to the United States, and at the secondary level, that inhibits some of them to want to put out the immense effort it takes to learn a new language. Some students who come to school during the day also hold down jobs in the evenings to help support their families. Although our school has a wide population of ELLs, we still struggle with having an adequate number of translators, as well as classes to put the students in where they can experience success. I feel for my students so much because I think we expect them to make years of gains in only a short time. And we wonder why they cannot pass state assessments!

Me: Beyond the high school classroom, what are other challenges regarding ELLs and ESL instruction?

Mr. Womack: Most of our families do not have reading material in their homes. Many do not have transportation, and

even more are split apart from other family members who have remained in their native countries. The parents do not speak English, and in turn, cannot support their work in school. We do have many local agencies that offer assistance in various ways, but again, the need is greater than what is currently available.

Me: What advice would you give to a new ESL teacher?

Mr. Womack: My first thought is the saying I see on social media a lot. It goes something like this: *They won't remember what you said, but how you made them feel.* Teaching ESL students will likely be the toughest job you've ever taken on, but it's also the most rewarding. Show up, work hard to build relationships with your students, find a colleague or two that you can rely on to help you when you start feeling overwhelmed, and keep a journal of your experiences. Find something every day to smile and/or laugh about. I know that many of my responses in this conversation focus on the challenges and obstacles associated with teaching students who are diverse linguistically. However, I really want to emphasize the rewards that come from working with English Language Learners. The other day, my mother-in-law remarked that she didn't understand what kept teachers in the classroom with the ever-increasing demands of our profession. I simply replied, "It's the kids. I show up every day because I have the honor and privilege to close my door and spend my waking hours just being with kids."

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Brad Womack just completed his twentieth year in education. Currently, he teaches ESL Reading I, Sheltered English III, and serves as the ESL Department Chair. He also teaches night classes at his school's FLEX program which includes English I, II, III, and IV as well as speech and other electives.

Exploring the Past to Expand the Future: A Secondary Teacher's Reflections

Laura Isbell, Jeff Cranmore, Jennifer Dyer-Sennette, and Tami Morton

How can we use the past to shape our future? Oral history is a type of history utilizing interviews, interactions, and observations, and is defined as an approach in which a researcher collects personal memory, reasons, and effects of events from an individual or individuals (Crewell, 1998). With the implementation of oral history projects, students have the ability to immerse themselves in the past, and deepen the broader unit as well as enrich learning in a classroom setting. Students learn about historical perspectives by interacting with individuals and incorporating past experiences from those individuals to shape their own learning. As a result, students are enriched by the inclusion of oral history by getting a glimpse of personal perspectives from the past .

The secondary curriculum encompasses a wide variety of courses that focus on receiving deeper content knowledge in academics and introduce future careers. Typically, high school students are more capable of participating in long-term projects that involve analyzing, examining, and presenting. Utilizing oral history in the secondary curriculum helps deepen and strengthen content knowledge. Additionally, oral history projects can help prepare students for future college coursework and future careers.

Oral History

The Oral History Association “encourages individuals and institutions involved with the creation and preservation of oral histories to uphold certain principles, pro-

fessional and technical standards, and obligations. These principles and standards include commitment to the narrators, scholarship for history and related disciplines, and preservation of the interviews and related materials for current and future users” (Oral History Association, 2009, p. 2). With the use of life history interviews or topical interviews, students can gain a deeper understanding of past perspectives and past experiences to enrich their classroom experiences. Life history interviews involve having students choose to interview someone much older than themselves, using their interviewee’s life history as a glimpse into a variety of past events in a U.S. History course. Topical interviews demonstrate diverse viewpoints. Students conduct interviews on a specific topic — for example, a teacher preparation class discusses pedagogy from veteran teachers (Oral History Association, 2009).

Christodoulou (2016) stated, “Oral history in education is a powerful pedagogy that can be applied to many contexts” (p. 123). It allows students to connect with people’s lives from the past and spark conversations about a shared event. These conversations between students and their participant can bridge a gap between different generations.

Lee and Foster (2011) stated that oral history projects utilize current historical methodologies to encourage teachers to learn how to develop instruction that will help children refine their knowledge, skills, and perspectives. Oral history projects are used to obtain

information related to the past. Implementation of oral history in classes can be both individual and collective. King and Stahl (2016) note that oral histories are more effective when a clear rubric is provided allowing the teacher’s expectations to be clear at the beginning of the assignment.

In this study, students carried out the oral history project to gain further understanding of the education system 30-40 years ago. Students wrote a reflection based on their interview with a veteran master teacher. The classroom teacher reviewed the students’ projects based on the rubric, and was able to interpret and evaluate the project.

Constructivism in the Classroom

The oral history project offered in this high school Education and Training class is an example of an assignment important to a constructivist teacher. A constructivist teacher is more of a facilitator than a teacher, who guides students to appropriate information with which students can develop answers to their questions or prompts. The knowledge is constructed from cooperative efforts of the teacher and students together. Constructivist teachers, or facilitators, encourage a framework where the student is active, creative, and social. Students are active when they are able to participate and engage in the design and assessment or evaluation of their learning. Additionally, students are considered creative when they are able to provide multiple solutions to open-ended problems or questions and social when they are provided multiple opportunities for discussion and collaboration with their classmates (Milbrandt, Felts, Richards, & Abghari, 2004).

Early childhood teachers know from the works of Dewey and Pia-

get that young children learn best when they are actively engaged. Teachers of young children teach with that in mind by creating real world meaningful experiences to engage them. Based on the current paradigm shift in education, teachers conduct lessons implementing a more constructivist approach. The constructivist approach allows students to participate actively and to explore creatively. It is noteworthy to mention that despite the positive learning environment established with this approach, it is not as evident at the secondary level. Interestingly, the teacher in this study also believed in the value of meaningful experience by creating an oral history project for the students to learn from real life experiences.

Fortunately, the focus of this study provides further evidence that a constructivist approach in this teacher's high school Education and Training class provides a great learning environment for her students. The students have the ability to gain rich experiences through interviews with insight into the lives and histories of veteran master teachers. These experiences offer understanding into teaching practices of the past, and provide students the knowledge to recognize the similarities and differences in today's educational practices.

Theoretical Framework

The theoretical framework used in this study views dialogue between the veteran master teachers and the interviewer as a sociocultural process. The goal of sociocultural research according to Wertch (1991), is to "understand the relationship between human mental functioning on one hand, and cultural, historical, and institutional setting on the other" (p. 56). The researchers examined the reflections of the classroom teacher based on the

students' interviews with veteran teachers. Connections were not only in the mind of the veteran master teacher; they were also between the interviewer and the veteran master teacher through dialogue. The dialogue from the interviews assisted the classroom teacher in adjusting future classroom oral history projects.

Methodology

This study utilized a qualitative design using a case study approach. According to Denzin and Lincoln (1994) qualitative research focuses on interpretation of phenomena in their natural settings to make sense of the terms and meanings people bring to a setting. Qualitative research involves gathering and collecting information about individuals through interviews, observations, life stories, and interactions.

The purpose of utilizing a case study approach for this study was to gather in depth information (Patton, 1990) from the classroom teacher based on the students' success with the oral histories project. Moreover, the researcher's aim was to understand the "how" and "why" of the phenomenon that occurred during the telling of oral histories. According to Yin (1994), the case study approach is an appropriate choice in light of the aim of this study. A case study was conducted on the classroom teacher utilizing information from a group of veteran master teachers.

Secondary students interviewed and collected oral histories from a variety of veteran teachers and reported their findings. These students completed basic demographic information about their veteran teacher, interviewed and recorded the meetings, and wrote a reflective piece over the process. After they completed the oral history

project, students presented their findings from the oral histories project.

Specifically, this study focused on one teacher's experiences with the oral history project. The researcher conducted a semi-structured interview with the teacher at the completion of the assignment. The interview sought to gather the experiences of the teacher and her perceived usefulness of using oral histories in the field of education. The researchers sought to find out the perceived benefits of using an oral histories project at the secondary level.

Oral Histories Assignment

The assignment in the Education and Training course involved interviewing a veteran teacher. This project allowed students to meet with a veteran teacher and hear his/her "story" of being a classroom teacher. Examples include but are not limited to: What changes have they seen? What were their experiences in the classroom? What were their experiences in teacher preparation classes in college? Throughout the interview students used listening, observing, and interpretive skills to obtain information. They used this information to gain further insight about how previous generations taught. Furthermore, it was the hope of the teacher that students could integrate the information gleaned from the interview with their perceptions of what it is like to be a teacher. The Teacher Oral History Project is outlined below in four parts:

Choose which option you will do for this assignment:

- A teacher who taught for at least 20 years
- A teacher who taught more than 30 years ago.

Part I: Complete a cover sheet with basic information about your

veteran teacher. The cover sheet needs to include:

1. Teacher's name,
2. Date of interview,
3. Age of teacher,
4. How long he/she taught,
5. Where he/she taught, and where he/she received their education.

Part II: Write a two-page reflective essay that addresses the following:

1. Before the interview: What were your expectations? What did you think of the assignment? What did you think you would learn?
2. What did you learn: What was teaching profession like when your teacher was in the classroom? What was most shocking or different from today?
3. After the interview: How does this information change your view of the field of education? How have things changed? How are they still the same? What will you do with this new information?

Part III: Class presentation. Prepare a brief (5 minute) presentation:

1. Describe the veteran teacher you interviewed. (what did they teach/how long/when)
2. What did you learn?
3. What was most interesting?

After completing the written portion of this assignment, students used the interview to reflect on their experiences with oral histories. Their experiences were shared with the classroom teacher who provided detailed feedback about the project. Upon completion of the project, the classroom teacher was re-interviewed about the oral histories project.

Data Collection

For purposes of this study, the researchers only interviewed the

classroom teacher to receive feedback about the assignment. Data from the teacher interview provided information about the teacher's perceptions of the oral histories assignment. The interview was utilized to understand the value and significance of students conducting interviews with veteran teachers. A semi-structured interview was conducted with the teacher. The following questions guided the interview:

- What are your thoughts about the oral histories project?
- What were your successes with the oral histories project?
- What were your biggest concerns about the oral histories project?
- What would you like to do differently in the future with this project?
- What additional resources would you consider using with this project?
- What was the value in the project?
- Would you like to continue the oral histories project in the future?

Results

The researcher recorded the data obtained from the participant during the interview using the EverNote Application. Evernote is an application used across electronic devices (i.e., iPhone, iPod touch, and iPad) to record interviews, take notes, and store data. Then the researchers selectively transcribed and analyzed the recording.

Findings from the interview identified that the classroom teacher expressed her willingness to continue the oral histories project with future classrooms. She identified that she would modify the project by having students interview teachers with a far greater level of experience (30 years or more). Future teachers can benefit greatly

from the life experiences of master teachers. Beyond the accumulated classroom wisdom of these veteran teachers, this project provided students with a glimpse into the past, as they explored various historic teacher preparation programs, cultural shifts in our society, and the changes seen in the education field over the past decades. Further, this project allowed students to move beyond a traditional school setting by exploring the field of education through a different lens. Using their own technology, students had freedom to explore and report the experiences of veteran teachers while peering through the historic and societal lens of the past.

Data from the teacher interview were collected during a face-to-face conference. The teacher was asked seven questions by the researcher to gain a further understanding of the secondary teacher's perceptions of the benefits of using the oral histories project. Questions and answers are outlined below:

Q1) What are your thoughts about the oral histories project?

"I thought it was very interesting that the students got to experience how much technology is in their lives, and that all of the teachers they interviewed had no technology- zero. Also, the veteran teachers had guidelines but not such stringent guidelines. Meaning, they would have content that they were expected to teach, but they would teach thematically. They were shocked because it wasn't right in front of them. Like, here is what you're supposed to teach."

"For example, you know one student made the comment that she didn't know if she would like thematic teaching because of her personality. She likes things that are laid out. And would much rather

have it (transcribed lesson plans), here's what you need to teach this week. Here's what you need to be teaching. (There is a) sense that they want their own freedom (to decide) what works for them."

Q2) What were your successes with the oral histories project?

"I actually saw some enthusiasm about it. There was a hint of intrigue...that I get to go and talk to someone else. That was probably the biggest success. To be able to get an assignment and students complain about having to do it. It was so great to see how students interacted with each other. They actually helped each other. One of the girls worked at the retirement center, and she shared with her classmates that she knew some people at the retirement center who used to be teachers. She gave her classmates the phone number to the retirement center and told them to call and talk to some of them. Another success is that they all did what they were asked to do too!"

Q3) What were your biggest concerns about the oral histories project?

"Part of my concern is that I had students record or videotape their interview. I didn't want a student to be tempted to take shortcuts and not actually do the interview. In other words, I didn't want a student to fake it. But that was not what was hard. The difficulty was having a way to upload it and submit it to me. Because a lot of times it was too big for an e-mail. We even had connection problems. They would take their phones and hook it to my computer, and it wouldn't load or wouldn't even recognize their phone. So, it got to be very frustrating. One student made a PowerPoint on her phone and embedded all the

little clips with splices from the interview. We could never get it to open up. So we all had to sit and look at it on her phone because I did not have a way to get her PowerPoint in an email to me. The transfer of data has been the biggest issue of the project."

"I thought it was very interesting that the students got to see that technology is their life. And almost every one of them brought up the point that all of the veteran teachers had little to no technology at all."

Q4) What would you like to do differently in the future with this project?

"I would have a specific database to upload the students' projects. I need to create a handout that gives students directions about how to upload the assignments. With anything electronic, there can be the potential for problems. The directions would be explicit. This is how you will submit it. I would also provide a screenshot and examples. I also think I need to find out what system would be compatible with our campus. That would probably involve a conversation with our technology department."

Q5) What additional resources would you consider using with this project?

