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# K-12 Teachers' Perceptions of Barriers to Implementing Service Learning

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This is to certify that the doctoral study by

Cassandra Aiesha Lewis

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University
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## Abstract

K-12 teachers in a large metropolitan school district in the Northeast United States experienced difficulties integrating service learning into the curriculum due to state-based curriculum standards. The purpose of this descriptive case study was to explore K-12 teachers' perceptions of barriers to, and best practices that support, implementation of service learning into the curriculum while considering state-based curriculum standards. Cooperrider and Srivastva's theory of appreciative inquiry, which emphasizes assets rather than deficits within organizational structures, was used as the conceptual framework that guided data collection and analysis. Research questions were used to describe the perceived barriers to, and best practices for, implementation of service learning into the K-12 curriculum. Data were collected using an open-ended web-based survey and semistructured interviews with 19 K-12 teachers. Data were analyzed inductively to identify open codes, categories, and emergent themes. Findings included three perceived barriers to implementation of service learning into the curriculum (time, curriculum misalignment, and lack of support) and three perceived best practices to support service-learning implementation (establishing group norms, building on current best practices, and authentic learning opportunities). These findings were employed to develop a 3-day professional development training for K-12 teachers who plan to implement service learning. Implications for social change include improved application of strengths-based approaches to deliver service learning and a transformative strategy to create opportunities for students to experience authentic, real-world service-learning opportunities aligned to state-based standards.

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# Dedication

I dedicate this doctoral capstone to my grandmother and my son. Granny, AKA Trotz, AKA Teacher Baby, AKA Boss, as a teacher for 38 years and my first teacher, you lit the flame of my desire for learning. Your determination to ensure my success remained evident in your enforcement of "extra work" from kindergarten to fifth grade; the 4-day-a-week practice of having to complete extra studies after my homework. For junior high school, you loosened the reigns of direct instruction after homework, but studying existed as a mandate. Despite my previous displeasure for these educational routines, the process provided a foundation that I would need later in life, spending countless days, weeks, months, and years dedicated to learning. I always say you're in heaven trying to make the baby angels do "extra work." They will love and appreciate you just like I do.

Amare, my son, you are my inspiration. Your empathy and compassion for others, your jovial spirit, and your strength to stand up for your rights are some of the many qualities I admire about you as a young man. Your existence allowed me to feel that maybe, just maybe, I might not be too much of a misfit after all. When my spirit was filled with anxiety and depression you made sure I laughed every day. When I couldn't face a new day and remained in bed, you remained focused on your studies and completed your assignments (at least when you weren't raging on XBOX). Son, find something that you are passionate about, hold on to it, and never stop learning about it. Ever.

# Acknowledgments

Dr. Ellis, my gratitude to you extends beyond reasons for instructing, guiding, and supporting my scholarship. At a certain point in my doctoral career, too many life occurrences promoted a decision to quit the program. You wouldn't allow it. When my spirit was broken and I had no more to give, you gave me hope. When my anxiety and depression would overwhelm my thoughts, you challenged my mindset while continuing to inspire. When I assumed my work was "good enough," you raised your level of expectation, causing me to work smarter and harder. Your patience and grace led to me achieving my dream of becoming an expert in my field. I am also able to show my son that when you align yourself with great people who encourage you while holding you accountable for your thoughts and actions, great things happen. In my Tony the Tiger voice, Dr. Ellis, "You're GREAT!" Thank you, Dr. Ellis, for your unwavering support throughout my doctoral journey. I feel as if I gained an amazing friend, teacher, and mentor and hope that we can continue our long-distance relationship post doctorate. Dr. Moskowitz, I would like to thank you for your guidance as well. Teamwork makes the dream work, and due to the coaching of you and Dr. Ellis, I achieved my dream. To Dr. Wells, thank you for joining and contributing to our dream team. My heart is full of gratitude to the three of you for your support throughout this journey.

To my Lord and Savior, Granny always said I can do all things because you give me strength. Thank you for your continuous efforts at keeping me strong enough to conquer difficult tasks. Please allow me to use this degree to serve your purposes, in Jesus's name, Amen!

Table of Contents

List of Tables

List of Figures

Section 1: The Problem

## The Local Problem

The problem addressed in this study was that K-12 teachers in a large, metropolitan school district in the Northeast United States experienced difficulties integrating service learning into the curriculum due to state-based curriculum standards. Service learning supports classroom instruction through the philosophy of learning through doing. Some teachers in a large metropolitan school district in the Northeast United States participated in Service in Schools, a supplemental program offered to K-12 organizations (Department of Education [DOE], 2019b) for stakeholders interested in implementing service-learning projects. Established in 2010, the Service in Schools initiative offers a 3-day professional development program supporting K-12 organizations interested in community service and service-learning implementation (DOE, 2019b). According to Pitsoe and Maila (2012), professional development (PD) exists as procedures that concentrate on enhancing the human capital and productivity of an organization. Service in Schools provided participating K-12 institutions with opportunities to develop partnerships, engage in PD, and receive instructional resources to support community service and service-learning implementation. Data from the 2018-2019 academic year indicated that one-third of the students from the school district participated in one or more school-led service and service-learning activities (DOE, 2019b). Local evidence of the problem arose from teachers at an elementary school within the large metropolitan school district of interest. Following service-learning PD, teachers collaborated and implemented service projects with their students (Teacher

Lead, personal communication, August 1, 2015). After service projects were completed, a consensus among teachers indicated that the mandated curriculum often negated the opportunity to engage in service learning and only allowed for a community service project (Teacher Lead, personal communication, August 1, 2015). Additionally, teachers reported that without the pressures of covering state-based standard mandates, the curriculum could permit service-learning strategies rather than service projects (Teacher Lead, personal communication, August 1, 2015). Teachers believed service learning promoted a deeper connection between the curriculum and hands-on learning opportunities compared to community service projects (Teacher Lead, personal communication, August 1, 2015).

Some research discussed differences exist between community service and service learning. Community service allows students to volunteer while learning about an identified issue of concern (Furco, 1996). In contrast, service learning integrates reciprocal learning opportunities to promote reflective inquiry and a linkage of community service with moral and academic development (Furco, 1996). Teachers within the local community sought to implement service-learning projects. However, teachers questioned their ability to do so while meeting the expectations of state-based curricula aligned to state-based examinations. A need existed to examine how researchers described K-12 teachers' experiences with implementing experiential activities such as service learning due to the legislative mandates over standards, state-based curricula, and assessments. For decades, education historians have focused on the effectiveness of utilizing standards, testing, and state-based curricula to guide curriculum and instruction

(Laukaitis, 2017; Nespor, 2016; Ravitch, 2016; Ravitch et al., 2014). Emphasis on state-based curricula might have derived from research findings in which instructional practices aligned with teaching to the test diminished the value of authentic learning opportunities (Stotsky, 2016); a decline based on society's perceptions maintaining a subject-centered view of education (Lowery, 2016). Additionally, legislation such as the No Child Left Behind Act (NCLB; 2002) laid firm foundations for state-based standards, curricula, and examinations and caused most teachers to adapt or reject state-based curricula to meet the needs of students (McCarthey & Woodward, 2018). Examining K-12 teachers' experiences would provide the information required for addressing challenges in modifying the curriculum for service-learning implementation.

Recent legislation such as the Every Student Succeeds Act (ESSA; 2015) provided some leeway to teachers modifying state-based curricula to meet students' needs (such as students with disabilities). However, testing remained a mandate (McCarthey & Woodward, 2018), and student-centered practices remained challenging to implement without teacher training and expertise (Akpan & Beard, 2016; McCarthey & Woodward, 2018). Consequently, some teachers experienced difficulty moving from standardized curricula to curricula in which teachers' and students' self- and reflective assessments existed as meaningful for curriculum modification and development (HongNguyen & Slavik, 2017). Some novice and veteran teachers found benefits in service learning, which varied from the standard practice of teaching to the test (Losser et al., 2018). However, pressure from achieving proficiency on test results required teachers to justify implementing service-learning activities, which consumed instructional time

and prevented teachers from making student-centered modifications (Losser et al., 2018). Coffey and Fulton (2018) viewed accountability measures and prescribed curricula as unsupported by research negating teachers' professional role. Wassell et al. (2019) viewed social justice curricula as time-consuming and challenging to implement without reshaping current curriculum expectations. Evidence from the literature supported local teachers' belief (Teacher. Lead., personal communication, August 1, 2015) that mandates limit curriculum modification possibilities. A need existed to examine how to support teachers with opportunities to provide students with research-based teaching and learning practices.

Root barriers to curriculum modification might stem from federal policies dating as far back as the Elementary and Secondary Education Act (ESEA,1965) to the recently passed ESSA (2015). ESEA and ESSA aimed to monitor disadvantaged students' achievement using a system of mandated state-based curricula and standardized testing (Ametepee et al., 2014; Shields, 1975). Proposed reforms linked the results of standardized exams with evidence of student mastery of the curriculum (Ametepee et al., 2014; Shields, 1975). The increased focus on standardization created an accountability movement with consequences for districts and schools that did not meet performance expectations (Stotsky, 2016). To avoid federal sanctions, schools shifted from creativity through differentiation to uniformity and meeting the needs of state-based curricula and assessments (Lowery, 2016). I sought to understand how K-12 teachers navigated implementing service learning despite legislative expectations for standardized instruction.

Extant research provided examples of teachers' perceptions of state-based curricula and how legislative policies may have altered pedagogical practices. Results from case studies indicated how teachers perceived state-based curriculum standards as forcing a transition from holistic instruction to teaching without conceptual understanding, problem-solving, or reasoning (Loerts & Heydon, 2017; O'Conner & McTaggert, 2017; Parks & Bridges-Rhoads, 2012; Shanks, 1994). A few case studies showed how teachers were forced to follow standardized curricula and relinquish their right to design curriculum activities (Craig, 2012; Kavanagh & Fisher-Ari, 2017). Instead of constructing knowledge by creating curriculum activities, K-12 teachers existed as passive learners who received and transferred standards-based instruction to their students (Craig, 2012; Kavanagh & Fisher-Ari, 2017). Despite the realities of an era of state-based expectations, teachers at the local site sought options to construct knowledge and implement experiential practices like service learning into the curriculum.

The theories of service learning stress learning by doing, a concept emphasized by Dewey's (1916, as cited in Eyler & Giles, 1999; Lake et al., 2015; Permaul, 2009) notion that real-world situations brought learning to life. Dewey (1916) argued that democratic societies require relational living in which meaningful interactions allow people to understand how their behaviors affect one another. Significant intercommunications between people occur within a community, interactions Dewey (1938) viewed as essential to forming meaningful experiences. The value of education increases when learning has desire and purpose, arouses curiosity, and strengthens initiative (Dewey, 1938; Lowery, 2016). If schools provided students with purposeful opportunities,

classrooms could become labs in which children learned to work cooperatively using concrete and abstract skills (Dewey et al., 1956). Dewey et al. (1956) asserted that students' curriculum should reflect the skills required for success later in life. Service-learning curricula might present an opportunity for students to learn from a social and cultural standpoint that state-based curricula fail to address.

Some of the research on service learning addressed the decline in practice over time (Spring et al., 2008). The Corporation for National and Community Service (Spring et al., 2008) reported how the prevalence of service learning across K-12 schools declined from 1999 to 2008. In 1999 the participation rate of service learning in elementary, middle, and high schools was 25%, 38%, and 46%, respectively (Spring et al., 2008). In 2008 the participation rate of service learning in elementary, middle, and high schools decreased to 20%, 25%, and 35%, respectively (Spring et al., 2008). During the years between the Corporation for National and Community Service reports, using state-based curricula to control teaching and learning became stronger and may have caused a decline in schools' service-learning implementation. Spring et al. (2008) recommended further research on schools reporting issues with implementing service-learning projects. The Serve America Act of 2009 called for the strengthening of service-learning programs for American youth. The United States Department of Education (2012) called for increased civics education for not just undergraduate students but also students within K-12 organizations.

## Rationale

A large metropolitan school district in the northeastern United States served as the setting for the study. During the 2014-2015 academic year, the opportunity arose to work on a school leadership team with elementary school teachers who engaged in the Service-Learning Institute training offered by Service in Schools. The district of interest reported students completing over ten thousand service led projects on their website (DOE, 2019b) but failed to differentiate between service learning and community service projects in their reports. Despite combining the two types of service to present data, the school district makes a clear distinction between service learning and community service on their website (DOE, 2019b). According to the DOE (2019b), while community service provides real-world engagement through volunteerism, service learning enhances the meaning of real-world engagement by linking service activities to curriculum and instruction. Blending the two forms of data overtime causes questions regarding how many of the service projects reported were service-learning projects. Additionally, teachers reported (Teacher. Lead., personal communication, August 1, 2015) an underlying preference for the service strategy that allowed students to have a deeper connection during encounters with state-based curriculum standards.

Students' need to have a deeper connection with the material taught could be evident in students' state examination scores in Grades 3-8 and Regents scores of students in Grades 9-12 in the large metropolitan school district. According to the DOE (2018), proficiency levels for 2018 in language arts and mathematics indicated 48% and 46% performance levels, respectively, which were slight gains from 2017. During the

2017 testing period in language arts and mathematics, students achieved levels of 41% and 38%, respectively; however, the formatting of the exam changed from a 3-day to a 2-day exam period, thereby creating a new baseline for comparison in Grades 3-8 for the 2017-2018 academic year (DOE, 2018). Although high school students taking Regents examinations for the 2018 testing period showed proficiency levels remaining slightly higher than those of students in Grades 3 to 8, proficiency gaps existed between general and special education high school students across subject areas (DOE, 2018). If teachers could provide students with experiential routines that encourage critical thinking and problem-solving (see Lowery, 2016), student performance might increase to levels that encourage differentiating from state-based curricula across K-12 subject areas (see Lowery, 2016). The current study would guide developing a project that would help teachers implement strategies to utilize service learning to enhance students' academic needs.

Since the 1800s, the federal government has spearheaded different reform movements that impacted instruction for students in K-12. Although leaders such as Horace Mann (Pearson et al., 2001) used standardized examinations as a form of external accountability during the 1840s, reform movements more than 100 years later began to link examination performance with federal funding (Pearson et al., 2001). Reform movements include the ESEA of 1965, which addressed President Lyndon Johnson's War on Poverty by introducing Title 1. Title I focused on improving disadvantaged students' achievement using additional government resources (ESEA, 1965). Besides financial assistance, extra help included standards-based textbooks and assessments,

which founded the movement of state-based curriculum standards and testing (Shields, 1975). Herold (1971) critiqued state-based curricula and envisioned a long haul of negative consequences on students due to perceptions of reform policies decreasing children's desire to lead purposeful lives. Twelve years later, *A Nation at Risk: The Imperative for Educational Reform Report* (United States, 1983) gave life to Herold's (1971) doubts by reporting a 40% illiteracy rate among minority students. The Reagan administration's *A Nation at Risk* called for the development of learning societies in professional settings (United States, 1983), but the government continued using state-based curriculum standards during significant grade-level transition periods in students' educational careers (Miller, 1986). Consequently, the continuance of accountability through standardization led to rigid learning societies focused on meeting state-based education policies (Miller, 1986). Despite Miller's (1986) work, which reported large amounts of students failing due to a decrease in the quality of standards, the Clinton administration built on Reagan's testing policies with the *Improve America's Schools Act* (United States, 1994) and *Goals 2000* (United States, 1995), mandating testing in Grades 4, 8, and 12. Regardless of political affiliation, as presidential administrations changed, the practice of education policies building on and strengthening state-based standards and assessments persisted for decades.

The Clinton administration's focus on testing in Grades 4, 8, and 12 intensified under President George Bush. The reauthorization of ESEA (1965) led to the NCLB (2002), which proposed proficiency on state-based exams as evidence that students have mastered state-based curriculum standards. The core principles of the NCLB mandated

testing for students in Grades 3 to 8 to track and ensure language arts and mathematics proficiency for 100% of students by 2014 (NCLB, 2002). As evidence of NCLB's effectiveness, Wood (2014) described Diane Ravitch, a notable education reformer and opponent of NCLB who gained popularity due to previous NCLB policy support. Ravitch et al. (2014) renounced opinions about NCLB and, like Shannon (2012), described NCLB policies as false due to the unreasonableness of 100% of students achieving grade-level proficiency by 2014. Croft et al. (2016) also discussed the mathematical impossibility of 100% of students achieving 100% proficiency within a system in which reform policies created a political climate focused on testing and teacher evaluations. For Croft et al., the alignment of neoliberal reform policies failed to improve public education and instead narrowed state-based curricula, limited funding, and impacted teachers emotionally and psychologically. One of the psychological costs to educators was the desire to design curriculum activities based on teacher and student relevancy, which often conflicted with the fear of not meeting policy expectations (Croft et al., 2016). Nevertheless, undeterred by the backlash reform legislation, the federal government would continue expanding state-based education policies.

President Barack Obama's administration reauthorized NCLB (2002) with the ESSA (2015), which continued NCLB's (2002) emphasis on testing by providing extra funding to states creating exams that aligned with reform expectations. Reform under President Obama led to the introduction of Race to the Top (RT3), which used $4.35 billion in funds from the American Recovery and Reinvestment Act (Ametepee et al., 2014). States applying to receive funding from RT3 were required to provide assessments

aligned to the Common Core state-based curriculum standards (Ametepee et al., 2014). Although was RT3 built on NCLB (2002) and ESEA (1965) and the expectation of fighting inequalities, a race negated equal opportunity for all students to win, thereby creating losers under policies that claimed to promote educational equality (Ravitch, 2015). Ravitch et al. (2014) argued that to stop education reformers, educators in the field should present work in scholarly journals that debated the use of failed policies, which she referred to as "the walls of Jericho" (p. 173). For this current study, the walls of Jericho include mandated state-based curriculum expectations. The purpose of the current study was to explore K-12 teachers' perceptions of barriers to implementing service learning into the curriculum with state-based curriculum standards and identify best practices to support implementation.

## Definition of Terms

The following terms and definitions were used throughout this project study:

*Appreciative Inquiry (AI)*: A type of program evaluation created to parallel organizational development that promotes the use of finding assets rather than deficits within organizational structures (Patton, 2015).

*Behaviorism*: The theory that knowledge derives from finding a process (Boghossian, 2006).

*Constructivism*: The theory of learning as a natural consequence of building knowledge for in-depth understanding (Boghossian, 2006).

*Professional development (PD)*: The focus of an educational agency on learning practices that assist in promoting the achievement of an organization (Pitsoe & Maila, 2012). PD exists as the core of instructional improvement (Manko & Phillips, 2011).

*Professional learning*: Similar to PD, but Hargraves (2000) and Fullan (1995) used the term "learning" to call attention to the notion that students and teachers learn interchangeably.

*Service learning*: A theoretical and pedagogical approach in which students meet community needs through standards-based activities (Varona & Alvarez, 2020). As a research-based approach to learning, service learning was considered a best practice in the current study.

*Social constructivism*: Social constructivists view phenomena as wholes intertwined with social and cultural contexts, calling for a need to understand phenomena from a context-specific perspective (Arghode, 2012).

*Stakeholders*: People with a vested interest in the development of the organization. For the current study, stakeholders were organizational members. When used in the context of school practice, stakeholders include school leaders, teachers, parents, and community members (Pitsoe & Maila, 2012).

## Significance of the Study

The problem addressed in this study was that K-12 teachers in a large, metropolitan school district in the Northeast United States experienced difficulties integrating service learning into the curriculum due to state-based curriculum standards.

Exploring this problem may be useful for teachers at the local site for a variety of reasons. As an instructional approach, service learning enhances the capital of stakeholders by building on the pedagogy of teachers (Varona & Alvarez, 2020) and promoting empathy, community engagement (Scott & Graham, 2015; Varona & Alvarez, 2020), and social responsibility (Varona & Alvarez, 2020) of students. Additionally, teachers or school organizations desiring to utilize service learning as a pedagogical method could use the study's framework and results to advance inquiry sessions while implementing service learning into the curriculum with state-based curriculum standards. According to Gunning et al. (2020), K-12 teachers require professional learning communities that support the modification of Common Core and Next Generation Science Standards. Vertical alignment of K-12 teachers participating in PD allows for increased knowledge and professional growth through inquiry as a learning tool, guidance and support from peers, and developing shared professional identities and common goals (Gunning et al., 2020). Inquiry-based training sessions guided by appreciate inquiry might promote the collaborative atmosphere required for thriving K-12 professional learning communities seeking to implement service learning into the curriculum (Gunning et al., 2020). Workshops and collegial support for implementing social justice education into the curriculum provide opportunities for K-16 teachers and older students to take the initiative to modify state-based curricula (Wassell et al., 2019).

Finally, school stakeholders could use study results to develop positive dispositions toward service learning and envision service learning in classrooms. Farber (2017) asserted service learning as a Vygotskian or social interaction approach to

learning not present in today's middle and high schools. Jozwik et al. (2017) found that the backward design of service-learning projects allowed for benefits for all stakeholders such as reflective practice, relationship building, cultural awareness, and transparency of learning goals. With newfound mindsets and knowledge toward implementing service learning, teachers might convince administrators or district leaders to loosen state-based education policies' reigns.

## Research Questions

The problem addressed in this study was that K-12 teachers in a large, metropolitan school district in the Northeast United States experienced difficulties integrating service learning into the curriculum due to state-based curriculum standards. The purpose this study was to explore K-12 teachers' perceptions of barriers to implementing service learning into the curriculum with state-based curriculum standards and identify best practices to support implementation. A qualitative case study with a descriptive data design was used to answer one research question (RQ) and one supporting sub question (SQ):

RQ: How do K-12 teachers describe barriers they face implementing service learning into the curriculum with state-based curriculum standards?

SQ: What are best practices for K-12 teachers to support implementation of service learning into the curriculum with state-based curriculum standards?

## Review of the Literature

Gaining new knowledge about the phenomenon of mandated state-based curriculum standards required research to explore why barriers exist for implementing

service learning into the curriculum. In this section, I provide a review of relevant literature that provided justification for the research questions for this study. Academic journal articles relevant to the state-based curriculum standards were synthesized to construct an argument that served as the basis of the study. I searched Google Scholar, government websites, academic textbooks, and Walden Library databases to find literature that supported the problem of the study. Databases searched from the Walden Library included Academic Research Complete, EBSCOhost, Education Research Complete, Primary Search, Research Starters- Education, and Teacher Reference Center. Search terms included *elementary professional development*, *constructivist professional development*, *K-12 curriculum*, *barriers to curriculum implementation*, *state-based curriculum*, *service learning*, *appreciative inquiry*, *social constructivism*, and *behaviorism*. I searched the terms across databases attempting to attain saturation of information. Major themes identified through the literature provide a justification for how the framework relates to the study approach, key research questions, instrument development, and data analysis.

## Conceptual Framework

The conceptual framework guiding this study was Cooperrider and Srivastva's (1987) AI (appreciative inquiry) 4-dimensional (4D) framework. The 4D framework allows stakeholders to utilize a cyclic framework of affirmative and future-focused questions to solve problems and build on best practices within an organization (Cooperrider & Srivastva, 1987). Based on local teachers' comments and a review of the literature, I recognized the situation of K-12 teachers experiencing difficulty when

implementing service learning into the curriculum because of state-based curriculum standards. Organized literature included the central tenets of the 4D framework and appreciative principles to provide the rationale for addressing the research problem. In addition to AI's 4D framework and supporting principles, service learning served as a supporting conceptual framework for this study. The purpose of this study was to explore K-12 teachers' perceptions of the barriers to implementing service learning into the curriculum with state-based curriculum standards and identify best practices to support implementation.

Education theorists offered suggestions to academic communities where solving problems means avoiding the pitfalls of deficit-driven initiatives. AI is a participatory and democratic approach to program development (Patton, 2015). Stakeholders might perceive benefits to using AI as the practice reframes thought processes by emphasizing organizations' strengths, successes, and innovations (Patton, 2015). Institutions can use AI when fear or skepticism might exist regarding evaluations (Patton, 2015). Through AI, organizations develop shared meaning and cultures that equate to their social realities or understandings of how inquiry guides social order (Patton, 2015). Developed by Cooperrider and Srivastva (1987) AI serves as a powerful force when attempting to change contexts in which positive and negative realities exist.

Existing studies established core guidelines for unraveling appreciative organizations (Cooperrider & Whitney, 2001; Grant & Humphries, 2006; Helens-Hart, 2018; Patton, 2015). Cooperrider and Whitney (2001) discussed people and organizations as accustomed to problem identification and correction during professional learning

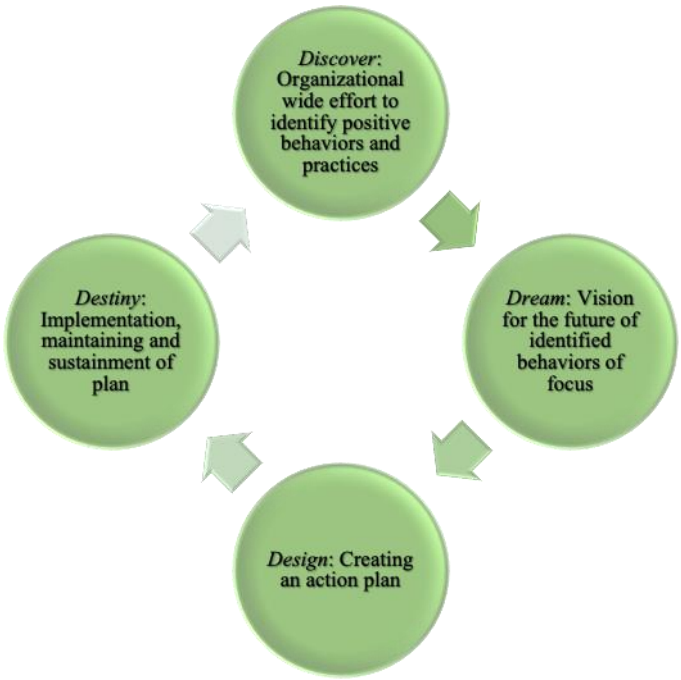
activities. Efforts to undertake alternative approaches to problem-solving were summarized Patton's (2015) notion of the benefit of ease when fixing difficulties by focusing on the positive first, and Cooperrider and Whitney's perception of people and organizations as looking for solutions rather than problems to solve. According to Cooperrider and Whitney, organizational identities remained embedded in conversations; therefore, transformation required refocusing the subject of inquiry throughout learning organizations. Additionally, affirmative investigations should enhance systems without recognizing the organization's existence within a broader context (Grant & Humphries, 2006; Helens-Hart, 2018). Silencing the voices and input of social and political forces during strengths-based learning sessions would influence a shift in which problem-based inquiry considered teachers' knowledge and lived experience.

**4-D Framework**

AI's 4D provides a sequential framework for evaluating programs and practices. The 4D model structure includes the stages of discovery, dream, design, and delivery (Cooperrider et al., 2001; Cooperrider & Srivastva, 1987; Cooperrider & Whitney, 2001). Research provided evidence of how stakeholders in various settings such as education (Horn & Govender, 2019), medicine (Hseih et al., 2019), and law enforcement (Jardine, 2020) utilize AI's 4D framework to identify valuable aspects of professional practice. The 4D framework provides researchers with opportunities to identify and challenge assumptions within a learning space in which teachers' hopes and dreams for curriculum modification shift from personal to collective visions (Buckham, 2018). Figure 1 illustrates the AI 4D framework.

**Figure 1**

*Appreciative Inquiry 4D Framework (Cooperrider & Whitney, 2001)*




*Note*. Figure design/smart art taken from Microsoft Word.

***Discovery***

Discovery is the first phase of the 4D model. In the discovery stage, stakeholders seek to identify the positive behaviors and experiences that highlight the best of past and present (Cooperrider et al., 2001; Cooperrider & Whitney, 2001; Miles et al., 2018). Undergraduate early childhood students using AI to evaluate their course discovered how the presentation of teaching philosophies enabled them to identify their professional growth (Kung et al., 2013). Kozik (2018) discussed utilizing AI as a student-centered approach for helping high school students develop a voice and self-advocacy skills during

individual education plan meetings. Kadi-Hanifi et al. (2014) viewed discovery as the most critical stage of AI by setting the tone for dreaming, which allows for collaborating to build plans for the organization's future. By utilizing affirmative probing, stakeholders generate success stories based on the topic and study of inquiry (Kadi-Hanifi et al., 2014). Affirmative probing enables stakeholders to build on positive past and present experiences.

### *Dream*

Dream is the second phase of the 4D model. In the dream stage, organizational stakeholders use storytelling to describe their vision for the identified unit or case of focus (Cooperrider et al., 2001; Cooperrider & Whitney, 2001; Lyons et al., 2016). Lahman (2012) studied AI as a guided reflection process that would maximize academic and civic engagement in service-learning courses. Data collection tools required students to envision the ideal service project (Lahman, 2012), allowing educators to utilize asset-based approaches to enhance service-learning courses (Bauer et al., 2015). Critics such as Bushe (2001) and Bushe and Paranjpey (2015) claimed difficulty in dreaming of the perfect organization, and research on teachers and psychologists using AI viewed dreaming as dependent on different variables (Doveston & Keenaghan, 2010). Dreaming allows stakeholders to think beyond past and current experiences and provides a means to create excitement and challenge the status quo related to the focus of inquiry.

### *Design*

Design is the third stage in the 4D model. In the design phase, stakeholders identify propositions or an action plan of possibilities (Cooperrider et al., 2001;

Cooperrider & Whitney, 2001; Sandars & Murdoch-Eaton, 2017). Teachers participating in PD programs on invitational education used AI to evaluate their perceptions of the program (Steyn, 2009). In the design stage, teachers identified best practices to enhance invitational education in the learning environment (Steyn, 2009). Preston (2017) mentioned how Nunavut school leaders utilized AI to design a year-round culture camp aligned to K-12 curricula based on ideas gathered from the discover and dream stages of AI. The design stage allows stakeholders to develop a learning plan that supposes practices identified during the discovery and dream stage as the norm rather than a valued memory or desire of the topic under study.

***Delivery***

In the final phase of delivery, stakeholders implement, monitor, and sustain the identified propositions (Cooperrider & Whitney, 2001; Sandars & Murdoch-Eaton, 2017). Educators in a Midwest U.S. state used AI to promote the collective responsibility required to stop the state from shutting down their school district (Burns, 2005). Data from the delivery stage allowed superintendents and other district stakeholders to collaborate and form the relationships required to deliver identified propositions and save their district from closure (Burns, 2005). Myende and Hlalele (2018) discussed the importance of leadership that allows others to act and serve as leaders during the change process. The delivery stage enables stakeholders to implement the action plan developed during the design stage through identified stakeholder groups (Sandars & Murdoch-Eaton, 2017). The systematic execution of the 4D framework allows stakeholders to

identify positive actions, create a vision for the future, and develop a plan to implement and sustain highlighted propositions.

## Appreciative Principles

Principles of AI explain how the 4D framework serves as a participatory and democratic approach to organizational and program development (Patton, 2015). Stakeholders implementing appreciative principles do so when fear or skepticism might exist regarding evaluations, when limited knowledge may prevent thorough understanding of the program under investigation, or when the desire is to identify what worked versus what went wrong (Patton, 2015). Developed by Cooperrider and Srivastva (1987), appreciative principles explain how the 4D framework acts as an agent of social transformation that attempts to close the gap between theory and practice. The embodiment of appreciative tenets might allow stakeholders to close the gap between standards-based instruction and implementing service-learning projects. The five principles of AI are (a) the constructionist principle, (b) the principle of simultaneity, (c) the poetic principle, (d) the anticipatory principle, and (e) the positive principle (Cooperrider & Whitney, 2001; Fifolt & Lander, 2013; Mews, 2020; Priest et al., 2013). The founding principles of AI provide the rationale for the 4D framework and support the 4D framework's execution within the professional setting.

### *The Constructionist Principle*

The first principle of AI recognizes the potential value of the people within professional settings. Under the constructionist principle, organizations engage in practices in which human construction of ideas allows for the composition of meaning

through contextual and social interactions (Cooperrider & Whitney, 2001; Fifolt & Lander, 2013; Orr & Cleveland-Innes, 2015). The collaboration of teachers at the proposed study site would allow for the construction of knowledge based on diverse perspectives and service-learning experiences. When organizations understand the value of systems thinking (Loty, 2014; Maier et al., 2018), stakeholders can build on strengths, take ownership of practice, enhance effectiveness, and have a voice when trying to improve on practice (Doggett & Lewis, 2013; Maier et al., 2018; Porakari & Edwards, 2018). Although Doggett and Lewis (2013) discussed how some stakeholders reported the building process can be rushed and cause extra stress, the constructionist principle allows professionals to collaborate and act as sources of appreciative knowledge.

Various organizations find benefits to constructing ideas to promote development. Online educators believed that building knowledge caused a conscious shift that enabled discovering student interests and abilities (Johnson, 2014). Undergraduate students using AI to examine personal experiences expressed how the construction of meaning enabled identifying principles essential to the learning environment (Naude et al., 2014). Results from Johnson (2014) and Naude et al. (2014) asserted how the social construction of knowledge benefitted organizations working towards identified visions. Through human constructions, stakeholders might create the productive environments required to expand student work products through differentiation of teaching strategies (Harrison & Hasan, 2013; Jenkin, 2016). Constructionist principles help create a climate where stakeholders exist as primary sources of knowledge.

### *The Principle of Simultaneity and Positive Principle*

Stakeholder belief in AI as a change agent outlines the foundation for understanding the principles of simultaneity and positivity. Based on the principle of simultaneity, because inquiry and change act in concert (Cooperrider & Whitney, 2001; Mews, 2020), stakeholders should consider the nature and tone of questions guiding the inquiry process (Fifolt & Lander, 2013). Consideration of the quality of questions asked prepares stakeholders for effective execution of the positive principle. Based on the positive principle theory, positive questioning can guide the direction of change efforts (Hung, 2017; MacCoy, 2014) while identifying values, practices, and assumptions in a non-threatening manner (Niemann, 2010). Case studies have identified themes where positive questioning led healthcare staff to transform thinking processes (Dematteo & Reeves, 2011; McSherry et al., 2018). Some studies have indicated how stakeholders found difficulty remaining positive during problem-solving (Breslow et al., 2015; Dematteo & Reeves, 2011). However, hostile questioning supported the idea of negative thoughts and conversations and stagnated the mindset required for organizational change (Breslow et al., 2015; Dematteo & Reeves, 2011). Principles of positivity and simultaneity create a climate where inspiration structures inquiry processes guiding an organization's vision for change.

### *The Poetic Principle*

The poetic principle asserts stakeholders perceive organizations as open books to be studied (Cooperrider & Whitney, 2001) by gathering holistic information through storytelling, facts, and gratifying feelings (Fifolt & Lander, 2013; Mews, 2020).

Organizations that used AI indicated how storytelling helped preservice and in-service teachers to identify best practices and build a sense of community (Allen, 2013). Storytelling can also benefit external stakeholders, as learned from parents in a family literacy program, where a community of practice was strengthened by sharing experiences (Giles & Alderson, 2008). Storytelling also benefited unemployed and disadvantaged persons participating in a community-based grassroots program where stories allowed for the development of identities within contextual and cultural contexts (Hozda & Rowe, 2018). Genuine storytelling adds depth to collaborative inquiry by driving conversations that boost stakeholder confidence and uphold the organization (Ohlemacher, 2015). The poetic principle helps to form an environment where stakeholder perceptions and experiences guide inquiry.

### *The Anticipatory Principle*

The final principle of AI relates to stakeholder expectations for the professional setting. The anticipatory principle questions the image of the future organization (Priest et al., 2013). Participating teachers can serve as appreciative leaders (see Hozda & Rowe, 2018; Orr & Cleveland-Innes, 2015) who demonstrate possibilities of a future for service by building on stories of effective pedagogical practice. Strengths-based approaches to Inquiry sessions might allow participants to envision positive rather than negative pictures of the future; thereby, allowing discussions to align with positive imagery (Hozda & Rowe, 2018; Orr & Cleveland-Innes, 2015; Priest et al., 2013). The anticipatory principle supports opportunities to develop human capital by structuring the behaviors required to improve study during inquiry processes.

The 4D framework and appreciative principles guided the development of the purpose, research question, sub question, data collection, and analysis of this current study (see Creswell, 2012). Based on Creswell's (2012) recommendations, I developed the research question and sub question to explore the central phenomena and utilized AI to guide data collection and analysis. Data collection tools were aligned to appreciative principles and the 4D framework. I grouped data from the primary and secondary collection tools by 4D framework stage and appreciative principle during data analyses. The extraction and combining of similar text segments within each principle and stage of the framework led to identifying several codes, and further synthesis of codes within the 4D and appreciative principle data led to identification of major themes. Cooperrider and Srivastva (1987) described AI as seeking practical knowledge, collaborative dialogue, choice, and consent of what should exist within a program or organization. AI guided the exploration of teachers' practical experience through appreciative aligned data collection tools that encouraged a dialogue about barriers and best practices to support service-learning implementation.

## Review of the Broader Problem

### Service-Learning Benefits for State-Based Curriculum

Service learning promotes opportunities to link K-12 curricula with community-based action and problem-solving. According to Spector et al. (2020), service-learning models enabled contexts for modifying elementary science curricula to address relevant environmental issues while attaining current national and state-based standards. Through inquiry-based course designs, modifications to the curriculum allowed for meaningful

contributions to the community while addressing standards in other content-related disciplines (Spector et al., 2020). Strategic implementation of the service-learning curriculum into classroom coursework also allowed for integrating science content on carbon, energy conservation, and climate change for middle and high school learners engaged in a community-based education and action program (Goralnik et al., 2019). Service-learning models supported standards-based curriculum modifications outside of classroom coursework, such as upper elementary students connecting abstract math with crafts and hands-on projects to deepen their understanding of fractions during after-school activities (Hajra, 2015). Service-learning projects aligned with educational goals strengthen K-12 curricula by applying standards-based instruction to real-world situations (Hajra, 2015). When service-learning projects correspond to the curriculum and meet authentic community needs, K-12 teachers might experience personal and professional connections that enhance curriculum and instruction.