"Actually, the school district is working on a budget that would provide every student with an iPad. Maybe class iPads for students to use when they do the interviews. They would be able to check out the iPads, do the interview and come back with it. With an iPad you should be able to air-drop the interview. That way everyone would have the same thing and the same platform."

Q6) What was the value in the project?

"I think they saw an appreciation for what they have now versus what they used to have (technology)...Oh yes, to be specific, the value is to be able to talk to someone who actually (taught) in the classroom. They have to go talk to someone in the community who experienced teaching during another time period. If they didn't find the value then what would make the project more valuable."

Q7) Would you like to continue the oral histories project in the future?

"Oh yes, I love it. And since I have this connection to the retirement center. I would love to go back again and do this project. We could come over for a day and do these interviews. There is a generation gap and it would be neat for students to come up with the questions. We would have to set a time period to look at, like the 70s or 80s. To me, it would be more impactful to get information from former teachers in a specific time period."

Discussion

The oral histories project results were positive and the teacher expressed how the project was relevant to her class and for her students. The teacher also reported that the students were able to make connections to the changes in the field of education. The teacher discussed the major influence of technology on today's learners, cultural changes in school accountability and discipline, and many overarching culture changes in society that have made changes in the school setting. Additionally, the teacher reported how the students noticed a surprise in the difference in the level of technology used by current generations of teachers.

Students reported to the teacher, through the interviews, they found there was less prescription to have common lesson plans. Students noticed there was not a set pacing guide, and the teacher reported having more academic freedom to teach at their own pace. Another concern the teacher identified was related to the technology needed to share the student results. Students had difficulty sharing the presentations with the teacher and class.

The oral history project seemed to offer positive results for the teacher preparation assignment. Future educators can benefit from first-hand knowledge of past experiences with teachers, especially veteran teachers. The Instructional Practices in Education teacher noted she planned on making this a regular assignment for all of her educational preparation classes. Even with some technological glitches in the process, the value of time with veteran teachers outweighed any concerns.

Further Implications

This project provided great insight for those secondary students in the Instructional Practice in Education course, as was evident in the classroom teachers' evaluations of their oral history projects. The teacher's appraisal of the value and merit of this pilot project suggests the need for expansion of the project.

This project allowed students to get a snippet from veteran teachers about what it is like to be a teacher. Projects involving oral histories could allow students to get a glimpse of potential careers in education. Oral histories utilized in the education field, as well as other fields of interest, documents valuable information about the career of an educator.

Using oral histories would also help students understand social

issues from different eras in our educational history. While the current project focused on one high school teacher's perceptions of the project, additional research would shed insights on the value of oral history projects in teacher education. One of the most obvious areas to expand the research would be to expand the sample to include multiple high school teachers. This would be valuable in seeing if the results of this project were an isolated event, or if different teachers would see value in the project. Additional areas that may produce helpful results would be to apply this project to colligate level education classes. Evaluating the perceptions of teacher preparation professors, as well as pre-service teachers, would provide a wide range of perceptions on the use of oral histories.

Conclusion

This project explored the perceptions of a single teacher of a high school course, Instructional Practices in Education, when incorporating a designed lesson on oral histories of educators. Based on the teacher interview, the researchers found that the teacher saw a great value in the project, specifically in introducing high school students to differences in education practices in various periods as well as major shifts in technology in education. Further, the project showed the possibility of creating larger libraries of veteran teacher's oral histories that could be referenced for years to come. Oral histories can create a rich and vibrant account of the lived experiences of teachers from various eras. These teachers witnessed major shifts in educational practices from desegregation to the cold war. In addition to capturing the major social changes of the time, veteran teachers of these eras can provide accounts of major shifts in technology.

It is the hope of this research team to see an expansion of oral histories in the field of educational training. Advances in technology make this collection process much simpler, and easier to share with others. The experiences of collecting oral histories may serve to expand the views of pre-service teachers, while also gathering these stories for the benefit of future generations. The collaborative effort of the students interviewing veteran teachers, and considering their own knowledge is another reflection of the constructivist teacher. This exciting endeavor explored by an Instructional Practices in Education teacher will guarantee high school students are well equipped for their future educational careers.

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Teachers' Basic Psychological Needs Satisfaction and Teachers' Motivating Styles

Richard Ruzicka

Autonomy supportive motivating styles benefit students educationally and in terms of self-determination. However, teachers often use controlling motivating styles due to perceived pressures associated with high-stakes testing (Pelletier, Seguin-Levesque, & Legault, 2002; Reeve, 2009). Humans' basic psychological needs for autonomy, competence, and relatedness have been identified within self-determination theory as essential to human growth, development, and optimal functioning (Deci & Vansteenkiste, 2004). Leaders influence the satisfaction of employees' basic psychological needs (Gagne & Deci, 2005); therefore, the identification of a relationship between the basic psychological needs satisfaction of teachers and teachers' motivating styles may hold practical implications for school leaders. The purpose of this work is to review the literature pertaining to the constructs of basic psychological needs and teachers' motivating styles, within the framework of self-determination theory, and to propose a potential relationship between the basic psychological needs satisfaction of teachers and teachers' motivating styles.

“There is no surer way to bring an end to schooling than for it to have no end” (Postman, 1995, p. 4). Neil Postman, the noted author and educator, spoke of transcendent and honorable purposes, or ends, for schooling through which the young can find reasons for continuing to educate themselves. The aims of education reform, driven in part by a perceived need for college and career readiness, are failing gods or false purposes which primarily promote consumerism and economic utility (Postman, 1995). Zhao (2009) noted education reform and the centralization of education lead to an increase in curriculum and testing standards which ultimately result in high test scores but low real-world abilities, increased depression, increased high school dropout rates, and decreased creativity.

Years after the aforementioned authors penned their words, the state of public education within the United States remains characterized by centralization, standardiza-

tion, and a focus on college and career readiness. High-stakes testing, a tool to measure the attainment of government imposed academic standards, is the most dominant pressure in public schools (Ryan & Brown, 2005). In the absence of an overarching, transcendent purpose for schooling, educators can instill self-determination skills in students so that the young might find reasons to continue to educate themselves and ultimately experience a satisfying life.

Numerous studies have documented the benefits of supporting the development of self-determination skills in all students. Wehmeyer (1992) noted the importance of teaching students with disabilities self-determination skills. Given the increased prevalence of inclusive instructional settings, it is critical to facilitate the development of self-determination in all K-12 classes. The purpose of this work is to review the literature pertaining to self-determination theory within

the context of K-12 education. More specifically, factors affecting teachers' motivating styles are identified and discussed, as teachers' motivating styles impact the self-determination of students. Furthermore, this work proposes a potential relationship between the basic psychological needs satisfaction of teachers and teachers' motivating styles.

Self-Determination Theory

Self-determination theory is a theory of motivation, developed by Edward L. Deci and Richard M. Ryan, focusing on supporting peoples' predispositions to behave in effective ways (Deci, 1975; Deci & Ryan, 1980; Deci & Ryan, 1985). Self-determination interpreted as “acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life, free from undue external influence or interference” (Wehmeyer, 1992, p. 305).

People have intrinsic tendencies toward curiosity, exploration, discovery, and the mastery of challenges. Expression and development of these tendencies occurs within supportive contexts that foster self-determination skills and intrinsic motivation, rather than extrinsic motivation. Learning that is intrinsically motivated is undertaken for its inherent enjoyment and interest, whereas extrinsically motivated learning occurs in order to obtain an outcome that is separable from the learning itself (Vansteenkiste, Lens, & Deci, 2006). External rewards have a negative effect on intrinsic motivation by undermining responsibility for self-motivation and self-regulation (Deci, Koestner, & Ryan, 1999).

Basic Psychological Needs

A primary tenet of self-determination theory is the claim

that humans have innate psychological needs for autonomy, competence, and relatedness (Deci & Vansteenkiste, 2004). The need for autonomy involves a sense of willingness and choice in actions. The need for competence concerns a sense of effectiveness in engaging the environment in an attempt to master it. The need for relatedness involves feelings of belonging and connectedness with others. The satisfaction of the aforementioned needs is essential to human growth, development, and optimal functioning.

A chief concern of self-determination theory is the conditions that foster the optimal development of human potential, well-being, and performance. Enhanced self-motivation and well-being occur when the innate psychological needs of competence, autonomy, and relatedness are satisfied (Ryan & Deci, 2000). Educational environments that foster the satisfaction of students' basic psychological needs are conducive to autonomous motivation (Skinner & Belmont, 1993). The satisfaction of basic psychological needs is critical to the development of K-12 students as well as the well-being, performance, and functioning of adults. When these needs are not met, humans experience ill-being, passivity, alienation, diminished functioning, and extrinsic goal striving (Deci & Vansteenkiste, 2004).

Teachers' Motivating Styles

The degree to which teachers are autonomy supportive affects students' perceptions of competence and autonomy and self-determined motivation (Vallerland, Fortier, & Guay, 1997). Teachers' motivating styles may fall on a continuum from controlling to autonomy supportive (Deci, Schwartz, Sheinman, & Ryan, 1981). Characteristics of a controlling motivating

style include the conditions of adopting teachers' perceptions rather than students' perspectives; intrusion into the thoughts, feelings, and actions of students; and pressuring students to think, behave, or feel in certain ways (Reeve, 2009). An autonomy supportive motivating style, conversely, is characterized by the conditions of adopting students' perspectives; welcoming students' thoughts, feelings, and behaviors; and supporting the development of autonomous self-regulation in students (Reeve, 2009).

Factors affecting motivating styles.

"A recurring paradox in the contemporary K-12 classroom is that, although students educationally and developmentally benefit when teachers support their autonomy, teachers are often controlling during instruction" (Reeve, 2009, p. 159). Pressure from above, pressure from below, and pressure from within are constructs that influence teachers' motivating styles (Pelletier, Seguin-Levesque, & Legault, 2002; Reeve, 2009). Additionally, high-stakes testing places teachers within a context of control, which leads to more controlling styles of teaching (Ryan & Weinstein, 2009).

Pelletier et al. (2002) identified pressure from above and pressure from below as determinants of teachers' motivating styles, whether they be controlling or autonomy supportive. Pressure related to conforming to curriculum and performance standards, pressure stemming from administration regarding classroom discipline, and pressure associated with conforming to colleagues' teaching comprise teachers' perceptions of pressure from above. Pressure from above and pressure from below, or teachers' negative perceptions of the degree to which students are self-

determined, are associated with teachers who are less self-determined toward their work, which ultimately leads to more controlling motivating styles of teaching.

Reeve (2009) added a third category, pressures from within, for explaining why teachers adopt a controlling motivating style. Teachers' beliefs, values, and personality dispositions explain, in part, the use of the controlling motivating style. Teachers often adopt this style because they believe controlling strategies are more effective than autonomy supportive strategies. Additionally, teachers with controlling personality dispositions are more likely to adopt a controlling motivating style toward students.

High-stakes testing undermines best teaching practices and has led educators to engage in strategies that result in poor quality learning (Ryan & Weinstein, 2009). Teachers who are pressured to achieve standards report higher levels of job related stress and burnout, and are more likely to engage in controlling behaviors. Students of these teachers, thus, perform relatively poorly on high-stakes tests. High-stakes tests limit teachers' choices regarding curriculum and inhibit teachers' ability to respond to students' interests.

The Effects of Supporting Self-determination and Autonomy

Numerous studies have documented the benefits of supporting autonomy and the development of self-determination within educational contexts. Learning environments that support autonomy, and thereby positively impact the development of self-determination in students, are associated with deeper learning, increased academic achievement, greater creativity, decreased dropout rates, and en-

hanced self-esteem and well-being (Black & Deci, 2000; Boggiano, Flink, Shields, Seelbach, & Barrett, 1993; Deci et al., 1981; Grolnick & Ryan, 1987; Koestner, Ryan, Bernieri, & Holt, 1984; Levesque, Zuehlke, Stanek, & Ryan, 2004; Soenens & Vansteenkiste, 2005; Vallerland et al., 1997).

Autonomy supportive, versus controlling, motivating styles have been shown to benefit students ranging from preschool to graduate school (Reeve, 2009). Furthermore, the benefits of autonomy supportive environments have been demonstrated across diverse cultures around the world, and in students with disabilities.

How is the Basic Psychological Needs Satisfaction of Teachers Related to Teachers' Motivating Styles?

Studies have shown a positive relationship between the satisfaction of basic psychological needs and workers' intrinsic motivation and work outcomes (Gagne & Deci, 2005). Leaders' autonomy support leads to increased satisfaction of basic psychological needs, which results in: greater job satisfaction and well-being at work, higher performance evaluations, greater persistence and work engagement, greater acceptance of organizational change, improved psychological adjustment, and improved quality of employees' performance (Baard, Deci, & Ryan, 2004; Blais & Briere, 1992; Deci et al., 2001; Gagne, Koestner, & Zuckerman 2000; Ilardi, Leone, Kasser, & Ryan, 1993; Kasser, Davey, & Ryan, 1992).

Research has shown leaders can have a positive impact on the satisfaction of employees' basic psychological needs, which results in improved intrinsic motivation and work outcomes. Researchers

have identified determinants of teachers' controlling approaches to motivation, yet deficiencies in the literature exist in explaining the relationship between the basic psychological needs satisfaction of teachers and teachers' motivating styles. Leaders influence the satisfaction of employees' basic psychological needs; therefore, the identification of such a relationship may hold practical implications for school leaders. Such a relationship would provide evidence that school leaders must strive to meet teachers' basic psychological needs in order to ultimately enhance self-determination in students.

Conclusion

Students benefit educationally and exhibit higher levels of self-determination when the motivating style of teachers is supportive of autonomy, rather than controlling (Pelletier et al., Reeve, 2009). The motivating style of teachers, however, is often controlling due to perceived pressures from above, pressures from below, pressures from within, and high-stakes testing. Leaders influence employees' needs satisfaction for autonomy, competence, and relatedness (Gagne & Deci, 2005); therefore, the identification of a relationship between the basic psychological needs satisfaction of teachers and teachers' motivating styles would hold practical implications for school leaders.

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Teaching Word Consciousness to Adolescent Students with Challenging Behaviors

Mandy E. Lusk

A mixed methods study utilizing word consciousness, a vocabulary strategy, was introduced to students with challenging behaviors in an attempt to discover the effects word consciousness has on the students' verbal and physical aggression in the a self-contained, special education classroom. The PBIS framework guided the instruction with students exhibiting challenging behaviors. Results from the study indicated word consciousness has varied effects on students with challenging behaviors. In particular, data indicated that word consciousness decreased some students' incidences of verbal and physical aggression; however, other students made no behavioral or academic gains from the intervention.

Considering poverty, family structural changes, community disorganization, and the prevalence of drugs and alcohol, children and youth are placed at greater risk than ever before of developing challenging behaviors. The stressors of young persons living in unstable environments are bound to have a negative impact on their educational success (Copp, Bordnick, Traylor, & Thyer, 2007). Children and youth with challenging behaviors are also typically diagnosed as emotional and behavior disorders (EBD) and often show impairments in social and academic areas which serve as barriers to learning. Reading is one major academic subject area that is often an obstacle for students with EBD (Lane, Wehby, & Cooley, 2005). In fact, researchers found students with EBD are most deficit in areas of reading comprehension, vocabulary, and written language (Lane, Barton-Arwood, Nelson, & Wehby, 2008). Unfortunately, there is little empirically validated research identifying effective reading interventions for students with challenging behaviors (Lane et al., 2005). One such area of reading lacking confirmed research is the development of academic vocabulary through the implementation of

word consciousness, particularly in educating in adolescents with challenging behaviors.

Academic vocabulary refers to vocabulary words students must know and/or understand to be successful with the reading. Academic vocabulary is often based on background knowledge; research indicates background knowledge relating to academic content is one of the strongest indicators of how well students will learn new information relative to that content (Marzano, 2004). Academic vocabulary increases the learning of new words beyond the teacher generated list to instruction connecting vocabulary knowledge to reading comprehension. One of the primary ways to enhance students' vocabulary is through word consciousness (Yopp & Yopp, 2007).

Word consciousness refers to the awareness of and interest in words and their meanings (Graves & Watts-Taffe, 2002). This cognizance of words involves: 1) an appreciation of the power of words, 2) an awareness of why certain words are used instead of others, 3) a sense of the words that could be used in the place of those se-

lected by a writer or a speaker, and 4) attentiveness to first encounters with new vocabulary terms. A student who possesses word consciousness has an interest in learning new words as well as a yearning to become more adroit and precise in word usage (Lane & Allen, 2010). Word consciousness is implemented in a lesson either during the reading of selected text or in a classroom discussion. A teacher intentionally calls attention to specific vocabulary terms which heightens the student's awareness of the new words heard or read (Manzo & Manzo, 2008). This heightened awareness can lead to a fascination with specific vocabulary words. This enthrallment prompts a student to begin gathering a better understanding of the terminology through inquiry and exploration. This query leads to students incorporating the pristine terminology in their own oral and written language (Jack, 2011).

The development of vocabulary knowledge is no longer focusing on students memorizing a set of words and their corresponding definition. The implementation of word consciousness to develop students' vocabulary knowledge allows learning to occur through oral, visual, and written activities increasing their understanding of a word and how it relates to their own lives. This approach can be utilized before, during, or after the focus of the content lesson. Word consciousness requires the classroom, general or special education teacher, to utilize interactive strategies to engage students in actively thinking about the new terminology discussed throughout the lesson. These interactive strategies involve the student in oral, visual, and written interaction with the word(s) allowing the student to infuse the new sophisticated terminology into their prior knowledge and develop a cognizance of

words. This awareness of more sophisticated terminology leads to academic success for all students.

Federal legislation mandates children and youth with exceptionalities are entitled to support programming and access to the general education curriculum under the Individuals with Disabilities Improvement Education Act (IDEIA; 2007). This law enables students with disabilities to receive a free and appropriate public education. With the increased emphasis on academic achievement across the nation due to federal legislation and the adoption of Common Core State Standards, educators are more than ever looking for innovative strategies to promote success from students with exceptionalities.

In addition to promoting academic success, practitioners are using Positive Behavior Interventions and Supports (PBIS) as a framework to encourage behavioral success of students in schools. PBIS is useful for educators seeking prevention and intervention strategies for students' problematic behaviors (Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008). Furthermore, it is based on a problem-solving model preventing inappropriate behavior through teaching and reinforcing appropriate conduct (Office of Special Education Programs Technical Assistance Center on PBIS, 2007). PBIS emphasizes educating at-risk students in the least restrictive environment utilizing appropriate educational supports (Lewis, Jones, Horner, & Sugai, 2010; Office of Special Education Programs Technical Assistance Center on PBIS, 2012).

The goal of this mixed methods study was to analyze the effects of word consciousness for students with challenging behaviors. Researchers anticipated the concept

of academic vocabulary would help students with challenging behaviors use more sophisticated vocabulary in their educational setting and would reduce incidences of verbal and physical aggression. In addition, the PBIS framework was used to guide instruction while working with the students who exhibited challenging behaviors.

Methodology

The study was set in a self-contained special education classroom in a public school in a rural Midwestern state. Data collection targeted four adolescent male students and one female student diagnosed with EBD. Two researchers at the higher education level, one with expertise in literacy and the other with expertise in special education, introduced academic vocabulary to these students focusing on instructional methods utilizing word consciousness. The treatment occurred over an eight-week time period. Researchers met with the five student participants one time per week in a whole group setting for a 50-minute session during social skills. During the sessions, the researchers presented

the students with authentic scenarios, which they have or could experience in their daily lives and structured academic vocabulary lessons aligning with the principles of PBIS and specific word consciousness lessons (see Table 1).

During class discussions on the presented vignettes and other specific lessons, the researchers guided the students to develop an understanding of how to handle identified situations utilizing positive character behaviors and advance their oral vocabulary through word consciousness. The researchers helped the students replace simple words, concepts, and use of profanity during the discussions with more sophisticated terminology. It should be noted, the students had a history of using verbally aggressive language which often manifested into physically aggressive situations at school. During each session with the researchers, the students engaged in oral, visual, and written response vocabulary activities focusing on the academic words as outlined in Table 1. Again, the goal of all approaches during each session was to help

Table 1. Various Academic Vocabulary Lessons Used

Word Consciousness Strategies

- Present and discuss vignette on each assigned academic term in a grand conversation (Peterson, 1991)
 - Focus on development of utilizing more sophisticated language (word consciousness) with students through positive character discussions (Peterson, 1991)
 - Develop understanding of academic vocabulary through various literacy strategies:
 - ◆ Quiz-Quiz-Trade (Kagan & Kagan, 2009);
 - ◆ K.I.M. Activity (Fisher, Brozo, Frey, & Ivey, 2011);
 - ◆ Shades of Meaning (Fisher et al., 2011); and
 - ◆ Vocabulary Self-Awareness (Fisher et al., 2011)
-

the students develop more sophisticated vocabulary resulting in a decline of incidences of verbal and physical aggression in the classroom setting.

Quantitative research is the “systematic collection of data that results in the quantification of characteristics of participants in the study” (Mertens & McLaughlin, 2004, p. 52). The researchers first collected quantitative data by obtaining daily behavior point records of each student from the beginning of the spring semester. Throughout the spring semester, the classroom teacher shared the students’ daily behavior point data with the researchers. The behavior point data was collected roughly 4 weeks before the intervention began, collected during the 8-week intervention, and collected roughly 6 weeks after the intervention concluded. All parents or caregivers signed waivers allowing their children to participate in the study.

The students’ behavior point data was analyzed by computing an average of each student’s daily behavior progress percentage, or mean scores. In addition, one mean score per student for pre-, during-, and post-intervention behavior points was reported. Researchers also aggregated the mean scores of each student using only their daily incidences of physical and verbal aggression. These behaviors included profanity, leaving designated area, physically hurting himself or others, and verbal threats.

Qualitative data were also collected. The researchers utilized a voice recorder to record all 8-weeks of the intervention sessions with the students. The researchers transcribed each session using voice dictation software. In addition, the investigators coded the transcriptions of students’ abilities

to use the academic vocabulary. The researchers labeled the ratings of each student’s word consciousness of the academic vocabulary by active, passive, and no control level of word knowledge. Active control is defined as the student being able to define and provide an example for the academic vocabulary word. Passive control is defined as the student being able to define or provide an example of the academic vocabulary word, but cannot do both. No control is defined as the word is new; the student has no prior knowledge or ability to use this word (Bravo & Cervatti, 2008; Jack, 2011). Furthermore, the researchers examined the classroom teacher’s perception, which was present for each 8-week session, of the study through semi-structured interview questions. Tables will delineate relevant behavioral and academic data progress of the target students.

Results and Discussion

The students’ behavior daily points and effectiveness of students’ academic vocabulary data revealed the participants made various levels of academic and behavioral progress. Detailed results are reported in term of academic and behavioral outcomes.

Behavioral outcomes.

The students who exhibited appropriate behaviors could earn up to 100% of behavior points per day. These behavior daily points were earned when students exhibited appropriate behaviors, which may include: 1) arrive to school on time, 2) positive comments to peers and adults, 3) complete school assignments, and 4) keep hands and feet to themselves. For example, during the intervention, student “B” averaged lower behavior daily points based on his inappropriate behaviors (e.g, verbal aggression, physical aggression, leaving designated area); however, student “J” averaged higher behavior daily points during intervention based on his appropriate behaviors (see Table 2).

Table 3 delineates the mean scores of students using only the physical and verbal aggressive behaviors as identified on the behavior point sheets collected before, during, and after the intervention. For the purposes of this study, verbal aggression was defined as verbally threatening staff or students and using profanity. Physical aggression was defined as students leaving their designated areas, physically assaulting staff or peers, and physically harming themselves. For ex-

Table 2. Intervention Mean Scores based on Students’ Progress Through Daily Behavior

Subjects’ Names	Pre-Intervention	During Intervention	Post-Intervention
B	80.5%	41.9%	75.0%
C	92.9%	93.3%	90.5%
J	75.6%	85.7%	79.6%
L	101.3%	90.8%	98.1%
M	86.5%	91.6%	87.3%

Note. n = 5.

ample, the same student “B” previously mentioned seemed to average a higher mean score when only aggregating the verbal and physically aggressive behaviors during the intervention. Student “B’s” verbal and physically aggressive behaviors were not a main concern with this student. His score reflects behaviors such as not completing classwork and tardiness as major issues. In fact, researchers found this student often left his designated area during this intervention time. The classroom teacher hypothesized the function of student “B’s” behavior was task avoidance.

Academic outcomes.

The students were also rated on their effectiveness of word consciousness for the academic vocabulary words taught during the 8-week session. The ratings were labeled active, passive, and no control level of content word knowledge (Bravo and Cervetti, 2008) and adapted the definitions of these levels based on prior research (Jack, 2011). Again, active control is defined as the student being able to define and provide an example for the academic vocabulary word. Passive control is defined as the student being able to define or provide an example of the academic vocabulary word, but

cannot do both. No control is defined as the word is new; the student has no prior knowledge or ability to use this word. Table 4 delineates the effectiveness of the students’ academic achievement through word consciousness also calculating their mean score with only physical and verbally aggressive behaviors.

Academic Progress through Word Consciousness

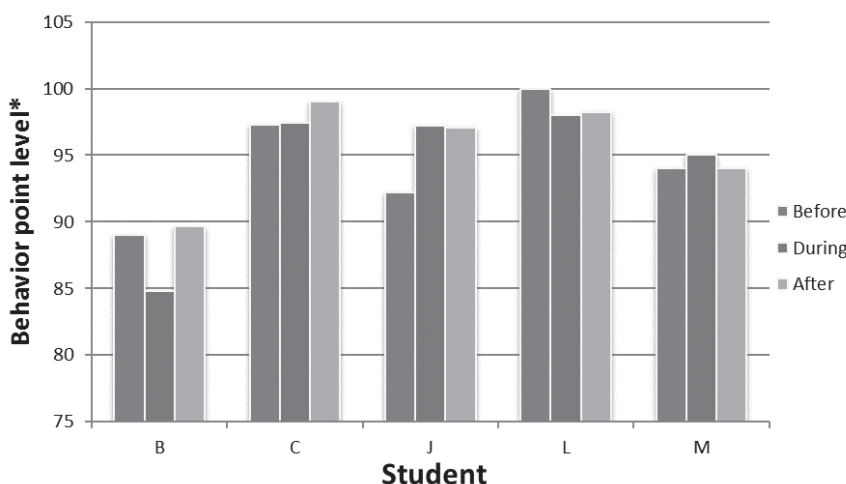
During this study, the researchers sought to identify the ratings of word consciousness each student possessed. The researchers intentionally called attention to the specific vocabulary terms which heightened the student’s awareness of more sophisticated vocabulary. Through classroom discussions and planned activities (Table 1), various students gathered a better understanding of the terminology through inquiry and exploration. Per the classroom teacher’s data, each student incorporated the vocabulary words in their own language (oral, visual, and written) as they explored how each word applied to their school, home, and community.

Table 3. Intervention Mean Scores based on Students’ Progress Involving Only Physical and Verbal Aggressive Behaviors through Daily Behavior Points

Subjects’ Names	Pre-Intervention	During Intervention	Post-Intervention
B	89.0%	84.8%	89.7%
C	97.3%	97.4%	99.0%
J	92.2%	97.2%	97.1%
L	100.0%	98.0%	98.2%
M	94.0%	95.0%	94.0%

Note. n = 5.