Service learning also exists as a beneficial tool for making modifications to the curriculum that meets diverse learners' needs. Bonati (2018) discussed a service-learning project collaboration between high school general education students and students with disabilities. The development of a cookbook assisted with enhancing the life skills goals of special education students. Gruber (2019) examined the impact of service-learning trips on college-level English language learners (ELL) who taught English to rural elementary students in Hong Kong. Service learning influenced participating student-teachers who enhanced cultural identities and increased awareness of their language development (Gruber, 2019). Baker (2018) examined Spanish learners' perceptions of

participating in a community-based service-learning program at a dual-language elementary school. Baker's results found fostering meta-cognitive reflection transformed motivation towards using multilingualism to enact social change (Baker, 2018). Metacognitive reflection also helped facilitate linguistic self-confidence within project participants who expressed comfort in speaking to Spanish language speakers. Baecher and Chung (2020) investigated a 10-month service-learning program in Costa Rica for 10 primary and secondary U.S. teachers of Teaching English to Speakers of Other Languages. Besides forming support networks with traveling and local teachers, participants learned to revise curricula towards student needs and learning goals (Baecher & Chung, 2020). Curriculum modifications where teachers addressed individual students' needs varied from participants' home base experiences of following curricula aligned to state testing requirements (Baecher & Chung, 2020). Baecher and Chung's study described evidence of service learning's ability to serve as a PD tool for K-12 teachers implementing service learning into the curriculum. Research studies (Baecher & Chung, 2020; Baker, 2018; Bonati, 2018; Gruber, 2019) indicated evidence of service learning possibilities to support all learners' needs.

**Service-Learning Benefits for Teachers**

Service learning might provide opportunities for K-12 teachers to enhance their skills while engaging with curriculum and instruction. Chirdon (2017) described service-learning benefits where undergraduates collaborated with K-12 students for an outreach Chem-E-Car engineering challenge. Undergraduate participants maintained a greater appreciation for community service while strengthening self-esteem, teamwork,

relationship building, and communication skills (Chirdon, 2017). Service learning also built confidence in K-12 teachers' ability to address relevant social issues, as evidenced by Aguiniga and Bowers (2018) work on social workers engaging with service-learning projects. Aguiniga and Bowers reported project goals such as finding housing for lesbian, gay, bisexual, transgender, and queer homeless students. In addition to meeting diverse learner's needs, service learning also considers social issues facing K-12 communities.

While Chirdon (2017) and Aguiniga and Bowers (2018) discussed positive aspects of service learning, Becker and Paul (2015) provided a perspective of why service learning might exist as problematic. Becker and Paul described service learning's ability to enhance students' understanding of social problems while building relationships with community members. In examining how undergraduates discussed race while working in high poverty neighborhoods, Beck and Paul's research found that required service-learning placements reinforced most White students' colorblindness, stereotypes, fear, defensiveness, and erasure of difference while working within African American communities (Becker & Paul, 2015). Becker and Paul mentioned significant cognitive gains among students when choosing service-learning projects because choice seemed to differentiate between service learning as promoting social justice versus service learning as charity. For Becker and Paul, without careful planning, teachers could defeat the purpose of service learning as pedagogy and community-based research if collaborations reinforced negative feelings among participating students. Becker and Paul's recommendations suggest that careful planning might make the difference between enhancing and defeating service-learning projects' underlying purposes. As a pedagogical

tool, service learning should provide opportunities for students to purposefully engage, learn, and critically reflect upon experiences with participating community agencies.

**Service-Learning Pedagogy**

Research provides examples of how service-learning pedagogy might enhance various areas of K-12 teachers' professional growth (Borgerding & Caniglia, 2017; Keshwani Jr. & Adams, 2017; Marttinen et al., (2020); Park & Gentry, 2017; Song, 2018; Spector et al., 2020). Elementary teachers who engaged in service learning built confidence in teaching standards-based science lessons (Spector et al., 2020). Engineering students who participated in service-learning courses utilizing cross-collaborations with education majors reported gaining cultural competence, adaptability, and a deeper understanding of engineering after working with elementary students (Keshwani & Adams, 2017). Pre-service teachers experienced improved self-efficacy on technology competency, and awareness of issues in technology integrated in elementary (Park & Gentry, 2017) and K-12 (Song, 2018) classrooms while engaged in service-learning projects. Marttinen et al. (2020) and Borgerding and Caniglia (2017) examined the impact of service learning on pre-service teachers working in high-needs areas. A physical education and literacy after-school service-learning program allowed teachers to develop pedagogies in real-life settings by connecting with students and managing behavior, which promoted awareness for those considering working in high-needs schools (Marttinen et al., 2020). Service learning also provided experiences for high school pre-service math and science teachers. Like Marttinen et al.'s study participants, high school pre-service math and science teachers gained pedagogical skills while

building confidence in teaching in high-needs contexts (Borgerding & Caniglia, 2017). Through real-world settings, service learning provided teachers with opportunities to connect to the curriculum, students, and communities (Borgerding & Caniglia; 2017; Marttinen et al., 2020). Service learning might provide opportunities to enhance both the curriculum and teachers' instructional practices, therefore maximizing opportunities for students to benefit from service-learning projects.

**Service-Learning Benefits for Students**

Service learning provides opportunities for enhancing the personal skills, academic behaviors, and civic responsibility of K-12 students. Juvenile youth offenders enrolled in an alternative education program reported benefits such as learning life skills, access to resources, transformed attitudes, and achieving goals while participating in service-learning projects (Dickerson et al., 2020). Additionally, juvenile offenders perceived learning from young adults as beneficial to their growth, as young adults exposed service participants to activities relevant to their lives as teenagers (Dickerson et al., 2020). Chirdon (2017) discussed the importance of using service learning to expose, build, and maintain K-12 students' motivation and interest in academics, such as competitive engineering activities. As service learning exposes students to relevant topics that develop personal skills, students might become aware of strengths and weaknesses and make decisions during K-12 schooling that impact their lives after K-12 education.

Service learning also provides opportunities to enhance the academic skills of K-12 students. According to Morris (2016), service learning allowed elementary students to use content from their social studies curriculum to identify and gather information to

solve a problem in their community. Using the collected data, students utilized geographic tools to make credible connections and develop meaningful service-learning projects. Lee and Williams (2020) discussed how service-learning activities focused on energy and sustainability benefitted elementary students. According to Lee and Williams, state-based curricula tend to ignore science standards by concentrating on only language arts and mathematics standards in the classroom. Despite the prevalence of literacy and math content due to standardized testing, service learning promoted opportunities to integrate science into literacy and math curricula and allowed 65 elementary students to engage in college campus-based activities aligned to Next Generation Science Standards (Lee & Williams, 2020). Along with supporting pre-service teachers, elementary students experienced opportunities to learn within informal environments and engage in standards-based activities relevant to the curriculum and their personal lives (Lee & Williams, 2020). Service learning enhances opportunities to make curriculum content purposeful, thereby creating substantial opportunities to apply and retain learned information while using academic skills and knowledge to address needs within their community.

In alignment with service learning's underlying premises, students gain and strengthen civic responsibility within their communities through service-learning projects. Morris (2016) discussed how elementary students took ownership in making decisions while contributing to community viability. Bonati (2018) mentioned how high school general education students assisted general and special education teachers in developing activities that addressed the goals of students with disabilities. Consequently, service projects enabled students with disabilities to act as service providers alongside

general education peers during cookbook project development. Strahley and D'Arpino (2016) described service learning as an opportunity to promote democratic engagement for elementary students. According to Strahley and D'Arpino, elementary students participating in service learning maintained a voice in decision-making. Students gained a stronger sense of self as civic problem solvers and community change agents (Strahley & D'Arpino, 2016). Service learning also allowed students to benefit from applying textbook knowledge to solve natural problems within their community (Helms et al., 2015). The application of textbook knowledge promoted students' ability to enhance self-esteem as civic citizens while fostering social responsibility (Helms et al., 2015). In addition to making connections to the curriculum and community, service learning enables students to connect with peers through engagement and collaborative support for project completion.

## Implications

The data collection and analysis findings might benefit stakeholders responsible for implementing curriculum and instruction for K-12 students by transforming professional learning. Although the current reform movement stresses the importance of learner-centered practices for students, policy and practice tend to neglect learner-centered approaches for teachers during PD (Ayvaz-Tuncel & Cobanoglu, 2018). Therefore, I anticipate the results and project developed for this current study might benefit organizational stakeholders by transforming PD from learner-centered to constructivist. Constructivist practices of allowing learners to design their knowledge (Akpan & Beard, 2017) might enable K-12 teachers to compare haikus open-ended

natures to how teachers and learners should address the curriculum. Constructivist PD would allow teachers to view the curriculum as a tool where interest, interaction, and respect, rather than force-fed mandates, guide curriculum development and implementation (HongNguyen & Slavik, 2017). By addressing the needs of the persons responsible for instructional practice, constructivist PD might provide the opportunity to investigate how and where to make modifications to state-based curricula (Akpan & Beard, 2016). The study results and developed project could guide future PD sessions for teachers seeking to modify state-based curricula for service-learning implementation.

The transformation of PD by focusing on teachers and students' needs as producers rather than recipients of information might enable teachers and students' personal growth within the learning environment. Maakun (2016) found that teachers participating in an international service-learning program enhanced their pedagogical styles by observing teaching practices that differed from the normalized preparation for standardized examinations. Coffey & Fulton (2018) discovered that when teachers received time to develop service-learning projects throughout the academic year; increased teacher autonomy promoted student agency, and students initiated projects and developed skills while studying the structural inequities in their communities. Farber (2017) purported that service learning is beneficial to middle school students' personal development. Pariser et al. (2016) discussed the importance of student agency in civic education by giving students a voice in identifying community-based problems. PD training would provide K-12 teachers with the necessary support to implement service learning and promote social change within K-12 schools through collaborative and

community-based problem solving (Pariser et al., 2016). If K-12 school organizations within the study site increase participation in service-learning activities, society itself would benefit from autonomous teachers who develop socially responsible students who engage in volunteerism, advocacy, and their community's development.

## Summary

By grounding the data collection, analysis, and project of the study using the conceptual framework of AI, I sought to focus and build on the positive rather than negative attributes of teachers seeking to implement service learning into state-based curricula. Positive discourse creates a link between language and changes as optimism guides the organization (Cooperrider & Whitney, 2001; Mews, 2020). Research has shown that building on stakeholders' strengths created greater returns than trying to correct their weaknesses (Buckham, 2018; Kadi-Hanifi et al., 2014; Scott & Armstrong; Teevale & Kaholokula, 2018). Questions for study participants questions aligned to an appreciative framework to reflect on best practices during service-learning PD and identify possible barriers to service-learning implementation. Section 1 included the problem, rationale, and evidence of the issue among teachers and the literature. In Section 2, I discussed the methodology guiding the study, including how the research design derived from the problem, the sampling method for participants, the method of data collection, analysis, and ethical limitations. Section 3 describes how descriptive case study results led to the project, project evaluation plan, and project implications. I review the project's strengths and limitations, social impact, and suggestions for future research in Section 4.

## Section 2: The Methodology

The problem addressed in this study was that K-12 teachers in a large, metropolitan school district in the Northeast United States experienced difficulties integrating service learning into the curriculum due to state-based curriculum standards. The purpose of this study was to explore K-12 teachers' perceptions of barriers to implementing service learning into the curriculum with state-based curriculum standards and identify best practices to support implementation. I sought to fill the gap in practice of service learning as a tool for real-world experiences that adds depth to standards-based instruction. Section 2 includes the overview of the study, methodology, participant selection process, data collection, data analysis, and ethical considerations. Section 2 concludes with a discussion of the assumptions, advantages, and limitations of this study.

### Research Design and Approach

The problem that prompted this study was that K-12 teachers in a large metropolitan school district in the Northeast United States experienced difficulties integrating service learning into the curriculum due to state-based curriculum standards. Qualitative researchers take an interest in how people interpret and construct meaning from personal experiences (Merriam, 2009; Merriam & Tisdell, 2017). Because the purpose of this study was to explore K-12 teachers' perceptions of the barriers to implementing service learning into the curriculum with state-based curriculum standards and identify best practices to support implementation, I employed a qualitative case study design with descriptive data. I utilized the conceptual framework of Cooperrider and Srivastva's (1987) 4D model and its principles as a lens to support the case study

approach and guide data collection, analysis, and interpretation procedures. The following research question and sub question guided this study:

RQ: How do K-12 teachers describe barriers they face implementing service learning into the curriculum with state-based curriculum standards?

SQ: What are best practices for K-12 teachers to support implementation of service learning into the curriculum with state-based curriculum standards?

## Justification for Research Design and Approach

Justification for a qualitative research design derived from the paradigm best suited to investigate the problem of the study. Quantitative studies are grounded in positivism's ontological position (Arghode, 2012; Creswell & Poth, 2018). Positivists view reality as objective and controlled by cause-and-effect relationships (Arghode, 2012; Creswell & Poth, 2018). Qualitative studies are grounded in interpretivism and the view of reality as fluid and influenced by socialization with participants in their natural world (Arghode, 2012; Creswell & Poth, 2018). I sought to understand teachers' perceptions and experiences within educational settings. Therefore, a qualitative case study with descriptive data using participants as the subject and source of data (see Bogdan & Biklen, 2007; Merriam & Tisdell, 2017) served as the best research design. Approaches used to investigate the problem aligned with the qualitative paradigm.

The methods of data collection also aligned with qualitative approaches. Yin (2002) described a case as a phenomenon within its real-life context. Merriam (2009) defined a case as a single entity with boundaries requiring construction of a framework that guides inquiry. This qualitative case study addressed the bounded phenomenon of

state-based curriculum standards and included AI to construct meaning from participants' perceptions and experiences with service learning in the classroom and PD. Quantitative designs usually include a large group of participants and testing of hypotheses using numerical data and statistical analysis (Lodico et al., 2010; Spaulding et al., 2013). This qualitative case study and the bounded phenomenon of state-based curriculum standards posing barriers to service-learning implementation limited potential participants to a small group of people with experience implementing community service or service learning. Data were gathered and analyzed to produce thick, narrative descriptions.

Other qualitative designs did not align with the research problem. Ethnographic methods focus on how society influences cultural groups, whereas case study designs concentrate on a small group of participants and document their experiences within an identified setting (Lodico et al., 2010; Spaulding et al., 2013). Phenomenology did not align with the study due to emphasis placed on the essence of participants' experiences (see Lodico et al., 2010; Spaulding et al., 2013), negating ideas of limited observations and interviews required for case study research (see Merriam, 2009; Merriam & Tisdell, 2017). Although grounded theory and case study designs include inductive approaches to collect data, the purpose of grounded theory is to develop theory, not gain insight into a case (Lodico et al., 2010; Spaulding et al., 2013). Gaining insight into the perceptions and experiences of K-12 teachers implementing service learning required gathering and analyzing data from participants in their natural setting.

## Participants

### Criteria for Selecting Participants

The population of interest for this study was K-12 teachers in a large metropolitan school district in the Northeast United States with experience implementing community service or service learning into the curriculum. Lodico et al. (2010) stated that qualitative researchers should select participants using nonrandom methods based on the individuals having the information needed to answer the research questions. I recruited participants for the project study according to the following criteria: (a) K-12 teacher in the metropolitan school district and (b) at least 1 year of experience implementing community service or service learning into the curriculum. Initial discussions regarding the study's problem arose during meetings with teachers at one elementary school participating in a Service Learning Institute for K-12 in a large metropolitan area. I initially selected one elementary school in the district for data collection. However, after I received approval from Walden University's Institutional Review Board (IRB) and the local education agency IRB to collect data, a new administrative procedure was instituted to prevent outside researchers from entering public schools for research purposes. Although the new policy did not affect the data collection procedures, it did affect my ability to gain access to potential participants' contact information through the district administrative office or individual schools. Therefore, it was necessary to identify an alternative method of contacting potential participants while adhering to the process approved by Walden's IRB.

**Gaining Access to Participants**

Once I determined new strategies for recruitment, access to the participants occurred at two levels. The first level required Walden University's IRB to grant permission to change the data collection procedures due to unforeseen circumstances. On February 28, 2019, Walden University's IRB granted permission to begin contacting participants and collecting data under the changed data collection procedures (Approval number # 10-25-17-0385199). Once I gained permission from Walden's IRB, I sought to access participants and obtain their consent to participate in the study. I did not need permission from the local IRB because I was not entering schools to collect data but was instead using technological applications. Byrne (2017) described the benefits of social networking to support communication in communal settings for research purposes. To identify possible research participants, I used Facebook, a popular social media site, (see Lynch & Mah, 2018; Paulus et al., 2017) with private group pages directed toward K-12 teachers in the metropolitan school district. In the large metropolitan area that served as the study setting, teachers facilitate and belong to different Facebook groups. New criteria for gaining access to and recruiting participants included using Facebook to solicit K-12 teachers with experience implementing community service or service learning into the curriculum.

The purpose of the Facebook groups is for teachers to socialize and share best practices. By utilizing the Facebook groups, I implemented a purposeful sample strategy to identify the target population of K-12 teachers who had experience in the phenomenon under study (see Creswell, 2012): service learning. Purposeful sampling also provided the

opportunity to recruit participants who would voluntarily participate in the study, while also maximizing efficiency and validity (see Creswell, 2012). As I began to identify participants for one-to-one semistructured interviews, I employed a snowball approach to sampling. According to Lodico et al. (2010), snowball sampling is a purposeful sampling technique in which researchers ask consenting participants to recommend the study to other people who have knowledge of the phenomenon under study. In February 2019, I placed flyers to recruit participants in five Facebook groups. The flyer included a description of the study's purpose, IRB approval number, informed consent form, and a link to the web-based survey. At the end of the survey, participants provided their email address to indicate their willingness to participate in one-to-one semistructured interviews. To employ the snowball approach, after each interview I asked the participant to recommend the study to a colleague. The first four participants in one-to-one semistructured interviews received a link to the study at the completion of the interview. After receiving IRB approval, I posted the flyer in an additional five groups, and group participants maintained the option of reposting the flyer. I continued to post the flyer in Facebook groups to increase the participant pool, which lasted through June 2019. Nineteen K-12 teachers completed the informed consent and the web-based survey, and five of those participants agreed to participate in a one-to-one semistructured interview.

**Establishing a Researcher–Participant Working Relationship**

After each participant provided their email address, I sent a follow-up using my Walden University email (see Appendix C). In the follow-up email, I asked participants to schedule a one-to-one telephone interview at a mutually convenient time. After

scheduling, I utilized each interview's introduction and conclusion to establish rapport with participants. Over 4 months, I solicited participation through Facebook social media groups to recruit study participants. While waiting for participants, I sought to build a relationship or online presence with group members through conversations about various educational topics.

**Protection of Participant Rights**

Protection of participants followed the ethical considerations required by Walden University's IRB and the Guide for Archival Researchers and the Research Ethics for Educational Settings (Walden University, 2020). The IRB provides guidelines for researchers conducting studies on behalf of Walden University, including recommendations for collecting and analyzing data. Participants who visited the link to the web-based survey received the flyer for the study and were required to read an informed consent form and sign via the words "I consent" agreeing to participate in the study. The consent form included a detailed description of the study, possible risks and benefits, and the study's voluntary nature (see Lodico et al., 2010; Spaulding et al., 2013). Maintaining participants' confidentiality included using pseudonyms T1 through T19 to identify participants.

After each semistructured one-to-one interview, I thanked the participant for their time and contribution and, based on the suggestions of Lodico et al. (2010) and Spaulding et al. (2013), debriefed the participant about the overall purpose of the research. As an additional level of maintaining participants' confidentiality, all data collected, including web-based survey results, transcribed semistructured interviews, journal notes, and coded

transcripts will be stored in a secured digital format for five years from the completion of the study (see Lodico et al., 2010; Spaulding et al., 2013). I stored all research materials on a password protected personal computer. All written notes and data analyses will be locked in a secured file cabinet in my home office to maintain participants' confidentiality (see Lodico et al., 2010; Spaulding et al., 2013). Analyses did not include participants' names.

Based on the possibility of ethical issues arising through social media use to identify participants, I took specific measures to prevent these concerns. Byrne (2017) questioned possible ethical issues encountered during social media use, such as whether the communication is public or private, specifically with a researcher in the group who may or may not disclose their role. Members of social groups understood my existence as a researcher, and I excluded information gleaned from conversations in social media groups during data collection or analysis. The social media site was a private group for K-12 teachers from the metropolitan school district. As it related to disclosure and consent of information gathered through group membership, my existence in the group required permission by group facilitators. When I engaged in research-based group discussions, I alerted all group members of my presence within the group as a researcher.

## Setting and Sample Participants

The setting for this study was a large metropolitan school district in the Northeast United States. According to the State Education Department, District A enrolled over one million pupils in K-12. The student populations consist of 40.6% Hispanic, 25.5% Black, 16.2% Asian, and 15.1% White K-12 students (DOE, 2019a). District-wide

demographics also reported 72% economically disadvantaged students, 20% disabled students, and 13% English language learners (DOE, 2019a). All teachers within the district maintain the option to participate in community service or service-learning projects. Teachers opting to participate in service projects have the opportunity to participate in the local agency's Service Learning Institute.

Table 1 represents the demographic information of the 19 participants consenting to the study. A bulk of the 19 participants were female teachers, and most participants held more than 10 years of experience. Most participants were also high school teachers, and most participants reported having experience implementing service learning. All teachers reported receiving PD to support community service and or service-learning implementation. While more than half of the participants reported experience with service-learning and community service, all five one-to-one interview participants reported experience implementing service learning.

**Table 1**

*Demographics of Study Participants*

| | Gender | Years of experience | Grade level | Service learning (SL) and/or community service (CS) |
|---|---|---|---|---|
| Participant T 1 | Female | 5-10 | 3-5 | SL |
| Participant T 2 | Female | 15+ | 3-5 | SL |
| Participant T 3 | Female | 15+ | 3-5 | Both |
| Participant T 4* | Female | 15+ | 9-12 | SL |
| Participant T 5* | Female | 10-15 | Multiple | Both |
| Participant T 6 | Female | 1-5 | PreK-2 | Both |
| Participant T 7 | Female | 10-15 | 3-5 | Both |
| Participant T 8* | Female | 15+ | 9-12 | SL |
| Participant T 9 | Female | 15+ | 9-12 | SL |
| Participant T 10 | Male | 1-5 | PreK-2 | Both |
| Participant T 11* | Female | 15+ | Multiple | Both |
| Participant T 12 | Female | 5-10 | PreK-2 | SL |
| Participant T 13 | Female | 15+ | PreK-2 | CS |
| Participant T 14 | Female | 10-15 | 3-5 | Both |
| Participant T 15 | Female | 15+ | 6-8 | Both |
| Participant T 16 | Male | 1-5 | 9-12 | Both |
| Participant T 17 | Female | 10-15 | 9-12 | Both |
| Participant T 18* | Female | 10-15 | 9-12 | Both |
| Participant T 19 | Female | 15+ | 9-12 | CS |

*Note.* Participants who selected teaching multiple grades were specific about grades taught during interviews. Participants with an asterisk next to their names participated in one-to-one semistructured telephone interviews

## Data Collection

Based on the need to understand information from participant perspectives, I used two stages to gather data. The first stage of data collection utilized an electronic, web-based survey. After the survey, participants opted to participate in the second data collection level. The second stage of data collection included one-to-one semistructured

telephone interviews. Data collection methods were developed and guided using Cooperrider and Srivastva's (1987) appreciative and 4D framework.

**Electronic Web-Based Survey**

Using Survey Monkey, I developed the first data collection tool, a web-based survey, aligned to AI's five principles. According to Lodio et al., (2010) researchers should utilize themes from the literature review to develop surveys. Besides demographic questions, the remaining items on the web-based survey questioned the perceptions of K-12 teachers participating in community service or service-learning PD. I developed a survey with approval from my committee and the Walden IRB, where the first 30 questions utilized close-ended questions, and the last five questions included short responses. Initial pages of the survey followed Lodico et al.'s first step of survey design, including a cover letter describing the survey, confidentiality statement, and researcher contact information. Following the cover pages were close-ended questions. The first nine close-ended questions gathered demographic information. The following 21 close-ended questions aligned to the constructionist, poetic, anticipatory, positive, and simultaneity principles.

Responses for questions aligned to appreciative principles followed Fink's (2013) suggestions for ordinal scales. Participants deciphered between strongly agreeing to strongly disagreeing with a statement, including a neutral option, along a five-point Likert-scale (Fink, 2013). Additionally, Lodico et al. (2010) discussed designing self-developed web-based surveys to gather baseline data that quantifies the perceptions, skills, or attitudes of a specific group of participants within a study. Items on the web-

based survey used an appreciative lens to provide a baseline regarding teachers' perceptions of service-learning PD. For example, questions aligned to the constructionist principle focused on whether shared voice played a role during service-learning PD. Questions aligned to the poetic principle concentrated on whether shared stories encouraged decision-making during service-learning PD. Anticipatory aligned items centered on whether goal setting played a role during service-learning PD. The focal point of positive aligned items questioned whether positive or negative questions guided conversations during PD. Finally, the item aligned to simultaneity principles called attention to the role of questioning during service-learning PD. Each of the five short-answer questions also aligned with one of the five appreciative principles. The web-based Likert-scale survey with five open-ended questions provided a snapshot of how PD supported or negated K-12 teachers' ability to implement service learning into the curriculum.

Based on Lodico et al.'s (2010) recommendations, I identified three colleagues for a preliminary pilot for the web-based survey protocol. Lodico et al. suggested piloting surveys to a small sample similar to the intended or final sample of the study participants. Identified colleagues were K-12 teachers from the metropolitan area who held knowledge of community service and service learning but did not have experience implementing service learning or community service into the curriculum. Intended purposes for the pilot included participants testing the protocol by agreeing to the clarity of question items. I did not collect data from pilot teachers. Instead, each teacher reviewed and found no issues with the clarity of the survey questions. I aligned survey items to appreciative

principles, and question items did not utilize appreciative theory jargon and remained easy to interpret. Questions used for the web-based survey provided a baseline and set the appreciative tone for gathering data using semistructured, one-to-one interview questions. After piloting the survey, I posted the survey in different Facebook groups.

**Semistructured Interviews**

The second stage of data collection occurred by conducting 30-45-minute, one-to-one semistructured telephone interviews with five consenting participants. I developed questions utilized during one-to-one interviews in conjunction with my committee and the Walden IRB. Merriam (2009) and Merriam and Tisdell (2017) recommended using a study's conceptual framework to mold research questions and emphasis points. As the dominant collection strategy, one-to-one semistructured interviews aligned with Cooperrider and Srivastva's (1987) 4D framework and encouraged utilizing purposeful conversations to gather information in conjunction with the web-based survey (Bogdan & Biklen, 2007; Bogdan & Biklen, 2011). When conducting case study research, semistructured interviews enable researchers to obtain descriptions and interpretations of the case under study (Stake, 1995).

By utilizing AI's 4D framework as a guide for semistructured interview questions, I allowed participants to use a positive outlook to recall barriers and strengths-based experiences with service learning. For example, questions about the *discovery* phase prompted participants to identify what they valued most regarding the case under study. For this current study, the case under review includes the modification of state-based curricula for service-learning implementation. Questions about the *dream* phase

motivated participants to *dream* of the perfect integration of service learning based upon perceptions, experiences, and expectations of future service-learning practices. The ability of stakeholders to dream of SL's ideal execution depended on the focus of conversations, which aligned with AI's principles. Questions about the third phase, *design,* inspired stakeholders to compare ideas and discussions from the discovery and dream stages to design the propositions required to deliver best practice. Finally, questions about the *delivery* phase persuaded study participants to identify the personnel needed to implement service learning into state-based curricula.

**Systems for Keeping Track of Data**

I communicated with each participant via email (Appendix C) to exchange phone numbers and specify a date and time for one-to-one semistructured interviews. Before reaching out to each participant, I contacted the number provided by Rev Call Recorder, the iPhone application used to document participant responses. When the study concluded, I uploaded the web-based survey and one-to-one semistructured interviews onto my password-protected computer. Notes from the data collection process remained in a notebook and placed in a locked file cabinet with the transcribed semistructured interview files and printed versions of the completed web-based survey. The web-based survey and one-on-one interviews allowed for triangulation of data collection tools. Lodico et al. (2010) suggested triangulation or utilizing multiple methods to answer a single question by identifying clashing or similar information provided by participants. Triangulation of data from the web-based survey and one-to-one semistructured interviews helped synthesize and support specific information that answered the research

question and sub-question. Through triangulation, I sought to generate meaning from participants' multiple perspectives, and analysis of participant responses led to emergent codes and themes.

### Role of Researcher

As a teacher and parent within the school system, I maintained an interest in identifying and implementing experiential practices. While enrolled as a Walden University student, I studied service learning as an instructional tool and introduced service learning to teachers at my son's elementary school. Background knowledge of service learning led to attempts to control bias by including open and close-ended data for the collection process. Creswell (2012) mentioned how the researchers' presence might bias participants' responses during an interview. The indirect contact of gathering data using a web-based survey and semistructured interviews limited the potential for research bias. Without face-to-face contact with semistructured interviews, the participants responded without fear of judgment. Relationships with participants remained limited to direct and indirect discussions within the digital space. The one-on-one interviews were my first time having direct contact with the five interviewees.

## Data Analysis

Bogdan and Biklen described data analysis as working with, organizing, and breaking down data into manageable units to code, synthesize, and identify patterns in findings. To execute the process for all data responses, I followed Lodico et al. (2010) and Creswell's (2012) guidelines for preparing and analyzing data. I examined each instrument's data separately before integrating information across data tools that

answered the research question and sub question. Beginning analyses occurred with web-based survey data. Secondary analyses occurred with semistructured one-to-one telephone interviews. Final interpretations included ongoing reading and rereading to breakdown and synthesize information.

**Web-Based Survey**

The first step of data analysis required preparing and organizing ordinal data from the web-based survey. For straightforward interpretation, I grouped and analyzed questions by AI principles. After AI principle groupings, I made a note of the results (see Appendix D). For data interpretation measures, I combined ordinal response data based on how many participants strongly agreed and agreed or strongly disagreed and disagreed with appreciative aligned questions (see Appendix D). Prepared and organized web-based survey data exists as an Excel file on my password-protected computer and as a hard copy print out. The gathering of short responses via Survey Monkey eliminated the need to transcribe reactions from the web-based survey. All participant responses were copied and pasted into Microsoft Excel, saved as an Excel file, and uploaded into MAXQDA software for easy analysis. The preliminary analysis included reviewing short responses during the initial readthrough. As suggested by Creswell (2012), I combined text segments during coding to control overlaps and redundancy. Synthesis of repetitive codes and descriptions led to categorical information aligned to the research question and sub-question.

**Semistructured Interviews**

One-to-one, semistructured telephone interviews were the primary method of data analysis for the study. During the initial data analysis stage, I began to prepare and organize the data for interpretation by transcribing audio-taped recordings verbatim by hand. Each interview, as a separate file, was also uploaded into MAXQDA software for review. One-to-one semistructured interviews remain as a Word file on my password-protected computer and as a hard copy print out. I saved audio interview recordings under the Rev Caller app on the cloud from my password-protected iPhone, and I held transcriptions onto my password-protected computer. I printed hard copies of transcriptions to review the data by hand rather than MAXQDA analysis.

The second stage of data analysis began by reviewing and exploring organized one-to-one semistructured interviews using inductive processes. During the preliminary exploration stage, I immersed myself in semistructured interviews and gained an overall sense of whether I collected enough information (see Lodico et al., 2010; Spaulding et al., 2013). Notes and highlighting of open-ended content from semistructured interviews identified multiple segments for coding and categories. Using MAXQDA software, I coded interview data under Creswell's (2012) guidance by identifying the related phenomena and labeling the segments using broad category names (Appendix D). Throughout the coding system, I searched for regularities and patterns related to the phenomenon under study. Merriam (2009) and Merriam and Tisdell (2017) recommended interpreting participant perspectives by consolidating data to identify overlaps and redundancy. Continuous reading and rereading identified numerous

overlaps, and I reduced replications by grouping related text segments to make connections between descriptive pieces of information (see Creswell & Poth, 2018). The final stage data analysis stage required synthesizing data from the web-based survey and one-to-one semistructured interviews to identify emerging codes and themes. As suggested by Creswell and Creswell and Poth (2018), I supported identified themes by using narrative descriptions of interconnected thought units from the participants' perspective.

**Discrepant Cases**

After researchers collect and transcribe qualitative data, a review of information might identify discrepant cases. Discrepant cases present ideas that contradict the study's central themes, calling for a balanced view of participant perspectives (Lodico et al., 2010; Spaulding et al., 2013). For this current study, discrepant cases would entail some participants recounting experiences with service-learning PD and service-learning implementation that differ from the majority of responses. I identified one discrepant case for the SQ during data analysis; however, qualitative research recommendations required omitting the data from final analyses. Merriam (2009) discussed purposely seeking out data to challenge findings from data analyses. One web-based survey question asked, "What was one of your best experiences with implementing service learning into the curriculum?" Participant 12 responded, "We finished a unit about penguins at the aquarium. It was outrageous!" Comparison between the response and research question failed to determine whether participant perceptions of service learning were positive or negative, as people rarely use the term outrageous to describe positive experiences.

Participant 12 declined to participate in one-to-one semistructured telephone interviews, disallowing the ability to ask for clarity regarding the response. Due to the inability to clarify the answer, I omitted participant 12's response regarding positive service-learning experiences. I only identified one discrepant case within the collected data.

### Researcher Bias

During my role as a researcher, I made attempts to control personal biases throughout the research process. According to Merriam (2009), as the person responsible for collecting and analyzing information, duties include monitoring how personal biases might impact data collection. Therefore, I followed Lodico et al. (2010) and utilized a journal to differentiate between personal perceptions and participant responses during data collection and analysis. I held knowledge of service learning, but I never participated in the Service Learning Institute. In continued efforts to control personal biases, the web-based survey solicited baseline data about service-learning PD. Baseline data on service learning PD helped set aside presuppositions about professional training for service-learning implementation and utilize objectivity (Lodico et al., 2010) while collecting and analyzing data.

## Limitations

This study was limited somewhat by a small sample size for one-to-one semistructured interviews, which served as the primary data collection method (see Creswell & Poth, 2018). Part of the reason for the small sample was that only five participants from the survey agreed to participate semistructured interviews even after four months of recruiting effort. Still, it is likely that I reached data saturation (see

Creswell & Poth, 2018; Merriam, 2009) in that by the fifth interview, most of the participants responses about the phenomenon were very similar to previous responses.

## Data Analysis Results

The purpose of this qualitative case study was to explore K-12 teachers' perceptions of the barriers to implementing service learning into the curriculum with state-based curriculum standards and identify best practices to support implementation. Creswell suggested establishing an in-depth understanding of the central phenomenon through coding, descriptions, and thematic development. Using inductive processes, I developed codes and extracted themes from a web-based survey and one-to-one semistructured interviews to represent the research question and sub-question's findings. Codes and themes explained how K-12 teachers described barriers and best practices to support service-learning implementation. Participant dialogue and narrative language supported all six themes using multiple perspectives of the central phenomenon.

### Emerging Themes

Themes identified during analyses of data represent the findings from the research question and sub question. Data collected and analyzed in response to RQ and SQ highlighted regularities and patterns, leading to themes describing barriers to and best practices for service-learning implementation. The RQ was used to explore barriers to implementing service learning into the curriculum, and teachers described: (a) time, (b) curriculum misalignment, and (c) lack of support. The SQ identified best practices to support service-learning implementation, and three themes emerged: (a) establishing group norms, (b) building upon current best practices, and (c) authentic learning

opportunities. The themes that emerged from this research helped to answer the research question and sub-question.

**Research Question**

The RQ asked how K-12 teachers described barriers faced implementing service learning into the curriculum with state-based curriculum standards. Table 2 illustrates how text segments and codes led to emerging themes and the alignment between the RQ, data collection questions, codes, and emergent themes. Codes were color coded before synthesized and aligned with a theme. Table 3 shows how questions 31 and 34 on the web-based survey and questions 3 and 5 on the semistructured interview protocol aligned to the research question and identified themes. Supplemental demographic questions from the web-based survey and probing questions from one-to-one semistructured interviews also support participant responses. Descriptions of barriers to implementation provided a storyboard of how teachers utilized links between knowledge and communication to generate new understandings about identifying and potentially overcoming obstacles to implementing service-learning projects into state-based curricula. All participants discussed barriers to implementation and possibilities for reorienting and realigning state-based curricula to meet service-learning goals. Analysis of data aligned to questions about barriers to implementation led to the development of three themes supporting barriers to implementation: time, misalignment, and support.

The RQ explored barriers to implementing service learning into the curriculum, and three themes emerged: (a) time, (b) curriculum misalignment, and (c) lack of support. The three themes clarified how teachers used questioning to discuss barriers and identify

gaps between current practice and future goals. Participants presented descriptions of and experiences with time, misalignment, and support as barriers to implementation. Additionally, participants also discussed their perceptions of how teachers could navigate through barriers to ensure service learnings' integration into the curriculum.

**Table 2**

*Alignment of RQ to Data Collection Question Items Codes and Themes*

| Research question | Data collection question | Codes | Themes |
|---|---|---|---|
| | 31) What are some of the questions asked when you and your colleagues plan for service learning? | Student support<br>Curriculum design<br>Diverse learners<br>Scope and sequence | |
| RQ: How do K-12 teachers describe barriers they face implementing service-learning into the curriculum with state-based curriculum standards? | 34) Explain why you would or would not practice community service or service learning in the future. | Holistic teaching and learning<br>Character development<br>Curriculum policy and practice<br>Expectations<br>Community service vs. Service learning<br>(Lack of) personnel, financial, time<br>Lack of resources | **Time** |
| | 3) Based on your answer to question two (the dream stage), how would you and your colleagues strategically plan to achieve this goal? | Planning-curriculum<br>Planning-personnel | **Curriculum misalignment** |
| | 5) What strategies do you plan to use to avoid any possible issues with implementing your future service-learning project? | Strategic planning<br>Buy-in<br>Standards-based Instruction<br>Curriculum Flexibility | **Support** |

**Table 3**

*Alignment of RQ to Data Collection Question Items and Themes*

| Research question | Questions aligned to RQ | Themes aligned to RQ |
|---|---|---|
| | 31) What are some of the questions asked when you and your colleagues plan for service learning? | |
| RQ: How do K-12 teachers describe barriers they face implementing service learning into the curriculum with state-based curriculum standards? | 34) Explain why you would or would not practice community service or service learning in the future.<br><br>3) Based on your answer to question two (the dream stage), how would you and your colleagues strategically plan to achieve this goal?<br><br>5) What strategies do you plan to use to avoid any possible issues with implementing your future service-learning project? | Theme 1: Time<br><br>Theme 2: Curriculum misalignment<br><br>Theme 3: Support |

***Theme 1: Time***

Theme 1 identified how time created barriers for teachers seeking to plan for and implement service learning into the curriculum. A majority of participants strongly agreed or agreed that questioning guided curriculum transformation. Recognizing barriers required questioning the practicality of service learning as a curriculum tool, and participants focused on the roadblock of time from two angles: time for planning and time for implementation. Participants perceived differentiating between short-term and long-term planning techniques as essential to overcoming barriers to implementing service learning into state-based curricula. T5 began by describing the various planning contexts required for seamless integrating of service learning into state-based curricula. According to Participant 5, "One format would entail the grade-level team, and one would be with specialist classes; and then there would also be the cross-grade planning." Further probing regarding the importance of grade-level and interdisciplinary planning led to responses regarding why teachers valued time to prepare for service-learning projects. T5 stated:

> I think if you were honestly trying to implement service learning across grade levels and make service learning a genuine inherent part of the academic curriculum, that it would take up to a year's worth of planning. You would have to take a year to dissect the curriculum, and slowly over time, you would be analyzing what you are doing that year, and you would be implementing the following academic year.