Table 4. Word Knowledge Level of Academic Vocabulary



Each participant began the study with no control as each word was new to the student in regard to the context of displaying this action in their daily life whether at home, school, or in their community. Even though each student could read the words, they struggled to define the words and give an example of each term. Each word was introduced through hands-on vocabulary activities that required the students to respond through oral, visual, and written means. Repeated discussion and use of these words heightened each participant’s awareness of the new word. The participants had the opportunity to personally link the word to their life at home, school, and within their community during

the class discussions. Each participant gained passive to active control of the selected academic words; however, the control varied for each participant. All participants were adroit at providing personal examples for each word, but some struggled to define each word. This level of word knowledge is evident in Table 4. A decrease in behavior points displayed no control or implementation of the academic vocabulary. An increase in behavior points shows the participant had control of the vocabulary and was able to implement the words in their life. This positive increase showed all participants rated active to passive control.

During the academic vocabulary and PBIS lessons for 8-weeks, each student seemed to be attentive and appreciative throughout the process. Interestingly, when the students would learn a new, more sophisticated vocabulary word, they would initially turn to their peers or the classroom teacher and use it correctly, however, almost in a jovial manner. The classroom teacher pointed out that the students would often use the advanced vocabulary during their written academic instructional time throughout their school day. The teacher also stated he heard students using these words during casual conversations with their peers. The classroom teacher speculated the students seemed proud of the new vocabulary they learned in the sessions.

Specifically, student “J” began this study with no interest in expanding his academic vocabulary. Based on the quantitative data and responses from the classroom teacher, “J” refused to actively participate in the vocabulary activities before the intervention began. Many times he laid his head on his desk or left the room. He chose to not share his

level of word knowledge orally, visually, or in writing. Roughly two weeks into the study, “J” began to track the activity of the classroom by moving his head side-to-side on his desk, pointing his right ear to the two researchers as they taught the lessons. It was evident that he was listening, but he still refused to interact with his peers or instructors. Halfway through the study, “J” began raising his head and actively participating in the sessions. By week six, he was the first to raise his hand and orally share his understanding of the academic vocabulary through personal examples. He was also very skillful in sharing precise definitions of each word. This level of control is evident in “J’s” behavior points. During the intervention, he gained active control as he had an increase in his behavior points. This increase shows he was implementing the principles of PBIS and word consciousness in his daily academic life resulting in a decrease in the number of physical/verbal behavior points deducted daily on his chart.

Behavior Progress through Word Consciousness

The researchers found students varied according to their behavioral gains during this study as shown Tables 2 and 3. All of the students’, except one, mean scores from their behavior point data increased during the intervention (see Table 2). Per response from the classroom teacher, the student “L’s” score did not increase based on a medication during this time. After the reviewing the data in Table 2, the reader can view that some students’ scores increased and some decreased. In addition, the students’ verbal and physical aggression scores were also delineated in Table 3.

Again, the classroom teacher ini-

tially identified “J” as making the most behavioral improvements in the class during and after the intervention. He perceived “J” was a student with erratic behaviors and extremely negative behaviors. The teacher stated “J” often left school in the middle of the day. Through 8-week intervention, qualitative themes evolved from the classroom teachers’ feedback noting “J” was making significant positive progress in his behavior. Specific positive behaviors included: (a) completing most tasks, (b) smiling during instructional time throughout the day, and (c) participating in class throughout the day. Quantitative data revealed “J” went from an almost 76% average on his behavior daily points before the intervention to 86% during the intervention. In addition, student “J’s” behavior remained consistent after the intervention. Researchers also analyzed “J’s” percentage with only his verbal and physical aggressive incidences during the intervention. Findings showed he increased to 97% and sustained this percentage even after the intervention. “J’s” incidences of physical and verbal aggression decreased; researchers theorized the 8-week intervention of academic vocabulary through the use of vocabulary strategies focusing on word consciousness using the principles of PBIS made a positive impact on Student “J.”

Specifically related to Student “J,” he seemed to be fond of his classroom teacher. He enjoyed involving his teacher conversations or specifically looked at the teacher when he answered questions during the intervention. His classroom teacher witnessed “J” responding positively to the principles of PBIS and his individual management strategies.

Finally, students’ academic and behavioral progress varied; howev-

er, there were interesting findings in the data. Lane & Allen (2010) noted a student who possesses word consciousness has an interest in learning new words and a desire to expand his/her vocabulary. The results of the study support some students held the desire to expand use of more sophisticated terminology, word consciousness, as evident in students who gained active and passive control as opposed to those who did not gain control of the new terminology. Interestingly, the researchers originally hypothesized students who found interest in learning new words would also have higher scores in their daily behavior points resulting in less incidences of verbal and physical aggression in the classroom; however, there is diversity in the data that proves this assumption.

Conclusion

Students with challenging behaviors often lack skills in reading. An important and often overlooked area in reading is academic vocabulary. Understanding word consciousness may be an important way to encourage students with EBD to expand their vocabulary. In addition, these students may react positively to the principles of PBIS when they are developing more sophisticated terminology. The quality of this collaborative effort is a varied determination of the overall success of implementing academic vocabulary, through strategies focusing on word consciousness, for students with EBD. It is essential educators hold high expectations for students with challenging behaviors in their academic vocabulary.

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Best Practices for Engaging African-American Males: The Success Model

Beth A. Jones, Angie D. Wilson, and LaShondra Manning

The Success Model is a way to highlight the common factors of success for African-American males who were raised in absent-father homes. This model can serve as a campus-wide approach to promoting resilience and engagement among young men. Practical applications of the Success Model for school personnel are discussed.

There are many reasons why African-American males may exhibit problem behaviors and/or underachievement at school. Testing, attitudes, and expectations are at the forefront of contributors to this phenomenon (Ford, Grantham, & Whiting, 2008; Trent, Kea, & Oh, 2008; Valencia, 2010). Additionally, access to general education (i.e., the quantity and quality of resources) and the lack of minority teachers has been linked to the underachievement of this population (Kozol, 2005; Ladner & Hammons, 2001; Peske & Haycock, 2006). This issue is perhaps exacerbated by the escalation of absent fathers as a major social issue affecting African-American households across America (Baskerville, 2004). In 2012, for example, 52.1% of African-American children were living with only one parent, and 29.0% reported living with their mother, 21.8% with the householder or other relative, and only 3.1% living solely with their father (Vespa, Lewis, & Kreider, 2013). Children in single parent homes are more likely to live in poverty (Baskerville, 2004) and poverty is a risk factor associated with mental, emotional, and behavioral disorders across the life cycle (NRCIM, 2009; Skiba et al., 2011). Specifically related to school performance, an absent father may contribute to African-American males being at risk for learning-related behavior problems (Morgan, Farkas, Hillemeier &

Maczuga, 2009). According to DeBell (2008), children raised in single-parent households are often at a disadvantage when it comes to discipline, given that fathers generally provide more structure and disciplinary measures; therefore, children growing up in fatherless households are more likely to exhibit behavioral problems at school which may very well lead to their expulsion.

The National Alliance of Black School Educators (NABSE) (NABSE, 2002) charged school administrators with the responsibility of selecting and implementing effective interventions in their schools. Therefore, it is essential schools improve efforts to meet individual needs and, in turn, possibly prevent special education referrals and eligibilities for this population. Because African-American males from single-parent homes bring unique cultural capital (i.e., non-financial assets provide social mobility) to school, schools can apply culturally responsive teaching (CRT) practices to address this issue. CRT is a pedagogy which emphasizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994) and, thus, can positively affect student development by valuing students' cultural resources and viewing this knowledge as capital to build upon rather than as a barrier to learning (Aceves & Orosco,

2014). In other words, CRT builds on the strengths students bring with them to school in order to foster student achievement (National Center for Culturally Responsive Educational Systems, 2008). We assert that the Success Model can be applied as a culturally responsive approach to meet the needs of African-American males from single-parent homes to foster engagement in the school and community.

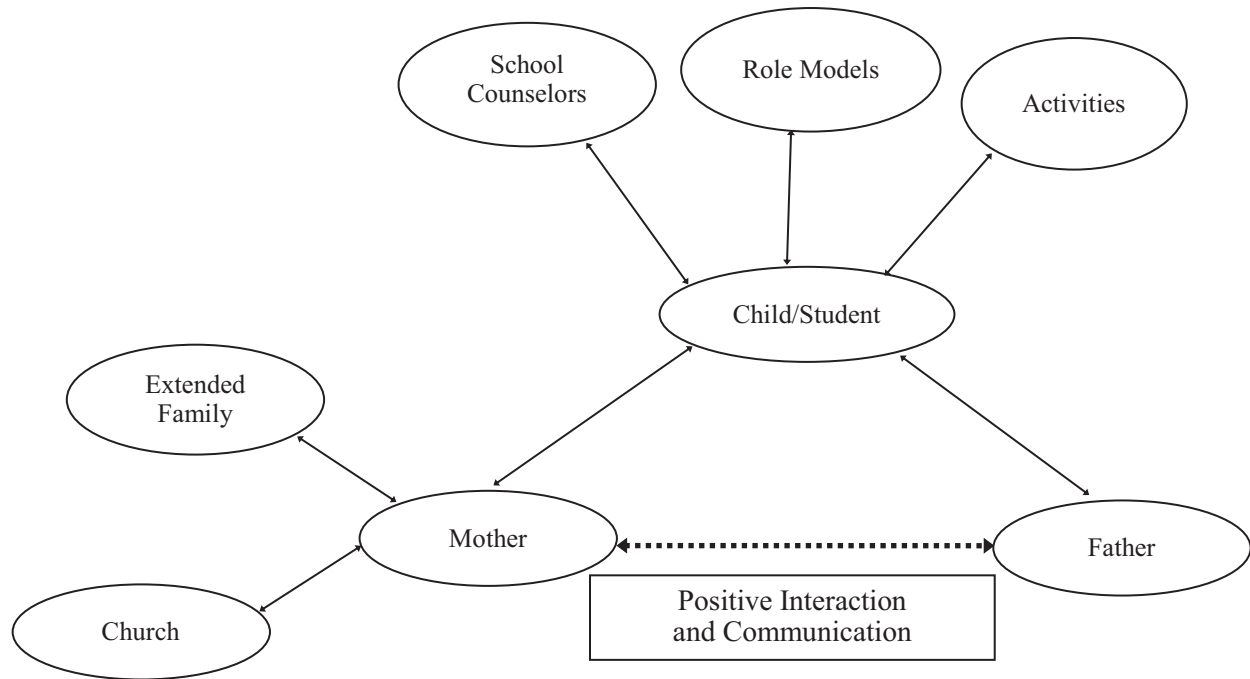
The Creation of the Success Model

Counseling professionals have noted the importance of implementing strategies for working with African-American males to foster an emotional sense of well-being as a vehicle for academic success (Aponte & Wohl, 2005; Cartwright & Henriksen, 2012; Wilson, Henriksen, Bustamante, & Irby, 2016). The Success Model (see Figure 1), was created to start the conversation about integrating key aspects of life for African-American males with the hope of connecting key people to provide support in a culturally responsive approach for African-American children raised in absent-father homes.

Critical Components of the Success Model

It is important for educators to realize the trend of absent-fathers within the African-American community and how this affects young African-American males. Understanding the key elements of the Success Model is important to developing African-American males who are growing up in fatherless homes. The main components of the model are the student, the mother, and the father. With regards to the father, while he may be absent from the home, positive interaction with the mother or guardian is recommended. Additionally, the father may be in-

Figure 1. The Success Model for Children Raised in Single Mother Homes. A model to implement in homes, schools, and churches to help children from absent-father homes develop resilience and experience success.



involved with church and extended family although it is not depicted in the actual model. However, educators must understand that each aspect of the model works together to foster academic and personal success for the student; there are aspects of the model that the students bring with them to school and the opportunities schools have to develop pieces of the model that can positively impact the student directly.

Student

The student is at the center of the Success Model, with connections to both parents, because the student is the focus of this culturally responsive intervention. It is imperative for students to develop a sense of identity and perspective taking, as a sense of identity and perspective taking are associated with displays of prosocial behavior (Coyl, 2009). To nurture the development of a healthy self-identity and “developmental assets,” it is crucial for the child to

have a mentor or role model, is actively involved with school, and participates in activities outside of school (Jones, 2001). Each of these components is explained in detail below. It is important to note that both parents are connected to role models, school, and activities through the child. Additionally, school and community leaders should be cognizant of the interrelatedness of each of the model’s components.

Mother

The single mother is the primary guardian and receives support from her extended family and church. This support forms an integral aspect of the child’s life, and in the model it is connected to the child through the mother (Brodsky, 2000; Johnson-Garner & Meyers, 2003; Jones et al., 2007). Single mothers who raised successful African-American males valued their extended family and religious support system. These women looked to their extended family and church

members for emotional support, financial support, and support in raising and rearing their children (Wilson, 2014).

Extended Family.

The extended family and support system consists of a larger family structure whose members play a key role in the well-being and care of the single mother and her children (Jones et al., 2007). According to Wilson (2014), single mothers depend on support from their loved ones and extended family and the contributions of extended family members help to promote the emotional and psychological wellbeing of the mother (Kotchick, Dorsey, & Heller, 2005).

Church.

Many African-American families rely on their church communities for support and the church community often fills the void of extended family members and support persons (Brodsky, 2000; Ledford, 2010). For African-American

males growing up in homes without their fathers, church is often the place where role models are found, father-like relationships are formed, and single mothers are often provided some relief (Brodsky, 2000; Ledford, 2010; Wilson, 2014). Nyanjaya and Masango (2012) conducted a study about how pastors could fill in for absent-fathers.

Father

Biological fathers have a significant and central role (Nyanjaya & Masango, 2012) in their contributions to the psychological and mental well-being of their sons (Clowes, Ratele, & Shefer, 2013). Yet again, the success of African-American males is not merely attributed to the physical presence or financial support of the biological father, but there has to be a social involvement and modeling of masculinity (Clowes et al., 2013). The presence of a father is important because sons who do have a present father tend to “experience lower psychological distress; reduced likelihood of engagement in risk practices in adolescence; better performance at school, better psychological adjustment and well-being; less antisocial behavior ... internal locus of control, and the ability to empathize” (Ratele, Shefer, & Clowes, 2012, p. 554).

Implementing the Success Model in Schools

While all educators need to be aware of strategies to foster engagement among African-American males, we assert that the school counselor can serve as a liaison between the school and families by overseeing the implementation of The Success Model. We propose this can be done as part of a culturally responsive, campus-wide intervention

Building a Relationship with Single-Parent Families.

“School counselors work with absent-father families to create a working relationship with single mothers by choosing to eliminate stereotypical labeling of children” (Wilson et al., 2016, p. 203) and focusing on their strengths. According to Deb and Arora (2008), shifting from a psychopathology or deficit model to a resilience or strength-based model emphasizes positive development, self-efficacy, and self-esteem for children and adolescents. Biological fathers also need to be encouraged to positively interact with their sons outside of home. Fathers being active and visible at school are important because sons spend a majority of their time at school and they need to be encouraged to excel at school; school counselors can help to organize these types of activities and opportunities for families. For example, school counselors and other school leaders need to seek opportunities where mothers and fathers can serve together, such as the Parent Teacher Association (PTA, 2007). Furthermore, fathers being actively involved in their sons’ lives inside and outside of school is key to their development. School counselors should research volunteer opportunities in the community where fathers can be visible and active with their sons, as well as other fatherless sons.

Mentors and Role Models

School counselors can also facilitate a relationship between a struggling student and a mentor or role model. A mentor or role model’s main objective is to provide support and guidance in making difficult decisions and offer appropriate modeling behaviors (Zimmerman, Bingenheimer, & Notaro, 2002). According to Warde (2008), a mentor can also be an organization identified as playing a part in an individual’s life. In Warde’s research that focused on African-

American men who were successful in obtaining their baccalaureate degrees, more than half of the respondents acknowledged having a mentor or a role model. School counselors need to connect students and their families with programs that provide mentorship. For example, a Big Brother program is beneficial for both parties because young males are given a positive role model, while big brothers are learning to give back to the younger generation. A positive chain of service begins because the Big Brother can pass along to his little brother what his father or social father has taught him. This connection can occur by linking with professionals at local high schools and colleges. Furthermore, school counselors can form programs across school districts that encourage male teachers to mentor young African-American males.

Extracurricular Activities and Programming

Harper and Quaye (2009) compiled a body of research regarding the educational benefits conferred to students who are actively engaged on college and university campuses. Namely, active engagement produces educational benefits and gains in intellectual and moral development, racial and gender identity, and practical competence and skills generalizability. Furthermore, “we know one thing for certain: Students who are actively engaged in educationally purposeful activities and experiences, both inside and outside the classroom, are more likely than are their disengaged peers to persist through graduation” (Harper & Quaye, 2009, p. 4). It naturally follows that the same principles would be applicable at the K-12 levels.

Thus, another component of the Success Model involves the school counselor coordinating extracurric-

Figure 2. Success Model Checklist

Student Name _____ Academic Year _____
 Parent/Guardian Name _____ Preferred Method of Contact: _____

Success Model Checklist

As part of the school's commitment to students, please respond to the following questions by putting an "X" in the boxes in which you complete and noting any pertinent details of each step. Please feel free to provide additional comments in the section provided.

Implementing	Monitoring Progress
<input type="checkbox"/> Identify specific areas where student may need additional support to ensure success and reduce academic and/or behavioral concerns. Assess frequency, intensity, and duration of concerns. <ul style="list-style-type: none"> • _____ • _____ 	<p><u>One month post implementation:</u> Date: _____</p> <input type="checkbox"/> Communicate with stakeholders (parents, mentors, teacher, and student) to assess likes and dislikes. Make adjustments accordingly (e.g. afterschool activity may create a scheduling conflict with parent's work schedule. Coordinate new afterschool activity). Notes: _____
<input type="checkbox"/> Speak with parent/guardian regarding the concerns and offer support of the Success Model. Date/result of contact: _____	<p><u>Two months post implementation:</u> Date: _____</p> <input type="checkbox"/> Provide psychoeducational materials and information to stakeholders regarding effective communication. <input type="checkbox"/> Inquire about the behaviors listed at the start of the process. Assess frequency, intensity, and duration and compare to pre-intervention. <ul style="list-style-type: none"> • _____ • _____
<input type="checkbox"/> After parent consents, reach out to student, teachers, father, and extended family and discuss the Success Model and the components. Contacts/dates: _____	<p><u>Three months post implementation:</u> Date: _____</p> <input type="checkbox"/> Communicate with parents and stakeholders when crisis occur and assist the student with learning effective coping skills Notes: _____
<input type="checkbox"/> Ask for the name of at least two other people who are important in the student's life and inquire about a time for all of you to speak regarding his success and how you all might help. In addition, plan activities and locate a mentor. <ul style="list-style-type: none"> • Appropriate activities include: group guidance lessons specific to absent-father homes, counseling sessions related to anxiety and expressing feelings appropriately, sports, academic clubs/organizations, and social clubs. • Appropriate mentors include: teachers, coaches, and staff/personnel. Of particular note, please ensure that mentors have been screened by the school district or appropriate agency. Some examples of appropriate places locate mentors might be (Big Brothers Big Sisters, The Boys and Girls Club, and other community organizations). 	<input type="checkbox"/> Collect data through communication with stakeholders and serve as a mediator when necessary (i.e. gather information about individual student culture and support system). <input type="checkbox"/> Inquire about the behaviors listed at the start of the process. Assess frequency, intensity, and duration and compare to pre-intervention. <ul style="list-style-type: none"> • _____ • _____
<input type="checkbox"/> When considering activities and mentors communicate with the parent and be sure to include the student. <ul style="list-style-type: none"> • Selected activities(s): _____ _____ • Selected mentor: _____ 	<p><u>Ongoing:</u></p> <input type="checkbox"/> Plan activities, interventions, and foster parental involvement through encouragement and support. Notes: _____ <input type="checkbox"/> Host lunches or afterschool functions for mentors, coaches, and stakeholders. Dates: _____ <input type="checkbox"/> Make contact with parents and mentors as needed but at least once every two – three months after the first intervention. Dates of contact: _____
<p><u>Additional Notes & Comments:</u></p> 	

ular activities and programming for targeted students. For the purposes of the Success Model, *activities* refers to opportunities for young men to be involved in extracurricular activities outside of school. Examples of some activities include educational programs/activities, athletic activities, and diverse cultural learning opportunities. For example, school counselors can network with men who serve as little league athletic coaches or other leaders in cultural activities (i.e., camps, museums, etc.) that service young males. These partnerships are important because they may donate registration fees and/or equipment for young males to be able to participate in extracurricular activities (i.e., sports or music) or learning activities (i. e., tutoring, Boy Scouts of America, or enrollment at Boys & Girls Club of America).

Figure 2 provides a checklist for school counselors to use when implementing the Success Model as a culturally responsive approach and as a guide for monitoring student progress. The Success Model should be implemented in conjunction with academic and/or behavioral supports in the classroom. If the interventions selected result in positive outcomes for the student, those interventions should be continued. If progress monitoring data reveals that interventions are not being as successful as intended, the counselor should make adjustments accordingly. For example, if the after school activities are creating a scheduling conflict for the mother, work to problem solve the conflict. Likewise, if the student is not showing gains in relation to the target skills, it may be necessary to modify the intervention by possibly adapting the frequency of the student contact with the mentor or exposure to support opportunities.

Conclusion

The body of research surrounding minority education points to the need for culturally responsive interventions for children from diverse backgrounds, specifically, for African-American males as they are disproportionately represented in special education (Ford, 2012; U. S. Department of Education, 2015a). Culturally responsive interventions and techniques are known to positively impact the lives of African-American males (NEA, 2011). If school counselors and other educators take heed of the implications stated above and commit to a proactive role in the development of young men, it is possible we will empower change at multiple levels. Namely, education outcomes are tied to improved socio-economic status and can affect future generations (Pascarella & Terenzini, 2005).

The Success Model builds in the additional layer of support from members of the community to increase social opportunities, mentorship, and, quite possibly, foster internal resilience and engagement. Additionally, implementation of the Model may help children realize they have the support of their parents/guardians, school counselors, teachers, and people in the community. The roadmap for implementing the Success Model equips school counselors with a specific process for forming connections in the community, building positive relationships with parents through open communication and encouragement to participate in school events, and ensuring children have access to mentors and role models.

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Engage Students in the Digital Classroom with Problem-Based Learning

Melissa Becker, Pam Winn, and Danna Beaty

Public school, undergraduate, and graduate online courses aspire to provide authentic learning experiences connecting students with the content, peers and the instructor of record. In the online environment the interaction between students and the instructor requires intentional connections be formed. These connections are very different from face-to-face classes. Problem-based learning (PBL) in an online environment may offer one solution to the dilemma. The following article examines the use of PBL in an online graduate course. Over the past four years, the graduate class applied this approach to learning. The course was evaluated each semester and improvements made to the class; a qualitative design was utilized in this analysis. Limited findings and practical suggestions are offered to assist educators at all levels as a way to actively engage PK-20 students in the digital learning environment.

Online learning is quickly becoming a viable teaching/learning platform not only for higher education, but in K-12 as well. The Texas Education Association (TEA) offers the Texas Virtual School Network (TVSN), which provides online courses and a network of online, public schools in Texas. As online instruction increases in availability and in demand, a pathway for research-based best practices should be created to avoid “flat” online instruction lacking in context and pedagogy. The application of authentic learning experiences in the digital environment is a challenge for high schools and universities alike. Educators struggle to translate the face-to-face classroom experiences into a digital environment (Pink, 2006; Sprenger, 2006). Rigorous content must remain constant in both environments although the presentation of content and interactions between students and instructor is drastically different (Trilling, B., & Fadel, C., 2009). The popular instructional approach of Problem-Based Learning/Project Based Learning (PBL) is a practice many find difficult to transform for the digital classroom. Both are valuable approaches for authentic learn-

ing in the classroom, though there are specific differences (Appendix A). In this discussion, components of each approach will be applied and all referenced as PBL. The focus of this discussion is to share the process of how to utilize PBL in online classes designed to serve the PK-20 student population. Data collection for qualitative analysis is ongoing to constantly examine student perception of the effectiveness of the process. A brief summary of current findings is included.

Why use PBL?

Seven Gold Standard Project-Based Teaching Practices exist to direct teachers transitioning from a conventional delivery system of content to real-world, active learning experiences. Larmer and Mergendoller (n.d.) explain each of the practices. To begin, educators must address the scope and sequence of the project to create a context for learning and a blueprint for implementation of the project. It is essential for both students and teachers to have a clear, coherent understanding of overall design of the project, as well as the expectations for the final product. Next, in quality PBLs students

must be provided a choice in the project/product process, which empowers the learner and increases engagement. Even though there is an element of student-choice, teachers must align the project content with predetermined learning outcomes that adhere to districts or program outcomes. High quality PBLs ensure an environment of independence, creativity, and discovery. Furthermore, teachers should provide cooperative learning opportunities and work to create content rigor.

Scaffolding is another essential element in the PBL process; student learning should build throughout the process so that information comes in a timely manner as they plan and execute the project. Moreover, setting timelines, benchmarks and providing resources adds an additional safety net for all students. The learning experience is developed through a process of structured student support, while differentiated instruction and formative assessment encourage student success in the final stages of the project. Another important aspect of a quality PBL is ongoing assessment of student learning throughout the process to ensure content knowledge, real-world application and new skill sets continually developed throughout the project. The final Gold Standard of PBLs guides the educator to “engage and coach.” The partnership develops between the teacher and student forming a strong bond as they truly learn together. Through the enriched learning process, the educator provides ongoing support as the students develops the needed skill set to successfully complete the project.

Transition of PBL to the Online Environment

A PBL was created for an online graduate course engaging students

who aspire to be educational leaders (administrator or curriculum specialist). The course content included, but was not limited to, instructional best practices, curriculum alignment/evaluation, authentic learning and professional development. The course focused on leadership of curriculum systems. One additional component of the course design was to introduce prospective administrators to quality, engaging online instruction as a basis for implementing quality, engaging instruction at the PK-20 level. Learning modules assigned each week addressed: professional readings, new content exploration, cooperative learning with peers (real time engagement), and application of content in a real world setting. The PBL assignment was over 50% of the course grade. Students applied the professional readings as they moved through the project. This allowed students to learn during the project progression and apply the knowledge and understanding throughout the project (as opposed to learning the content and then apply in a final assignment). Each module imbedded content videos, specific learning support videos, hyperlinks and interactive review tools to support active learning. Students interacted with each other utilizing Google tools. They interacted asynchronously with Google Communities and Docs applications. They also interacted synchronously with the use of Google Hangouts.

Blueprint for Change

The course description was retooled to require students to develop and assess a curriculum implementation in a real world environment to balance all the factors a district must consider. Staff needs, context of the school culture and resources were part of the consideration. The PBL was designed to address a scenario (Appendix B)

and use real school data to create the curricular plan. While all students addressed the same scenario, they each used authentic data from their campus to complete the project. Portions of the project required self-assessments applied as formative assessment during the process of the PBL product. The PBL scenario was created to support student learning as they deepened their understanding and application of content from knowledge level to the eventual creation level in Anderson and Krathwohl's Taxonomy (2001). As a result, the final product was a three-year plan to implement this professional development within their local district or campus. Successful completion of the PBL product required students to engage with peers through cooperative teams. Rich conversation and feedback transpired in the small teams through Google tools and free video conferencing tools. Students reviewed each other's work, offered resources discovered in their quest to complete the PBL product and a sense of team work evolved.