T5 went on to discuss examples of how teachers would utilize time for planning and preparation for service learning:

> So, then there's a scope and sequence of skills that are useful for students, maybe it's speaking and listening so they're going to be interviewing people in the community. Whatever it is, teachers planning at the grade level say we will address these learning goals. By the time projects are completed, they have a scope and sequence of skills that they have done and tried during the service-learning project.

For T5, effective planning meant time for ensuring service-learning goals covered both academic and behavioral standards. Similarly, T11 also discussed examples of the value of time for planning and preparation:

> You need to do scaffolding. I had my teachers prepare the experience ahead of time. That kind of planning would be essential to guide them through the process and outline the steps, maybe even give them an overview of what the experience would be and then incorporate some reflection into the culminating practice. Perhaps also a rubric of some kind to guide them and give them a sense of expectations.

T5 and T11 both viewed planning for service learning as opportunities to ensure a strategy and support framework for implementation into instructional routines. High school teacher T8 also provided an example of the importance of differentiating between short and long-term planning:

> I would need some months to plan for service learning. If projects can occur within unit time frames, projects would be shorter, but if it is outside the country, then that would take a long time and last for six months to a year to plan. You need to coordinate to know when students are coming in from abroad when people who are here will travel and arrangements and the accommodations for both parties.

For T8, long-term planning allowed teachers to broaden the scope of service learning from local to international projects. T5 provided a rationale to support teachers preferences of long-term planning:

> In my opinion, to embrace the concepts of service learning means to try to unpack a question over a more extended period. I believe that that works for me because I think that it gave kids the process of action research and being investigators. That, I believe, applies beyond just doing a service-learning project. I just personally think if teachers are going to truly embed it within their curriculum, they need to have a few essential questions that they are addressing throughout the year and not just doing it for two months.

Time for planning and preparation would allow teachers to develop clear channels of communication regarding how to integrate service learning into state-based curricula. For most participants, overcoming barriers to implementation required time for outlining methods and goals prior to implementation procedures. Time allocated for PD would allow teachers to develop strategic plans as a blueprint for teachers seeking to modify state-based curricula before making attempts to implement service learning.

When discussing implementation procedures, T5 questioned, “Do we have time to implement these goals?” For most participants, the time allotted for implementation existed as equally significant as planning and preparation when influencing decisions to modify state-based curricula. T8 provided an example of why most teachers perceived time as a barrier to implementing service learning:

> Most administrators struggle with preparing students for regents and graduation. If service learning is in middle school or elementary school, they are thinking about Common Core tests and standardized tests. Administrators think service learning will take up the instructional time used to prepare students for all these standardized tests, you know, so that is one of the things that would hinder them from giving time to implement service-learning.

Probing questions allowed T8 to further elaborate on how to address the perceived conflict:

> It’s going to be very technical in the sense that most times, instructional time is 45 minutes. Administrators schedule instruction based on different subjects they are offering; so, to encourage an administrator or support the implementation of service learning requires discussing with administrators the need for service learning and encouraging them to unlock time for application.

T8 concluded with a recommendation of when administrators could allocate time for service-learning projects. “They could think about PM school, put service learning in the p.m. or a.m. schedule time to free the regular instructional time, so there is not going to be a clash.” For most participants, by implementing service learning meant going off

course from state-based curriculum implementation. Deviation from state-based curriculum timetables created the illusion of teachers not using instructional time to prepare students for meeting state-based standards. Most participants believed implementing service learning with fidelity meant allocating time to implement service-projects in conjunction with state-based curricula.

***Theme 2: Curriculum Misalignment***

Theme 2 discussed curriculum misalignment with service learning. Teachers described the conflicts between simultaneously implementing service learning and state-based curricula as another barrier to implementation. When asked to state questions that guide planning for service learning, Participant 5 responded, "How do these goals serve our academic curriculum being taught currently in class?" Participants saw value in implementing service learning but sought opportunities which allowed for maintaining a continuity of state-based curriculum goals and expectations. T18 provided a different perspective of the conflicts occurred due to misalignment:

> The problems are working with certain people and personality types, but I think the biggest challenge is not coming from our administration; it is more who is willing to participate. I mean, it's always a great idea. Still, it is time-consuming, and you need leadership and strategic planning, so just finding participants who are willing and capable and disciplined enough to execute the plans and follow instructions sometimes that can be the biggest challenge.

T18 went into detail about why some staff members might have difficulty implementing service learning into the curriculum:

> We always try to open the door for teachers to try to get involved. I think because of their material; it's kind of complicated to implement service learning while teaching high school algebra, trigonometry, calculus, and getting them ready with SATs and for college. I think teachers just feel overwhelmed to implement, so they leave the responsibility to other teachers who can handle the workload.

When inquiring more about the differences between teacher ability to implement service learning, T18 stated:

> Like for me, I only teach English, and so it's easier for me to adapt service learning into my lessons vs. the math and science teachers. Science teachers try, I just don't think they're there yet. Also, the science teachers are kind of new, too; new teachers tend to be a little bit more nervous about being creative when it comes to education.

T5 shared similar sentiments of misalignment as a barrier to implementation:

> I think one of the concerns that a lot of teachers have is that service learning is an add-on and that it is not embedded. So, I think one thing that would be helpful is if teachers were able to spell out ahead of time and for administrators to agree and say yes, we want you to engage in your process and for there to be transparency.

T5 then illustrated how transparency would increase the likelihood of alignment between service learning and state-based curriculum goals:

> Assuming that you are going to address standard 5.7.2 in speaking and listening, or you're going to address 6.4.3 in the math curriculum plan to address these standards ahead of time. That way, teachers and administrators feel confident

> because sometimes I feel like maybe sometimes there's butting heads. They're like, "Are you addressing the standards?" "Are you addressing the skills?"

For some teachers, state-based curricula maintained explicit philosophies which made integration for tacit curricula like service-learning difficult to achieve without creating conflicts between the two learning tools. The mismatch between state-based curricula and service learning created tensions for teachers based on the teacher-centered versus learner-centered theories supporting both curriculum tools. Teachers sought to strategize approaches to minimizing tensions due to misalignment so students and teachers could benefit from both forms of instruction.

For most participants, aligning service learning with state-based curricula also included meeting the needs of diverse populations. T10 questioned, "How can we use this to advance the students' socio-emotional learning?" Participants believed social-emotional learning (SEL) promoted whole-child teaching environments. However, participants also mentioned state-based curricula failure to address SEL, and most sought to address SEL needs during service-learning implementation. Similar to the lack of SEL throughout curriculum goals were the goals for students new to the English language, as stated by T11, who questioned, "How do we support English language learners?" Differentiated instructional goals existed as essential for teachers who experienced an increased enrollment of English language learners. Participants such as T10 and T11, gave insight into how teachers sought to use service learning as a framework for meeting the needs of all students, specifically students dwelling among underserved populations.

Alignment to state-based curricula also meant differentiating between community service and service-learning goals. While some participants saw values in both practices, preferences existed for service learning. According to T5:

> Community service is often helpful but sometimes can become just action, and a deeper understanding of the issue is not explored. Service learning provides essential context to the issue at hand by helping students use critical thinking to develop what is the most authentic way to address a cause.

Required links between service learning and academic standards made service learning a choice for teachers seeking meaningful learning opportunities. However, participants reported community service as the only solution when lacking the support necessary for seamless service-learning implementation.

***Theme 3: Lack of Support***

Theme 3 discussed support teachers need to integrate service learning into the curriculum. Participants voicing reluctance towards setting future goals for service learning also discussed the lack of parental and administrative supports as barriers to implementation. According to T18, "Parents were not consenting," to students' participation in service-learning activities. Besides travel requirements, participation in service learning often includes deviating from mandates or adding new extra instructional periods to the school day, actions where parents disapproved. Participants also believed a lack of instructional leadership also served as hindrance to continuing to practice service learning. Participant T8 mentioned the "lack of supports from the administrative level," and T12 provided an example of limited supports stating: "Transportation and expense

make it frowned upon by my administration." The lack of parental and administrative supports might explain why a few participants strongly agreed or agreed to holding negative outlooks for their organization and planning with small ideas. Without appropriate supports, some participants failed to see the value in implementing service-learning projects.

**Research Sub question**

The research sub question explored the best practices for K-12 teachers to support service learning implementation into the curriculum with state-based curriculum standards. Table 4 illustrates how text segments led to codes and emergent themes and how codes and themes aligned to data collection questions and the SQ. Table 5 shows questions 30, 32, 33, and 35 from the web-based survey and questions 1, 2 and, 4 from the one-to-one, semistructured interview gathered data to answer the research sub question. Supplemental demographic questions from the web-based survey and probing questions from one-to-one, semistructured interviews support the SQ. Table 5 also highlights the data collection questions aligned to the RQ and the themes identified through data analysis. Themes supporting best practices to support implementation gave insight into how teachers could use AI to design productive learning environments where individuals seek out the best in people and their living worlds. Analysis of participant responses indicated how an appreciative approach to questioning would encourage reflection and introspection to leverage an organization's strengths versus weaknesses. Three themes emerged and identified best practices to support service learning implementation: (a) establishing group norms, (b) building upon current best practices,

and (c) authentic learning opportunities. Participant response assisted with providing examples of K-12 teacher's perceptions of best practices for service-learning implementation.

**Table 4**

*Alignment of Research Question to Data Collection Question Items and Themes*

| Research question | Data collection question | Codes | Themes |
|---|---|---|---|
| | 30) What are some of your success stories with implementing service learning into the curriculum? | Culture and climate<br>Project-based learning<br>Shared learning<br>Student-led projects | |
| | 32) What was one of your best experiences with service learning? | Collaborative stakeholders<br>Active citizenship<br>Shared interest<br>Shared responsibility | Establishing group Norms |
| | 33) Explain why you would practice community service or service learning in the future? | Holistic teaching and learning<br>Character development<br>Curriculum policy and practice<br>Real-world experiences<br>Citizenship<br>Expectations | Building on best practices |
| "What are best practices for K-12 teachers using AI to support implementation of service-learning into the curriculum with state-based curriculum standards?" | 35) In your opinion, which strategies are best for implementing service learning into the curriculum? | Stakeholder relationships<br>Curriculum design<br>Community partnerships<br>Parental involvement<br>PD: time<br>PD: curriculum development | Authentic learning opportunities |
| | 1)What are some benefits to implementing service learning into the curriculum? | Soft skills/social emotional benefits<br>Instructional/academic benefits<br>Student engagement<br>Social/emotional learning<br>Civic responsibility | |
| | 2) Imagine its 2030. Describe your perfect vision for a future service-learning project. Imagine there is endless money and resources for this to happen. | Relevance to the curriculum<br>Student benefits<br>Community responsibility<br>Resources | |
| | 4) Based on your answers to #3 and #4, explain who you would identify as key stakeholders for ensuring the implementation of your project. | Administrators<br>Community organizations<br>Parents<br>Teachers<br>Students<br>Resources | |

**Table 4**

*Alignment of Sub question to Data Collection Questions Items and Themes*

| Research sub question | Questions aligned to research sub question | Themes aligned to SQ |
|---|---|---|
| "What are best practices for K-12 teachers using AI to support implementation of service learning into the curriculum with state-based curriculum standards?" | 30) What are some of your success stories with implementing service-learning into the curriculum?<br><br>32) What was one of your best experiences with service-learning?<br><br>33) Explain why you would practice community service or service learning in the future?<br><br>35) In your opinion, which strategies are best for implementing service learning into the curriculum?<br><br>1)What are some benefits to implementing service learning into the curriculum?<br><br>2) Imagine its 2030. Describe your perfect vision for a future service learning project. Imagine there is endless money and resources for this to happen.<br><br>4) Based on your answers to #3 and #4, explain who you would identify as key stakeholders for ensuring the implementation of your project. | Theme 4: Establishing group norms<br><br>Theme 5: Building on best practices<br><br>Theme 6: Authentic learning opportunities |

***Theme 4: Establishing Group Norms***

Responses solicited form the web-based survey and one-to-one semistructured interviews illustrated teachers desire to act as agents of social transformation by building a community where collaborative reasoning governed instructional decision-making. More than half of participants strongly agreed or agreed to valuing and perceiving relationships with colleagues during PD as a determinant to making curriculum modifications. T19 believed: "The best strategy is to do it as a team" because teamwork allowed participants to develop organizational structures where shared opinions and experiences strengthened problem-solving by creating new knowledge during service-learning PD. A greater part of participants strongly agreed or agreed to using inquiry to develop new ideas, share stories, and develop a plan of possibilities to transform the organization. For some participants, possibilities for transformation included permitting all stakeholders to assist during planning and implementation of service learning. Besides participant T15 mentioning "getting parent involvement;" participant T18 gave insight into how teachers can create repetitive patterns which increase community involvement over time:

> I believe joining programs in the community can add a fresh new perspective for us and create tolerance in the learners of the community. One can introduce service learning through news clips, short films, or keeping notice of town events added to monthly calendars.

Most participants strongly agreed or agreed to using PD to identify positive themes in best practice; and most participants' short responses recalled positive stories of

stakeholder collaborations. T8 recalled collaborations of "participating during a service-learning program in my school organized by one of my colleagues. I volunteered to assist during the program event, and it was an exciting enlightening opportunity," as her best experience with service learning. T7 also recalled positive thoughts of stakeholder inclusion during, "a panel of parents speaking about navigating the special needs system." For participants, expectations of parents playing a role during planning and preparation for service learning translated into parents encouraged to turn their voice into action during the implementation process.

Participants also provided perceptions of success stories and which included norms where stakeholders shared the responsibility for teaching and learning through varying instructional dynamics. T18 discussed student to student learning exchanges: "Service learning is part of participation in government and works well in a small school where we utilize our high school kids to help in the elementary and with tutoring." T8 discussed a teacher to teacher dynamic where service learning "created a positive learning moment for myself and my colleagues and allowed colleagues to share great ideas that were enlightening." T10 found pleasure through student to community partnerships where "5th Graders read to elderly and allowed to share and hear stories." Success stories of best practices service learning gave insight into how PD could provide opportunities for teachers to prepare for collegial knowledge sharing, a finding supported by nearly all of participants strongly agreeing or agreeing that positive questioning leads to positive change and encourages opportunities to share stories. For participants, environments where a combination of ideas encouraged shared meaning and culture

accelerated change with implementing service learning into the curriculum with state-based curriculum standards.

***Theme 5: Building on Current Best Practice***

Besides emphasizing teamwork and ongoing communication as an essential component to group norms, participants recognized reflection and building upon current best practices as essential to implementing service learning into the curriculum with state-based curriculum standards. However, disagreements arose regarding strategies required for analyzing the curriculum as a tool for constructing realities about integrating SL. More than half of participants strongly agreed or agreed their perception of truth determined actions when making modifications to the curriculum. In the case of defining truth within the context of the web-based survey, truth involved teacher's perception of best strategies when modifying the curriculum during PD. For participants, like T11, "backward planning" existed as truth regarding best strategies for service learning curriculum design. Backward planning aligns with the Association for Supervision and Curriculum Development's (ASCD) Understanding by Design (UBD). UBD is a process where teachers develop curriculum, lessons, and assessments by planning backward, or based upon the desired results for students at the completion of each unit (Wiggins & McTighe, 1998).

On the contrary, other participants felt auditing the existing curriculum and aligning targeted learning goals and expectations of service learning as truth and a more effective implementation strategy. T5 stated:

> Look at the existing curriculum and see where there are social issues already embedded in the content. Then, use the stages of service learning (Investigation, Preparation/Planning, Action, Demonstration, Reflection) to lead students through an inquiry process that helps them uncover an action to take towards addressing the social issue. The investigation stage allows teachers to address academic content and essential skills so that action is informed and successful while at the same time meeting the goals of the curriculum.

Despite differences in best curriculum practices for implementing service learning into state-based curricula, participants believed positive questioning created the language and communication required for building consensus about how to implement service learning. More than half of participants strongly agreed or agreed that shared inquiry promoted participants' use of positive storytelling during PD. Shared discussions allowed some participants to develop the behavioral patterns required to create the social order required to make changes to the curriculum; a notion supported by findings of close upon all of participants strongly agreeing or agreeing to positive questioning influencing affective behaviors and social habits.

For participants, building upon current practices also meant focusing on service-learning contributions worth continuing due to benefits for all stakeholders in the learning environment. T8 stated, "Service learning supports educators to build skills on how to approach learning and change needed to succeed in today's ever-changing world." For participants, service learning provided the opportunity to enhance pedagogical skills while preparing students to exist successfully as adults. T12 also mentioned simultaneous

learning opportunities for teachers and students and recalled, “Service learning makes lessons more memorable.” Most participants perceived meaningful lessons as having abilities to enhance teacher self-esteem and promote the reality of students retaining and applying new knowledge. For all teachers, benefits for students remained central to future visions for service learning. T10 stated, “Students see the importance of giving back, as well as them taking leadership and ownership of the community.” T19 held similar sentiments: “It is going to become a big part of the senior capstone project. It’s necessary to create kind, caring global citizens.” T5 elaborated on benefits for students saying:

> As a classroom teacher, I would continue to embrace service learning as a part of the curriculum, and this serves two important goals. First, the goals of social-emotional learning for students, discovering interests and talents, developing empathy and cooperative learning. Next, it lends to purposeful learning, because students see the skills they are learning as essential to real-world experiences and are motivated to learn these skills in order to address issues of concern.

T18 recalled a favored experience to discuss the need to build upon sustainable acts of charity and kindness:

> One memory includes students purchasing the vending machine and creating a playground. These actions made long-lasting enjoyment for kids and sustainable charity funds from the vending machine. Life lessons of working together, sustainability, and charity create a pathway to better human beings.

A preponderance of participants strongly agreed or agreed that goal setting during PD focused on how current practice can impact future practice, and most participants

discussed goals for a future of service learning which built upon current best-practices experienced during PD and service-learning implementation.

***Theme 6: Authentic Learning Opportunities***

All five participants discussed service learning as beneficial for authentic instructional practices that allowed students to apply academic knowledge to address real-world needs in their community. However, participant rationales for valuing real-world connections varied across grade levels. Elementary teacher participant T5 discussed favoring student engagement during service-learning projects. “I found that service learning kept my students engaged, and it helped them produce their best work because they felt as though work produced had an impact.” T5 also provided an example of how service learning engaged students:

> For instance, if they were writing letters, asking their parents to donate money to the expo we were doing, work always had a real-life audience. Whenever there was a real-life audience or a real-life consequence, they wanted to do their best work. Same if they were counting up the funds raised or if they were reading over their survey results. When they knew there was a reason behind why they were doing the work, students were the most engaged and tried their hardest.

Elementary T11 agreed with T5. Using personal experience, T11 elaborated on engagement by focusing on how projects encouraged connections between service and academic content:

> Well, the benefits are students can connect what they’re doing in the classroom to personal and real life, to see the concepts that they are learning about and how

> ideas unfold in the real-world. I'm thinking back to my community service project in high school, where I volunteered for a lengthy day at a nursing home. In my social studies curriculum, just understanding connections in terms of how society has organized themselves were significant.

T11 reinforced preferences for student-engagement based on a personal service-learning experience stating, "Learning about the social problems that existed, through those experiences, I looked at things differently. By initiating service-learning projects, I got to choose what I wanted to be involved in, and having that opportunity was a very enlightening moment." For elementary participants, service learning strengthened instructional frameworks and increased student motivation and interest in choosing and completing meaningful work products.

Middle school T4 mentioned how real-world experiences developed students' social and emotional skills. T4 stated:

> Right now, benefits include the social-emotional well-being of our students, primarily because of the tragedies occurring in the society like Parkland and Sandy Hook. Giving our kids ways to cope with stresses in their lives by helping others. They said researchers have shown that when you help others, you're helping yourself even more so than others.

T4 perceived service learning as a curriculum tool required for teaching and developing student's moral emotions and behaviors. Additionally, as students progressed through grade levels, their awareness of social injustices and the personal impact of social injustices increased; therefore, creating opportunities to link activism with academic

content. T4 also valued the collaborative nature of service learning and elaborated on the usefulness of students building positive relationships:

> You could even think through therapy, or music therapy, animal therapy, but you're helping others as well at the same time. Social-emotional learning, dealing with stresses, creating collaborative relationships. It's the relationships with people that will help them in the future, not just what they know but how they relate to others.

From T4's point-of-view, relationships flourished during service-learning activities equipped students with the personal skills necessary for interactions requiring collaborative problem solving and making connections with members of their community. These connections might benefit students as high school students who seemed to experience deeper levels of engagement and relationship building during service-learning projects.

High school participants reflected upon service-learning projects where real-world connections encouraged situations where students acquired the hard and soft skills necessary for life after graduation. T8 recalled:

> Service learning allows students ample opportunity to increase their analytical skills, leadership skills, and self-efficacy. Students think the world is only in their neighborhood, in their family, in their house, service learning gives them that extra mile. Students have that additional opportunity to build up their confidence, especially those of them who have leadership skills.

T8 expanded upon the importance of building leadership and critical thinking skills amongst high school students:

> Leadership skills enable students to determine educational and career goals, because when they go out for the service learning, they can be a part of a team, to share ideas and learn from each other. They become problem solvers whereby they help the community to kind of solve a problem or to redeem a situation.

Elementary participants also stressed the value of teamwork as during service-learning projects, and T8 provided an example of student teamwork on the high school level:

> You see students coming up with ideas. Team working skills and leadership skills give them that wide range of experiences, which most times benefits the community. At the same time, it provides the ability to be able to reflect on the problem to think about it and to think of ways to solve it. Students can work with others through the process of applying what they are learning to community problems, as well as reflecting and seeking to achieve real objectives.

T8 also elaborated on the benefits of students applying learned content to solve community problems through teamwork:

> I think it makes them grow responsibly; kids grow responsibly instead of going home to think about negative things. Service learning gets students involved to be volunteers in various community services, and they equally have the opportunity to learn other cultures because some service-learning projects take students out of their community and to other countries.

Only T8 mentioned culture as a benefit, so I asked for elaboration on the benefits of service learning promoting cultural relevancy while making real-world connections:

> In my school, sometimes they go to other areas like Belize. Other socially developing countries help them with so many activities; they begin to cultivate the global awareness that benefits them as well as progress them from high school to university. Some go back to other countries to take one class or the other. Some of them that went to Spanish areas, you see them going back there to learn the Spanish language. Service learning exposes students to that diversity.

Differences between educational goals for elementary and high school students encouraged high school teachers to prepare learning opportunities that support students to transition out of K-12 education. T18, also a high school teacher, had similar beliefs as T8 about service learning preparing students for future adulthood:

> I would say it helps to educate learners about giving back and becoming selfless. It also teaches learners responsibility, and it gives them a sense of accomplishment or pride because they are taking things into their own hands, so definitely a sense of accomplishment and pride. The confidence I would also say, as well, and a lot of great learning, skills, life skills I would say. It depends on what part they play, but I think also it could help them with some soft skills when it comes to employment in the future.

Probing encouraged T18 to elaborate further on how service learning assisted students with soft skills required for future employment:

> I'll start from the top like leadership or management. Some of my students have had a president role or vice president role, so that shows leadership there where they have to manage others, secretary roles as well, just being very good with administrative details. Learning how to write business letters and contact other groups and organizations; writing skills, just employable skills that they will have to use more than once in the future. But yeah, you can say administrative and leadership roles.

All five participants discussed real-world experiences, but participant responses indicate teacher perceived benefits of service learning varied based upon the age level of students. Elementary and middle school participants viewed service learning as using real-world connections to captivate, empower, and inspire students who served and fostered relationships with their community. High school teachers Participant T10 and T18 appraised service learning as essential for blossoming the social competencies required for existing within shared adult learning communities throughout college and careers. Insight into aspects of service-learning valued most by participants suggests teachers utilize service learning to strengthen state-based curriculum standards. Teachers believed service activities increased students' intrinsic motivation and character development, essential tools required for applying content to civic engagement, and developing future citizens of global communities.

Visions for future service-learning projects produced examples of how participants planned to use service learning to add depth and breadth to instruction through adult and student-centered learning experiences. Although some participants

envisioned projects based on teacher interest and other participants student's interests, all five participants discussed learner-centered practices of gaining knowledge through personal experiences, communication, and socialization. T11 addressed an example of a teacher selected project:

> I would imagine it would have to be something involving the environment invariably. Providing resources and giving students a chance to solve the problems that will be there in the foreseeable future, and that will require many resources. Take your pick, renewable energy, the reality of global warming, and what the world looks like even in 2030. I imagine service opportunities would create a balance in that area.

Visions for future projects concentrating on environmental concerns would allow students to build upon on facts aligned with their day-to-day experiences, make predictions, and develop projects which solve potential problems for future life occurrences. For T11, projects on environmental awareness would create opportunities for students to use facts as a means to an end, rather than facts as information to learn as presented by mandated curricula. T4 also discussed a vision that, while based on teacher interest, would inevitably provide students with learner-centered activities aligned to solve foreseeable problems in their future: "I want to get into assistive technology. Right now, there are programs where kids can 3D print prosthetic limbs and put them together." T4 went on to explain the benefits of assistive technology for student learners:

> I see assistive technology as something important. There's virtual reality, which is popular right now. Examining artificial intelligence and having the kids use these

> things to help their peers is important. Whether it's learning disabled or someone who's physically disabled, students are not just helping out in the community but helping the person that's right next to them.

For T11 and T4, environmental awareness and assistive technology were topics relevant to student curricula and instructional activities would allow cooperative practices where students remained accountable to themselves as learners and as members of a broader community. T8 also dreamed of technology as a means to promote interpersonal skills through cooperative learning. According to T8:

> Service-learning projects would expect students to help community's complete projects from the start until completion. With technology and community awareness prominent in projects, students will know whatever the task; they're making a difference.

High school teacher T8 also dreamed of a future where service learning exists as a mandate for high school students:

> Service learning would not be an elective but one of the subjects that students are required to do to pursue any career. I would make service learning compulsory, one of the required topics that students need to pursue their career in the future. Besides making service learning more technology-based, we can include more out of country experiences for students.

I asked T8 to further elaborate on the importance of cross-cultural learning for high school students:

> Students need to travel abroad to understand this global nature of the world. Students need to interact and see the diversity in humans and know of other people's culture, language, customs, and traditions. Service learning gives them that opportunity.

T4 and T8 envisioned using technology to build student's knowledge through socialization and teamwork. For participants T4 and T8, shifting from pencil and paper to hardware and software-based activities would increase student motivation and willingness to complete projects. Despite teacher input and partial student autonomy, participants' visions for service learning included opportunities for experiential learning curricula. T5 provided a perspective where teachers serve as facilitators while students undertake total responsibility for service-learning projects:

> In a perfect world, I would love to give students more voice and choice. I'd like to allow students to break off into smaller groups and not necessarily dictate one project as a whole class. Projects would entail students going through an investigation process to connect what their interests are and what they are curious about learning.

T18 shared similar visions of student autonomy during service-learning-projects:

> It's hard to say because it's the future. However, I would just say whatever the most significant need would be, and it would also depend on what the learners' thoughts would be of interest as well because I want them to be engaged. So, it's a two-part system; it's half what the community would need at that particular time and also what is of interest.

T5 and T18 envisioned service-learning curricula where showcasing student strengths required granting students permission to individualize and choose learning activities. For T5 and T18, the allowance of student voice and choice encouraged independent studies and group projects while providing students with a variety of educational tasks. T5 elaborated on students' opportunity to conduct investigations independently: "Students would investigate the concerns going on in the world around relating to issues they are interested in studying. Afterward, students would explore identified issues from many different perspectives." T5 further explained the outlook for teacher facilitation of student investigations: "Projects would be multidisciplinary and include educators from all disciplines so all teachers would play a part in helping students unfold and to complete their projects."

Participants perceived service learning as an opportunity for teachers, rather than curriculum writers, to develop instructional activities. Like student-centered learning, adult-centered activities increased teachers' voice and interest in planning and implementing service projects. All five participants held visions of future service-learning projects aligned with the expectations of child-centered curricula, where students engaged in experiential, self-directed, and cross-disciplinary workloads. Insight from participant responses to visions of future projects showed participants perceived teacher and student learners as leaders during service-learning planning and implementation. Themes aligned to identifying best practices provide evidence of the type of project required to help solve the study's problem.

**Evidence of Quality**

Procedures to guarantee the quality of qualitative research studies vary from methods used during quantitative research. Quantitative researchers ensure quality utilizing internal validity, reliability, and external validity; however, qualitative researchers ensure quality through credibility, consistency, and transferability measures (Lincoln & Guba, 1985). Credibility questions congruence between findings and reality (Merriam, 2009). Methods used to assure credibility included triangulation, member checks, and adequate engagement in data collection. Denzin (1978) mentioned triangulation as researchers employing multiple techniques and gathering various data sources from participants. I collected data from participants using a web-based survey and one-to-one telephone semistructured interviews to confirm credibility through triangulation. Two data collection methods provided opportunities to gather varying data forms, data utilized to corroborate information concerning participant experiences with service learning.

The credibility of this research also included methods to ensure adequate engagement in data collection. According to Merriam (2009), researchers should collect data until obtaining no new information, and information to support alternative questions regarding the phenomenon under study. Data analysis included a varied representation of participant perspectives of the phenomenon under investigation. I conducted member checks to guarantee the credibility of the analyzed data. Member checks or respondent validation (see Merriam, 2009; Merriam & Tisdell, 2017) sought to gather participants' feedback concerning emerging findings from analyzed data. Participants received copies

of interview transcriptions and analyzed data via email to validate their transcriptions' accuracy and rule out misinterpretations of their versions of the truth. Goals for member checking include participants recognizing their experiences as presented through my analysis of one-to-one semistructured interviews. I asked participants to respond to emails containing transcribed and analyzed data only if a belief existed that either transcribed or analyzed data failed to represent their point of view. Three participants did not respond, and two participants responded via an agreement with and congratulations on the completion of collecting and analyzing data. None of the five participants challenged transcriptions or analyzed data. Reliability, or what qualitative researchers refer to as consistency, sought to ensure whether another researcher could replicate the study's findings. Lincoln and Guba (1985) conceptualized maintaining consistency as an alignment between collected and analyzed data. Confirmation of consistency included correlating data collection tools for this current study's conceptual framework, thus strengthening opportunities for sense-making between collected and analyzed data. Alignment between study results also serves as the rationale for transferability, the qualitative version of external validity. Merriam measures transferability by determination of generalizability of results to another small population. Using AI as a lens to gather data from participants, I ascertain that another researcher could replicate this study's results.

## Summary

The purpose of this study was to explore K-12 teachers' perceptions of the barriers to implementing service learning into the curriculum with state-based curriculum

standards and identify best practices to support implementation. Service learning is a tool for real-world experiences that adds depth to standards-based instruction. However, K-12 teachers in a large, metropolitan school district in the Northeast United States experienced difficulties integrating service learning into the curriculum due to state-based curriculum standards. Guided by the AI 4-D model as the conceptual framework, I utilized a web-based survey and semistructured interviews to solicit responses concerning teachers' perception of PD, service-learning experiences, and future visions for implementation. Participants revealed finding value in PD environments that encouraged collaborative relationships and communications through positive questioning and shared learning opportunities. Despite positive outlooks on PD, participants dreamed of shared decision-making and strategizing to overcome the barriers of time, misalignment, and lack of support when implementing service learning into the curriculum with state-based curriculum standards.

Understanding how K-12 teachers generated meaning from challenges when implementing service learning required investigating barriers and best practices during PD and instructional routines. The web-based survey and one-to-one semistructured interviews showed examples of how teachers valued frameworks where inquiry encouraged positive self-reflection techniques and positivity to overcome barriers to implementing service-learning. Synthesis of data analyzed from the web-based survey and one-to-one semistructured telephone interviews presented examples of how teachers might overcome challenges with implementing service learning into the curriculum using

appreciative PD. AI would scaffold the frameworks required for transforming PD and implementation into state-based curricula.

Solving the study's problem required identifying the need to accelerate change using AI as stakeholder-centered support system. For the current study, I used AI as a support framework to gather data. For the developed project, I sought to focus on rebuilding organizations around what works rather than focusing on problem-solving strategies (see Creswell & Poth, 2018). Organizations should begin to experiment with ideas that transform the practice of facilitator-centered PD to prevent reverting to transmitting new information to teachers rather than allowing teachers to collaborate and use their experiences to form knowledge (see Sosibo, 2019). Once organizations value their stakeholders as adult learners, facilitators might begin to integrate affirmative inquiry approaches into the PD learning environment.

In Section 2, I discussed data collection and analysis procedures used for this descriptive case study. A web-based survey and one-to-one semistructured telephone interviews gathered information from participants regarding their experiences with service-learning PD, implementation, and goals for future instructional practices. Section 3 addresses the need for a workshop series through a literature review that expands on using appreciative principles to create learning organizations. Section 3 also describes project strengths, limitations, and recommendations for alternative approaches, scholarship, project development and evaluation, leadership, and change. Section four concludes with reflections, implications, applications, and directions for future research.

Efforts to utilize study results to develop a project deliverable led to considerations of the benefits of using AI as a framework for PD. Data analysis suggested that school stakeholders would benefit from a project deliverable that would allow teachers to transform mindsets and strategically plan for implementing service learning into state-based curricula. AI would guide a 3-day PD training and provide teachers with the research-based structures required to strategize best practices. Measures to develop the workshop series included integrating the study's conceptual frameworks with learner-centered theories to strengthen PD experiences. Additionally, consideration of themes identified through data analysis assisted in the development of the project deliverable.

# Section 3: The Project

In Section 2, I describe the 3-day PD training supporting AI to foster a positive implementation strategy for service learning. This study addressed the problem that K-12 teachers in a large metropolitan school district in the Northeast United States experienced difficulties integrating service learning into the curriculum due to state-based curriculum standards. The purpose of this study was to explore K-12 teachers' perceptions of barriers to implementing service learning into the curriculum with state-based curriculum standards and identify best practices to support implementation. Six themes emerged from analyses of collected data: three supporting the RQ and three supporting the SQ. The RQ addressed barriers to implementing service learning into the curriculum, and teachers described (a) time, (b) curriculum misalignment, and (c) support. The SQ addressed best practices to support service-learning implementation, and three themes emerged: (a) establishing group norms, (b) building on current best practices, and (c) authentic learning opportunities. Synthesis of results from the RQ and SQ indicated participants' preferences for PD opportunities in which teachers viewed organizations as open books and solving problems involved coauthoring holistic information through narration and recalling positive experiences. Analysis and synthesis of themes from the RQ and SQ led to development of the 3-day PD training entitled Implementing Service Learning as an Appreciative Organization.

Through the PD project development, I sought to provide a cyclic framework teachers and school stakeholders could use to guide inquiry as they develop additional service-learning units. Through collaborative decision-making (Sosibo, 2019), teachers'

experiences with PD training would match students' learning experiences engaging with service projects using learner-centered practices. Additionally, AI would serve as the core information-gathering framework (see Patton, 2015) for teachers seeking to change instructional planning and curriculum implementation. Considerations for andragogical and appreciative frameworks guiding K-12 PD might allow for the formation of PD structures that encourage and sustain teachers' transition into roles as service-learning project designers (see Sosibo, 2019). Section 3 includes the rationale, literature review, project description, project evaluation plan, and project implications supporting the PD training.

## Rationale

The rationale for a 3-day PD training stemmed from the study's results and K-12 teachers' desire to implement service learning into the curriculum with state-based curriculum standards. Studies have indicated K-12 teachers' willingness to implement service learning for students by filling curriculum voids for elementary teachers (Hajra, 2015; Maakrun, 2016), transforming the mindsets of teenage juvenile offenders (Dickerson et al., 2020), and promoting positive academic and social outcomes for high school students with disabilities (Bonati, 2018). Strahley and D'Arpino (2016) discussed how service learning benefitted teachers through enhanced communication and leadership skills. Baecher and Chung (2020) mentioned international service learning as maintaining the potential for adult transformative learning. Simsek (2020) provided an example of adult transformative learning and found that teachers adapted constructivist pedagogical skills after engaging in service-learning opportunities.

Current research on teacher PD indicated the focus of K-12 organizations desiring to transform pedagogy and student learning through constructivist practices. Mukan et al. (2017) mentioned the value of constructivist PD structures for K-12 teachers who maintain the responsibility of upbringing and educating students as future citizens. According to Mukan et al., facilitators should develop PD frameworks with mechanisms for diagnosing learners' needs and interests, formulating learner objectives based on diagnosed needs and interests, and creating sequential activities for achieving goals through mutual planning sessions. Current study results revealed teachers' perceptions of time, curriculum misalignment, and support as barriers, and establishing group norms, building on best practices, and authentic learning opportunities as best practices for service-learning implementation. Objectives and goals of the 3-day PD training derive from teacher perceptions and are intended to provide scaffolded, learner-centered activities that begin with thought-provoking inquiry and end with teacher-designed service-learning curriculum materials. In addition to curriculum and instruction, Ayvaz-Tuncel and Cobanoglu (2018) suggested concentrating on the personal development of K-12 teachers to increase their confidence and satisfy their desire to participate and share experiences. The 3-day PD training will also focus on synthesizing the themes that enhance teachers' personal and PD. Findings from the research supported teachers serving as the primary sources during inquiry-based sessions to implement service learning into state-based curricula with curriculum standards through activities that encourage teachers' emotional and cognitive growth.

## Review of the Literature

The purpose of this study was to explore K-12 teachers' perceptions of the barriers to implementing service learning into the curriculum with state-based curriculum standards and identify best practices to support implementation. Gaining new knowledge and understandings about the central phenomenon (see Creswell, 2012) of mandated state-based curriculum standards required conducting research to explore why barriers might exist and the best course of action to take to implement service learning into the curriculum. In this section, I review the literature that justified creating a 3-day PD project for K-12 teachers. I synthesized relevant academic journal articles to identify themes to serve as the PD training basis. I searched Google Scholar, government websites, academic textbooks, and Walden Library databases to find literature that supported the problem of the study. Databases searched in the Walden Library included Academic Research Complete, EBSCOhost, Education Research Complete, Primary Search, Research Starters- Education, and Teacher Reference Center. Search terms included *elementary professional development*, *constructivist professional development*, *K-12 curriculum*, *barriers to curriculum implementation*, *state-based curriculum*, *service learning*, *appreciative inquiry*, *social constructivism*, *behaviorism*, *learner-centered professional development*, *service learning*, and *appreciative inquiry*. I searched the terms across databases attempting to attain saturation of information. Major themes identified through the literature provided a research-based justification for the 3-day PD training to meet the needs of K-12 teachers.

Paradigms represent the theoretical assumptions shared by researchers concerning the world's nature and how the physical world is understood. When creating the project deliverable, I identified theories that would "hang in the coat closet" (Maxwell, 2005, p. 43) of the social constructivist paradigm. Social constructivism guided the project based on the notion of constructivist activities as required for transformative PD (see Creswell & Poth, 2018) and andragogy to explain how adults learn (Knowles et al., 2015). Alignment between planning, preparation, and implementing service learning called for theories that supported teachers as leaners during P.D. Activities developed for the PD project required a seamless transition from one social constructivist action to another.

**Social Constructivist Paradigm**

The social constructivist paradigm helped me develop the PD project by supporting the learning styles examined in this qualitative case study. Social constructivism focuses on understanding people within the context of their social and cultural worlds to solve problems (Creswell & Poth, 2018). In the current project, social constructivism focused on teachers' worlds by structuring participants' interactions around their personal experiences with curriculum and service-learning. Positivism's development from empirical science and the examination of problems using cause-and-effect relationships (Creswell & Poth, 2018) mimic the school improvement culture by measuring student learning and guiding PD based on the teachings of standardized curricula. Because the participants would discuss standardization and behaviorist practices as a potential concern, social constructivism was selected to create alternative examples of how teachers' might interact within their natural worlds.

### *Social Constructivist Versus Positivist Nature of the World*

PD centered on teachers receiving rather than constructing information mimics the worlds' positivist nature. Ontological views of social constructivism challenge the positivist notion of reality or the kinds of things that constitute the world (Creswell & Poth, 2018). Social constructivists view nature and truth as subjective, contrary to the positivist or behaviorist belief of objective realities (Steffe, 2017). Constructivists aim to understand problems in-depth, allowing insight into how prescribed curricula might prevent service-learning implementation (see Steffe, 2017). The positivist view of objects as independent of the knower (Steffe, 2017) neglects the value of understanding the interactions between teachers and the curriculum. An in-depth understanding of whether mandates could limit best practices requires gaining insight into teachers' natural worlds as curriculum drivers. Social constructivism and the focus on contextualization will address how the participants integrate voice, consciousness, and objects into the environment (see Creswell & Poth, 2018) to make meaning from experiences with and perceptions of the curriculum. The recognition of teachers' central role as curriculum designers calls for PD approaches that enable creativity when developing pedagogical practices. Under social constructivist theories, K-12 teachers would engage in inquiry-based learning sessions that align with Knowles et al.'s (2015) assumptions about adult learners' (a) need to know, (b) self-concept, (c) experiences, (d) readiness to learn, (e) orientation to learning, and 6) motivation using strategies that vary from the positivist or behaviorist view of thinking.

Constructivism challenges the notion of pedagogy when creating an environment for adult learners. Knowles et al. (2015) discussed how pedagogy, or the art and science of teaching children, led to instructional models based on teachers' full responsibility in the learning environment. This notion of pedagogy then transferred to adult learners (Knowles et al., 2015). Consequently, pedagogical settings were developed based on behaviorist approaches in which adult learners only needed to gain information and not understand how it applied to their lives (Arghode et al., 2017). The notion of pedagogy might explain why mandates ignore teachers' knowledge, experiences, and rights in developing the curriculum.

### *Andragogy*

Knowles et al. (2015) challenged pedagogy with andragogy, a set of principles designed to guide adult learning. The core of andragogy focuses on adults need to know the value of learned material through facilitators who provide stimulating experiences (Knowles et al., 2015; Mews, 2020) and strategies that imitate the constructivist belief of interactions between the learner and their contextual environment to create knowledge (Arghode et al., 2017). Based on the premises of andragogy, standardized curricula force-fed to teachers due to reform policies during PD ignore the assumptions of adult learners' need to know. Negating adults' need to know might lead to a concept of self in which the learners' dependent personalities breed resentment and gaps between the demand and ability for self-directed learning (Knowles et al., 2015; Mews, 2020). Some research showed that standardized curricula have benefits such as stability for transient students (Tavassolie et al., 2018), reinforcing positive social and emotional knowledge for K-8

students (McCormac & Snyder, 2019) or promoting collaboration between general education and ESL teachers (Raees, 2018). However, other research demonstrated that sequential curricula failed to meet the expectations of reform mandates (Rushton & Webb, 2016) as increased standardization placed restrictions on teachers' ability to modify the curriculum and ignored the social-emotional needs of students (Dunn, 2018). Constructivism will address K-12 teachers' need to know how to enrich the curriculum to meet students' and teachers' needs in the learning environment.

Enhancing the curriculum might create a self-concept among teachers in which the confidence exists to take risks with modifying the curriculum. Constructivist environments recognize adult learners' needs and their role and responsibility in using the curriculum as a tool for meeting policy expectations (Grier-Reed & Williams-Wengard, 2018). Some studies that addressed the support of constructivist PD and training illustrated how constructivist PD allowed elementary teachers to improve standards-based lessons that promoted student discovery learning versus retention of information (Gross & Gross, 2016; Lee & Hannafin, 2016; Wachira & Mburu, 2019). The transformation to discovery learning may provide students at the study site with authentic experiences, such as those described by Dewey (1938), for service learning. Before students can experience discovery learning activities, PD should enable teachers to engage in discovery learning practices that promote experiential activities during professional learning among adult learners.

Some research indicated concern with teachers' ability to develop the best practices required to implement constructivism in the classroom (Allen and Penuel, 2015;

Knapp, 2019; Porter et al., 2019; Tiilikainen et al., 2019). Despite primary educators (Tiilikainen et al., 2019) and undergraduate students (Knapp, 2019) having positive attitudes towards constructivist teaching practices, teachers and students found constructivist curricula challenging to implement (Knapp, 2019; Tiilikainen et al., 2019). Porter et al. (2019) presented ideas on challenges in their research on how teachers' PD experiences enabled implementing a new curriculum and transformation practice. Results indicated themes such as the awareness of curriculum change and major shifts, but no follow-up, thereby no sustainment of practice (Porter et al., 2019). In Allen and Penuel's (2015) work on teachers' ability to implement best science practices, teachers discussed the pacing and timing misalignment between mandates and curriculum expectations. As a solution to curriculum conflict, Allen and Penuel and Porter et al. suggested on-going PD to ensure practice and policy alignment. The project deliverable will present organizations with 3 consecutive days of training using activities that focus on continued discovery learning for K-12 teachers during PD.

### *Social Constructivist and Positivist Understanding of the World*

The differences in behaviorist and constructivist theories of scientific knowledge show how constructivist PD might benefit K-12 teachers seeking to modify the curriculum. Positivism's objectivist view of the learner as independent contrasts with social constructivism's subjectivist opinion of knowledge as culturally derived and historically situated (Creswell & Poth, 2018). The social constructivist theories contribute shared inquiry beliefs, providing insight into how to solve curriculum integration problems (Knowles et al., 2015; Mews, 2020). Constructivist learning also emphasizes

the importance of addressing adult learners' experiences to enhance their readiness to learn (Knowles et al., 2015; Mews, 2020). The purposeful selection of teachers for this study centered on common interests of service-learning implementation. By serving personal interests and not force-feeding policies, the orientation to learning might shift as teachers regain control over the content and processes used during PD sessions.

When teachers' orientation to learning focuses on content and context as co-dependent entities, opportunities can arise that transform instruction delivery. When subject matter is the center of learning (Knowles et al., 2015; Mews, 2020), behaviorist approaches such as recalling facts and procedures, mastery learning, and impact performance exist as primary instruction methods. Rather than specify curriculum content, the constructivist orientation to learning could promote the learners' ability to explore topics and validate knowledge through social interaction (Ampadu & Danso, 2018). Some studies have shown how constructivism increased classroom and pre-service K-12 teachers' familiarity with curriculum and content, instructional conversation, and reorganization of professional growth (Kali et al., 2015; Sahin-Taskin, 2018; Schcolnik et al., 2016). Other research has shown that as teachers used constructivism to reorganize professional growth, the instructional focus became problem-solving and critical thinking (Clark & Paulsen, 2016; Lin, 2015; Robinson, 2019), and teachers enabled themselves to shape the curricula within the context of students' lives (Thompson, 2015; Yurdakul, 2015). Using service learning as an instructional tool might allow teachers to create environments centered on socialization and critical thinking to solve natural problems.

Although some researchers discuss the effectiveness of constructivism, others remain skeptical about constructivism's ability to transform practice.

Despite possible benefits, some researchers discuss the difficulties of implementing constructivist practice. Sulistiyo et al. (2016) and Zhang and Henderson's (2018) studies on principals' perceptions of teachers and curriculum reform focused on principals' lack of confidence in teachers' capacity and commitment to implement best practices. Examples of research supporting the perceptions of the principals in Sulistiyo et al.'s and Zhang and Henderson's studies showed how few teachers maintained the ability to adopt constructivist approaches after engaging in constructivist PD (Karademir & Demir, 2015), and other teachers reported the use of constructivism more than evidenced by researchers observing the classroom environment (Ozeren & Akpunar, 2019). Sulistiyo et al., Karademir & Demir (2015), and Ozeren & Akupunar (2019) brought attention to the difficulties regarding teachers' ability to transform practice from behaviorist to constructivist principles. On the contrary, studies have indicated that when the capability exists, early childhood teachers (Go & Kang, 2015) implemented best practices in science, and middle school students (Brown & Concannon, 2019) performed higher than national control groups on standardized exams constructivism was implemented in science lessons. Go and Kang's (2015) and Brown and Concannon's (2019) studies addressed the notion that stakeholders could utilize constructivist practices in an age of reform with determination and confidence. Deviation from the standardized curriculum failed to stagnate teacher creativity, and students achieved proficiency levels required by local and state agencies (Go & Kang, 2015; Brown & Concannon, 2019).

Despite the potential difficulties' teachers faced while integrating service learning and the curriculum, research indicates the possibilities of solving problems using constructivist practice.

Issues with implementing constructivism can occur both in the classroom and during the inquiry process of teachers. Misalignment between mandates and curriculum, limited time and resources, conflicting goals, and lack of educator buy-in exist as issues arise during PD (Allen & Penuel, 2015; Heyd-Metzuyanim et al., 2018). The 3-day training goal will utilize AI's framework and principles to gain scientific knowledge about overcoming barriers to and identifying best practices for implementing service learning. The meaning discovered by teachers might translate to the propositions that will govern the development of service-learning curriculum units. The creation of service-learning units will occur within constructivist PD settings.

**Constructivist Professional Development**

Organizations attempting to implement service learning into state-based curricula should shift from behaviorist to constructivist PD. McGinnis et al. (2016) discussed how flexibility during instruction allowed non-traditional, out-of-classroom K-12 teachers to apply constructivism more than traditional, classroom-based teachers. However, both traditional and non-traditional K-12 teachers exercised pedagogical skills using standards-based methods of receiving information from an expert and transferring learned knowledge to students (McGinnis et al., 2016). The 3-day training is directed toward grades K-12 to provide opportunities to exercise pedagogical skills using experiential, standards-based methods where teachers exist as the experts who create service-learning

curriculum units. Research has indicated how facilitators might help K-12 teachers practice andragogy and standard-based instruction by designing PD standards based on three categories (Giannoukos, et al., 2016). Categories include a) context: how to gather and implement new knowledge; b) process: accessing knowledge; and c) content: specific skills and knowledge gained through staff development (Giannoukos et al., 2016). After providing teachers with constructivist contexts and processes, PD would conclude with teachers using learned content to develop service-learning curriculum units.

The PD training will support stakeholders with contextual experiences that allow for the gathering and implementing new knowledge through collaboration, communication, and shared ideas. Some research showed that when facilitators consider the value of proximity while designing PD, social context facilitates rather than constrains cooperation, allowing for the generation and building of shared knowledge, beliefs, and experiences (Frerichs et al., 2018; Michaud, 2016). During the PD training, teachers will engage in activities that allow learning to occur as individuals, as dynamics, triads, and quads as they forge relationships, analyze, and synthesize shared ideas. The PD training will also allow teachers to engage in self-directed cycles of inquiry, experiential learning activities, and small group coaching to focus on sharing and reflecting with peers while building a community of practice (Qingling et al., 2016). Collaborative inquiry would add breadth and depth to the range of solutions to implement service learning into the curriculum with state-based curriculum standards.

Several benefits exist for facilitators using learning processes where cycles of inquiry guide PD. When facilitators allow questioning to guide PD, K-12 teachers

seeking to improve teaching and learning used questioning to create a balance of subject-related action and reflection (Zehetmeier et al., 2015). Research also showed how teacher educators could utilize questioning to develop a flexible and fluid framework for shaping the context of improving literacy instruction (Kosnik et al., 2018). PD activities for the developed PD training will allow questioning to enhance teachers' relationships with state-based curricula before modification for service-learning implementation. When questioning guides the learning process during PD, the interchange of knowledge required to address the contextual and developmental task of modifying state-based curricula bear fruit (Kosnik et al., 2018). During knowledge transfer rather than knowledge exchange, the PD training teachers will manipulate learned content while planning to implement service learning into the curriculum.

The last day of training will allow teachers to use data gathered from constructivist contexts and processes to take actionable steps towards creating service-learning units. When K-12 teachers experience constructivist aligned settings and strategies, teachers mature their self-concepts from dependent personalities receiving to independent manufacturers of knowledge about modifying state-based curricula (Giannoukos et al., 2016). Teachers might gain specific skills and knowledge such as increased autonomy (Althauser & Harter, 2016; Cartner & Hallas, 2017); sense-making and negotiation skills (Allen et al.,2016; Pellegrino et al., 2018); and self-efficacy (Alt, 2018). PD training participants will participate in active learning exercises, apply current understanding to new experiences, judge the consistency between prior and emerging

knowledge, and modify judgments to create unique content via standards-based service-learning curriculum units.

**Learner-Centered Service-Learning Professional Development for K-12 Teachers**

Teacher aspirations to implement service learning supported using andragogy and constructivism to develop the 3-day PD training. According to Sosibo (2019), intrinsic motivation warranted goal-oriented PD, where participants brought their vast experiences and knowledge to solve problems relevant to their needs. The project developed will support teachers through learner-centered, service-learning PD and allow teachers to utilize service learning as a Dewey (1938) inspired 21st-century instructional tool in K-12 schools. Learner-centered service-learning PD would provide teachers with opportunities to plan instructional strategies that fill the gap in offering real-world situations across K-12 organizations (Sosibo, 2019). Chuang's (2019) study on early-childhood curriculum enhancement indicated how service learning allowed for differentiated work-groups and stations, which offered authentic connections and improved student confidence. Farber and Bishop (2018) contributed examples of how a fifth-grade sustainability class provided service-learning opportunities with critical features such as a culture of problem-solving and an integrated, caring curriculum. Middle school (Newman et al., 2015) and high school (Ellerton et al., 2016) educators seeking to improve science instruction used service learning to focus on student engagement and created interactive lessons using games, videos, and learning modules, which reignited students' passion for learning science. K-12 teachers attending the PD training will encounter learner-centered

practices where they dissect and strengthen the curriculum to create meaningful service-learning activities.

In addition to strengthening the curriculum, learner-centered service-learning PD will also provide teachers with opportunities to enhance personal and professional crafts. Sharifi et al. (2017) viewed adult learning and PD as encouraging self-actualization. Some research showed how service-learning PD helped identify teachers reaching their fullest personal and professional potentials due to service-learning activities (Bjornestad et al., 2016; Garver et al., 2018; Williams, 2018). PD also identified pre-service K-12 teachers increased confidence, problem-solving, and leadership abilities (Bjornestad et al., 2016; Garver et al., 2018; Williams, 2018) after service-learning projects. Pre-service teachers approved project implementation and perceived job-embedded values for future success as educators (Bjornestad et al., 2016; Garver et al., 2018; Williams, 2018). Lubchenko (2016) discussed professional enhancements such as relationship building with students. Macknish et al. (2018) mentioned how pre-service social studies teachers learned about the importance of planning and preparing materials before service-learning implementation. The increased confidence of taking risks to modify the curriculum might prepare teachers to use service learning and state-based curriculum standards to address social change within their communities.

**Service-Learning Focused Social Change**

Current trends in the field of education require the systematic addressing of equity among school communities, stakeholders of the of the PD workshop will have opportunities to develop service-learning activities focused on advancing social change.

Some research on underserved minority youth suggested students who benefitted most from service learning remained stuck in test-prep schools, despite the reality of service learning enabling high school students to strengthen their collective voices to fix social problems (Curtis, 2018). Service learning also helped high school students to engage with an integrated music and media literacy program to experience autonomy, relatedness, and developed cultural competencies (Owens & Weigel, 2018; Vargas & Erba, 2017). According to DeJarnette and Sudeck (2016), service learning supported standards-based instruction, and Grades K-6 schools should embed service learning as a means of developing student and teacher voice on social issues and confidence in changing the world. Andrews and Leonard's (2018) study on graduate students collaborating in a service-learning program with middle schools found critical service learning provided opportunities for teachers to enhance critical consciousness during PD. Teachers of the PD training will act as action researchers and plan time to envision and develop activities that tackle authentic issues in light of social awareness.

**Transformative Learning Through Professional Development**

An obligation exists to provide teachers attending the PD with transformative frameworks that promote sustained opportunities to construct knowledge about the what, why, and how of state-based curricula and service-learning implementation. Ayvaz-Tuncel and Cobanoglu (2018) suggested moving away from the traditional, facilitator-centered transmission of knowledge during PD. Due to their pre-existing learning history, adults require facilitators who scaffold learning strategies to promote self-reliance among participants during inquiry and planning sessions (Sosibo, 2019). Learner-centered PD

activities might encourage teachers to understand and perceive themselves and colleagues as valuable knowledge sources (see Sosibo, 2019) rather than uninvolved beneficiaries of information. To promote learner-centered practices, I utilized the transformative frameworks of Senge's (1990) systems-thinking to strengthen and support AI as a source of gathering information and setting the tone for service-learning PD for two reasons.

According to Giannoukos et al. (2016), transformative learning encourages stakeholders to address dysfunction in organizational practice. For PD training participants, the inability to modify state-based curricula due to state-standards will serve as the dysfunction requiring attention during PD. Ayvaz-Tuncel and Cobanoglu (2018) suggested in-service training where meeting teachers' desire for designing materials occurs using processes that include effective communication, active participation, and practice-oriented learning activities. The 3-day PD training will utilize Senge's (1990) five disciplines of a learning organization to support AI by transforming inquiry-based techniques guided by behaviorist theories. This current study showed K-12 teachers' desire for cross collaborations during planning and preparation for service learning. I will utilize discipline-based activities to encourage teachers to view state-based curricula as the primary tool guiding schools as systems with interconnected parts (see Senge, 1990) before identifying and synthesizing future visions for service-learning implementation. Although high schools encourage multidisciplinary approaches due to the range of accountability-based coursework, systems-thinking might allow K-12 teachers in the PD training to utilize a different method. According to Moss et al. (2019), transdisciplinary approaches allowed for integrating several disciplines and put teachers at an advantage

during planning and preparation. Besides grade-level teachers, content area specialists, and support staff participants, the PD will engage in transdisciplinary approaches that increase teacher understandings of how to address dysfunctions relating to modifying state-based curricula for service learning.

The similarities between Senge's (1990) five disciplines and AI provide a rationale for the second reason for using Senge to support AI while strategizing how to implement service learning into the curriculum. AI's founding and notoriety throughout the business world continues to cross over into other fields and disciplines (Meier & Geldenhuys, 2017). Considering similar foundations and popularity in the business world, Senge's disciplines of a learning organization could support AI as each strategy crosses over into PD for school organizations. This study indicated teachers need to overcome barriers of time, curriculum misalignment, and support, and teachers' desire for opportunities to establish group norms, build on best practices, and authentic learning opportunities. The PD training's goals include structuring learning environments so teachers could overcome barriers while establishing group norms and build on best practices through engagement in authentic learning opportunities. According to Senge, learning organizations encourage, promote, and sustain systems-thinking, the fifth discipline, through a combination of personal mastery, mental modes, shared visions, and team learning. As Senge's learning organization sets the tone and expectation for K-12 PD, AI will provide the structures that guide inquiry processes for service-learning implementation. Synthesis of Senge and AI theories will help remodel inquiry during PD

as K-12 teachers work collaboratively to implement service learning into state-based curricula.

Senge's (1990) disciplines will serve as a stepping-stone for appreciative-based inquiry, planning, and curriculum design for service-learning implementation by creating the rules of engagement for PD. Giannoukos et al. (2016) suggested the introductory meeting of adult learning was essential for building a culture of trust, collaboration, fear-facing, and active participation among PD participants. The first day of PD training will focus on teachers' personal mastery and mental modes responsible for implementing state-based curricula. Concentration on personal mastery will allow training participants to integrate reason and intuition and utilize resources at their disposal to understand their connectedness (see Senge, 1990) to each other and state-based curricula. AI might strengthen personal mastery and human intuition by planting seeds of hope positivity among participants, who exist as the best resources for shaping and designing organizations' futures (see Cooperrider et al., 2018). Focus on mental modes will allow participants of the training to confront perceptions of state-based curricula and compare assumptions and generalizations to realities of state-based curriculum modification (Senge, 1990). AI could strengthen mental modes by allowing participants to use questioning as a positive intervention to challenging participants' assumptions and generalizations (see Cooperrider et al., 2018). During the PD training, participants will engage in personal mastery and mental mode, inquiry-based activities to prepare participants schemas for the transformative practices of appreciative shared visions and team learning activities.

The last two days of PD training will focus on shared innovations and team learning in the appreciative organization. According to Karaback (2018), involvement exists as a prerequisite to active participation. Shared visions and team learning could transform status quo PD by refraining from intolerable sit and listen to activities (see Giannoukos et al., 2016) and giving teachers full responsibility to plan and design service-learning curriculum units. Under Senge's (1990) shared visions, the PD training will use generative learning to tap into participants' interests and boost commitment to collective ideas (Senge, 1990). AI will structure Senge's shared visions through strengths-based critical thinking (see Jones-Eversley et al., 2018) to guide positive recollections of the curriculum and service learning. Senge's team learning will allow teachers across grade levels and subject areas to function as a whole and use dialogue to foster coordinated actions towards modifying state-based curricula (Senge, 1990). The PD training will utilize data from the design stage of AI's 4D framework to strengthen team-learning and allowing participants to design service-learning units aligned to state-based curricula. As learner-centered practices such as systems-thinking restructure stakeholder participation, AI intensifies restructuring by creating a robust, appreciative framework for inquiry-based problem-solving during PD.

**Alleviating Barriers to Successful Service Learning.**

Participants of this study identified (a) time, (b) curriculum misalignment, and (c) support as barriers to successful service-learning implementation. Dolph (2016) explained how one K-12 superintendent overcame obstacles to district transformation using strategic planning to meet district goals. The PD training's strategic plan focused

on facilitators acting as stimulators (see Giannoukos et al., 2016) during learning activities. Guiding teachers through inquiry processes will allow for collaborating and problem solving (see Giannoukos et al., 2016) until they reach a consensus about modifying the curriculum for service-learning units. Andragogical learning strategies will support teachers while using state-based curriculum resources, curriculum design templates, and lived experiences as curriculum drivers to overcome barriers of time, misalignment, and support during planning and design for service-learning implementation.

***Time***

The PD training will support teachers, address, and make accommodations for barriers identified by participants of this study. A few studies showed how different teachers perceived their relationship with time as a barrier to implementing experiential learning practices into state-based curricula (Akin et al., 2016; Kul, 2018; Perera et al., 2015). Elementary school teachers perceived minimal incentives to implement curricula not aligned to state standards (Perera et al., 2015). Elementary teachers also viewed state-based curriculum units as too lengthy and time-consuming to implement (Akin et al., 2016). Middle school teachers viewed time and preparation for standards-based examinations as barriers to implementing technology into mathematics classes (Kul, 2018). The PD training will provide K-12 teachers with an adequate time of at least one full PD day to create service-learning units that align with state standards and curricula. Service-learning units aligned to state-based standards might meet teachers' desire to ensure academic activities fall in alignment with standards-based instruction. Despite the

differences in scheduling between K-12 teachers, each grade level should dedicate at least one full PD day to autonomously designing service-learning units that align with state-based curriculum standards.

### *Curriculum Misalignment*

The PD training will accommodate K-12 teachers with the time and resources required to design service-learning units that embed into state-based curricula across content areas. Some research indicated that despite marginalization and exclusion of teachers' voice, elementary and middle school teachers revised district curricula to meet the gap in practice of providing students with real-world learning opportunities (Ingman et al., 2017; Jia et al., 2018). Sahin and Ak (2018) identified inappropriate curriculum as an external risk factor affecting students' K-12 education and suggested strategic planning to help schools achieve specified goals. Kim and Keen (2018) also discussed how district officials developed a strategic plan after conducting a needs assessment on meeting targets for K-12 schools. The PD training will support strategic planning by allowing participants to conduct a needs assessment of state-based instructional expectations. Teachers will examine pacing calendars and scope and sequences to ensure alignment between service-learning ideas and state-based curriculum expectations.

### *Lack of Support*

In addition to conducting a needs assessment and developing a strategic plan by building on existing initiatives, Kim and Keen (2018) suggested providing implementation support. In Segedin's (2018) discussion of five components compromising successful program implementation, three suggestions include providing

clarity, minimizing complexity, and prioritizing shared leadership. As the facilitator, I plan to clarify PD goals using systems-thinking and AI to guide training sessions. To reduce the complexity of using shared visions to create service-learning units, I plan to focus on teacher choice of Understanding by Design planning templates that will generate service-learning curriculum units when compiled. Babaoglan (2015) discussed how strategic planning in schools requires thoughtful analysis of organizational values, fundamental and situational plans, and the establishment of active communication networks among stakeholders. Transformational styles that give teachers full autonomy over unit planning also include administrators, parents, and community leaders to promote shared leadership and clear communication channels regarding curriculum modification.

**Best Practices to Support Service-Learning Implementation**

In addition to overcoming barriers to implementing service learning into state-based curricula with curriculum standards, the PD training will incorporate teacher-identified best practices to support service-learning implementation. According to Scott and Armstrong (2019), facilitators should utilize AI to reshape metaphors for professional learning. By reshaping metaphors for professional learning, teachers might change their perceptions of PD to embrace ideas of themselves, not a facilitator, as the leading producer of knowledge during PD (Scott & Armstrong, 2019). AI will empower PD participants to recognize the worlds' co-constructed nature by using linguistic frameworks that promote relational connections and shared future goals (Asfaw, 2019; Scott & Armstrong, 2019. The PD training will reshape metaphors for establishing group

norms, building upon best practices, and authentic learning opportunities when planning and designing service-learning curriculum units.

### *Establishing Group Norms*

PD training participants will serve as coaches who develop and sustain group norms for PD. Cooperrider et al. (2018) discussed the value in positive education and the accelerating potential of AI to enhance professional learning. Orr and Cleveland-Innes (2015) believed accelerating professional learning required flattening hierarchal structures through shared decision-making. Some research illustrated how AI structured, shared decision-making enhanced individual education plan meeting dynamics between adult and student stakeholder groups (Kozik, 2018) and allowed for implementing service learning into social work curricula (Jones-Eversley et al., 2018). Collaborative decision-making guided by AI will create the learning culture required for K-12 PD participants to develop a master plan (Anderson II, Thorson, & Kelinsky, 2016) to implement service learning into the curriculum.

### *Build on Best Practices*

Training participants will act as construction workers and build on best practices when developing structures for service-learning units. Some studies have addressed how different organizations used AI to improve community-based and organizational productivity (Hozda & Rowe, 2018; Moody et al., 2019; Teevale & Kaholokula, 2018). Some non-profits used AI to build on best practices of intervention weight management programs for adolescents (Teevale & Kaholokula, 2018); strategies to improving health disparities of Latino community members with autism (Moody et al., 2019); and

storytelling to promote social change in underserved communities (Hozda & Rowe, 2018). Educators using AI to build on best practices also include college instructors seeking to understand their role in students' well-being (Lane et al., 2018). High school physical education teachers seeking to re-engage disengaged students (Gray, Treacy, & Hall, 2019); and Nanavut K-12 teachers desire to expand upon best practices of including community elders in instructional practices (Preston, 2017) also used AI to build on prior positive experiences. Training participants will engage in authentic learning opportunities to recollect and enhance experiences with the curriculum, curriculum-based PD, service learning, and service-learning PD.

### *Authentic Learning Opportunities*

Authentic opportunities to use AI to form meaningful relationships with state-based curricula versus curricula and teachers existing as separate entities will enable training participants to act as flint and state-based curricula as tinder when designing service-learning units. The tinder and flint relationship will permit training participants to use authentic adult learning activities to form student-centered learning opportunities for their pupils. Scadura (2017) discussed professors using AI as an experiential exercise and course feedback tool that used lectures, group meetings, and discussions to identify what helped students learn best. PD training participants will utilize AI guided prompts, probes, and debates to sustain adult learning through storytelling and provide opportunities to combat state-based curricula marginalization (see Hlalele, 2019). AI will provide K-12 training participants with cooperative strategies of reflection on experiences

as a transdisciplinary force to co-creating service-learning units to implement into state-based curricula.

## Project Description

I developed Project Implementing Service Learning as an Appreciative Organization as a constructivist approach to teacher PD. Guided by a series of learner-centered scaffolded learning activities, the PD training will benefit K-12 teachers who seek to overcome barriers to implementing service learning into the curriculum and identify best practices to support implementation. Themes identified through data analysis supported the need for a 3-day training supporting AI as a positive implementation strategy for service learning. The PD training will transform K-12 teachers' professional mindsets towards curriculum modification and use AI to promote confidence, collaboration, shared values, and resilient efforts. Constructivist PD will address the needs of K-12 organizations by providing opportunities to remove the constraints of reflective practice (see Nambiar & Thang, 2016) through perceptions of learning as experience-based and constructed by teachers as learners during PD (see Kosnik et al., 2018). The PD project will allow teachers to utilize appreciative knowledge to integrate service learning into instructional practices.

### Needed Resources and Existing Supports

#### *Needed Resources*

The PD training will require various resources to maintain professionalism and smooth transitions between learning activities. PowerPoint presentations developed for training participants will display information necessary for guiding inquiry during group

sessions, thereby creating a need for laptops, projectors, and screens to present information. School organizations will provide projector screens and a computer if requested by facilitators. Training participants will need to utilize personal phones or computers for specific inquiry-based sessions. Curriculum materials used during the training will include grade and subject area data, curricula, scope and sequences, pacing guides, and subject area standards, which participants will provide. Ice-breaker activities will require miscellaneous materials such as straw, rubber band, newspaper, construction paper, tape, cotton, foil, string, pipe cleaners, popsicle sticks, large paintings cut into 15-20 pieces, and eggs. Training facilitators will provide the resources for ice-breaker activities. Office or classroom supplies required for teachers to collect data during inquiry include chart paper, markers, highlighters, sticky notes, and pens/pencils. Training facilitators can provide office supplies or make requests with school leaders who could provide data collection materials. Finally, facilitators will equip folders to participants that include copies of required reading material, name-tags, workshop agendas, and UBD templates for unit designs.

### *Existing Supports*

Besides interested school leaders and staff, facilitators willing to stick to time limits for each learning activity exist as the primary support system during the project's execution. The construction of activities that build on another requires facilitators to complete all inquiry-based small group learning activities during the first two training days. Facilitators must also accommodate one full training day for designing service-learning curriculum units. Transdisciplinary approaches to learning require each

individual to share and have a voice, creating a necessity for adequate time for executing the three stages of UBD curriculum design. Facilitators should make use of a timer. Participants' awareness of the timer would encourage all PD stakeholders to value and use the time granted to all identified PD activities.

## Potential Barriers and Potential Solutions to Barriers

### *Potential Barriers*

Expectations for the PD training could resort to confronting various barriers to a seamless delivery. A lack of technology such as smartboards and computers could create obstacles to presenting information to participants and completing exercises that demand technology integration. Teachers might lack confidence in their administrators' willingness to permit deviation from state-based curricula and scope and sequences. The dream stage of AI's 4D framework could cause participants to imagine projects incapable of implementation due to budgetary and community-organization availability constraints. Facilitators must address barriers based on each organizations' existing realities to maximize training effectiveness.

### *Potential Solutions*

Facilitators can remain pro-active as a means of addressing barriers before the PD training. As one possible solution, facilitators should make administrators aware of the needs and expectations for training activities. If principals express a lack of technology required for training activities, facilitators should provide printed versions of questions and activities guiding inquiry, readings, evaluations, and other activity-based resources. For operations requiring participant use of technology such as day one evaluations,

participants could utilize their cellular devices, or facilitators could print out extra copies of photos and other materials needed for activity participation. Additionally, principal presence and acceptance of PD goals on day one of the training could allow teachers to perceive their PD efforts will not remain in vain. Teachers should have administrative permission to implement shared service-projects. Facilitators should also encourage training participants to "dream" within school-based budgeting, assumed fundraising capabilities, and abilities to utilize personal funds for project implementation.

**Project Implementation**

PD training Implementing Service Learning as an Appreciative Organization will entail 3-days of self-directed, small-group learning activities for K-12 teachers. Timelines for implementation include any time after the first two months of the school year, but training implementation should occur over three consecutive school days. Schools choosing the fall could plan for and implement service-projects in the spring, and schools choosing the spring could plan and implement projects during the following academic year. Summer implementation would also exist as an option for schools seeking to implement service learning into the curriculum. Intended audiences for the training include K-12 schoolteachers across grade levels and subject areas. Administrators, parents, community organizations, and students have the option to attend due to teachers' ability to turnkey information for stakeholders unable to participate in training activities.

Goals for the PD training include:

Day 1:

- To engage in collegial discussions, where questioning and challenging the status quo assists in transforming mindsets towards state-based curriculum modification
- To use discussion and inquiry as a means of understanding how to encourage the cross-collaboration required for curriculum modification
- Use communication to develop inquiry cycles where participants use reasoning and intuition when understanding relationships with state-based curricula.
- Shared inquiry sessions to gain insight into perceptions about modifying the curriculum

Day 2:

- To use communication to find common ground about the benefits of service learning
- To use affirmative inquiry to establish a shared vision for implementing service learning into state-based curriculum

Day 3

- To work as a team and strategically plan for implementing service learning into the state-based curricula with curriculum standards using the three stages of Understanding by Design

End of workshop

- PD workshop concludes with each group of teachers developing at least one service-learning unit to integrate into mandated curricula.

## Roles and Responsibilities of the Researcher and Others

School stakeholders assume the bulk of responsibility for the PD training. Due to perceptions of teachers as primary sources of knowledge, leadership should only require one facilitator during the 3-day PD implementation process. The facilitator will use questioning to guide teachers through strategies that foster and sustain interdependent learning. Due to teachers' desire for autonomous learning, handing over the controls should exist as a simple task. Consideration of some teachers' skepticism of autonomy led to the development of activity protocols that would foster on-going cooperation, thereby leading, rather than stagnating, participants attempting to achieve PD goals.

Essential roles for the PD training include instructional support personnel such as staff developers, department chairs, math and language arts coaches, and administrators. Curriculum support staff attending the PD training maintain responsibility for job-embedded follow-up after the conclusion of training activities. Instructional staff should support teachers with implementation activities by creating assessments, new pacing guides and lead efforts of transdisciplinary cooperation and activities based on developed service units. For schools without instructional support staff, school administrators should conduct support activities or assign interested personnel to assume leadership. Administrators should support community-based connections, parents and provide the monetary resources, if possible, required for teachers to implement service-learning units.

## Project Evaluation Plan

Three-day PD training Implementing Service Learning as an Appreciative Organization will utilize four methods to learner-centered evaluations in the form of

formative, goals-based, and summative evaluations. Formative assessment for day one of PD will include a meme gallery in which participants create two memes, one representing feelings at the beginning and one for feelings after day one of training. Meme galleries comparing participants' attitudes and perceptions from the beginning to the end of a workshop provide a quick yet effective means of qualitative feedback (see Spaulding, 2014) for facilitators and PD participants. Formative evaluations for day one will allow facilitators to make immediate adjustments (see Lodico et al., 2010) for day two of PD training. Participants should use meme activities to evaluate personal feelings of self-efficacy towards modifying state-based curricula. Facilitators should address red flags from meme evaluations during breakfast activities on the following training day. Red flags would include teachers showing minimal to no growth in mindset change towards curriculum modification. Facilitators should utilize meme gallery activities to determine whether or not day one goals activated participant schemas towards modifying state-based curricula with confidence.

Day two undertakes an appreciative approach to goal-based evaluations where facilitators and participants build on learning experiences from the first two days of training. Facilitators should utilize evaluations to determine whether the first two days of activities let participants construct shared goals (see Patton, 2015) for implementing service learning into the curriculum. Plans for day two evaluations include participants continuing to utilize appreciative methods after the training and curriculum-based PD. Participants will use day two evaluations to recollect and discuss positive memories (see Lodico et al., 2010) before day three of creating service-learning units. Facilitators should

address red flags from evaluations during day three breakfast activities to demonstrate how to use appreciative principle-based evaluations to identify gaps in current practice and future goals. With state-based curriculum standards, red flags could include teachers' rejecting the notion of shared visions for implementing service-learning into the curriculum.