As students progressed through each of the PBL requirements, they had many opportunities to give and receive feedback on products prior to the submission due date. The application of Google tools was instrumental in facilitating student interaction. Throughout the course, products were posted in a shared format in Google Docs where the professor and peers provided formative feedback. The quality of the final products improved as students learned from the feedback and avoided common errors

Students received feedback from the professor within 24 hours of each due date. Self-assessment in the form of a rubric was required for most submissions. Students evaluated their products using the

rubrics before submission and made appropriate adjustments, and improving their quality of the work.

Conclusions

Overall student feedback on the process was consistently positive. Many acknowledge the PBL as one of the most difficult tasks in their graduate work toward a Masters degree in Educational Leadership, but appreciate the opportunity to work with authentic campus data. Student collaboration is imperative to making this process work effectively in an online environment. Providing sample products, Jing videos with "just in time" information, formative feedback opportunities, and self-assessment rubrics helped students develop quality products in the online environment. A qualitative analysis of the students' responses on a reflective essay regarding the process noted the following themes.

Emotional Response to Course Expectations

Following the initial course review, essay responses regarding course expectations at the beginning of the course included feelings of being overwhelmed, anxious, lost, unsure of their ability to meet all course expectations, concerns about meeting deadlines. In addition, students admitted to struggling to understand specific requirements of the PBL activity. Whereas, when asked to share how they felt at the completion of the course, students' reflections of the experience included a sense of accomplishment and appreciation for the connection to real-world application. Although the PBL was described as "intense", "eye-opening", and "worth the effort", most students expressed a sense of relief at having completed the project and an increased awareness of

the daunting task administrators face on a daily basis.

Lessons Learned...Concepts, Knowledge & Skills Mastered

Student reflections also noted an increase in personal awareness of their individual strengths and areas for professional growth. Discourse revealed an increased awareness of the importance of collaboration in problem solving, the critical component of developing future leaders from the ranks of “those you lead,” and development of a campus culture promoting student success and continuous improvement. Students also mentioned key knowledge and skills developed in the process such as immersing oneself in campus data for the purpose of understanding current challenges and planning for growth and improvement. Data analysis, teacher evaluation, budgeting, and communicating a plan for organizational change were also mentioned as new knowledge and skills. Throughout the process, students utilized their individual campus data while collaborating with colleagues on the process of constructing a plan of action and communicating for implementation.

Practical Suggestions

As an educator transforms from the face-to-face classroom for the online environment, a few practical suggestions for consideration from this journey are offered. In terms of course structure and expected outcomes, instructors should:

1. Clearly identify the intended outcomes;
2. Specify how outcomes assessed at the end of the project;
3. Establish a collaborative learning environment designed so students learn together, but are assessed individually;

4. Provide real world issues/problems to resolve and ensure authentic learning (Donnelly, 2010; Orlando, 2016; Sprenger, 2006).

The scope and sequence of the course provides for a strong presentation and mastery of the curriculum. How the curriculum is presented is as important as the concepts taught. A quality PBL will:

1. Seamlessly integrate essential content into the process;
2. Incorporate the information to direct student learning throughout the process allowing students to apply content as they learn; and
3. Provide content in a manner moving students in an upward progression of Bloom’s Taxonomy (Carmean & Haefner, 2002; Gast, 2013; Pecore & Haeussler Bohan, 2012).

In order for students to be engaged in the online environment, meaningful interactions between students and the teacher must occur on a regular basis (Jensen, 2005). Instructors should create intentional opportunities for students to interact with each other in small teams and individually with the teacher. The opportunity to provide feedback and sharing ideas will improve the quality of the submitted work.

The application of formative and summative feedback cannot be overstated. As students work through each part of their product, they will deepen their understanding if provided feedback early and often from the instructor and peers. The application of Google tools allows all students to view the work of their small team and learn from each other.

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Appendix A

Table 1. Differences in Between Project-Based Learning and Problem-Based Learning (adapted from Larmer, n.d)

Project-Based Learning	Problem-Based Learning
Multi-subject	Usually one subject, but can be multi-subject
Lengthy assignment	Shorter, but can be lengthy
Creation of project or performance	Can be tangible product or a solution expression in writing or in presentation
Usually real-world, authentic tasks	Often case study of scenario

Both Problem-Based Learning and Project-Based Learning are designed to provide an enriched learning opportunity through an extended learning experience. Each has specific design components, but often can be adapted to meet the desired educational outcome. In general more focus is given to the learning opportunity rather than the rigidity of a specific pedagogical approach.

Appendix B

PBL Scenario and Products

Scenario

It is early July; you are the principal of your campus. You have just returned from an eye-opening conference on the power of instructional technology tools (Web 2.0 and 3.0) to engage learners and to improve student academic achievement, and you are very interested in implementing instructional technology tools on your campus.

Every three years, central office requires principals to develop a Comprehensive Professional Development Plan and a Continuous Improvement Plan to Implement the Professional Development Plan for their campus. The three-year cycle ended last year; therefore, you have a new three year plan due in August. The last three-year plan targeted transitioning from TAKS to STAAR, Understanding by Design (UbD), and Common Formative Assessments.

In anticipation of the new three-year professional development cycle, you met with your site-based team in March and surveyed teachers in April for collaborative input regarding professional development. Teacher feedback indicated interest in problem-based learning, differentiation, and remediation. You view the first two as possibilities, but believe remediation to be a 20th Century learning tool because too often it is just more of the same information that the students did not understand the first time.

In addition, you just received an email from the central office stating the district will be focusing on implementing “best practices” in the core content areas. The email also noted all district provided professional development would target “best practices” in the core content areas. It is understood that this will be a “non-negotiable” component in your three-year plan.

You would like for your Campus Comprehensive Professional Development Plan to address integrating instructional technology tools, “best practices,” and extend UdD because you have 10 new teachers who are not familiar with UbD; it was not truly embraced by your teachers in the last cycle; and in addition, you have 4 under-performing teachers that were transferred to your campus by the district. Central office will support the extension of UbD and will require the “best practices.” The difficult part of the plan will be “selling” the instructional technology tools to central office and the teachers.

You know central office will be concerned about the issues associated with technology such as cyberbullying, access to improper content, parental concerns, and costs. The teachers will have mixed views about using technology mostly based on their comfort zone with technology, but some will be resistant to change because it would involve changing the practices and materials they have used for years.

The district requires the Comprehensive Professional Development plan and a Continuous School Improvement Plan to Implement the PD Plan. Refer to Bernhardt’s text, The School Portfolio, Chapter 10 and Appendix to for an explanation of the Continuous School Improvement Plan with the four components: Plan-Implement-Evaluate-Improve. The framework for this continuous school improvement cycle is as follows. The Framework denotes product expectations and connects to the rubric.

PLB Goal for Students

Students will Complete 7 Products throughout the Semester:

1. Product 1A and 1B: Conduct a needs assessment of the current campus professional development systems and practices (Portfolio Chapter 7: Professional Development Bernhardt text) and the current campus leadership systems and practices (Portfolio Chapter 8: Leadership Bernhardt text). There are two separate due dates for the Campus Portfolio Chapters.
2. Product 2: Develop a School Narrative (with completed self-assessment rubric)
3. Product 3: Develop a Comprehensive 3-Year Professional Development Plan (with completed self-assessment rubric)
4. Product 4: Develop a Continuous Improvement Plan to Implement the Professional Development Plan (with completed self-assessment rubric)
5. Product 5: Create 3 Implementation Evaluation Tools (one for each: UbD, Technology, and “Best Practices”)
6. Product 6: Complete a Teacher Documentation Activity (with completed self-assessment rubric)
7. Product 7: Talk-Back Reflection Essay

Excelling Preservice Teachers While Engaging Elementary Students in Literature: A partnership that Works

Ramona T. Pittman, Rebekah E. Piper, and Theresa Garfield Sacco

The partnership between a community-based organization, San Antonio Reads (SA Reads), a teacher preparation program, and a school district was examined to determine if literacy outcomes increased. The partnership goal was to increase literacy outcomes for elementary struggling readers and to provide teacher candidates with academic service learning experiences and authentic opportunities to assist in bridging theory-to-practice. The summary includes emerging themes (affirmation of majoring in the correct field, efficacy in teaching reading, building a rapport with students), reflections from teacher candidates, and implications for teacher preparation programs and school districts.

Many students have difficulties learning to read. The lines and shapes on a page carry no meaning for many of these students. For some, they may be able to decode the words on a page, but not fluently. The goal of reading is comprehension; however, one cannot comprehend text without being able to decode words with automaticity *and* understanding the meaning of the decoded words (Rasinski & Negeldinger, 2015). Reading comprehension requires many skills such as decoding, vocabulary, world knowledge, active comprehension strategies (e.g., summarizing, generating questions, predicting, etc.), and monitoring (checking for understanding and seeking help when confused) (Pressley, 2000). In addition, comprehension entails reading fluently (Rasinski & Nageldinger 2015), which requires students to read words accurately with rate (speed), and expression.

A problem exists nationally with some students' ability to master literacy skills needed to for the process of learning to read. According to the 2015 Nation's Report Card, only 35% of fourth grade students in the United States read proficiently (National Center for Education Statistics, 2016).

The statistics in Texas are also alarming; the same report found that 28% of Texas' fourth graders are reading at a level of proficiency and only 20% of Latino students reach the proficiency level. A separate analysis shows San Antonio's literacy rate plummeted from 64th in 2005 to 70th in 2015 among 77 U.S. cities (McClurg, 2015). San Antonio has the second highest illiteracy rate among major Texas cities, behind El Paso (Intercultural Development Research Association, 2016). Moreover, in San Antonio there are approximately 100,429 illiterate adults - 15.05% of the total adult population. Illiteracy percentages are not equal across the 10 independent school districts in San Antonio. In some school districts, such as those considered large urban or rural, the illiteracy rate exceeds 20%, while in others, such as large suburban districts it is below 5%. In 2010, San Antonio, the nation's seventh largest city, developed SA 2020, a vision which outlined 11 cause areas (e.g., civic engagement, education, environmental sustainability, health and fitness, etc.) focusing on the next 10 years (www.sa2020.org). One of the charges for the education cause was to ensure all students in San Antonio are reading on-grade level

by third grade. Because of this charge, San Antonio Reads (SA Reads) was established. The focus of SA Reads is to help develop the literacy skills of readers who fall below grade level. SA Reads is a project of Literacy San Antonio, Inc. (LSA) whose mission is to increase literacy and educational attainment in Bexar County (<http://www.literacysanantonio.com/>).

While many students have difficulty learning to read, a growing amount of evidence suggests teachers are not adequately prepared to teach children to read (Bos, Mather, Dickson, Podhajski, & Chard, 2001; Cunningham, Perry, Stanovich, & Stanovich, 2004; Joshi, Binks, Hougen, Dahlgren, Ocker-Dean, & Smith, 2009; McCutchen & Berninger, 1999; Moats & Foorman, 2003; Moats & Lyon, 1996; Spear-Swerling & Brucker, 2003). Further evidence suggested teacher preparation programs do not adequately prepare teachers to teach reading effectively (Joshi et al, 2009). According to Green, Walsh, and McKee (2014), only 17% of teacher preparation programs prepare elementary and special education teachers in the five components of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension). These statistics are concerning as the mastery of reading is foundational for the academic success of all children.

Given the nature of the nations' literacy performance, teacher preparation programs must ensure teacher candidates receive varied experiences working with struggling readers. Providing teacher candidates with experiential and service learning tutoring experiences has improves their content knowledge of reading and their self-efficacy to teach reading (Haverback & Parault, 2008;

Stewart, Allen, & Bai, 2011). Self-efficacy, one's belief that one can accomplish a task (Bandura, 1977), is a critically important concept teacher candidates should acquire before their first teaching job as it will likely increase teacher retention (Pajares, 1996; Yost, 2006). It is through these authentic learning opportunities teacher candidates can connect theory to practice and improve their literacy knowledge and self-efficacy while addressing a real need in the community (Dooley & Mays, 2014; Furco & Root, 2010; Wade, 1997).

The Candidates and the Students

Participants were elementary students in grades K-3 in xx (blinded) Independent School District. Students were recommended for SA Reads based on Texas Primary Reading Inventory (TPRI) scores or teacher nomination. The primary focus was on grades K-3 to ensure elementary students are excelling in reading before fourth grade. From birth to third grade, students are *learning to read*, and beginning in fourth grade, on-grade level readers begin to *read to learn* (Chall, 1983). Too often, students arrive in fourth grade still in the *learning to read* stage, thus setting them up for failure in later years. According to Stanovich (1986), at this point, Matthew Effects in reading occur, meaning students who are reading become better readers while struggling readers continue to lag behind. Students who demonstrate difficulty reading will continue to fall behind their peers and often be placed in remedial programs.

Tutors who participate in SA Reads are teacher candidates who are enrolled in a junior level, early literacy course. This course is the teacher candidates' first literacy course. As such, they learn the foundations of literacy and how to

teach emerging learners to read. The content is focused upon Chall's (1983) *learning to read* stages (Stages 0-2). Teacher candidates, therefore, learn how to teach reading through the science of teaching reading. To ensure word analysis and decoding abilities and secure comprehension skills, a heavy emphasis is placed on oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Many of these skills can be difficult for teacher candidates to obtain through regular classroom instruction and in-class activities. Most teacher candidates are fluent readers, so it is often difficult for them to go back to the mind of a non-reader. Gaining authentic experiences with struggling readers is often the best way to thoroughly understand skills such as phonological awareness, the alphabetic principle, and to gain a better understanding of how these skills scaffold in learning.

As part of their required academic service learning component, approximately 120 teacher candidates tutor for nine consecutive weeks within the 16-week semester. Tutoring sessions are one-hour each week and includes tutoring two students for 30 minutes each. The teacher candidates use curriculum provided by the SA Reads organization. This curriculum includes the Florida Center for Reading Research (FCRR) (www.fcrr.org) Student Center Activities and Scholastic Readers with guide cards to aid teacher candidates in incorporating vocabulary and comprehension tasks. The teacher candidates use the FCRR materials for word analysis and decoding and the Scholastic Readers to read to and with students, thus modeling reading for students and allowing students to practice their fluency skills with enjoyable texts. The elementary

school students receive tutoring in the five components of reading outlined by the National Reading Panel (2000).