Day three of training concludes with utilizing Cooperrider and Srivastvas's (1987) 4D framework and an additional summative evaluation for the 3-day PD training. Facilitators should use 4D framework evaluations to address concerns and build on best practices (see Spaulding, 2014) for future implementation of Implementing Service Learning as an Appreciative Organization (see Patton, 2015). Facilitators should post analyzed results from 4D evaluations on laminated chart paper to demonstrate to prospective K-12 PD participants the use of AI as a positive lens to identifying gaps in achieving future goals for modifying state-based curricula. Additionally, presenters should send analyzed results from the final day of evaluations to participating organizations. Copies of analyzed results with a quick synopsis of how the presenter arrived at final analyses could assist organizations who utilize the 4D framework for future PD, using 4D data to improve PD practice.

For the second evaluation for the 3-day training, presenters should also use this summative evaluation to build on best practices and improve future PD sessions. The 4D and PD summative evaluations enable presenters to use qualitative and qualitative results to measure program effectiveness and make necessary adjustments to the three-day training (see Spaulding, 2014). The second evaluation will gauge whether or not

facilitators met the goals and objectives (see Lodico et al., 2010; Spaulding, 2014) and allow participants to reflect on how the training could influence best practices for service learning in the classroom environment. Facilitators would benefit from using quantitative and qualitative means of evaluation to improve on best practices (see Lodico et al., 2010; Spaulding, 2014) for the three-day training. PD participants would benefit from evaluations' reflective techniques, which encourage probing of the mindsets required for transformative practice.

## Project Implications

### Local Community

The 3-day PD training presents several implications for local communities. Appreciative aligned PD could create cultures where participants perceive education systems as capable of change and actively learn and participate in organizational evolution (see Cooperrider & Srivastva, 1987). Appreciative PD could also promote positive-based education school cultures, which improve stakeholder participation, communication, and morale by focusing on human capital (see Cooperrider et al., 2018). Positive organizational cultures could allow facilitators to empower PD participants by using a catalog of questions that help mitigate anxiety and stress and encourage the reexamination of personal beliefs, social and political values (see Giannoukos et al., 2016). AI structured PD could also assist facilitators and participants in designing learning tasks to match the complexity of environments that challenge learners to function autonomously (see Knowles et al., 2015). Within the local community, AI aligned PD presents considerable benefits for internal school stakeholders through

activities that recognize the value of transforming teacher PD before changing classroom practice.

**Broader Implications**

PD training Implementing Service-Learning as an Appreciative Organization presents broader implications for organizations using service-learning as an instructional method. AI aligned PD could provide leaders across K-12 organizations with a means of strengthening communication and relationships (see Asfaw, 2019). Intercommunication serves as a requirement for collaboration between internal and external school stakeholders in purposeful, community-based service-learning projects (Moody et al., 2019). Organization-wide service-learning could create Dewey (1938) inspired institutions where teachers facilitate a continuum of learning situations by developing activities that integrate standards-based learning with students' living environments. Organization-wide service-learning implementation could also strengthen human capital by building student character and teacher self-efficacy (see Lubchenko, 2016) and meeting the academic needs of cultural relevancy for diverse populations (see Owens & Weigel, 2018). K-12 instructional staff could engage as researchers during PD and, through reflection and action, provide students with opportunities to tackle authentic social causes (see Andrews & Leonard, 2018). The broader implications of the PD training remain dependent on K-12 leaders' scope for implementing service-learning across a few or several classrooms throughout the organization. Despite broader implications, transformation requires careful planning and preparation (see Sosibo, 2019). School and district leaders must determine the organizational capacity for wide-spread

implementation of PD training that promotes change in inquiry and instructional practices.

## Conclusion

Section 3 discussed investigation of the research question and sub-question utilized for collecting and analyzing, which led to the development of the project deliverable, Implementing Service Learning as an Appreciative Organization. Six major themes emerged from data analyses: three supporting the RQ and three supporting the SQ. The RQ addressed barriers to implementing service learning into the curriculum, and teachers described: (a) time, (b) curriculum misalignment, and (c) support. The SQ addressed best practices to support service learning, and three themes emerged: (a) establishing group norms, (b) building upon current best practices, and (c) authentic learning opportunities. Thematic results help to explain why PD training exists as the project deliverable for teachers seeking to implement service learning into the curriculum with state-based curriculum standards. The explanation includes the rationale for a 3-day PD training, a literature review, needed resources and existing supports, implementation plans, roles and responsibilities, potential barriers and solutions, evaluation, strategies, and implications for the project deliverable. Section 4 presents personal reflections of engagement as a scholar and project developer and conclusions regarding research and project development.

# Section 4: Reflections and Conclusions

The purpose of this study was to explore K-12 teachers' perceptions of the barriers to implementing service learning into the curriculum with state-based curriculum

standards and identify best practices to support implementation. A web-based survey and one-to-one semistructured interviews were used to answer the research question and sub question by identifying barriers to and best practices for service-learning implementation. Six major themes emerged: three supporting the RQ and three supporting the SQ. The RQ addressed barriers to implementing service learning into the curriculum, and teachers described (a) time, (b) curriculum misalignment, and (c) support. The SQ addressed best practices to support service-learning implementation, and three themes emerged: (a) establishing group norms, (b) building on current best practices, and (c) authentic learning opportunities. A synthesis of themes led to the development of the 3-day PD project, Implementing Service-Learning as an Appreciative Organization. Section 3 included the rationale, literature review, project description, and evaluation plan supporting the 3-day PD project. In Section 4, I reflect on the 3-day PD and discuss the strengths, limitations, and recommendations for alternative approaches to the project. Discussions reflect on scholarship, project development, growth as a researcher, and my work's importance. Section 4 concludes with implications, applications, and directions for future research.

## Project Strengths and Limitations

### Project Strengths

I identified three strengths that supported utilizing a 3-day PD project, Implementing Service-Learning as an Appreciative Organization. The 3-day PD project links research-based practices and andragogy and AI to advance ideas of teachers as adult learners who require discovery approaches to solving problems with curriculum and

instruction. Implementation of the 3-day PD project could provide evidence of teachers' ability to create and implement service-learning units aligned to state-based curricula. Ayvaz-Tuncel and Cobanoglu (2018) suggested the importance of PD training in which meeting teachers' desire for designing materials occurs using processes that include effective communication, active participation, and practice-oriented learning activities. Senge's systems thinking will strengthen andragogical learning activities and support AI as holistic alternatives to gathering, synthesizing, and applying new knowledge when creating service-learning units to implement into the curriculum with state-based curriculum standards.

The PD project also include providing the time required for collaborative problem-solving and designing service-learning units aligned to state-based curriculum standards. Lee et al.'s (2018) examination of teacher educators' experiences indicated that service learning was time-consuming due to the high expectations in addition to mandated coursework. PD participants will have opportunities to assess scope and sequences and pacing guides to omit unnecessary lessons from state-based curricula and identify overlaps between state-based standards expectations and service-learning curriculum units. Alignment between service-learning and state-based curriculum standards could allow teachers to connect theory and curriculum and translate connections to instructional practice.

The primary strength of the PD project includes the flexibility of PD inquiry cycles and training activities. D. Coffey et al. (2015) discussed student-driven interest, increased teacher collaboration, and diversity in the curriculum as future elementary

education challenges. K-12 organizations could utilize the 3-day PD project to boost teacher collaboration, a prerequisite for diversified curricula that promote student-centered practices. Facilitators could diversify PD by replacing service-learning activities with experiential methods such as STEM and produce similar curriculum units aligned to state-based curriculum standards. Structuring of the PD training activities allows for easy modification and replication of any research-based practice selected to enhance state-based curricula.

**Project Limitations**

All learning activities developed for the PD project aligned with constructivist theories of teachers as self-directed learners. Sharifi et al. (2017) viewed adult education as striving for self-actualization, and I developed learning activities based on teachers' potential as curriculum unit developers. Learner-centered, facilitator-directed activities could provide too much independence for persons who prefer lecture-based learning formats (Sosibo, 2019). Additionally, the autonomous nature of PD activities assumes participants maintain the willingness to actively participate in learning activities when accustomed to PD formats where learners sit and listen to information (Sosibo, 2019). Addressing the project limitation of strictly learner-centered activities requires voluntary rather than compelled participation in the 3-day PD project. Voluntary participation could increase the likelihood of active involvement and engagement of all teachers and participants.

## Recommendations for Alternative Approaches

The problem addressed in this study was that Grades K-12 teachers in a large, metropolitan school district in the Northeast United States experienced difficulties integrating service learning into the curriculum due to state-based curriculum standards. The purpose of this study was to explore Grades K-12 teachers' perceptions of the barriers to implementing service learning into the curriculum with state-based curriculum standards and identify best practices to support implementation. Data collection and analyses led to a 3-day PD seminar supporting AI to foster a positive implementation strategy for service learning. An alternative method for addressing the problem would have included developing three sample service-learning curriculum plans for elementary, middle, and high school teachers. Curriculum plans would have been aligned to state-based curricula for identified grades and interested school organizations would have selected teachers willing to implement developed strategies.

An alternative description of the problem would have been teachers not possessing the pedagogical skills required to implement service learning into state-based curricula. An alternative solution to addressing teachers' lack of pedagogical knowledge for curriculum modification would have included developing cycles of classroom observations, peer inter-visitations, and small-group collaborative inquiry during teachers' attempts to implement service learning into state-based curricula. Another alternative description of the problem would have been service learning workshops having failed to provide teachers with adequate time for developing service-learning units aligned to state-based curriculum standards. Because service-learning workshops occur at

neutral locations in the metropolitan area, an alternative solution would have included school-based PD focused on training teachers to structure and utilize planning time for creating curriculum units.

## Scholarship, Project Development and Evaluation, and Leadership and Change

### Scholarship

As a doctoral student, I learned levels of scholarship necessary for developing a qualitative case study. The PD project required utilizing the dual lens of scholarship as a researcher and scholarship as a pedagogue of K-12 teaching and learning. Larsson et al. (2020) discussed situations in which education researchers and pedagogues experience conflicts due to the formers' concern for confirming, augmenting, and spreading knowledge in the field, while the latter seeks to change practice with immediate effects on teaching and learning. I utilized Crawford's (2016) approach of undertaking a relational view between education research and scholarship of teaching and learning in K-12 schools. Writing a proposal, conducting a study, and developing a PD project created opportunities for existing discourse and improved teaching and learning by adding to K-12 literature and best practices in education (see Larsson et al., 2020). Developing the proposal and conducting the study utilizing a dual lens promoted possibilities for executing a project that added to the research and provided actionable steps toward improving instructional practice.

I also learned that critical awareness of curriculum and instruction in K-12 contexts requires linking peer-reviewed literature to teaching and learning practices and alignment between each research process stage. According to Crawford (2016), writers

and thinkers in the field should be dissatisfied with the status quo and challenge education policies that encourage autonomy while placing accountability strongholds over teaching and learning. Shawa (2020) mentioned the value of facilitators utilizing social constructivist learning theories to mediate conflicts between research and practice when challenging the status quo. I used constructivist theories to mitigate conflicting relationships between teachers, service learning, and state-based curricula, and addressed teachers' need for sharing and continuous inquiries into the art and science of teaching and learning (see Shawa, 2020). Connecting social constructivist theories during each stage of the research process enabled opportunities to build on ideas, which led to developing a PD project that would merge theory and practice.

Through in-depth literature reviews, I discovered AI and its potential to transform professional settings. As a scholar, I seek to utilize AI to energize stakeholders by using affirmative questioning to validate life experiences and strengthen relationships and communication used to solve problems within an organization (see Cooperrider et al., 2018). AI will support recognized goals of schools operating as learning communities in which participatory decision-making and teamwork enhance the personal and professional practice (see Pyser & Winters, 2018) of K-12 teachers. I learned that AI could ease relational tensions between staff, curriculum, policy, and practice. Through improved relationships, organizational stakeholders could build the trust and collegiality required to modify state-based curricula with curriculum standards.

## Project Development

For the project deliverable, I gained an understanding of research-based practice, and completion of this project study allowed for the development of a PD project with goals and objectives aligned to teachers' perceptions of barriers to and best practices for service-learning implementation into state-based curricula. Teachers' perceptions of learning communities included securing occasions for sharing knowledge during constructivist lesson plan development (see Colak, 2017). Although service learning provides opportunities to link theory and practice (Chien, 2017), I developed a project in which AI could link teachers to curriculum, teachers to service learning, and service learning to curriculum and instruction. Additionally, I learned that evaluation of PD could also occur through learner-centered activities (see Sosibo, 2019). Finally, project development should not occur in isolation but as a response to data collected and analyzed after problem-based investigations. Research-based PD is more valuable and meaningful than PD isolated from academic research and theory.

## Leadership and Change

The transformation of curriculum and instruction could require leaders who are willing to challenge the status quo of state-based curricula. According to Shahadan and Oliver (2016), schools with instructional leaders viewed teachers as responsible for developing visions, missions, programs, and strategic plans for curriculum implementation. Leadership could influence the development of strategic plans through communication (see Anyieni & Areri, 2016) and bridge, mobilize, and sustain networks between school and community to support improvement practices (see Green, 2017) with

service-learning implementation. Instructional leaders could also appreciate the multifaceted AI roles as a teaching approach, research method, people management method, and leadership approach (Crous, 2019). Instructional leaders seeking to modify state-based curricula perceive teachers as shared leaders in curriculum development, allowing school leaders to form external partnerships that aid curriculum improvement practices.

**Reflections on Self as a Scholar**

As I reflect on my scholarship throughout this doctoral program, qualitative data analysis, synthesis, and alignment of peer-reviewed research exist as primary sources of my growth as a scholar. As a Masters' student, I conducted literature reviews, summarized, and synthesized studies, and I expected a similar level of ease with doctoral work. I faced challenges ensuring alignment between the literature review, data collection, and analysis and realized that doctoral research stands as a complicated venture. As someone accustomed to working with and analyzing quantitative data as a teacher, I underestimated the depth of re-reading and revised notetaking and editing required to develop a qualitative research study and supporting project. I also experienced difficulty developing themes from collected data and analyzed data. A stark difference exists between reading for a literature review and reading for theme development of analyzed data. I could read through most books and journal articles once to obtain the gist, but data analysis requires continuous and ongoing re-reading and synthesis. I learned that research development requires time to dig deep into the data and present research where the literature and not my opinion serves as the study's voice.

I also learned how research could transform inquiry for pedagogues accustomed to needs-based problem-solving strategies. As someone raised with a strict West-Indian background, adolescent and teenage development set foundations for operating with a deficit mindset in all life areas, including pedagogical practice. While working as a pedagogue to identify instructional problems and workable solutions, audiences were already offended when mentioning concerns and rejected considering or listening to possible solutions, regardless if supported by research or experience. Utilizing AI 4D as the conceptual framework opened my eyes to the value of strength-based approaches to problem-solving. I believe conducting research and developing an AI aligned PD project will soften my approach to convincing practitioners in the field to take risks with implementing best practices into the curriculum.

**Reflections on Self as a Project Developer**

I enjoyed developing the PD project because I analyzed data from this study as the foundation for project goals and objectives. As I began to develop learning activities for the PD project, I reverted to a PD I facilitated with a 75-minute speech. I focused on creating learner-directed activities to ensure increased participant versus facilitator discourse, but I failed to address pacing and developed lengthy learning sessions. Through chair advisement, I restructured PD sessions to consider the timing and pacing of adult learners' activities. Visions of having my PD project implemented in K-12 organizations conceives a level of joy that makes the demanding work of research and project development worthwhile.

## Reflection of Self as a Practitioner

I prefer to utilize this research and PD project to jumpstart a movement of modifying-state-based curricula for underserved students. Personal goals include serving as a practitioner to share the new knowledge gained through social constructivist research and project development. I also recognized the value of using surveys and semistructured interviews to guide investigations of barriers to transforming curriculum and instruction. Although classroom observations could enable direct opportunities for facilitators to recognize problems with curriculum and instruction, surveys and semistructured interviews give preference to teachers' voices during the identification of barriers and difficulties with state-based curricula. As a practitioner, I will value data via teachers' views and experiences to ensure meaningful and well-informed decision-making when making changes to state-based curricula.

## Reflection on Importance of the Work

This project study exists as valuable work by providing research-based evidence of barriers and best practices for implementing service-learning into the curriculum. The PD project addresses the study by using data to offer research-based opportunities to transform professional learning and K-12 teachers' mindsets towards modifying state-based curricula. The 3-day PD training focuses on organizational development by undertaking an appreciative approach to gathering and constructing knowledge to address service-learning implementation barriers. Successful implementation of the 3-day PD training could provide K-12 teachers with frameworks to enhance the professional skills required for normalizing service learning as a tool to provide real-world learning

experiences for K-12 students. Teachers could achieve their desires for real-world applications for students during instructional activities after implementing the PD training.

## Implications, Applications, and Directions for Future Research

Project implications include the potential to impact social change within K-12 professional learning and surrounding school communities. AI will structure PD to develop sustaining learning ecologies where asset-based assessment serves as the lens through which stakeholders view modifying curriculum and instruction (see Myende & Hlalele, 2018). Service-learning pedagogies would play a role in shaping society through practices of care, social justice (Peterson & Henning, 2018), and shared visions between school and community-based stakeholders when making modifications to the curriculum (Ingman et al., 2017). AI will transform social relationships between stakeholders within and surrounding K-12 communities during PD and project implementation. Relationship building exists as a critical factor in changing the nature and quality of PD for K-12 teachers to modify state-based curricula.

The purpose of this study was to explore K-12 teachers' perceptions of the barriers to implementing service learning into the curriculum with state-based curriculum standards and identify best practices to support implementation. Investigative methods included utilizing an AI framed web-based survey and semistructured one-on-one interviews to solicit data from K-12 teachers with experience implementing service-learning. Theoretical implications address the value of social constructivist theories in meeting and supporting adult learners' needs during PD. Methodological implications

present the potential value in researchers and school leaders using surveys and semistructured interviews as learner-centered methods of gathering data to overcome curriculum modification barriers. Although qualitative data analyses exist as a time-consuming process, teacher responses provide leaders with first-hand accounts of strategies to improve curriculum and instruction. I illustrated AI's strength to frame affirmative inquiry-based practice, even without face-to-face human interaction while collecting data. Future studies could build on this research and supporting PD project by adding breadth to pedagogy through examinations of professional learning and classroom practice. Data collection procedures for future studies should utilize observations of service-learning instruction to evaluate PD and service-learning units. Follow-up PD training observations would provide insight into how teachers recycled appreciative principles and the 4D framework to solve problems with modifying state-based curricula for service-learning implementation.

## Conclusion

The COVID-19 pandemic has created realities that could continue remote learning for K-12 teachers and students well into the fall of the 2021-2022 school year. Concerns regarding remote learning include the current quality of instruction provided by teachers during the pandemic and how schools plan to make up for lost instructional time due to the transition from brick and mortar instruction. I remain hopeful that post pandemic, direct teaching would not continue as the norm for filling gaps in instruction but as a foundational preparedness for experiential learning activities such as service-learning. Although some students could require skill-and-drill exercises to catch-up to

grade-level standards, organizations need to prepare for practices that would reimagine curriculum and instruction and tap into teachers' and students' desire for meaningful learning opportunities. Additionally, modification of state-based curricula for service-learning implementation could allow K-12 students to serve as active participants in rebuilding home and school communities impacted by the pandemic. Organizations experiencing difficulties with students mastering state-based curriculum standards should consider implementing best practices that allow teachers to overcome curriculum modification barriers. Providing PD that supports integrating authentic instruction encourages shared visions and actionable plans for the future of service-learning implementation.

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# Appendix A: The Project

## Implementing Service-learning as an Appreciative Organization

Purpose:

The purpose of professional development project, "Implementing Service-Learning as an Appreciative Organization" is to provide K-12 teachers with a collaborative, learner-centered approach to making modifications to state-based curricula for service-learning implementation.

Goals:

Overall goals for the professional development project include utilizing three consecutive days to establish professional learning communities where teachers engage in self-directed cycles of affirmative inquiry, story-telling shared decision-making and strategically designing service-learning curriculum units. Specific goals for each day of training are listened on

Project Instructions:

(A) Documents: (A) Documents provide the purpose, learning outcomes, hourly-breakdown and evaluations for each day of the professional development training. (A) Documents exist for the presenters of the professional development training.

(B) Documents: (B) Documents provide the goals, purpose, and a quick synopsis of each activity for the three days of professional development training. (B) Documents exist for trainers to provide to participants of the professional development training, so each participant has an outline for daily activities. A

copy of (B) documents should be placed in each participant folder on day 1 of training.

(C) Documents: (C) Documents include copies of the PowerPoint presentation that support each activity for the three-day professional development training. Presenters should print copies for participants for the purposes of note-taking, or in preparation for a lack of or faulty technology at participating K-12 organizations.

(D) Documents: (D) Documents include the handouts for participants. Handouts are labeled by each day of training.

(E) Documents: (E) Documents include participant evaluations (4): one for day one, one for day 3, and two for day 3 of training.

**Facilitators have the choice of making one large packet, or folder with all of the information for each day of training, or to make one folder with copies and handouts for each day of training, for each participant. For Day 3, facilitators should use McTighe & Wiggins (2004) to make copies of the templates and examples for each stage of curriculum design. Examples pages and templates are listed in the Powerpoint presentations and participant handouts. Facilitators do not have to copy all of the examples but should copy all of the templates for participant use. Possible, 5-7 copies of the workbook for each table would save paper. **

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Additional Required Resources/Materials
*Use in conjunction with A and B Documents*

| ***Day*** | **Resources** |
|---|---|
| *Day 1:* | PowerPoint presentation, Folders with handouts, chart paper, markers, pens, pencils, construction paper/white drawing paper, crayons, color pencils, post-it notes, computers, phones, highlights, Day 1 Evaluation.<br>Disciplines of a learning organization:<br><br>Senge (2001) |
| *Day 2:* | PowerPoint presentation, Folders with handouts, chart paper, markers, pens, pencils, construction paper/white drawing paper, crayons, color pencils, post-it notes, computers, phones, straw, rubber bands, newspaper, cotton, foil, 1 ½ dozen eggs, highlights, Day 1 posted professionalism, Day 2 Evaluation.<br>Appreciative Principles: Van der Vart, (2017).<br>Appreciative Inquiry 4D Framework: Carter, (2006). |
| *Day 3:* | PowerPoint presentation, copies made of templates and examples for curriculum planning (Day 3 handouts list the pages for selection), handouts from Day 1 and Day 2, 15-20 zip lock bags of with laminated puzzles. Puzzles should exist of recognizable painting/portraits and cartoons that are enlarged, laminated (for repeated usage) and cut into puzzle pieces.<br>Day 3: McTighe & Wiggins, (2004). |

(A) Documents:

| **Professional Development Plan for "Implementing Service-Learning as an Appreciative Organization" Day 1** | |
|---|---|
| **Purpose** | • To motivate discussions about curriculum design and the status quo<br>• To briefly discuss research and how it connects to goals of three-day workshop.<br>• To understand Senge's 5 disciplines<br>• To use discipline aligned inquiry-based activities to challenge the status quo relating to state-based curricula and state-based curriculum modification and to enhance personal growth |
| **Learning Outcomes** | Teachers/participants will be able to:<br>• Examine personal beliefs towards change and the status quo<br>• Identify and interpret shared beliefs about the reality of state-based curricula and the status quo.<br>• Summarize and interpret Senge's 5 disciplines and apply discipline concepts during curriculum-based inquiry<br>• Use laws of systems-thinking to develop flow-charts representing how instruction practice impacts other school systems<br>• Develop awareness of personal mastery and identification of best practices for curriculum modification<br>• Confirm and challenge ides about curriculum modification |
| **Target Audience** | K-12 teachers, staff developers, coachers, curriculum chairs, administrators, community organizations |
| **Materials** | Tape, Senge's 5 Disciplines readings, chart paper, markers, pencils, crayons, color pencils, construction paper, scissors, glue, highlighters, phones/computers |
| **Hourly Training Breakdown** | 8:00-8:15- Participants will register for the seminar, complete name badges, receive badges and have breakfast. |

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| | 8:15-8:45- Participants will engage in group activity called “Gorilla Tale” where teachers read a short story provided via Power point (slides 3&4) presentation and answer the accompanying reflection questions.<br><br>8:45-9:00- Facilitator (quickly) discusses with PPT assistance nature of research guiding professional development plan (slides 5-7)<br><br>9:00-9:45- Participants will engage in a “Step to the Line” activity. Facilitator will find space for PD participants to stand in two lines facing each other. The facilitator will use tape to create a line in between the two rows of participants. The facilitator will make 11 systems-thinking statements (slides 8-10), one at a time, and participants will “step to the line” when in agreement. Facilitator should allow participants to elaborate on reasons why they might or might not agree with systems-thinking statements.<br><br>9:45-10:30-Facilitators will create five groups and provide copies of an article on Senge’s 5 disciplines and allow participants to perform a Jigsaw activity. Each group will read a different section of the text and then regroup so the experts from each section can discuss and major points (slides 11-15). Each group will present summarized ideas on chart paper.<br><br>10:30-10:45- Break<br><br>10:45-1l:30- Facilitator and participants will set up chairs to form an outside and inside circle where participants face one other. Facilitator will read questions from “Concentric Circles” (slide 16) and participants will discuss a prompt and rotate to discuss the next prompt with a different person. Facilitator should leave a few minutes at the end of the session for participants to share answers.<br><br>11:30-12:00- Using slides (17&18) as references, teachers will create systems-thinking flow maps which represent their |

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| | interpretation of how modifying the curriculum affects other school systems.<br><br>12:00-1:00- Lunch<br><br>1:00-1:45-Participants will use art materials to create their vision of the perfect cover story (slide 19) representing the successful modification of state-based curricula.<br><br>1:45-2:30- Facilitator will prepare chart papers with personal mastery statements (slide 20) to place around the room. Participants will receive a set amount of time to rotate and answer each question using sticky notes. After rotating, participants will divide into five teams and choose the prompts or questions identified as most valuable for participant understanding. Each team will then have time to rearrange, combine, synthesize, and draw conclusions from posted notes.<br><br>2:30-2:45- Break<br><br>2:45-3:30- Facilitator will create two groups: the supports and the defenders. Each group will take turns supporting or defending provocative curriculum statements (slide 22). Facilitators will allot time for participants to prepare and resent findings for chosen statements (i.e. five minutes to prepare and present each question). |
| **Evaluation Methods** | 3:30-4:00- Meme Evaluations<br><br>Participants will use their computers or telephones to create two memes (slide 22), one representing their perceptions of curriculum modification at the beginning of the training, and one representing their perceptions at the end of the training. Participants can email memes to facilitators who can download items for participants who want to discuss a shift, or lack thereof in perceptions about modifying state-based curricula. Comparison between memes will provide insight into participant perspectives. |

| Professional Development Plan for "Implementing Service-Learning as an Appreciative Organization" Day 2 | |
|---|---|
| **Purpose** | • To understand using shared ideas during problem solving as a means of achieving a desired goal<br>• Breed common ground and empathy for service-learning experiences<br>• To understand the principles guiding appreciative inquiry<br>• To breed discussions and solicit a variety of responses to principles of appreciative inquiry guiding service-learning implementation<br>• To synthesize goals for personal mastery of curriculum modification and AI principles guiding service-learning implementation<br>• To understand the foundation and structure of AI<br>• To develop shared visions for implementing service-learning into the curriculum with state-based curriculum standards.<br>• To identify the systems and stakeholder collaboration required to meet goals for service-learning |
| **Learning Outcomes** | Teacher will be able to:<br>• Work as a team to create a structure that will not break an egg when dropped from the air through collaboration and shared ideas<br>• Examine and analyze experiences with service-learning<br>• Summarize and understand major principles of appreciative inquiry<br>• Use appreciative principles to identify barriers to service-learning implementation and best practices<br>• Compare and contrast personal mastery for curriculum modification and barriers/best practices for service-learning implementation<br>• Define and understand stages of appreciative inquiry 4D Framework<br>• Engage in appreciative, shared inquiry to identify shared visions for |

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| | implementing service-learning into the curriculum.<br>• Identify the transdisciplinary roles required to implement service-learning projects |
| **Target Audience** | Teachers, staff developers, coachers, curriculum chairs, administrators, community organizations |
| **Hourly Training Breakdown** | 8:00-8:15- Breakfast<br><br>8:15-9:00-Facilitators will prepare 8-10 baggies full of resources, I baggie for each group of 3-4 people, for participants to use for the "Egg Drop" activity and will provide the eggs after discussing the terms of the project. Facilitators should also place newspaper on the floor under the presentation areas for egg dropping. Participants will have 30 minutes to create a structure that supports an egg as it dropped from a height of six feet. During the last 15 minutes, participants will discuss how icebreaker activity relates to creating shared visions for service-learning implementation into the curriculum. (slide 24)<br><br>9:00-9:30- Facilitators give participants the option of a small or whole group exercise where participants discuss the highs and lows of service-learning planning and implementation (slide 25).<br><br>9:30-10:15- Facilitators will create five groups and provide copies of an article on AI principles for a Jigsaw activity. Each group will read a different section of the text and then regroup so the experts from each section can discuss and major points (slides 26-27). Each group will present summarized ideas on chart paper.<br><br>10:15-10:30- Break<br><br>10:30-11:15- For the rotation brainstorming activity, the facilitator will place a different question 5 chart papers (slide 28) and place each chart paper around the room. Facilitators will divide participants into 5 small groups and place each group at one of the five chart |

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| | papers. Participants will rotate around the room answering questions until each group returns to their original question. Each group will then analyze and interpret responses to present to the group. Participants should have at least 20 minutes to rotate, ten minutes to analyze, and fifteen minutes to present.<br><br>11:15-12:00-Facilitators will reference data from posted professionalism and rotation brainstorming activities. Participants will align goals for personal mastery of curriculum modification to perceptions of best practices for service-learning implementation (slide 29).<br><br>12:00-1:00- Lunch<br><br>1:00-1:30- Facilitators will create four groups and provide copies of an article on AI's 4D Framework for a Jigsaw activity. Each group will read a different section of the text and then regroup so the experts from each section can discuss and major points (slides 30-31). Each group will present summarized ideas on chart paper.<br><br>1:30-2:45- Facilitators will suggest teachers sit by grade-level or content area to ensure covering grade and content level standards. Facilitators will read one question at a time (slide 32), and then provide time for participants to share and synthesize ideas with group members. Facilitators will provide approximately twenty minutes for each appreciative question. Groups will not share responses during this time, and facilitators will support each group as necessary.<br><br>2:45-3:00-Break<br><br>3:00-3:45- Participants will use charted responses from the last activity for this exercise. Facilitators will provide time for teachers to collaborate with other stakeholders in the room to determine the transdisciplinary roles required to support future visions for service-learning implementation. Participants will use systems-thinking maps (slide 33) to |

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| | explain the collaborative process they will use to execute future visions for service-learning. |
| **Evaluation Methods** | 3:45-4:00- Facilitators will leave the room and allow participants to complete appreciative evaluations. Facilitators have the choice of providing a copy of questions (slide 34) to each participant, or to allow participants to complete a posted-professionalism exercise. |

| **Professional Development Plan for "Implementing Service-Learning as an Appreciative Organization" Day 3** | |
|---|---|
| **Purpose** | • To motivate teachers' belief that sometimes it takes several pieces to create a whole<br>• To review 3 stages of Understanding by Design<br>• To review templates for each stage of UBD<br>• To utilize shared visions from the 4D framework to develop service-learning curriculum units aligned to the three stages of UBD |
| **Learning Outcomes** | Teachers will be able to:<br>• Complete a puzzle as a metaphor to understanding how each stakeholder serves as a piece to a larger goal<br>• Summarize stages of UBD design<br>• Identify UBD templates best suited to meet their expectations for SL implementation<br>• Utilize UBD templates to create SL curriculum units |
| **Target Audience** | Teachers, staff developers, coachers, curriculum chairs, administrators, community organizations |
| **Hourly Audience** | 8:00-8:15- Breakfast, review goals of meeting (slide 35)<br><br>8:15-8:30- Ice Breaker: Facilitator will create 5-8 enlarged copies of cartoons which they will laminate, cut into15-20 smaller pieces and place into zip-lock bags. Participants will have five minutes to put the puzzle together, and ten |

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| | minutes to discuss how puzzles can exist as a metaphor for the departmentalized way of working. (slide 36)<br><br>8:30-9:00- Facilitators will create three groups and provide copies of the three stages of UBD design for a Jigsaw activity. Each group will read a different section of the text and then regroup so the experts from each section can discuss and major points (slides 30-31). Each group will present summarized ideas on chart paper (slide 37, 38, 44, and 50)<br><br>9:00-9:05- Facilitator will review Stage 1 and Identifying Desired Results templates (slides 39-43).<br><br>9:05-10:20- Participants will select which templates they will use to complete Stage 1 and Identifying Desired Results of service-learning curriculum design. Participants will work in collaborative teams and align shared visions with Stage 1 templates.<br><br>10:20-10:35-Break<br><br>10:35-10:40- Facilitator will review Stage 2 Determine Acceptable Evidence templates (slides 45-48)<br><br>10:40-12:00- Participants will select which templates they will use to complete Stage 2 and Determine Acceptable Evidence of service-learning curriculum design. Participants will work in collaborative teams and align shared visions with Stage 2 templates.<br><br>12:00-1:00- Lunch<br><br>1:00-1:05- Facilitator will review Stage 3 Learning Plan Outcomes templates (slides 45-49)<br><br>1:05-2:45- Participants will select which templates they will use to complete Stage 3 and Learning Plan Outcomes of service-learning curriculum design. Participants will |

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| | work in collaborative teams and align shared visions with Stage 3 templates.<br><br>2:45-3:00- Break<br><br>3:00-3:30-Participants share/summarize strategies for developing service-learning curriculum units. |
| **Evaluation Method** | 3:30-4:00- Appreciative Evaluations Pt. 2 Facilitators will leave the room and participants will select someone to lead Appreciative Evaluations using AI's 4D Framework. Participants will sit in groups and choose to present answers on chart paper or individual worksheets, but group members must agree to the same format. Participants will also complete a second evaluation for the entire 3-day training to determine whether or not goals and objectives of the program were met. |

(B)Documents:

| Topic | Time | Duration | Activity | Presenter | Materials | Purpose |
|---|---|---|---|---|---|---|
| **Day 1 Workshop Goals: 1) To engage in collegial discussions where questioning and challenging the status quo assists in transforming mindsets towards state-based curriculum modification; 2) To use communication and inquiry as a means of understanding how to encourage the cross-collaboration required for curriculum modification 3) Use communication to develop cycles of inquiry where participants use reasoning and intuition when addressing problems with curriculum modification 4) To engage in Shared inquiry sessions to gain insight into perceptions about modifying the curriculum** | | | | | | |
| **Registration/ Meet and Greet/Breakfast** | 8:00 am – 8:15 am | 15 mins. | Participants register and greet one another and eat breakfast | NONE | Name Badges Agenda Folders w/handouts | |
| **Icebreakers** | 8:15a m – 8:45 am | 30 min. | Group Activity- Gorilla Tale: Teachers read short story and answer questions. | Facilitator led | PowerPoint Handouts | Motivation for discussions about curriculum change and the status quo |
| **Workshop Goals** | 8:45 am – 9:00 am | 15 Mins | Mini-Presentation | Facilitator Led | PowerPoint, handouts | Briefly discuss research and how it connects to the purpose and goals of the 3-day workshop |
| **Session 1: Behaviors of an Appreciative Organization** | 9:00 am - 9:45 am | 45 mins. | Step to the Line: What is systems-thinking? | Facilitator led Whole Group directed activity | PowerPoint, handouts | Rapport building and teachers share feelings about the 11 laws of |

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| | | | | | | systems-thinking, relating the laws to schools as organization responsible for curriculum implementation |
| **Session 1 continued: Behaviors of an Appreciative Organization** | 9:45 am-10:30 pm | 45-mins | Jigsaw Activity: Senge's 5 Disciplines | Facilitator Led small group directed | PowerPoint, Handouts, Chart Paper, Markers | Teachers understand systems-thinking organizations as enforcing the 11 laws by focusing on cycles of enhancing personal mastery, challenging mental modes, developing shared visions and engaging in team learning activities meet organizational goals of modifying state-based curricula |
| **Break** | 10:30 - 10:45 a.m. | 15 mins | | | | |
| **Session 1 continued: Behaviors** | 10:45 - | 45 mins. | Concentric circles: Curriculum | Facilitator Led, Small Group | PowerPoint presentation, Handouts | Gather and compare various |

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| **of an Appreciative Organization** | 11:30 a.m. | | and systems-thinking activity | directed Activity | | perceptions using discussion prompts about curriculum modification |
| **Session 1 continued: Behaviors of the appreciative organization** | 11:30 - 12:00 p.m. | 30 Mins | Systems thinking flow maps | Facilitator Led, small group directed activity | Chart Paper, PowerPoint slides, markers | Participants use flow-charts to demonstrate how modifying the curriculum affects other systems within the organization |
| **Lunch** | 12:00 -1:00 | | | | | |
| **Session 1 continued: Behaviors of the appreciative organization** | 1:00-1:45p.m. | 45 mins | Magazine Story | Facilitator Led, small group activity | PowerPoint, Construction paper, pencils, markers, crayons, color pencils | To motivate and encourage teachers to have big ideas and visualize and create a magazine cover for a future success story about modifying state-based curricula |
| **Session 1 continued: Behaviors of the appreciative organization** | 1:45-2:30 | 45 mins | Posted Professionalism | Facilitator Led small group directed activity | PowerPoint, handouts, chart paper, post-it notes, markers, pens | Participants understand personal mastery as a focus on what's wanted and summarize and synthesize |

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| | | | | | | personal goals for modifying state-based curricula |
| **Break** | 2:30-2:45 | | | | | |
| **Session 1 continued: Behaviors of the appreciative organization** | 2:45-3:30p.m | 45 mins | Idea Challenge: Provocative curriculum statements | Facilitator led; whole group directed activity | PowerPoint presentation, handouts | To challenge mental modes about state-based curricula by debating professional ideas about curriculum modification |
| **Session 1: Behaviors of appreciative organizations** | 3:30-4:00 | 30 mins | Session 1 Evaluation: Meme/Gif Gallery | Facilitator led; stakeholder directed activity | Computers/Phones/Internet service, presentation screen, internet service | For teachers to create and share visual representations comparing perceptions about curriculum change in the beginning of the workshop to beliefs at the end of session one of the workshop. |
| | | | | | | |
| **Day 2 Workshop Goals: 1) To use communication to find common ground about the benefits of service-learning; 2) To use affirmative inquiry to establish a shared vision for implementing service-learning into state-based curricula** | | | | | | |

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| **Breakfast, sign-1n** | 8:00 am – 8:15 am | 15 mins. | | | | |
| **Ice-breaker** | 8:15-9:00 | 45mins | The Egg Drop-teachers create a contraption for an egg to prevent it from breaking when dropped from an identified height (6ft) | Facilitator Led small group directed | Tape, pencils, straw, rubber bands, newspaper, cotton, foil eggs, construction paper | To engage in a collegial activity where problem-solving means using shared ideas lead to a desired goal |
| **Session 2: Shared Visions in the Appreciative Learning Organization** | 9:00-9:30 | 30 mins. | Highs and Lows: Teachers share highs and lows of implementing service-learning into state-based curricua | Facilitator Led whole group led discussion | | Breed common ground and empathy for service-learning experiences |
| **Session 2: Shared Visions in the Appreciative Learning Organization** | 9:30-10:15 | 45 mins. | Jigsaw: What is Appreciative Inquiry Part 1: Appreciative Principles | Facilitator Led Small group led | PowerPoint, handouts highlighters, chart paper, markers | To understand the major principles of appreciative inquiry |
| **Break** | 10:15 - 10:30 | 15 mins. | | | | |
| **Session 2: Shared Visions in the Appreciative Learning Organization** | 10:30 - 11:15 | 45 mins. | Rotation Brainstorming : Appreciative Principles and service-learning best practices | Facilitator Led Small group directed | PowerPoint, handouts, Chart paper, markers, sticky notes | To breed discussions and solicit a variety of responses to the five principles of appreciative inquiry guiding |

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| | | | | | | service-learning implementation |
| **Session 2: Shared Visions in the Appreciative Learning Organization** | 11:15 - 12:00 | 45 mins | Idea Synthesis: Posted Professionalism and appreciative principles | Facilitator Led Small group directed | Yesterday's charted posted professionalism and todays rotation brainstorming, handouts/sticky notes | Synthesis of goals for personal mastery of curriculum modification and service-learning best practices |
| **Lunch** | 12:00 -1:00 | | | | | |
| **Session 2: Shared Visions in the Appreciative Learning Organization** | 1:00-1:30 | 30 mins | Jigsaw-4-D Framework | Facilitator Led Small group directed | PowerPoint, handouts, Chart paper, markers | Teachers understand the foundation and structure of appreciative inquiry |
| **Session 2: Shared Visions in the Appreciative Learning Organization** | 1:30-2:45 | 75 mins | 4-D Framework and SL | Facilitator Led Small group directed | Chart paper, markers | Teachers develop shared visions for implementing service-learning into the curriculum with state-based curriculum standards |
| **Break** | 2:45-3:00 | | | | | |
| **Session 2: Shared Visions in the Appreciative Learning** | 3:00-3:45 | 45 Mins | Systems thinking and service-learning implementation discussions | Facilitator Led Small group directed | PowerPoint, handouts Pens, paper, charts from 4D framework | Teachers identify the systems and stakeholder collaboration required to meet goals |

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| **Organization** | | | | | | for service-learning |
| **Session 2: Shared Visions in the Appreciative Learning Organization** | 3:45-4:00 | 15 mins | Workshop evaluation | Small group directed | Evaluation form | Appreciative Principle Evaluation |
| | | | | | | |
| **Day 3: Workshop Goals: To work as a team and strategically plan for implementing service-learning into state-based curricula with curriculum standards using the 3 stages of Understanding By Design** | | | | | | |
| **Breakfast, sign in** | 8:00 am – 8:15 am | 15 mins. | | | | |
| **Ice-Breaker** | 8:15 am – 8:30 am | 15 mins | Problem Solving Activity: Pieces to the puzzle | Small Group DIrected | Well known cartoons cut into puzzle pieces (at least 10 large pictures, each cut into 10-15 pieces | Use photos as a metaphor to represent the departmentalized way of working, as each individual exists as a part of a larger group |
| **Session 3: Team learning in the appreciative organization** | 8:30-9:00 | 30 min | Understanding by Design-Jigsaw | Whole Group Activity | PowerPoint, Reading articles | Review/Summarize three stages of Understanding by Design, the framework for creating service-learning curriculum units. |
| **Session 3: Team learning in** | 9:00-9:05 | 5 mins. | Identifying Desired | Facilitator Led | PowerPoint, copies of identifying | Teachers review and choose the |

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| **the appreciative organization (Stage1)** | | | Results Templates | | desired results templates | templates necessary for completing stage one of the curriculum units |
| **Session 3: Team learning in the appreciative organization (Stage1)** | 9:05-10:20 | 75 mins. | Identifying desired results | Small group Directed | Copies of templates, scope and sequences, standards (by grade), curriculum guides (if necessary) | Teachers will use a variety of resources to complete Stage 1 templates. Teachers work to ensure Stage 1 goals align with/are on pace with state-based standards |
| **Break** | 10:20 - 10:35 | 15 mins | | | | |
| **Session 3: Team learning in the appreciative organization (Stage2)** | 10:35 - 10:40 | 5 mins | Determine Acceptable Evidence templates | Facilitator Led | PowerPoint, copies of determine acceptable evidence templates | Teachers review and choose the templates necessary for completing stage two of service-learning curriculum units |
| **Session 3: Team learning in the appreciative organization (Stage2)** | 10:40 - 12:00 | 80 mins. | Determine Acceptable Evidence | Small group directed | Copies of templates, scope and sequences, standards (by grade), curriculum guides (if necessary) | Teachers will use a variety of resources to complete Stage 2 templates. Teachers work to ensure Stage 2 aligns |

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| | | | | | Stage 1 Templates | with/are on pace with Stage 1 of the service-learning unit design |
| **Lunch** | 12:00 -1:00 | 60 mins | | | | |
| **Session 3: Team learning in the appreciative organization (Stage3)** | 1:00-1:05 | 5 mins | Learning Plan Templates | Facilitator Led | PowerPoint, Learning plan templates, completed stage 1 and stage 2 templates, pens, pencils, sticky notes, highlighters | Teachers review and choose the templates necessary for completing stage three of service-learning curriculum units |
| **Session 3: Team learning in the appreciative organization (Stage3)** | 1:05-2:45 | 105 mins | Learning Plan and related activities | Small group directed | Stage one and two completed templates, stage 3 blank templates, pens, pencils, highlighters, sticky notes, computers | Teachers will use a variety of resources to complete Stage 3 templates. Teachers work to ensure Stage3 aligns with/is on pace with Stages 1 and 2 of the service-learning unit design. Teacher can also begin to create templates/project samples for identified lessons |
| **Break** | 2:45-3:00 | 15 mins | | | | |

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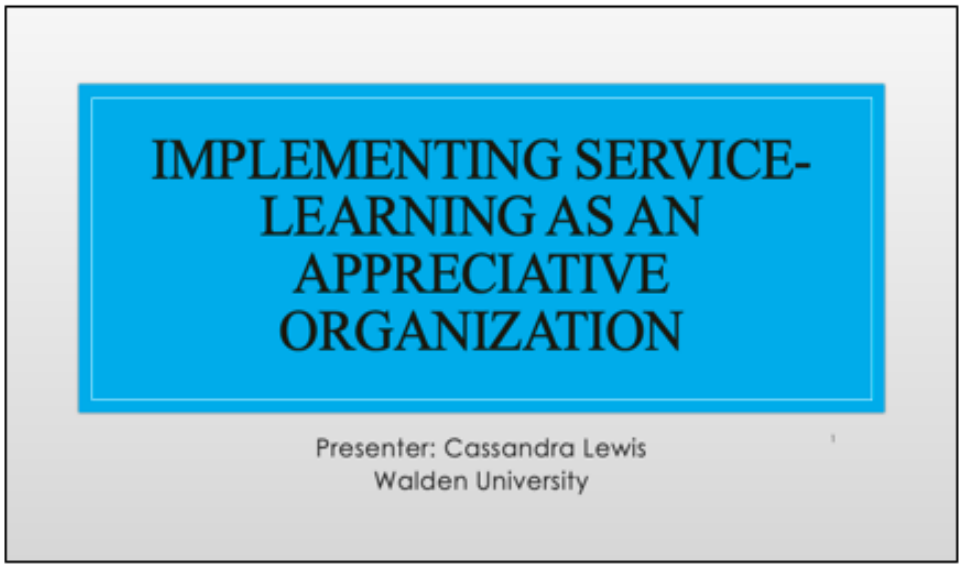
| **Session 3: Team learning in the appreciative organization** | 3:00-3:30 | 30 mins | Sharing Curriculum Units | Facilitator led; small group directed | Service-Learning Curriculum Units | Teachers share work products and processes used to develop curriculum designs |
| **Session 3: Team learning in the appreciative organization** | 3:30-4:00 | 30 mins | Appreciative Evaluations/ | Small group led and directed | Appreciative evaluations, pens, pencils | Stakeholders complete evaluations with questions aligned to principles of appreciative inquiry. |

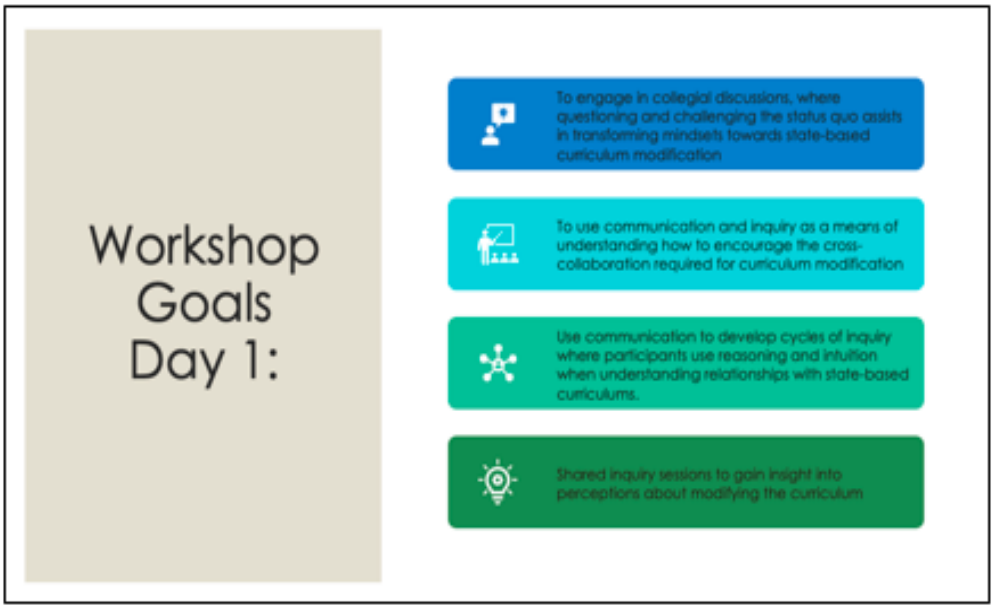
POWERPOINT PRESENTION

(C) Documents:



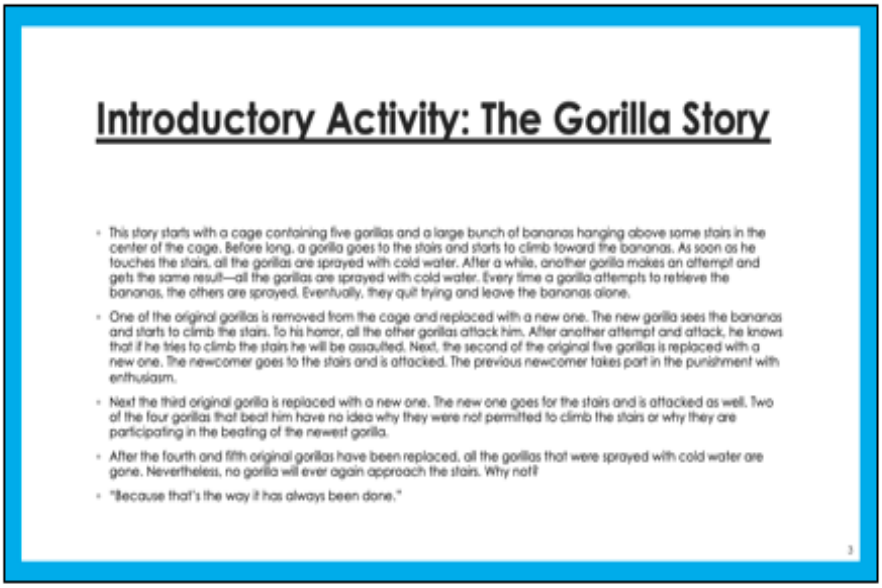

Slide 1:

- Use as presentation slide for Day 1, 2, and three during Registration/Meet and Greet/Breakfast.
- Day 2 activity slides begin on slide 23.
- Day 3 activity slides begin on slide 35.




Slide 2:

- **SAY**: Welcome everyone! "Implementing Service-Learning as an Appreciative Organization," will provide you with training using cycles of inquiry to guide the development of service-learning units to implement into state-based curriculums with curriculum standards. The goals for today, Day 1 of training include:
  - **READ** slide
  - **SAY**: Any questions or concerns?



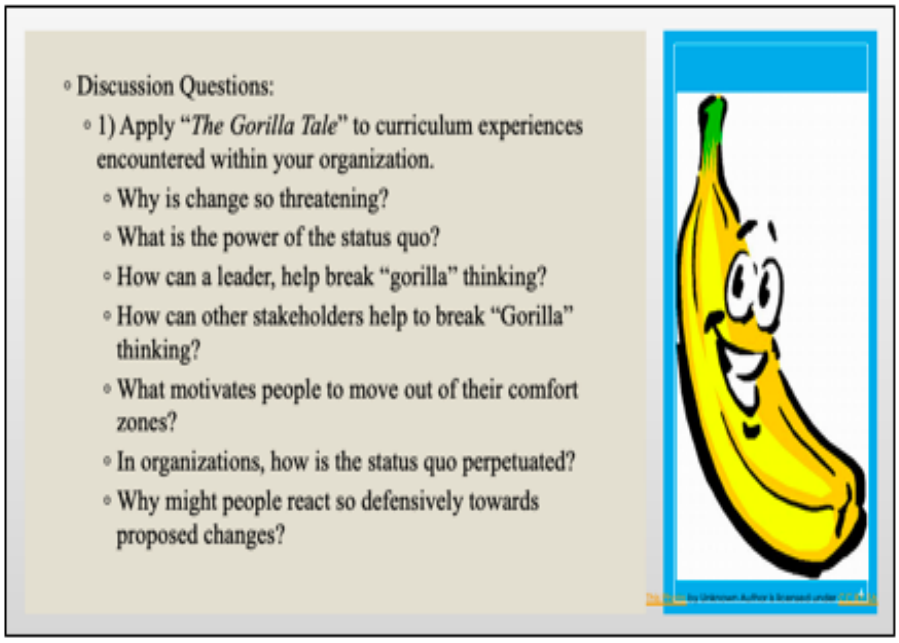

Slide 3:

- **SAY**: Our day begins with a motivational activity called Gorilla Tale. Please take 5-10 minutes to read the following passage. After reading, determine the central message of the passage and discuss your findings with your colleagues.

- **SAY**: Any questions or concerns?

**SLIDE FOUND IN HANDOUTS**

Taken from:
http://www.workshopexercises.com/Engagement.htm#6




Slide 4:

**SAY**: What do you believe is the central message of "Gorilla Tale?"

Allow 3-5 participants to share.

**SAY**: Now, lets take our responses to the story and apply them to the following prompts about curriculum design.

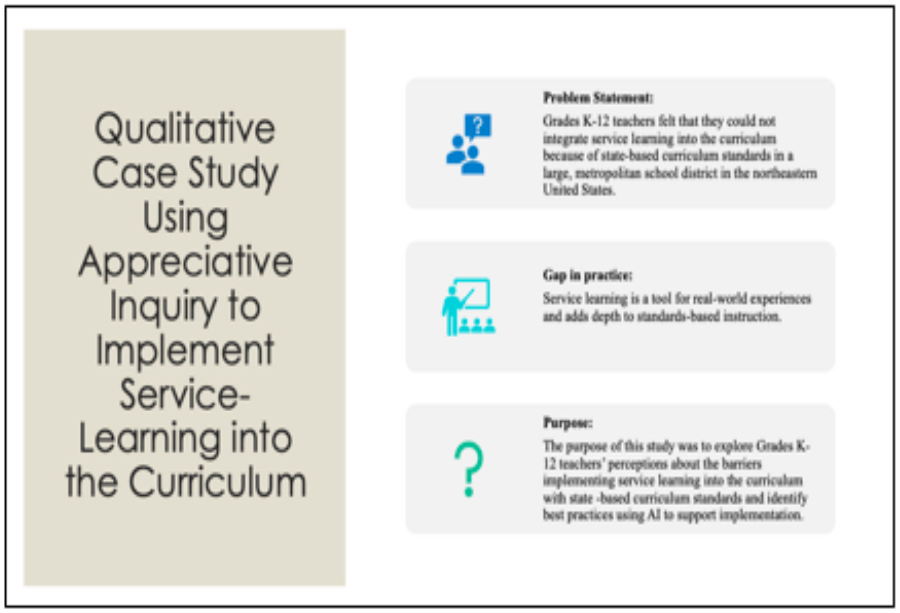
**READ** each prompt on the slide. Allow 2-3 participants to respond to answers provided before moving on to the next prompt.

At the end of the activity:

**SAY**: Any questions or concerns?

**SLIDE FOUND IN HANDOUTS**

Taken from:
http://www.workshopexercises.com/Engagement.htm



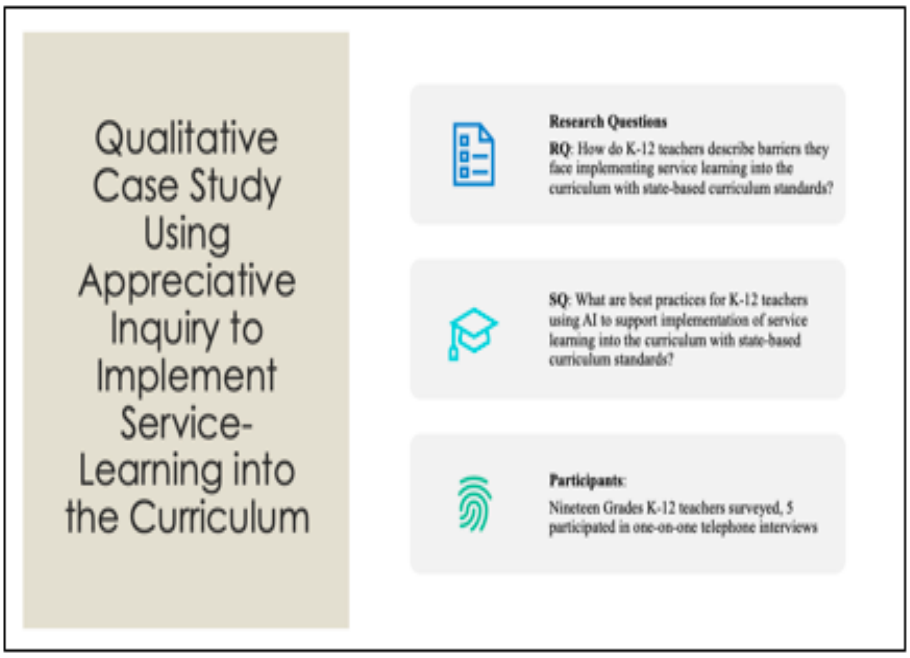

Slide 5:

**SAY**: Three-day professional development training, "Implementing Service-Learning as an Appreciative Organization" derived from a qualitative case study which sought to challenge the status quo and state-based curriculums.

**SAY**: The problem that the researcher decided to investigate was **READ** slide (problem statement)

**SAY**: The gap in practice the study sought to fill was READ slide (gap in practice)

**READ**: (purpose)



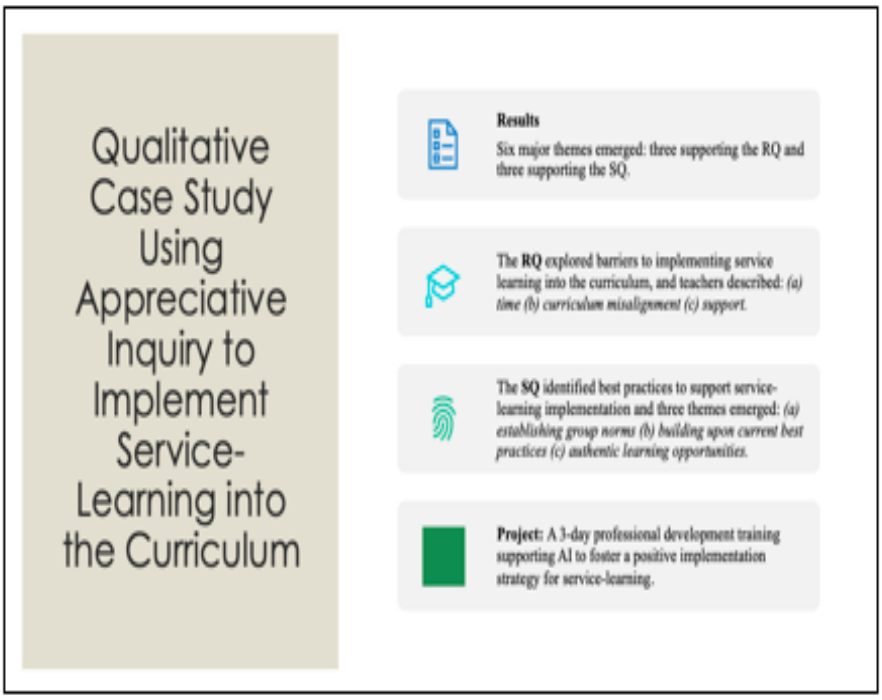

Slide 6:

**SAY**: Nineteen Grades K-12 teachers provided responses to the research question

**READ** (research question)

**SAY**: and sub-question

**READ** (SQ) using web-based open-ended survey and one-on-one telephone semi-structured interviews.



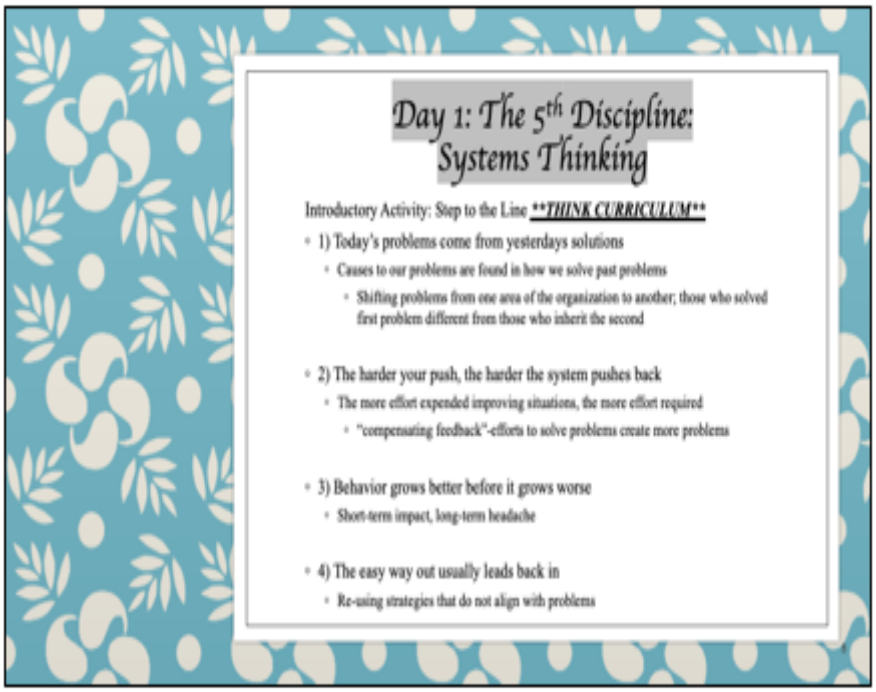

Slide 7:

**READ**: first three rectangles in slide.

Then

**SAY**: The results of the study led to a 3-day PD training supporting appreciative inquiry as a positive strategy for service-learning implementation. We will go into detail about appreciative inquiry tomorrow. Today, we will examine our relationships with state-based curriculums.

**SAY**: Any questions or concerns?



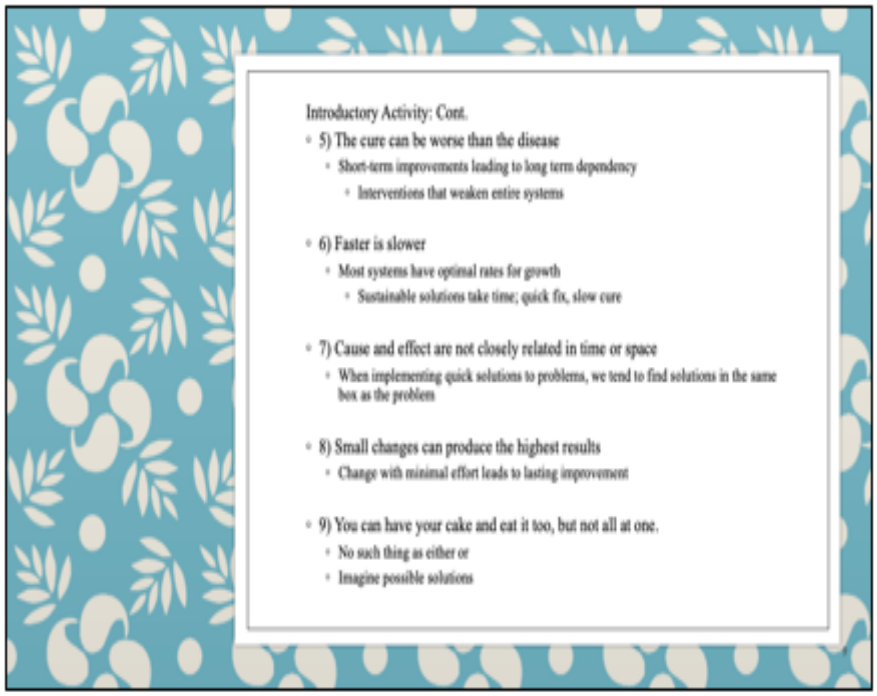

Slide 8:

**SAY**: Our first group activity is called Step to the Line. I would like everyone to stand and make two lines facing each other outside of the line drawn (with tape) on the floor. I will read eleven statements one at a a time, and you will apply each statement to your personal experiences with state-based curriculums. If you agree with the statement, you will step to the line and explain why you agree with the statement by providing examples of your experiences. Someone who has not stepped to the line will explain why they disagree based on examples of their experiences. We will let 3-4 people share for each statement.

**READ**: each statement one at a time.

**Reveal statements and explanations one at a time**

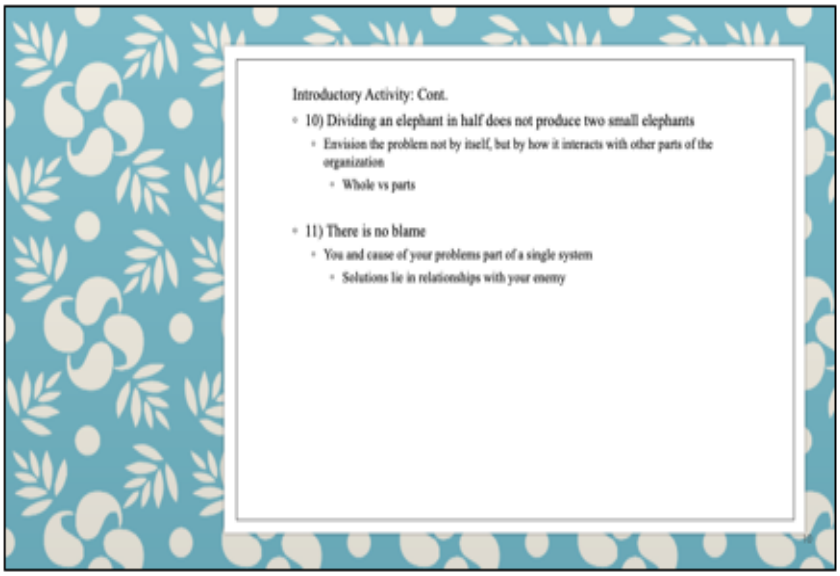
**SLIDE FOUND IN HANDOUTS**




Slide 9:

See Slide 8 notes

**SLIDE FOUND IN HANDOUTS**




Slide 10

See slide 8 notes

**SAY**: The eleven statements used to guide inquiry for our step to the line inquiry are Peter Senge's 11 laws of the 5th discipline, systems thinking. According to Senge, systems-thinking exists as one of the 5 disciplines of a learning organization. We will now learn about those five disciplines and discuss how each discipline will support our 3-day training.

**SAY**: Any questions or concerns?

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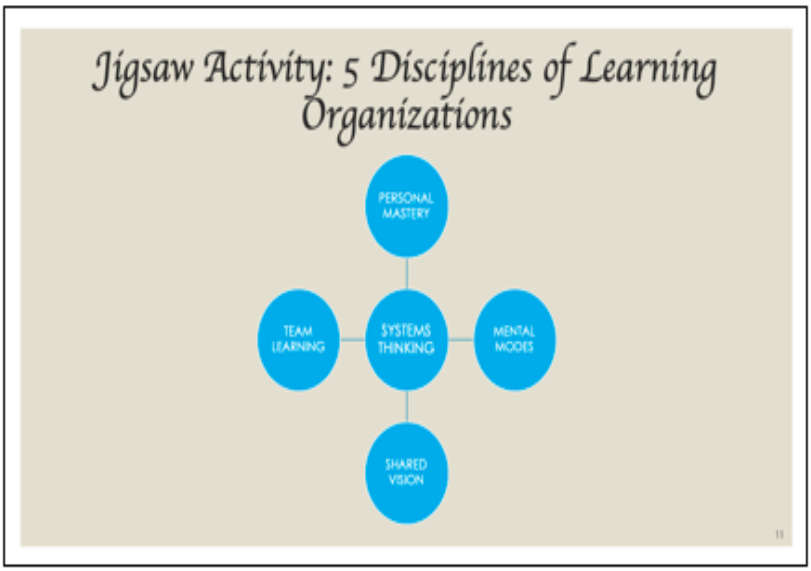



Slide 11:

**SAY**: We will now conduct a jigsaw activity for The 5 Disciplines of a Learning Organization. We will all count off from numbers 1-5 until everyone has a number. Group one will read about personal mastery, group two mental modes, group 3 shared learning, group four team learning and group five systems-thinking. Each group will summarize their thinking on chart paper and present their summary to the larger group.

**READ** the following slides only after teachers and participants have read their sections and each has discussed their particular section. Add notes to each section of your choice.

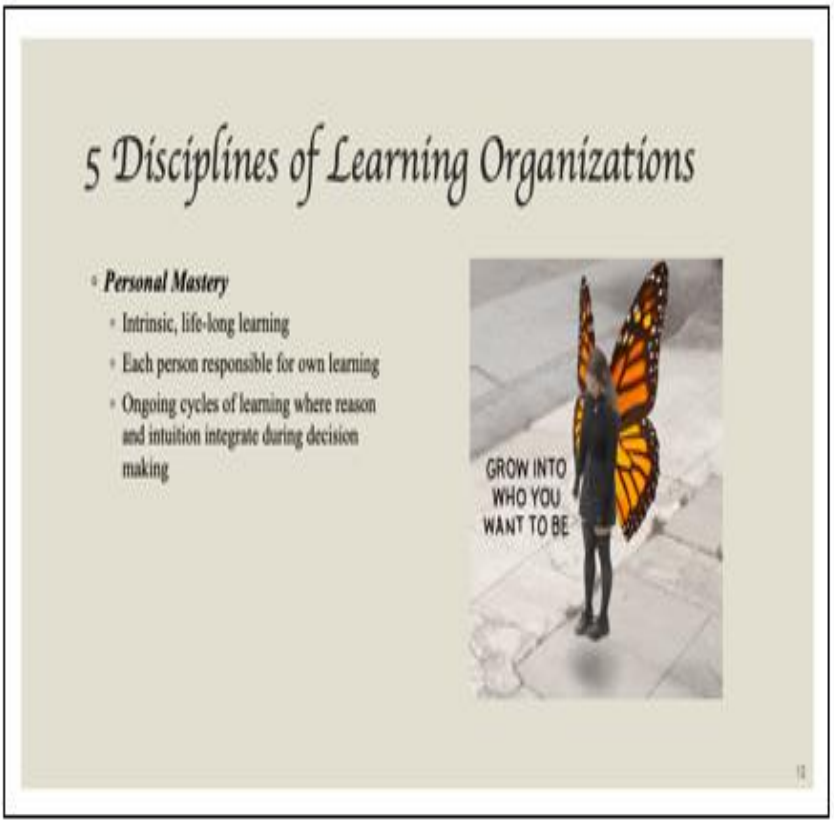
Personal Mastery: Slide 12

Mental Modes: Slide 13

Shared Learning: Slide 14

Team Learning: Slide 15

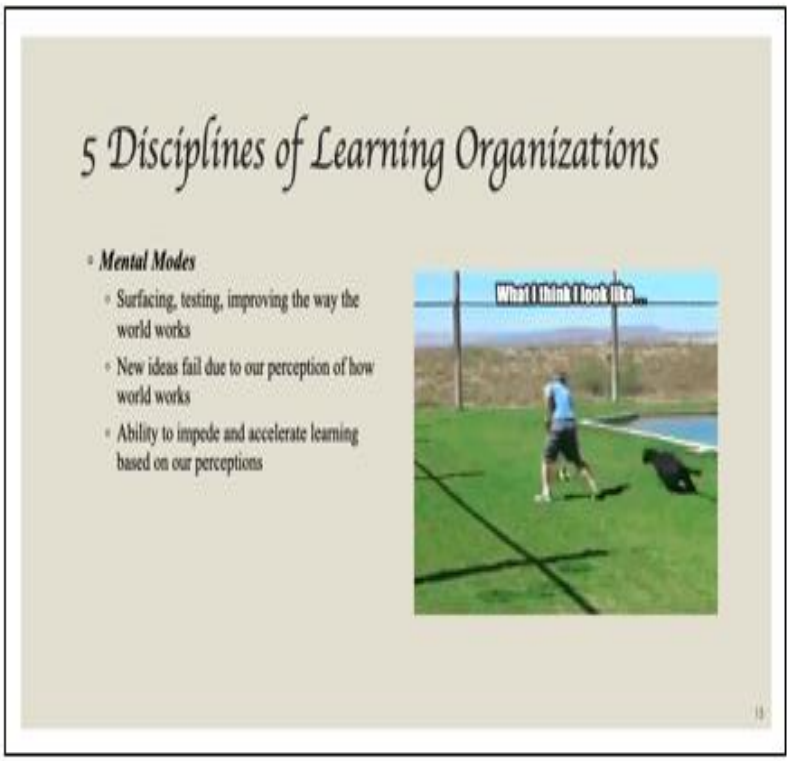
Systems-thinking: Slide 16




Slide 12:

**READ** after personal mastery group discussion. Add extra ideas provided by teachers to slide.

**SLIDE FOUND IN HANDOUTS**




Slide 13:

**READ** after mental modes group discussion. Add extra ideas provided by teachers to slide.

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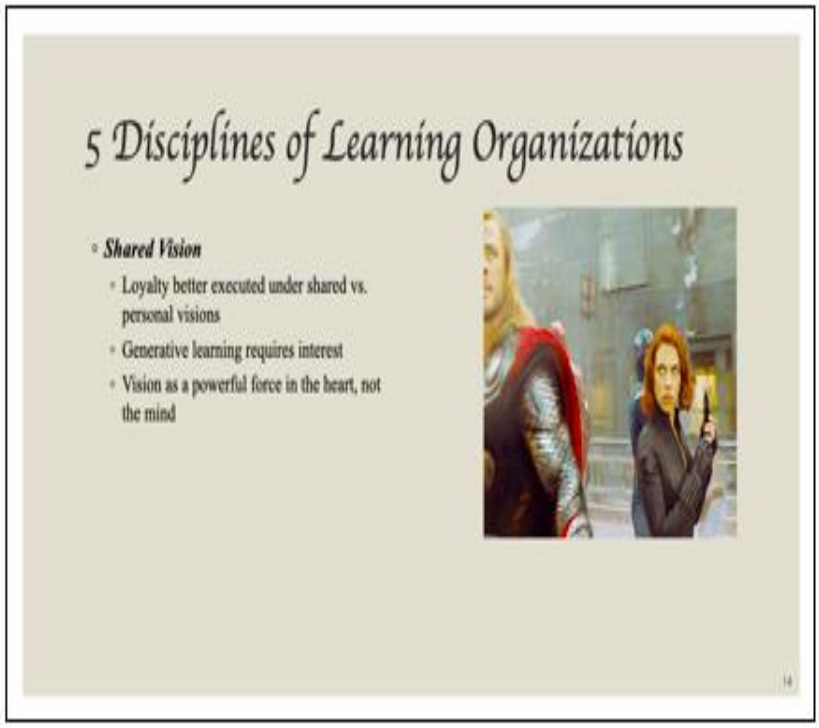
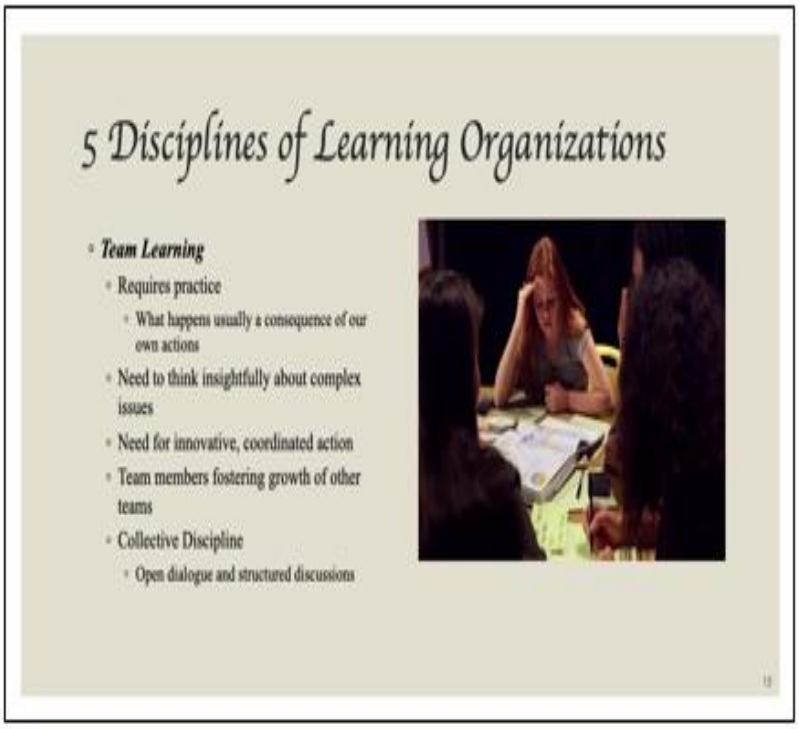



Slide 14:

READ after shared vision group discussion. Add extra ideas provided by teachers to slide.