The Partnership

One solutions to address major problems for two different entities is to form a partnership addressing the needs of both constituents. Partnering teacher candidates with struggling elementary school readers, benefits teacher candidates because they receive experience coaching struggling readers. The more experience teacher candidates receive, the more confident they become as teachers of reading, thus building their teaching efficacy. This practice allows for the teacher candidates to take the theory learned in their college course and apply it to the practice of working with struggling readers. The elementary level students benefit from SA Reads because they receive one-on-one tutoring in reading for 30 minutes each week as an intervention to improve their reading abilities.

SA Reads provides background checks, professional development for the tutors, and ongoing feedback sessions for the teacher candidates. In addition, SA Reads matches each teacher candidate with two identified struggling readers. Throughout the semester, SA Reads monitors the progress of the tutors through observations at each school. Furthermore, the process provides support by offering feedback and focus group sessions for the teacher candidates.

Not only is there a partnership with the school district and the university, a partnership exist with the community as well. SA Reads, with the help of teacher candidates, hold parent workshops on literacy on various nights during each semester which encourage parents to incorporate at-home ac-

tivities with their children and increase their literacy development. In addition, SA Reads provides a book bank, where teachers can peruse books and select books to build their classroom libraries. All books are free to the teacher.

Many positive benefits occur for both the students and the teacher candidates. Cuddapah and Burtin (2012) found new teachers felt they needed more experience with students and reflection in their teacher preparation programs. While tutoring, teacher candidates are able to gain personal skills for future teacher-student rapport. Pittman and Dorel (2014) noted 82% of preservice students felt they gained experience in reading instruction after SA Reads, 95% of tutors would recommend other aspiring teachers to participate in SA Reads, and 95% of tutors believe they would make a positive impact on their students' lives after participating in SA Reads.

Summary

At the end of the SA Reads partnership, each teacher candidate wrote a reflection based on their experience. Various themes emerged when they wrote about themselves as tutors. Themes range from: affirmation they are majoring in the correct field, self-efficacy to teach reading, and the ability to build a rapport with students. Following are some excerpts of teacher candidates' reflections:

Affirmation- *Going into this semester I still had some reservations if I truly wanted to become a teacher and being able to work in this program has allowed me to affirm my decision to become a teacher. I have been humbled by this experience, and I have enjoyed it so very much. S1*

Upon signing up for this course,

I was uncertain that I would be able to be a teacher; however, I really am grateful for the opportunity to tutor the two students that I had. I found that the tools given to us were especially needed to help assist the students with their reading. I now know that I really want to be a teacher. S2.

Self-efficacy- *As I would write about each session, I realized that I am a good tutor because I understand that learning how to read is hard and that the fun happens after you have learned to read. S3*

What worked for the boy did not always work for the girl and vice versa. This taught me how I can take the same lesson and manipulate it to satisfy the needs of the children per their specific learning style. I believe this is the biggest aspect I learned from this experience. S4

I was able to learn many techniques that I can and will continue to use once I am in my own classroom. This is something I would like to continue to do, not only is it a great experience for me but the students benefited, as well. S5

As a substitute teacher, I had always tried to avoid kindergarten and first grade because I always thought they were a bit harder to handle and get their attention. But after this experience, I have the confidence to work with these grades. S6

The entire process taught me a lot about getting into the mind frame of a teacher. This journey has allowed me to grow and flourish not only a preservice teacher but also as an individual. It taught me how to interact and listen to the students' needs and to actually learn firsthand

the areas that they might have been struggling with. As a result, I was able to pinpoint lessons that might help them grasp different concepts in a new and fun way! S7

Rapport- *I have built a rapport with these students. I want to know that I made a difference in their lives simply because they can see that someone (me) cares enough to come see them each week to help them. That is what I love about SA Reads. These students feel special because someone comes and sees them every single week and is there to help. I hope the students see that as educators we are here for them, and we want to see them succeed. I love what SA Reads has to offer, and I am very pleased to have gotten the chance to work with SA Reads. S8.*

This experience has taught me that, although it may not be easy, it is possible. Getting to know the students was the most important tool to be able to connect with them through the lessons and the stories. This experience taught me the importance of encouraging good literacy habits at home and making it part of a student's life. S9

Likewise, the elementary students' outcomes were positive. At each elementary school, the reading specialists served as the campus coordinators. In focus group settings, the reading specialists reported students who participated in SA Reads felt special; looked forward to working with their tutors, experienced improvement in self-esteem; and tried harder in their classes. The TPRI assessment data for the 2013-2014 school year showed significant gains from the beginning of the year (BOY) to the end of the year (EOY) when

regular classroom instruction was coupled with SA Reads tutoring. The majority of students participated in SA Reads for the fall and spring semesters. For SA Reads students, the data across grade levels were as follows: Kindergarten-BOY (18%) and EOY (80%), 1st Grade- BOY (24%) and EOY (65%), 2nd Grade- BOY (14%) and EOY (47%), and 3rd Grade- BOY (21%) and EOY 43%). Students participating from kindergarten to third grade received 72 tutoring sessions, over 40 books for their home libraries, four trips to the San Antonio Book Festival, and numerous celebrations (<http://www.literacysanantonio.com/>) over a four year span.

Implications

In order for teacher preparation programs to produce highly qualified teachers, the program faculty must give teacher candidates ample opportunities and experiences with school-aged students. It is critically important that these experiences happen prior to senior-level courses and clinical teaching (student internships) so that teacher candidates gain experience through one-on-one interactions with struggling readers prior to receiving an entire class of students who are reading at various reading levels. The knowledge learned through the one-on-one experience can aid them in their classroom experiences with struggling readers. In addition, the experiences gained earlier in the program allow the theory learned in class to become further applicable allowing teacher candidates to put theory into practice. When determining appropriate experiential or academic service learning opportunities for teacher candidates, teacher preparation faculty should consider options allowing the experiences to be relevant to their future career as a teacher. Academic service learning is ultimately

meant to meet community needs while improving development of teacher candidates. Numerous teachers leave the field within the first five years of teaching. One possible explanation is teachers do not have enough various classroom experiences with various types of learners; hence they are not adequately prepared. Positive experiences in initial field work are positively associated with teacher retention (Chapman & Green, 1986). Academic service learning provides those positive experiences.

Lastly, school districts should find opportunities to partner with universities to offer a program such as SA Reads at their schools. Although many districts allow teacher candidates to complete teacher observations and/or take on a few student-teachers per year, it is through one-on-one tutoring that teacher candidates gain meaningful, authentic experiences in understanding struggling readers. During class discussion, teacher candidates often find it alarming a second grader they are tutoring, does not know his alphabet. It becomes the teacher candidate's mission to ensure the identified skill is improved, within the nine week framework. Programs, such as SA Reads, motivate both the tutor and the struggling reader to master a skill improving learning for all involved providing school districts with passionate tutors who want to improve the literacy of their students. At the same time, future teachers gain a valuable experience in the crucial area of literacy instruction. Improved literacy rates in schools lead to improved literacy rates in the community. Pairing school districts with teacher preparation programs is a partnership that works!

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Student Service and Research at Tarleton

Tarleton Professional Educators Supporting Future Teachers

By Dr. Roberta Simnacher Pate

The Tarleton State University student organization was nominated and awarded Association of Texas Professional Educators' (ATPE's) Local Unit of the Year Award for the 2015 – 2016 school year. This has been a grand honor for this student organization which strives in supporting future educators and instilling the core values, especially service and leadership. The remaining core values: integrity, tradition, civility, and excellence are embedded in each and every meeting and service project. Since my appointment as faculty advisor for this student organization in the fall of 2012, I have seen tremendous growth. This growth is mainly attributed to the quality officers and committee volunteers who have become involved as well as the service teams reaching out to incoming freshmen through registration orientations, transitions' week, freshmen move-in, and more importantly, providing service to the local school district.

These future educators/leaders have taken on the needed responsibilities to reach out to incoming freshmen during the summer Texan Orientations where several officers and members have been available to meet with incoming freshmen to not only assist them with the online registration component of their orientation venture but to warmly welcome them to the Tarleton family and invite them to become members. During Transitions Week, the welcome continues for incoming freshmen where members are present to

meet/greet and inform students of the positive attributes to becoming a TPE member. Participation in Howdy Week further continues TPE's traditional involvement in greeting all returning students to campus with either breakfast burritos, pencils/highlighters, book markers, or sweets. Other than inviting and welcoming students, the officer teams work together in determining guest speakers, activities, and preparing for service projects for the membership.

Membership has grown over 75% this year when compared to last year's "active" membership. The bimonthly meetings have had generous attendance. Of the 85 names "signed up" into the organization, an average of over 25 members have made the meetings. Granted this may not seem very rewarding, but the membership participation has increased from the two previous academic years. As far as ATPE membership, students are strongly encouraged to join for free, especially at the junior and senior levels as they enter the coursework's field experience components on the degree plan and find themselves on various public school campuses as they tutor students. With the help of ATPE representative and our current officers, many more students and clinical teachers were enrolled. This year, there was an ATPE social mixer where a number of members attended and met with the local ATPE membership from the Stephenville ISD. This drive has assisted in Tarleton Professional Ed-

ucators being awarded the Local Unit Growth Award for ATPE Region 11.

This marks the fourth year TPE officers attended the ATPE Summit at the Austin Convention Center. Each year the officers return with plans, ideas, and voices of encouragement within their chosen career. Summit not only offers the experience of legislative actions during the House of Delegates of which our officers have an active voice in voting, but various breakout sessions provide valuable information ranging from classroom management, university student voice, leadership tips and organization plans, to ATPE benefits. Those attending the summit have been excited to listen to powerful motivational speakers such as Joel Zeff and Dr. Adolph Brown. A culmination of these events provide insight and planning potential for the upcoming academic year. Not only is this student organization's goal to increase membership but also encourage and achieve an active membership that emulates Tarleton State University's core values.

Other than the summer activities, members participate in various semester events. TPE holds representation during Texan Tours – where a table is set up among all the other student organizations present on campus. Members promote the organization and ask for email information in order to post information and send out organization news closer to the new semes-

ter as these four dates are for students/families interested in attending Tarleton State University. TPE also participates in the Fall Festival or Halloween Carnival by “manning” a bake sale booth. The members donate home baked or bought baked items and sign up to work the booth in thirty minute shifts as well as participate in costume for the event. Another fall event is Homecoming Week. There are a couple of competitions such as the Silver Bugle Hunt to where members form teams and compete with other organizations. Of course what would Homecoming be without the participation of Beat the Drum!! The organization has teamed with the Texan Alumni Association to assist with homecoming events at the Alumni house – assisting with the bounce houses to entertain young children while their alum parents enjoy a relaxing afternoon.

TPE is very active within the university sector. However, for community service, TPE has adopted a two mile stretch of highway on 281 south of Stephenville. This service began with our contract with TxDOT four years ago. We set highway cleaning dates at least once per semester along with a summer clean-up date. Other than being committed to the highway beautification program, members volunteer for the River Walk After School Program. Due to connections there, the membership was involved during our “service” meetings where we prepared activities for the students. Other forms of service projects constitute soliciting and collecting materials from local teachers in surrounding school districts wishing for assistance. Our membership has cut/pasted and/or folded materials. We have offered our “hands-on” service to the public schools where teachers send us note cards and worksheets to cut/paste and make

class sets of math flash cards for first graders. After the teachers have the materials laminated, members have trimmed out and organized the sets of file folder games. Not only were flash cards prepared, but so were counting sticks and two-sided painted lima beans. Last year we extended our service to supporting philanthropy by creating and sending file folder games for first grade classrooms in Red Bud school district whom had lost all of their classroom materials during a destructive tornado event. Membership has also participated in the Day of Service and Tarleton’s Spring Round Up; which sends teams to perform community clean up about the town. Finally, for community service, members have volunteered in the past to assist in the community’s pumpkin patch maze sponsored by one of the local churches.

Additional philanthropic events consist of supporting the College of Education’s Crystal Apple Society. For the last three years, TPE has nominated and supported wonderful educators in order to recognize the exemplary work and commitment to the education profession. Our first Crystal Apple recipient was Ms. Rose Ann Jackson, math teacher extraordinaire. The following years, Dr. Kyla Clark-Goff and Drs. Mike and Laurie Hawkes were honored by TPE for their exemplary instruction within Curriculum and Instruction in preparing successful future educators representing Tarleton State University. In addition to supporting the Crystal Apple Society, TPE has assisted alumni in their needs. Such support has been in sending funds to a Tarleton Alumni in her need to provide uniforms for many of her students within an inner city school in Houston, TX. Another financial support has been to another Tarleton graduate in need of buying addi-

tional technology, Chromebooks, for his classroom.

Political involvement at this stage of university student organization is a bit minimal. We do however have members who have become members of the student organization and cast our votes and let the membership know what is going on among student government. We also have had members involved with senate offices. A past president for 2015-16 academic year, Ashlee Estes, has been just as active in student government and student senate becoming very involved with the parking committee and forming a Tweet for the college of education. Finally, in my mind a type of political involvement was participation in the campus Civil Rights poster display/discussion. Members designed/prepared a tri-fold poster and stood in front of the library on designated day to discuss their knowledge in Brown vs Board of Education.

Outside the above mentioned activities membership is involved in, once per month, special speakers are invited to provide insight into education. We have had first year teachers, counselors, administration, ATPE representatives, and even Brock Gregg, a political lobbyist, speak to the group. Another speaker’s topic was about teaching in third world countries, thus, opening minds to other possibilities and areas of service. At a more recent membership meeting, we used technology at its finest. The Fort Worth sector of TPE joined our meeting via Zoom and our guest speaker had a colleague on FaceTime during his presentation. Not only did the membership get to listen to and ask questions of a veteran teacher, but also to a novice teacher in her third month in her teaching career. The exciting point at the meeting is this novice teacher was the veteran’s student

fifteen years earlier!!

This may be a small student group among the Tarleton State University family, but it is up and coming with membership growing and reaching out to incoming freshmen all the way to graduation and beyond. Along with this membership is the strong encouragement to join ATPE for free as student interns as they move through their field experience coursework with the

hopes to get said members involved in ATPE where they will join other local units as they embark upon the professional world in the public school system. This student organization is not only a means of providing support for future educators but also provides the pathway into the chosen profession. With that, I am proud to recognize this Tarleton State University student organization.



ESP Bookshelf: Mindsets—Financial Literacy

Dr. Rebekah Miller-Levy

In this edition of ESP, the Bookshelf focuses on resources to address financial literacy. In 2012, the Texas Essential Knowledge & Skills was revised to include a TEKS on personal financial literacy which calls for “The student [to apply] mathematical process standards to manage one’s financial resources effectively for lifetime financial security.”

This is a partial bibliography of resources, picture books, and informational books dealing with financial literacy.

Teacher Resources

Bernstein, D. (2012). *Better than a lemonade stand!: Small business ideas for kids.* Aladdin. ISBN: 1582703302. 51 ideas for kids to make money with details supply lists, time requirements, and suggestions on pricing and advertising.

Diallo, I. (2015). *Financial Literacy for the Young.* Amazon Digital Services. Grades 1 – 6. Tools to help elementary students learn to be financially successful now and in the future.

Godfrey, N. S. (2006). *Money doesn’t grow on trees.* Touchstone. ISBN: 0743287800. A guide to helping children negotiate financial topics including responsible budgeting, distinguishing between wants and needs, and strategies for identifying agendas on the internet, television, and eBay.

Moonjar Classic Moneybox. ISBN: 0972428216. This moneybox goes with the fiction book *How the MoonJar was Made* and has a section for saving, spending, and sharing a child’s allowance.

Northern Trust. (2017). *How to teach children money value.* Northern Trust. <https://wealth.northerntrust.com/wealth-management/how-to-teach-your-children-money-values>. Infographic of savings, spending, and sharing money information. Includes developmentally appropriate ideas for students ages 3 – 18.

Student Resources (Fiction)

Note on reading levels – I’ve included reading levels for the picture books, however, all the books on the list are appropriate for any age reader when used with age appropriate higher order thinking questions for discussion.

Adams, B. J. (1992). *The go-around dollar.* Simon & Shuster. Grades 4 – 6. ISBN: 0027000311. This is a hybrid text coupling a fictional story about the day in the life of a dollar bill with nonfiction informational text about the history and symbols of the dollar bill.

Berenstain, S., & Berenstain, J. (1983). *The Berenstain Bear’s trouble with money.* Random House. Preschool – 2. ISBN: 0394859170. The Berenstain Bear children learn how to set a financial goal and carry it out responsibly.

Berenstain, S., & Berenstain, J. (2001). *The Berenstain Bear’s dollars and sense.* Random House. Preschool – 2. ISBN: 0375811249. An introduction to saving money using a bank account and checkbook. Includes tear-out checks for practice.

DiSalvo-Ryan, D. (2000). *Grandpa’s corner store.* HarperCollins. K – 3. ISBN: 0688167160. When a “super store” moves into the neighborhood, Lucy fears her Grandpa’s corner store will be driven out of business.

Milway, K. S. (2008). *One hen: How one small loan made a big difference.* Kids Can Press. Grades 3 – 7. ISBN: 1554530288. Based on true events, One Hen is the story of how a young boy uses his few coins borrowed from a community bank to purchase a hen which lead to two and eventually to the largest poultry farm in West Africa.

Mollel, T. M. (1999). *My rows and piles of coins.* Clarion Books. Preschool – 3. ISBN: 0395751861. Saruni is determined to save his money and buy a bicycle. In addition to presenting a story about savings, this book is set in Tanzania in the 1960's so adds a global dimension to the study of finances.

Nagel, K. B. (1996). *The lunch line.* Scholastic. Ages 6 and up. ISBN: 0590602462. When Kim loses her lunch, she has to figure out how to buy a lunch using the money in her pocket.

Reese, L. (2016). *Little Mouse learns about money: A lesson on borrowing.* Amazon Digital Services. Little Mouse spends more than he has and learns a hard lesson about borrowing money.

Reid, M. S. (2014). *Lots and lots of Coins: Discover the history of coins and the money we use today.* Puffin Books. Grades 1 – 3. ISBN: 0147510594. Through a story of a boy and his father working with a coin collection, students learn the history of money and many fun facts about coins.

Scandiuzzi, E. (2006). *How the MoonJar was made.* Moonjar. Ages 5 – 10. ISBN: 0972428267. A creative look at saving, spending, and sharing money. Moonjar Classic Moneybox is available to implement the strategy.

Viorst, J. (1987). *Alexander, who used to be rich last Sunday.* Silver Burdett. Preschool – 3. ISBN: 0689711999. Alexander learns the importance of intentional spending rather than impulse spending.

Student Resources (Nonfiction)

Adler, D. (2009). *Money Madness.* Holiday House. Grades K – 3. ISBN: 0823422720. Introduction to the concept of money. Book begins with a look the transition from bartering to early forms of currency to coins and paper money we use today. Includes alternative forms of currency including checks, credit cards, and digital forms of payment.

Dakers, D. (2017). *Getting your money's worth: Making smart financial choices.* Crabtree. Grades 5 – 8. Written to help build skills for spending and saving money. Includes ways different methods of saving money, investing money, and managing money.

Godfrey, N. S. (1998). *Neale S. Godfrey's ultimate kid's money book.* Simon & Shuster. Ages 8 – 12. ISBN: 0689817177. A simple guide to the world of finance including the history of money, budgeting, banking accounts, credit cards, supply and demand, taxes, and the Stock Market.

Harman, H. P. (2005). *Money sense for kids.* Barron's Educational Series. Grades 4 – 7. ISBN: 0764128949. A beginning look at earning money, saving money, budgeting, and investing. Includes puzzles and hands-on activities.

Karlitz, G. (2010). *Growing money: A complete investing guide for kids.* Price Stern Sloan. Grades 3 – 7. ISBN: 0843199059. A guide to the world of investing including information on savings accounts, stocks, bonds, and mutual funds.

Larson, J. S. (2010). *Do I need it? or Do I want it?: Making budget choices.* Lerner Classroom. Grades 1 – 4. ISBN: 0761356649. A beginning guide to budgeting.

McGillian, J. K. (2016). *The kids' money book: Earning, saving, spending, investing, and donating.* Grades 3 – 7. Sterling Children's Books. ISBN: 1454919779. A well-rounded guide to budgeting, earning, spending, saving, and includes ideas for resisting consumerism.



Tarleton Stars is an award given to current and past Tarleton students based on recognition for outstanding contributions in the classroom. Administrators, faculty members and ESP members are all eligible to nominate candidates for this award. Nominations for 2018 must be submitted to Dr. Pam Winn, JESP Editor and received by December 1st, 2017.

2017 Tarleton Stars Recipient



Hannah Clary grew up in Santo, Texas where she developed a love for education. Mrs. Clary graduated from Tarleton State University with a degree in Interdisciplinary Studies with a focus in Special Education in May of 2013. Mrs. Clary was awarded the Robert H. Elliott award and Student Teacher of the Week during her undergraduate career. After graduation, she began working at Chamberlin Elementary in Stephenville I.S.D. Mrs. Clary is currently teaching first grade and working on her Master's degree in Curriculum and Instruction, she is expected to graduate in August of 2017.

Mrs. Clary focuses on interactive learning within her classroom to captivate and engage all of her learners daily. She strives to differentiate all learning within her classroom to achieve higher levels of learning for each student. Once she obtains her Master's degree, she plans on using it to be more effective with incorporating technology within her lessons and eventually become a technology specialist within the district.



On-Line Nomination Form

Describe in narrative, the significant accomplishments of the nominee and why you believe they should be recognized as a Tarleton Star in the 2018 edition of *The Journal of the Effective Schools Project (JESP)*.

***Submit nominations on-line to
<http://goo.gl/forms/z tqDFbZ3nJ>***

Please send a digital photo to Dr. Julie Howell (editor@thejesp.org)
no later than January 15th, 2018.

***Remember, nominees must be either a current student or graduate
of Tarleton State University.***

*Preferably, the digital photo of your nominee should be an
action in teaching or other working situation.*

Call for Papers

The Effective Schools Project (ESP) at Tarleton State University is dedicated to the goals of improving school effectiveness, raising the achievement level of public school students, and improving the professional development of pre-service and in-service educators. Established in 1988, *ESP* seeks to unite the efforts of public school educators and university faculty in striving for continuous improvement.

The official publication of ESP is *The Journal of the Effective School Project (JESP)*. The journal is dedicated to the dissemination of information, ideas, and research among the participants in ESP, as well as other interested educators. Published annually, each issue of the journal focuses on a particular theme, but consideration is given to non-thematic articles.

The theme for the 2018 edition will focus on the importance of public schools and reasons why they are the best choice for K-12 students. Action research regarding engagement with the community and students in the classroom are welcome. Therefore, engagement practices considering all students' (K-12) diverse learning and social needs will allow readers to reflect and consider engagement practices at their respective schools and communities.

Specifically, discourse regarding school choice and the offerings of public schools, making them the best choice for students in K-12 education. We hope to be able to offer practical solutions educators are willing to implement in the K-12 setting.

Volume XXV 2018

“Public School = Best Choice”

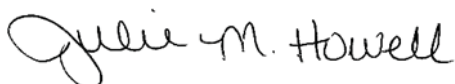
Submission Deadline: **January 15, 2018**

THE *JESP* SUBMISSION PROCESS...

JESP has moved all submissions and reviewing to an online system to better meet the needs of the ESP schools and authors who share their work with us. To submit a manuscript for review with *JESP*, please go to <http://www.thejesp.org> and click on For Authors.

Please follow all instructions for registering with us and upload your manuscript. You will hear from us soon.

Sincerely,



Julie M. Howell, Ed.D., Editor

Manuscript Submissions

The Journal of the Effective School Project solicits articles dealing with field-based, or action research; descriptions of successful programs or practices designed to promote school improvement or increase student achievement; the application of effective schools research to the design and delivery of educational programs; descriptions of classroom practices or instructional strategies; position papers; reviews of literature; or historical perspectives. Generally, articles selected are those written in an informal, practical, and readable format.

The Journal of the Effective School Project editorial committee will evaluate articles submitted for publication consideration. Manuscripts must adhere to the following guidelines to be considered:

1. **Length:** The manuscript, including references, charts and tables generally should not exceed ten typewritten pages.
2. **Style:** Manuscripts must conform to the *Publication Manual of the American Psychological Association* (2009, 6th ed.).
3. **Cover Letter:** Submit a cover letter explaining the relationship of the article to the theme of the journal. Indicate that the article represents original material and is not currently under consideration by any other publication.
4. **Cover Page:** Include the following information on a separate sheet: title of the manuscript; author's name, complete mailing address, business and home phone numbers, institutional affiliation and address; biographical information about each author (not to exceed 50 words per author).
5. **Abstract:** Following the cover page, submit an abstract of 100 to 150 words and short biography of the contributing authors.
6. **Photographs:** All photos embedded in the manuscript must have participants' permission to be included in the manuscript for possible publication. Students who are younger than 18 years old must have guardian consent for their photographs to be displayed in the manuscript for possible publication. Space is limited. Please submit only 1 or at most 2 photos if your manuscript requires photos.
7. **Figures/Tables/Charts:** Again, due to limited space, **a maximum of one (1)** figure, table, or chart no larger than a standard published page will be allowed.

SEE EXAMPLES OF PAST MANUSCRIPTS:

JESP: <http://www.tarleton.edu/ESP/Journal/index.html>

Authors Register and Submit manuscripts at <http://www.thejesp.org>

After initial review by the editor, articles that meet editorial specifications will be sent to the Editorial Committee. The journal editor reserves the right to make editorial changes, but any proposed changes will be discussed with the primary author prior to publication.

The Jim Boyd Effective Schools Project

Tarleton State University's Effective Schools Project (ESP) has evolved into one of the nation's largest and longest running school improvement ventures. With the Effective Schools research as its foundation, ESP is a school improvement network linking the Tarleton faculty and campus leadership teams from over seventy Texas schools in an ongoing study and dialogue designed to enhance school effectiveness.

Effective Schools Conferences Effective Schools Conferences are at the heart of ESP. This annual series of conferences and seminars provides members with current research and theories, as well as practical methods and strategies from the nation's most prominent educators and reformists. The conference series is organized around a school improvement theme broadly associated with one or more of the correlates of Effective Schools.

Campus Planning Retreat In March, ESP leadership teams are invited to attend a planning retreat. During the retreat, school leadership teams are able to evaluate their school year to date, to reflect on the research and other information received at ESP conferences, to refine their campus improvement plan, and to exchange ideas, goals, and triumphs with other campus teams.

The ESP Journal *The Journal of the Effective Schools Project* is the official publication of ESP. The journal is dedicated to the dissemination of information, ideas, and research among the participants in ESP, as well as other interested educators. Published annually, each issue of the journal focuses on a particular theme, but consideration is given to non-thematic articles.

thejesp.org

www.tarleton.edu/esp/Journal/index.html

For more information about The Jim Boyd Effective Schools Project, please contact:

Dr. Pam Winn, ESP Director
Tarleton State University
832-314-1072
winn@tarleton.edu



ESP Planning Retreat, 2017
 Fort Worth, Texas
"Awakening Your Teacher Force"



Join us for the 2018 Planning Retreat
 March 7-8, 2018, Midlothian Conference Center
"Celebration"





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