**SLIDE FOUND IN HANDOUTS**




Slide 15:

**READ** after team learning group discussion. Add extra ideas provided by teachers to slide.

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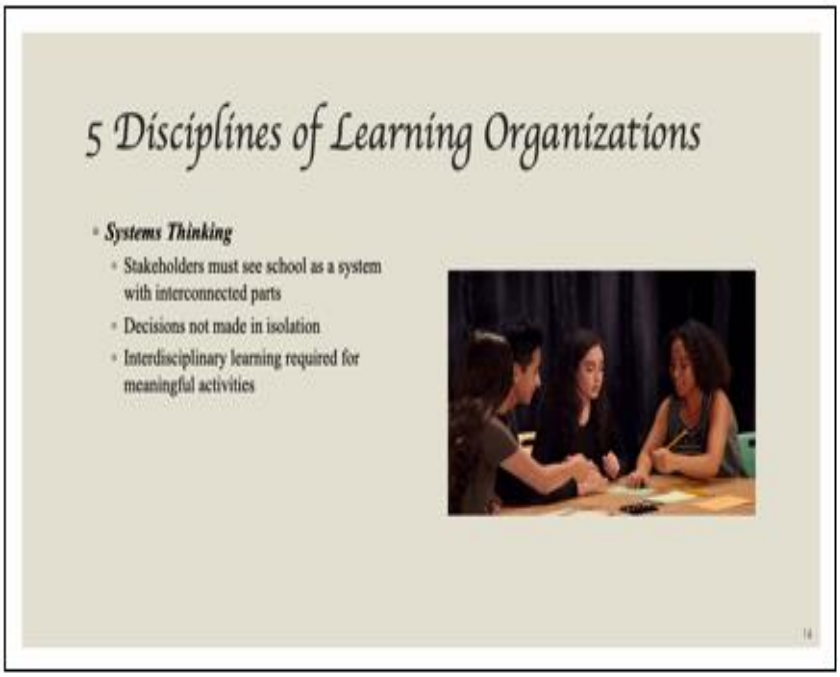
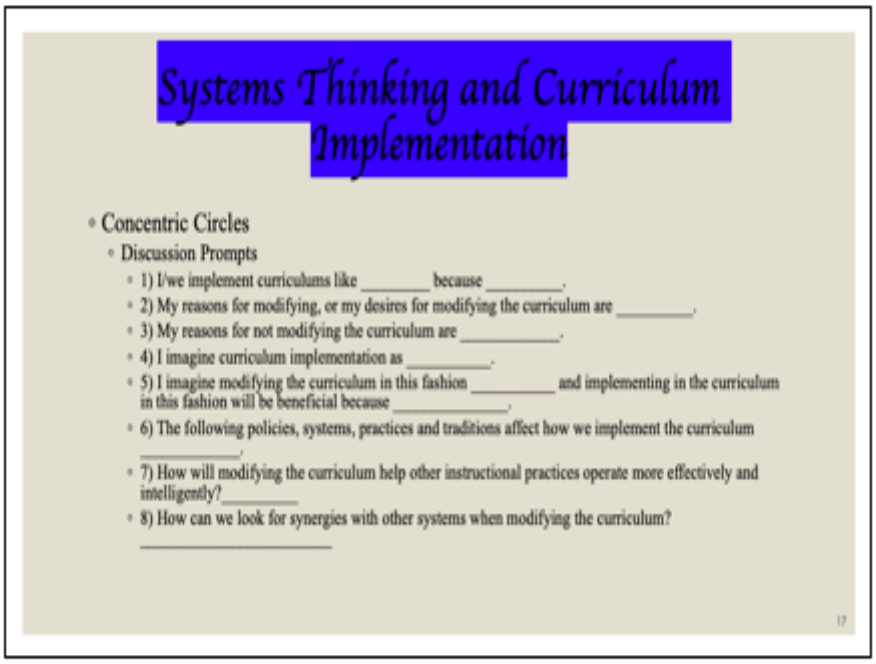



Slide 16

**READ** after systems-thinking group discussion. Add extra ideas provided by teachers to slide.

**SAY**: We will now continue to use systems-thinking to support our inquiry processes as we continue to investigate our understandings of and relationships with state-based curriculums.

**SLIDE FOUND IN HANDOUTS**




Slide 17:

**SAY**: We will now continue to use systems-thinking to guide inquiry process through concentric circles. Let us use the chairs to create two circles where participants can face one another. I will say read one discussion prompt at a time. You will discuss the prompt with the person you are facing. At the end of each discussion prompt, you will rotate, the inner circle will rotate clockwise, and the outer circle will rotate counter clockwise so your discussion partner will change for each prompt. I will state five prompts and you will have 4 minutes to discuss each prompt. Let's begin.

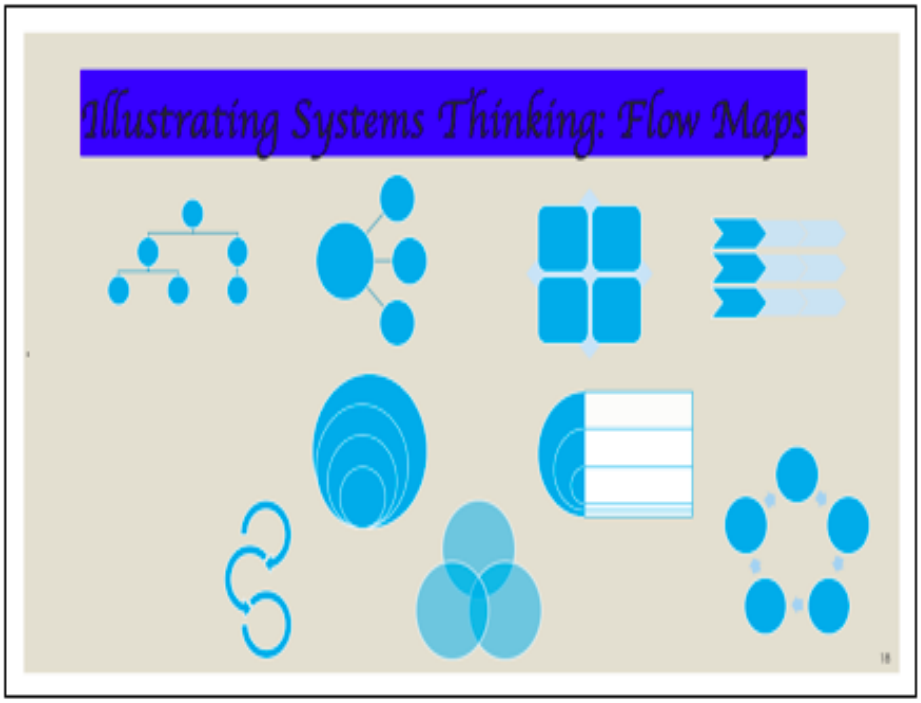
**READ** each prompt one by one, allowing participants to discuss each prompt and to rotate before beginning discussions for the next prompt. Continue to read each prompt until finished.

**SAY**: "Would anyone like to share what they have learned from this activity?" to conclude concentric circles after prompt #8.

At the end of the activity:

**SAY**: Any questions or concerns?

**SLIDE FOUND IN HANDOUTS**




Slide 18:

**SAY**: Using knowledge gained from morning activities, develop choose a flow diagram to demonstrate how modifying the curriculum affects other systems within the organization. You can use chart paper and markers to create your flow maps. Please work in groups of 3 or four to complete this activity.

After about 20-25 minutes, ask each group to share and explain their flow maps.

At the end of the activity:

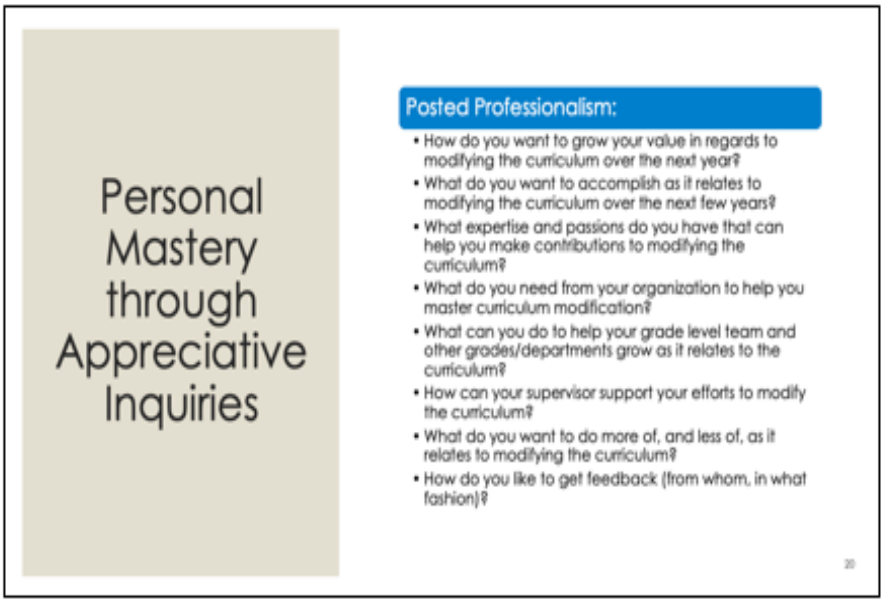
**SAY**: Any questions or concerns?


Slide 19:

**SAY**: Right now, you will use the materials at your tables to create a magazine cover with titles and images that describe your vision for for curriculum modification.

**READ** slide.

After about 20-25 minutes, allow participants to present their cover story and explanation to the larger group. Provide the option of participants working in groups of no more than two people.

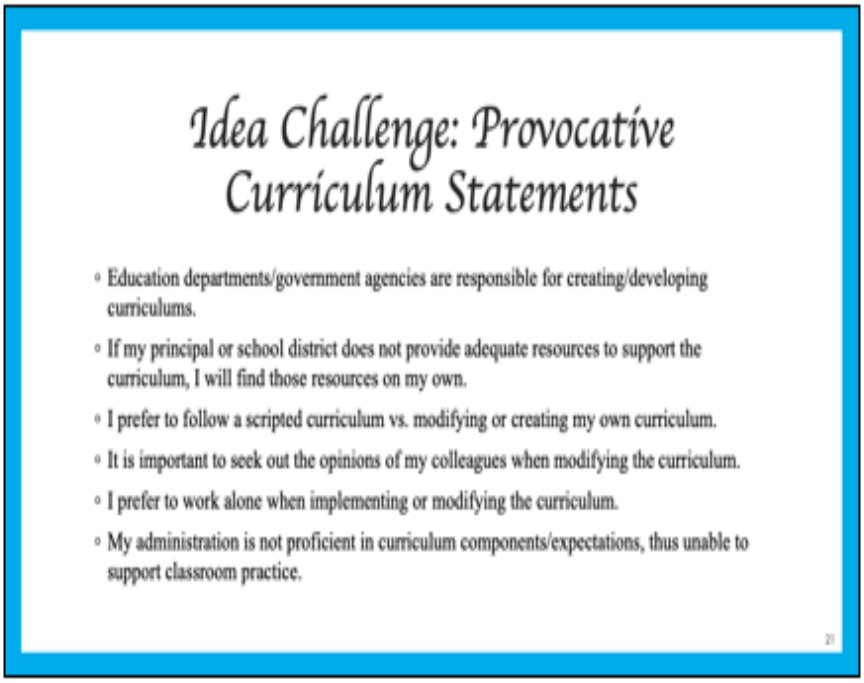



Slide 20:

**SAY**: We will now focus on our personal mastery. Around the room you will find different professional statements. On your desks, you will find sticky notes. We will all rotate around the room and react to each statement by jotting down responses on sticky notes. After posting your notes onto chart paper, you will remain by the statements you find most valuable to your understanding of state-based curriculum modification. With your group members, synthesize posted notes to present to the larger group. You will have 25 minutes to post and 20 minutes for us to share responses as a group.

**SAY**: Any questions or concerns?

**SLIDE FOUND IN HANDOUTS**




Slide 21:

SAY: We will now focus on our mental modes by challenging provocative curriculum statements. I will read one prompt at at time. Three to five participants will take turns going back and forth to support or question the validity of each statement.

**reveal one statement at a time until finished**

SAY: Any questions or concerns?

**SLIDE FOUND IN HANDOUTS**


Slide 22:

**SAY**: Congratulations! We have completed training day one activities and will now conclude with day one evaluations. For day one evaluations, we will create a meme gallery. Each participant will use their personal phone or computer to create two memes, one representing your perceptions of modifying state-based curriculums at the beginning of Day 1, and one and one for perceptions at the end of Day 1. Participants should send both memes to email _____ (provide you work email) so I can download both memes for group presentation and for analysis. Through the meme gallery, we will be able to evaluate our state of mind after Day one of state-based curriculum inquiry.

**SAY**: Any questions or concerns?


Slide 23:

**SAY**: Welcome to Day 2 of training "Implementing Service-Learning as an Appreciative Organization." Goals for Day 2 include: **READ** slide.

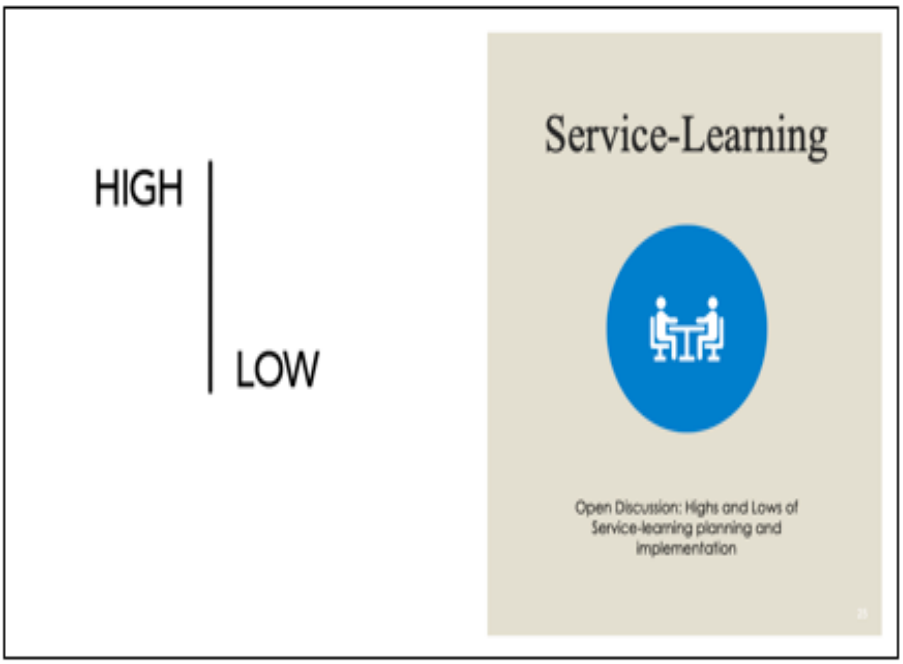

Slide 24:

**SAY**: We will begin day two with our motivational activity "Egg Drop".

**READ** slide.

**SAY**: Those of use who have participated in this activity before can assist colleagues who are experiencing Egg Drop for the first time. Using the materials found at your tables, you will have 20 minutes to create the "vehicle" for your eggs' trip. After 20 minutes, each group will test their vehicle and explain what they perceive as best practices for creating a successful vehicle for our eggs.

**SAY**: Any questions or concerns?




Slide 25:

After Egg Drop stations are cleaned and participants return to their seats

**ASK/SAY**: What is community service and how does it look in our classrooms?

**ASK/SAY**: What is service-learning and how does it look in out classrooms?

**SAY**: For the next activity, we will spend 30 minutes sharing the highs and lows of our experiences with community service and/or service-learning.

**ASK/SAY**: Do we have a volunteer who would like to begin sharing, or would you prefer a few minutes to speak as a group and then share responses?

IF a volunteer would like to begin, start with the volunteer and allow participants to build upon experiences.

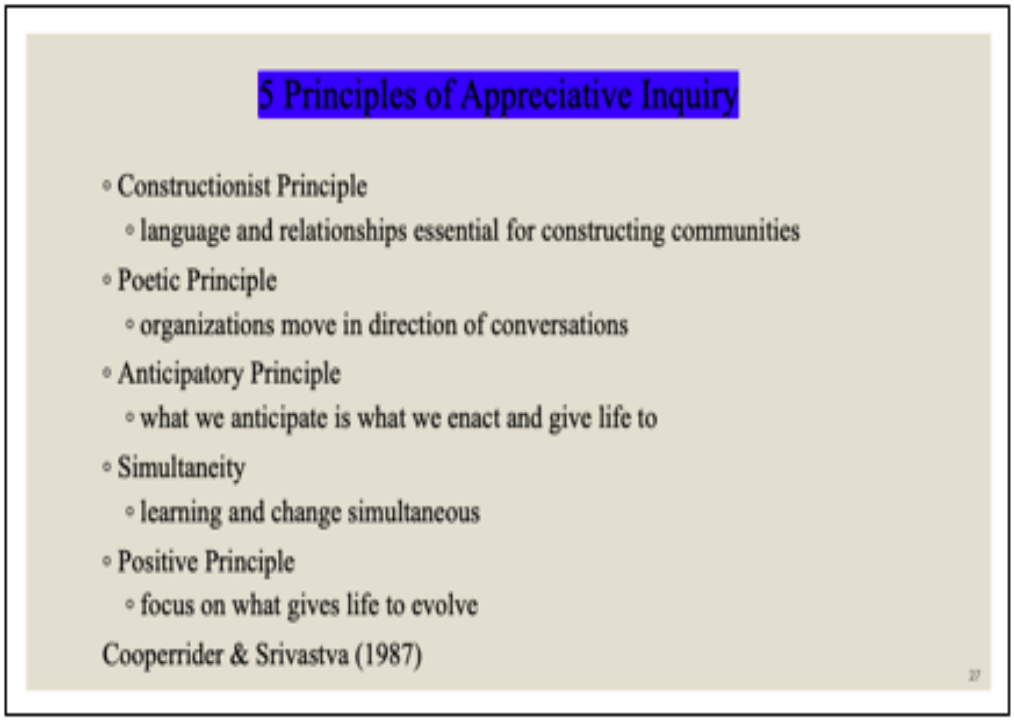
If participants prefer time discussing as a group, provide 10 minutes for discussions and 20 minutes for sharing as a group.

**SAY**: Any questions or concerns?


Slide 26:

For our next activity, we will conduct a jigsaw to gain a better understanding of:

READ slide




Slide 27:

**SAY**: For the next activity we will count off from one to five until everyone has a number. (after counting and allowing participants to sit with their respective groups)

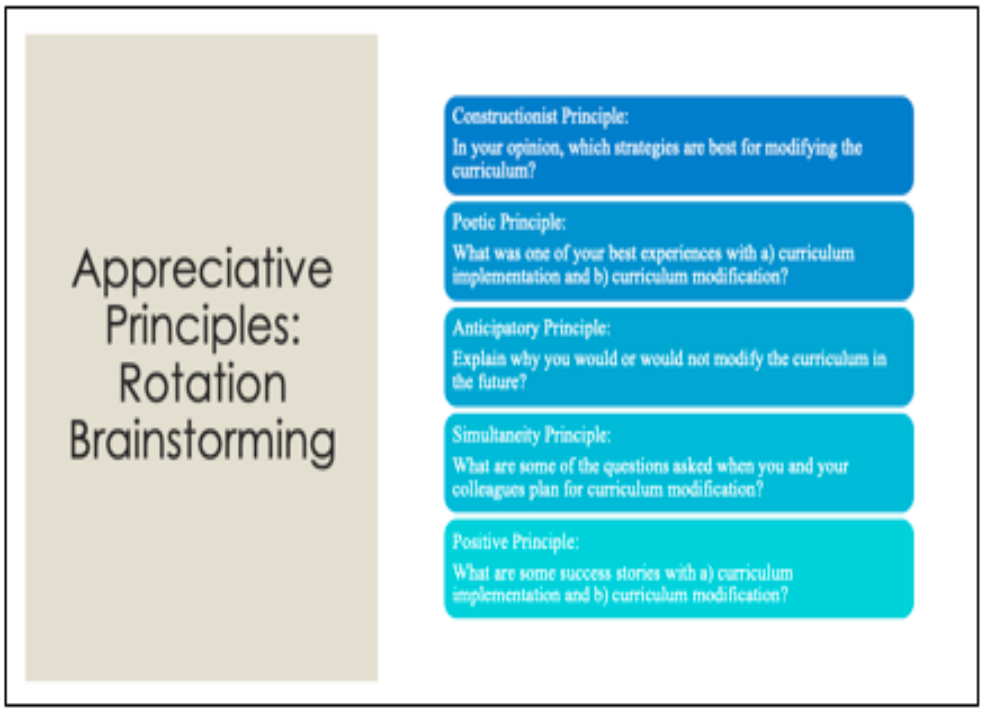
**SAY**: I need one participant from each group to come to the front of the room. One at a time, you will each pick a principle from the bag that your group will remain responsible for presenting. You will have 20 minutes to read, discuss and share notes, and each group will have 5 minutes to present their activity.

(COVER slides and present each principle one at a time as the groups are called. Call groups based on the order presented in this slide. Add notes to slide (if possible) based on participant responses.

After all responses…

**SAY**: Any questions or concerns?

**SLIDE FOUND IN HANDOUTS**



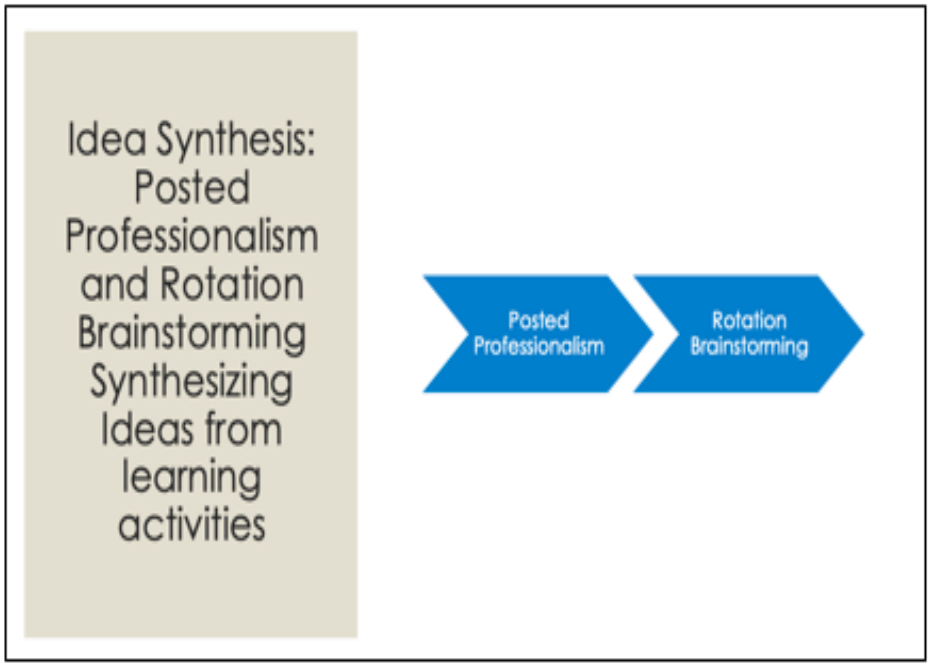

Slide 28:

**SAY**: For our next session, we will engage in rotation brainstorming activity on appreciative principles. Around the room you will find five questions about appreciative principles. Let's count off from one to five until we get to the last person. Each group will then stand at their respective chart. Groups will have four minutes to answer each question. At the end of four minutes, you will rotate clockwise to the next question. After returning to your original numbers, you will have five minutes to read comments left by all participants. Each group will have 3 minutes to present shared responses.

At activity completion,

**SAY**: Any questions or concerns?

**SLIDE FOUND IN HANDOUTS**




Slide 29:

SAY: The next activity might require rotating around the room with various partners as we recall information from yesterday's posted professionalism inquiry session so we can align personal goals for curriculum modification to our perceptions of best practices for curriculum modification. Add details to your answers from yesterday's posted professionalism using best practices shared during today's activity. Focus on rotation brainstorming responses that will assist you with meeting the goals discussed in your posted professionalism responses.

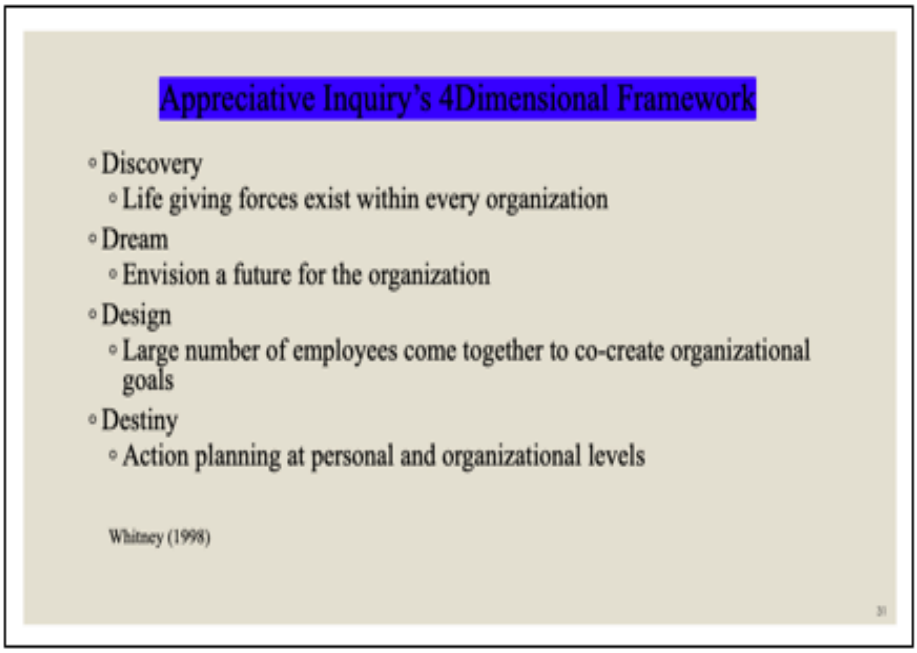
At the end of the activity:

SAY: Any questions or concerns?


Slide 30:

For the next activity, we will conduct another Jigsaw to gain an understanding of

READ slide




Slide 31:

**SAY**: For the next activity we will count off from one to four until everyone has a number from 1-4. (after counting and allowing participants to sit with their respective groups)

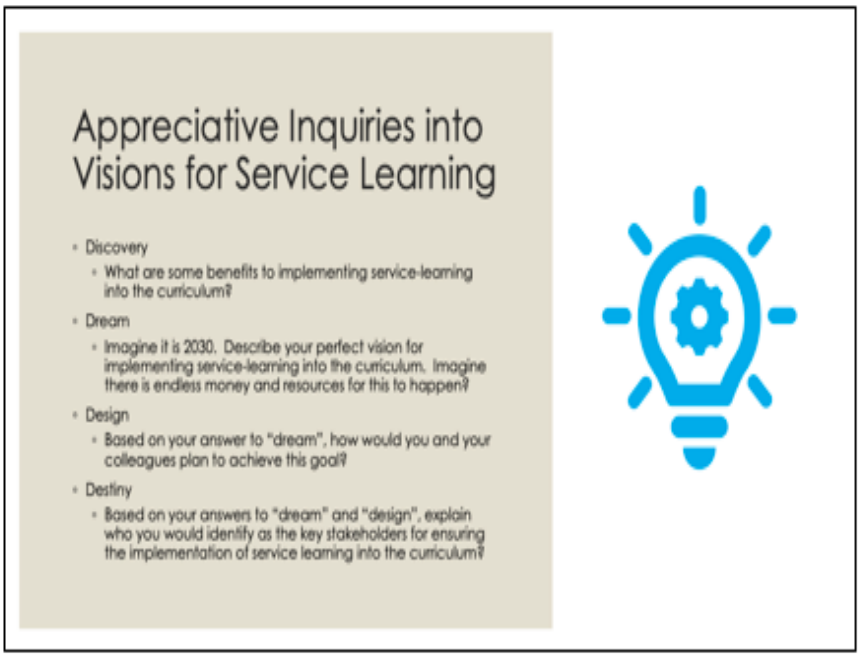
**SAY**: I need one participant from each group to come to the front of the room. One at a time, you will each pick an appreciative stage from the bag that your group will remain responsible for presenting. You will have 20 minutes to read, discuss and share notes, and each group will have 6 minutes to present their activity.

(COVER slides and present each stage one at a time as the groups are called. Call groups based on the order presented in this slide. Add notes to slide (if possible) based on participant responses.

At the end of the activity:

**SAY**: Any questions or concerns?

**SLIDE FOUND IN HANDOUTS**




Slide 32:

**SAY**: For the next inquiry-based activity, we will share and construct our visions for implementing service-learning into state-based curriculums. Today we will sit with persons we believe will best assist with planning for service-learning implementation. If necessary, we can rotate around the room to solicit advice from someone deemed as an expert in an area we might need assistance with.

**SAY**: I will read one stage and question a time. You will have a different amount of time to brainstorm and share responses as a group, and as a larger whole for each question. Place final group responses to each question onto your chart paper. Use as many pieces as necessary.

**SAY**: Any questions or concerns? (respond accordingly)

**SAY**: for the first stage, you will have ten minutes to work as individuals and groups to answer the first question. We will then share responses as a group before moving on to the next stage.

**READ**: Discovery + Question

**SAY**: for the second stage, you will have 20 minutes to work as individuals and groups to answer the first question. We will then share responses as a group for 5 minutes before moving on to the next stage.

**READ**: Dream + Question

**SAY**: for the third stage, you will have 20 minutes to work as individuals and groups to answer the first question. We will then share responses as a group for 5 minutes before moving on to the next stage.

**READ**: Design + Question

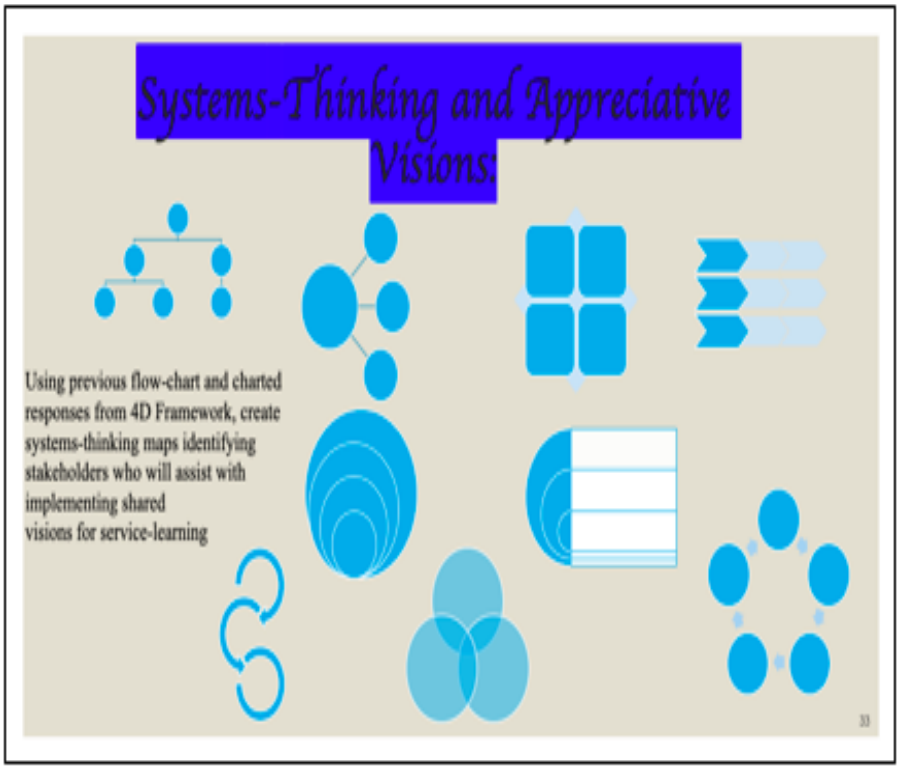
**SAY**: for the last stage, you will have 5 minutes to work as individuals and groups to answer the first question. We will then share responses as a group for 5 minutes

**READ**: Destiny + Question

At the end of the activity:

**SAY**: Any questions or concerns?

**SLIDE FOUND IN HANDOUTS**




Slide 33:

**SAY**: As a follow-up to our last activity, we will align systems-thinking and appreciative visions.

**READ** slide.

**SAY**: Use chart paper and markers to complete this activity. You will have 20 minutes to create flow maps, and for 25 minutes we will share how our visions for service-learning assisted in improving upon systems-thinking flow maps as we prepare for developing our service-learning units.

**SAY**: Any questions or concerns?


Slide 34:

**SAY**: Congratulations! After a long day of inquiry, we have come to the end of session two of Implementing Service-Learning as an Appreciative Organization.

**SAY**: You have the choice of providing a copy of questions (slide 34) to each participant, or to allow participants to complete a posted-professionalism exercise.

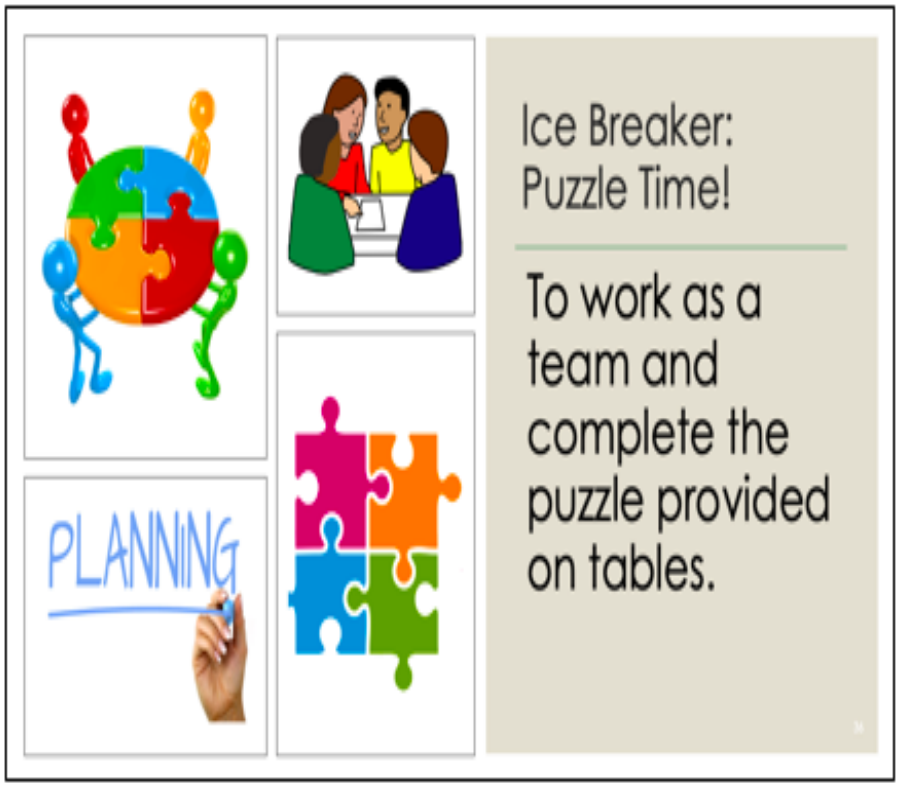
**remind participants to bring scope and sequences, grade level standards, and other curriculum materials that will assist for creating service-units for tomorrow's session.

**SLIDE FOUND IN HANDOUTS**


Slide 35:

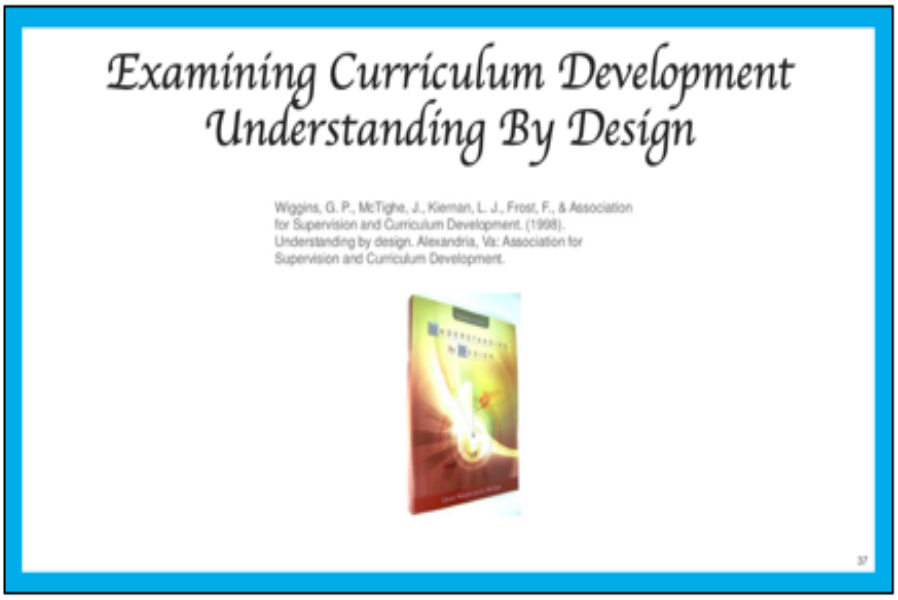
**SAY**: Welcome to Day 3 of Implementing Appreciative Inquiry as a Learning Organization. Todays goals include:

**READ** slide




Slide 36:

**SAY**: Today's motivational activity includes putting together a puzzle. On your tables, you will find baggies with different puzzles. You have will have ten minutes to put the puzzle together. For the last five minutes, we will discuss the idea of puzzles as a metaphor for meeting today's goals.



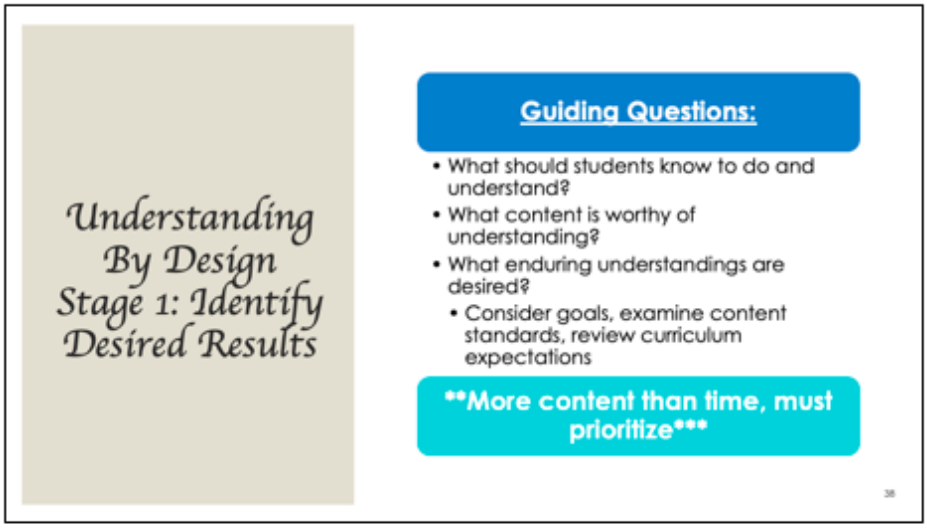

Slide 37:
**SAY**: Understanding by Design will assist with creating curriculum units by providing a structure for ensuring we address all the components of curriculum design when creating service-learning units. For work to exist as meaningful, we must remain in alignment with research-based practice.

**SAY**: For the next activity we will count off from one to three. (after counting and allowing participants to sit with their respective groups)

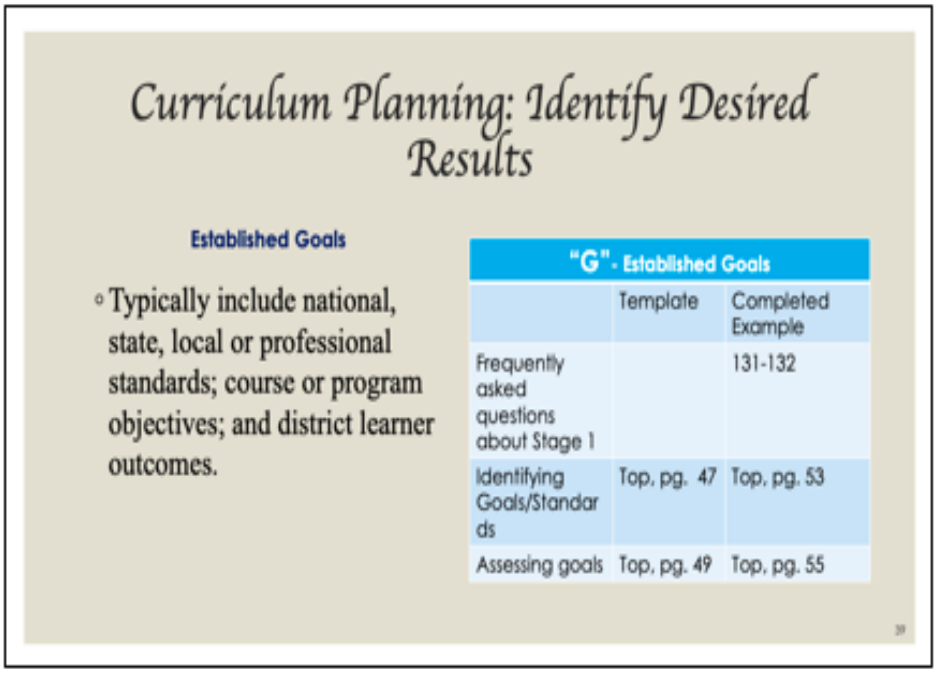
**SAY**: I need one participant from each group to come to the front of the room. One at a time, you will each pick a UBD stage from the bag that your group will remain responsible for presenting. You will have 15 minutes to read, discuss and share notes, and each group will have 5 minutes to present their activity.

(COVER slides and present each stage one at a time as the groups are called. Call groups based on the order presented in this slide. Add notes to slide (if possible) based on participant responses.
Stage 1: slide 38
Stage 2: Slide 44
Stage 3: Slide 50
At the end of the activity:

**SAY**: Any questions or concerns?




SAY: In your folder, you will find handouts that list different templates for "Identifying Desired Results". This section is highlighted in Yellow. I have provided primary templates an examples for completion of this stage. I have also listed additional templates that you night want to consider completing for this section. If you choose to complete the additional templates, the pages are listed for you to make copies for completion.



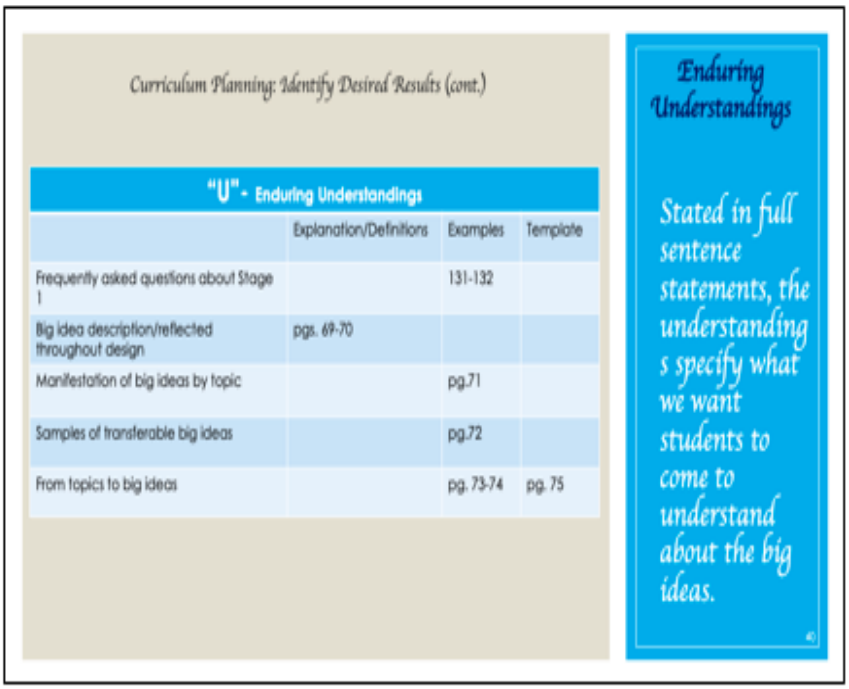

Slide 39:

**SAY**: On this slide, I identify templates that will assist us with meeting the expectations of Stage 1: Identify desired results. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

**SAY**: You will have 75 minutes to complete this activity.

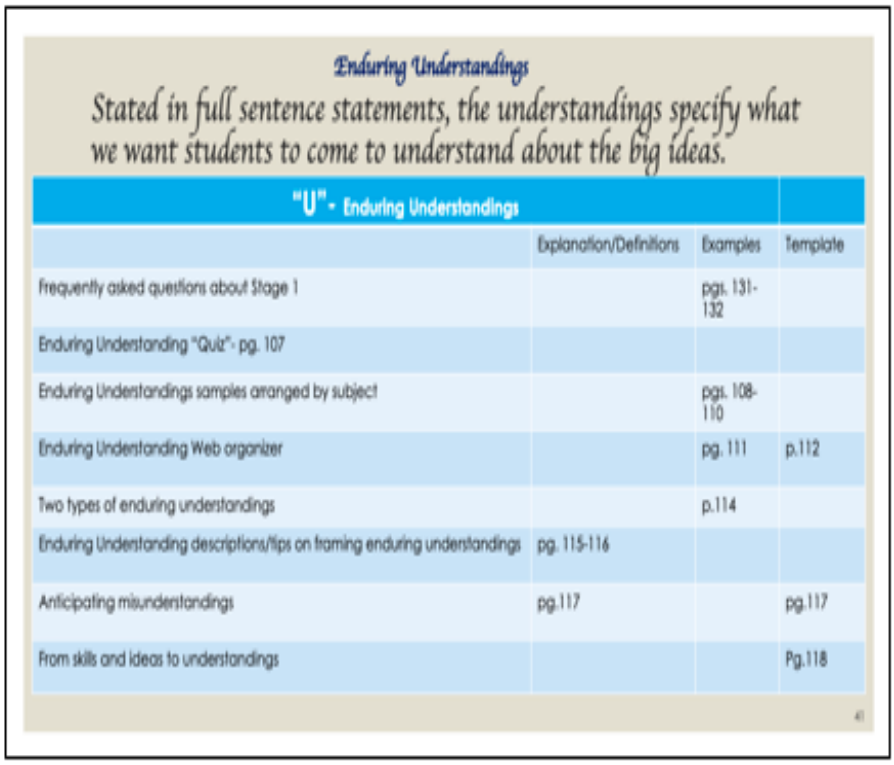
At the end of the activity:

**SAY**: Any questions or concerns?




Slide 40:

**SAY**: On this slide, I identify additional templates that will assist us with meeting the expectations of Stage 1: Identify desired results. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.



Enduring Understandings

Stated in full sentence statements, the understandings specify what we want students to come to understand about the big ideas.

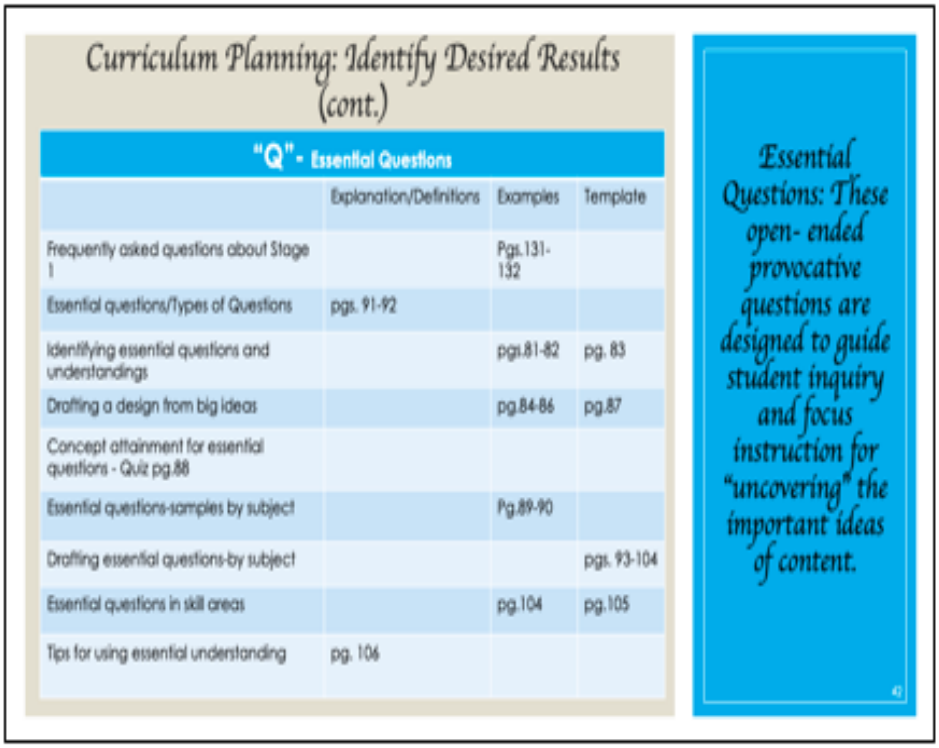
| "U" - Enduring Understandings | | | |
|---|---|---|---|
| | Explanation/Definitions | Examples | Template |
| Frequently asked questions about Stage 1 | | pgs. 131-132 | |
| Enduring Understanding "Quiz"- pg. 107 | | | |
| Enduring Understandings samples arranged by subject | | pgs. 108-110 | |
| Enduring Understanding Web organizer | | pg. 111 | p.112 |
| Two types of enduring understandings | | p.114 | |
| Enduring Understanding descriptions/tips on framing enduring understandings | pg. 115-116 | | |
| Anticipating misunderstandings | pg.117 | | pg.117 |
| From skills and ideas to understandings | | | Pg.118 |

41

Slide 41:

**SAY**: On this slide, I identify additional templates that will assist us with meeting the expectations of Stage 1: Identify desired results. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

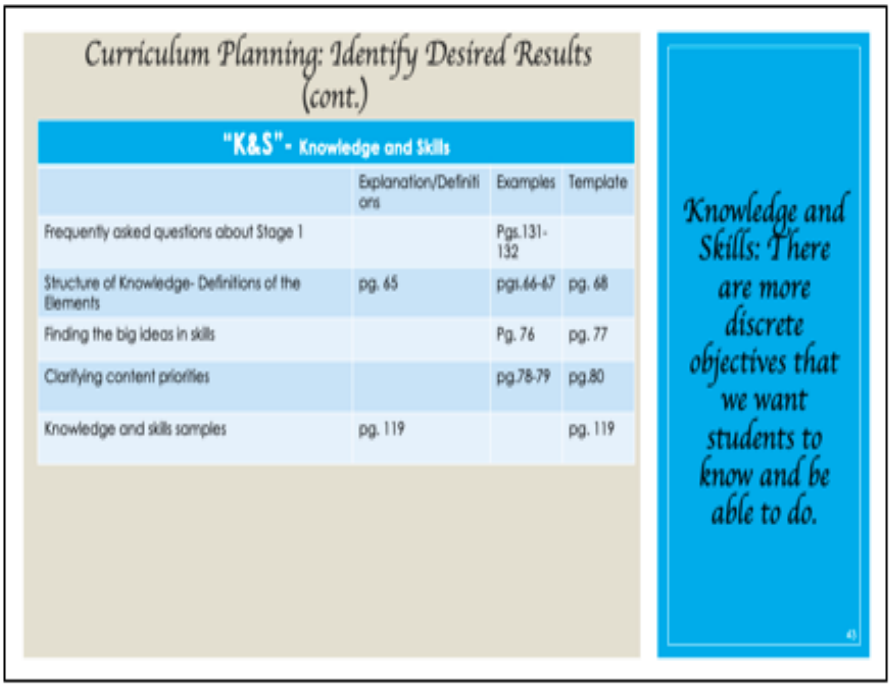
**READ**: Enduring Understandings statement at the top of the slide




Slide 42:

**SAY**: On this slide, I identify additional templates that will assist us with meeting the expectations of Stage 1: Identify desired results. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

**READ**: Essential Questions on the right of the slide

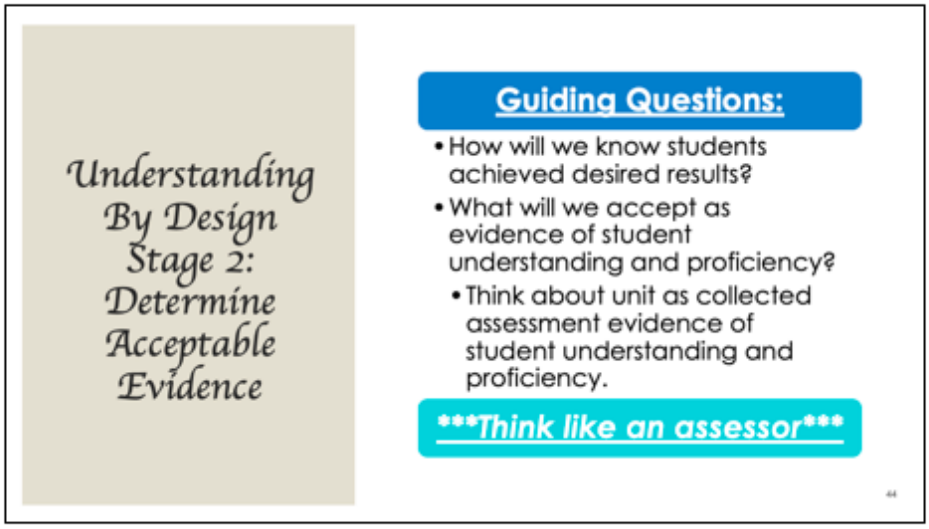



Slide 43:

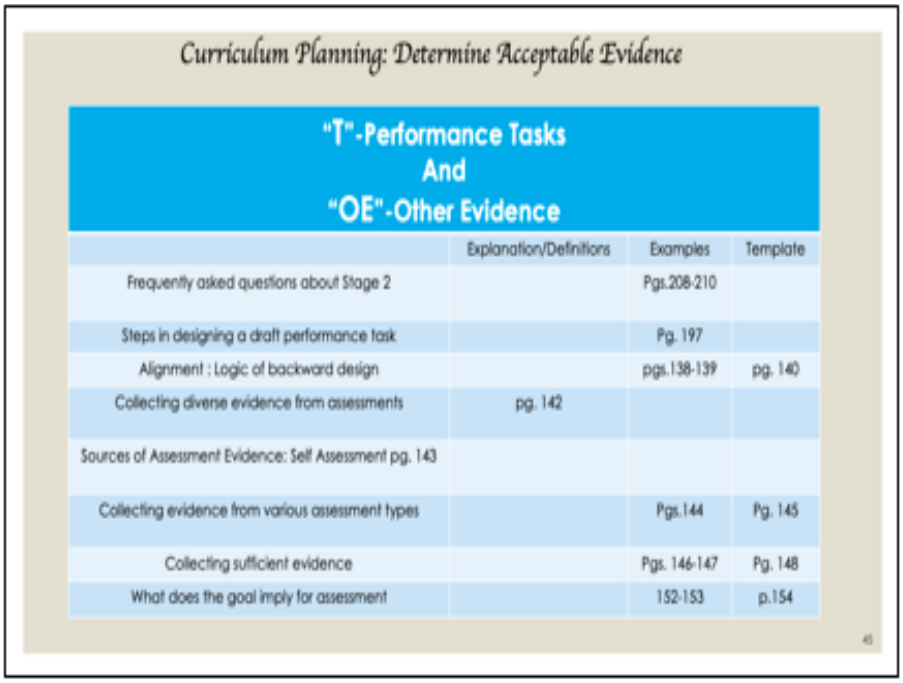
**SAY**: On this slide, I identify additional templates that will assist us with meeting the expectations of Stage 1: Identify desired results. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

**READ**: Knowledge and skills on the right of the slide

As a group, you can decide what templates to choose, and who will complete each template to promote shared planning. Remember you do not need to complete every template. I do suggest completing templates from each sub-stage of stage one (established goals, enduring understandings, essential questions and knowledge and skills) to ensure you cover all major areas of stage one.



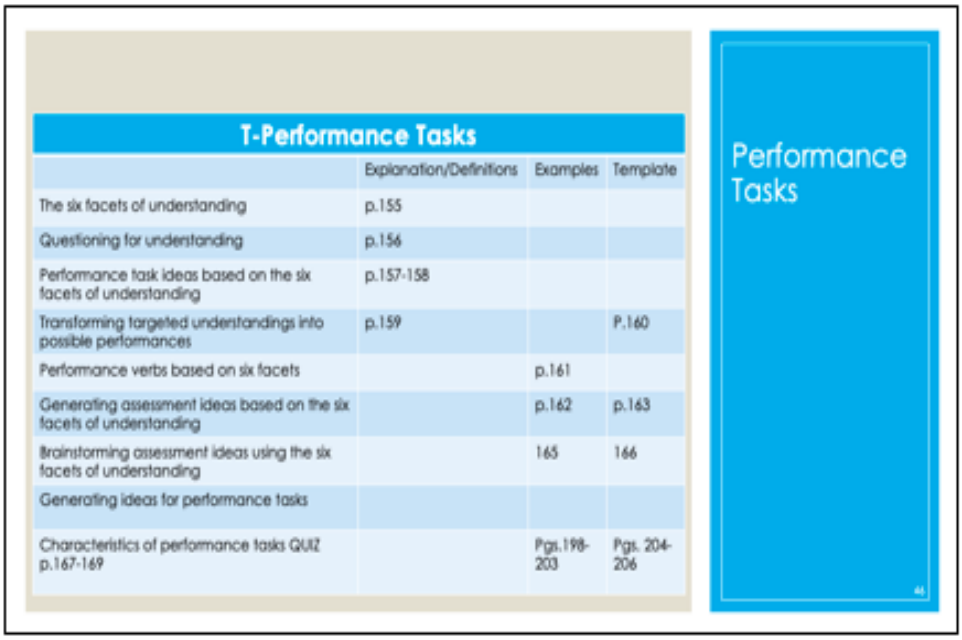

SAY: In your folder, you will find handouts that list different templates for "Identifying Desired Results". This section is highlighted in Green. I have provided primary templates an examples for completion of this stage. I have also listed additional templates that you night want to consider completing for this section. If you choose to complete the additional templates, the pages are listed for you to make copies for completion.




Slide 45:

**SAY**: On this slide, I identify additional templates that will assist us with meeting the expectations of Stage 2: Determine acceptable evidence. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

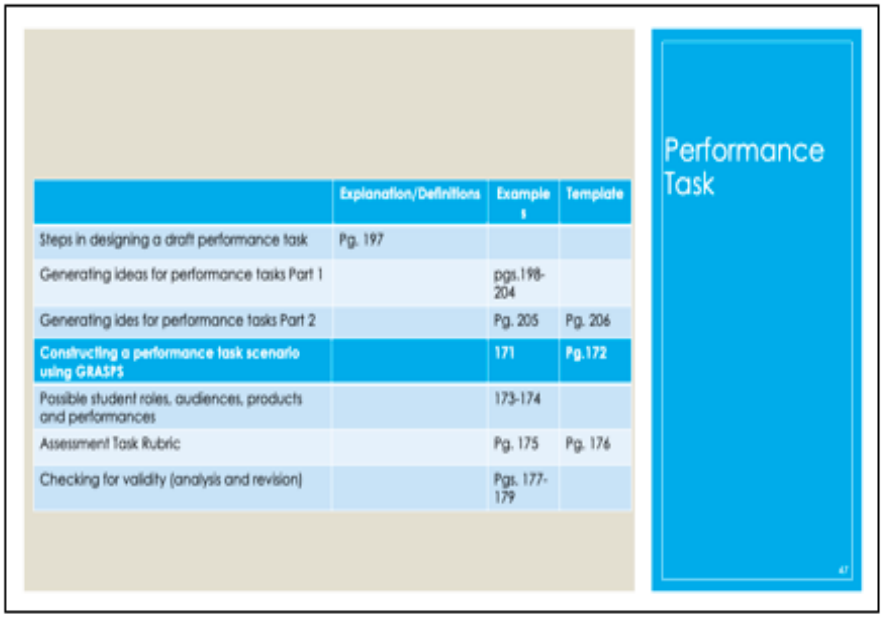
**SAY**: As a group, you can decide what templates to choose, and who will complete each template to promote shared planning. Remember you do not need to complete every template. I do suggest completing templates from each sub-stage of stage two (performance tasks, rubrics and self-assessment) to ensure you cover all major areas of stage two. You will have 80 minutes to complete this activity.




Slide 46:

**SAY**: On this slide, I identify additional templates that will assist us with meeting the expectations of Stage 2: Determine acceptable evidence. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

**SAY**: As a group, you can decide what templates to choose, and who will complete each template to promote shared planning. Remember you do not need to complete every template. I do suggest completing templates from each sub-stage of stage two (performance tasks, rubrics and self-assessment) to ensure you cover all major areas of stage two.



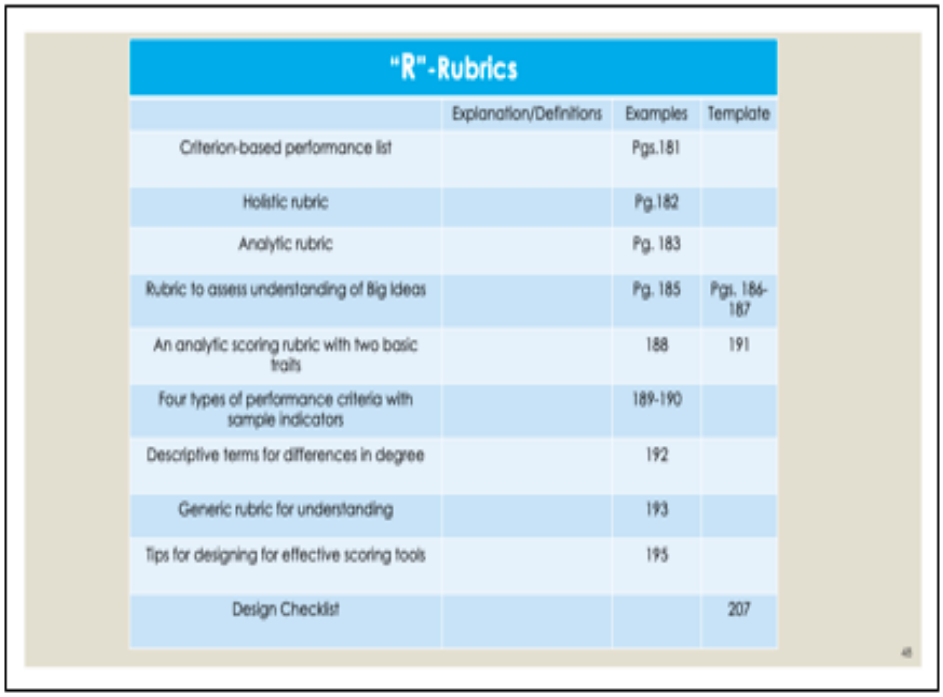
| | Explanation/Definitions | Examples | Template |
|---|---|---|---|
| Steps in designing a draft performance task | Pg. 197 | | |
| Generating ideas for performance tasks Part 1 | | pgs.198-204 | |
| Generating ides for performance tasks Part 2 | | Pg. 205 | Pg. 206 |
| **Constructing a performance task scenario using GRASPS** | | **171** | **Pg.172** |
| Possible student roles, audiences, products and performances | | 173-174 | |
| Assessment Task Rubric | | Pg. 175 | Pg. 176 |
| Checking for validity (analysis and revision) | | Pgs. 177-179 | |



Slide 47:

**SAY**: On this slide, I identify additional templates that will assist us with meeting the expectations of Stage 2: Determine acceptable evidence. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

**SAY**: As a group, you can decide what templates to choose, and who will complete each template to promote shared planning. Remember you do not need to complete every template. I do suggest completing templates from each sub-stage of stage two (performance tasks, rubrics and self-assessment) to ensure you cover all major areas of stage two.



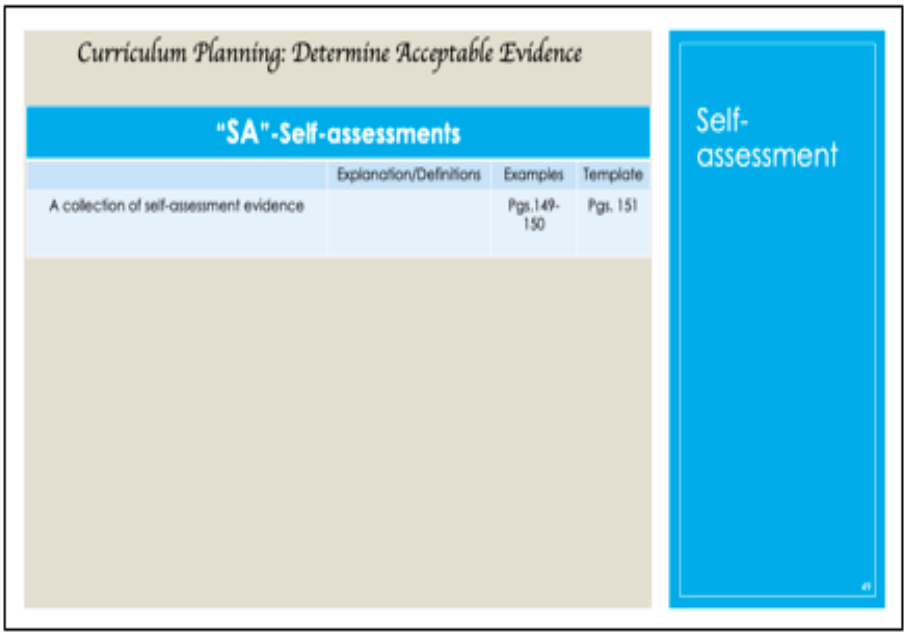
"R"-Rubrics

| | Explanation/Definitions | Examples | Template |
|---|---|---|---|
| Criterion-based performance list | | Pgs.181 | |
| Holistic rubric | | Pg.182 | |
| Analytic rubric | | Pg. 183 | |
| Rubric to assess understanding of Big Ideas | | Pg. 185 | Pgs. 186-187 |
| An analytic scoring rubric with two basic traits | | 188 | 191 |
| Four types of performance criteria with sample indicators | | 189-190 | |
| Descriptive terms for differences in degree | | 192 | |
| Generic rubric for understanding | | 193 | |
| Tips for designing for effective scoring tools | | 195 | |
| Design Checklist | | | 207 |

Slide 48:

**SAY**: On this slide, I identify additional templates that will assist us with meeting the expectations of Stage 2: Determine acceptable evidence. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

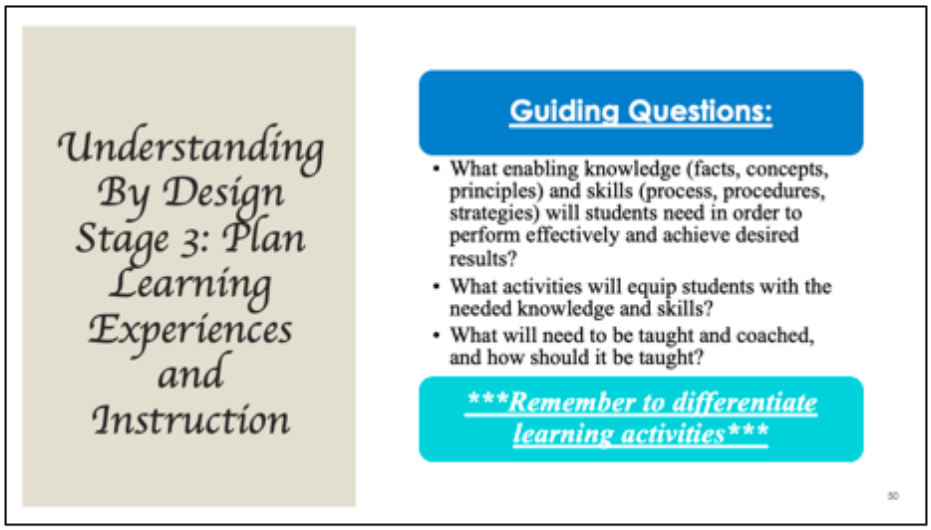
**SAY**: As a group, you can decide what templates to choose, and who will complete each template to promote shared planning. Remember you do not need to complete every template. I do suggest completing templates from each sub-stage of stage two (performance tasks, rubrics and self-assessment) to ensure you cover all major areas of stage two.



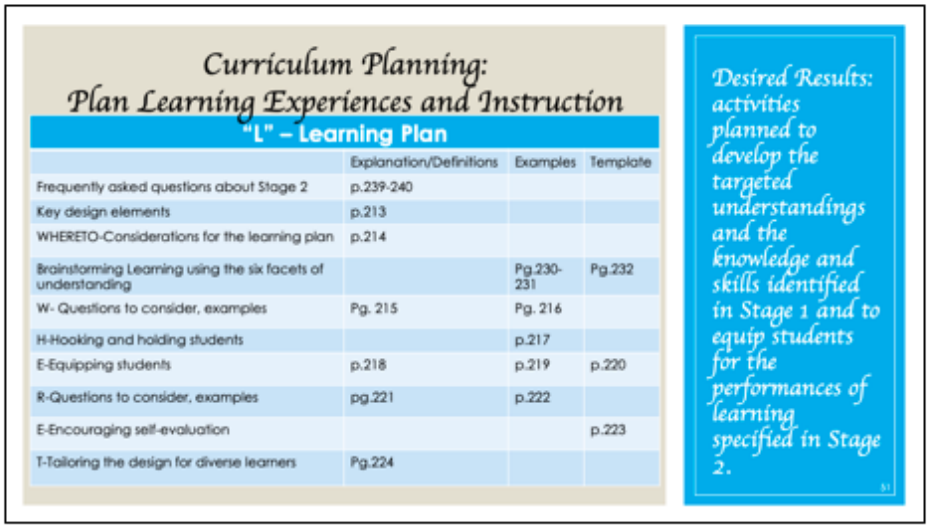

Slide 49:

**SAY**: On this slide, I identify additional templates that will assist us with meeting the expectations of Stage 2: Determine acceptable evidence. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

**SAY**: As a group, you can decide what templates to choose, and who will complete each template to promote shared planning. Remember you do not need to complete every template. I do suggest completing templates from each sub-stage of stage two (performance tasks, rubrics and self-assessment) to ensure you cover all major areas of stage two.



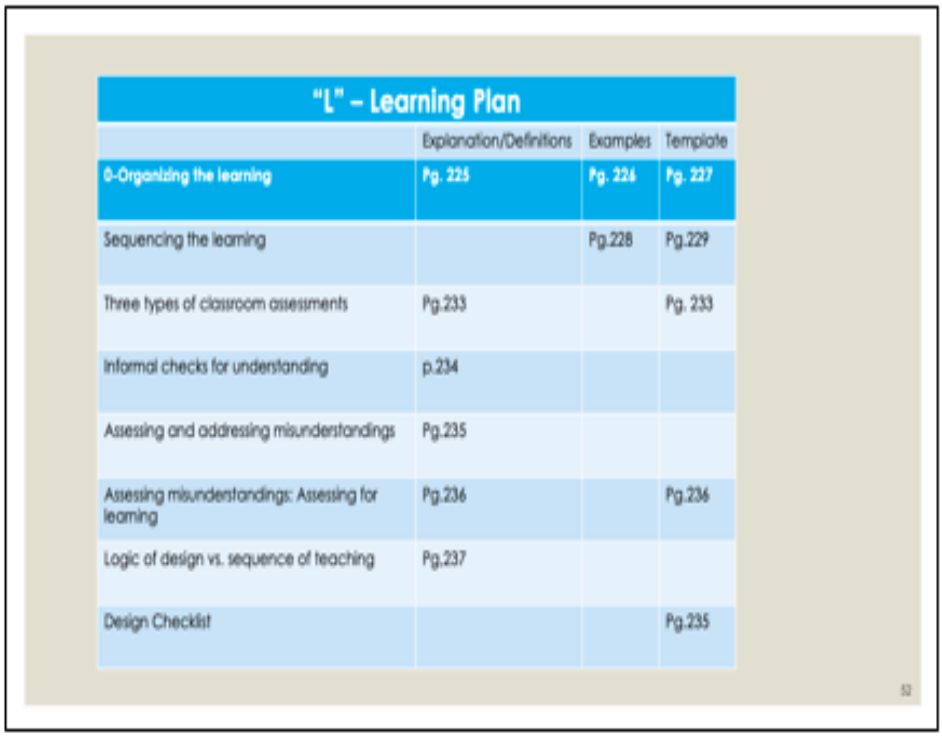

SAY: In your folder, you will find handouts that list different templates for "Identifying Desired Results". This section is highlighted in Light Blue. I have provided primary templates an examples for completion of this stage. I have also listed additional templates that you night want to consider completing for this section. If you choose to complete the additional templates, the pages are listed for you to make copies for completion.




Slide 51:

**SAY**: On this slide, I identify templates that will assist us with meeting the expectations of Stage 3: Learning experiences and instruction. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

**SAY**: As a group, you can decide what templates to choose, and who will complete each template to promote shared planning. Remember you do not need to complete every template. I do suggest completing templates from each sub-stage of stage three (Learning plan) to ensure you cover all major areas of stage three. You will have 105 minutes to complete this activity.



"L" – Learning Plan

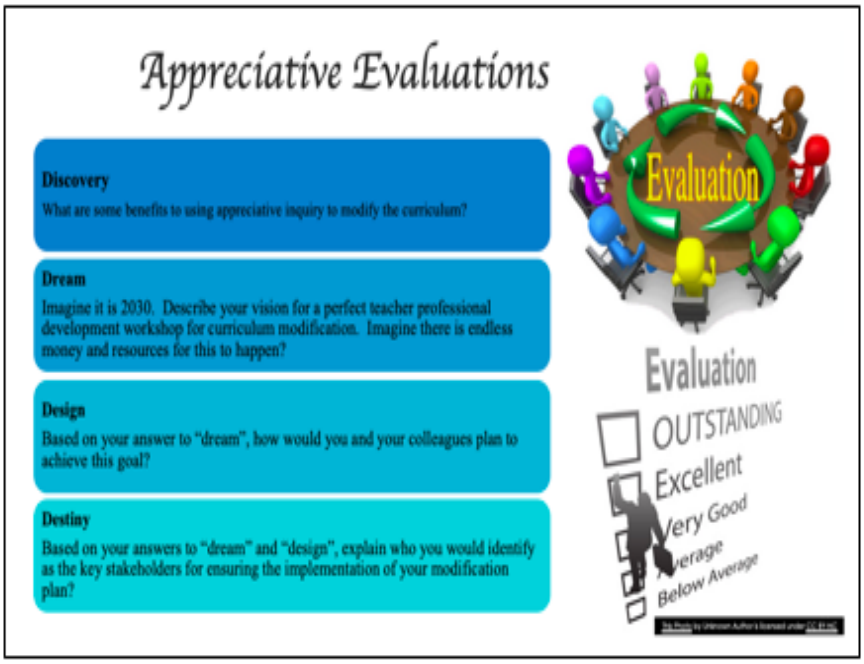
| | Explanation/Definitions | Examples | Template |
|---|---|---|---|
| 0-Organizing the learning | Pg. 225 | Pg. 226 | Pg. 227 |
| Sequencing the learning | | Pg.228 | Pg.229 |
| Three types of classroom assessments | Pg.233 | | Pg. 233 |
| Informal checks for understanding | p.234 | | |
| Assessing and addressing misunderstandings | Pg.235 | | |
| Assessing misunderstandings: Assessing for learning | Pg.236 | | Pg.236 |
| Logic of design vs. sequence of teaching | Pg.237 | | |
| Design Checklist | | | Pg.235 |

52

Slide 52:

**SAY**: On this slide, I identify additional templates that will assist us with meeting the expectations of Stage 3: Learning experiences and instruction. You can find all templates in the folder provided to you. You do not have to use every template identified for each stage. You do have to decide which templates your administrators and curriculum implementation staff expect to see in lesson planning and curriculum design. Each template also has supporting examples, so you know how to complete each section on the template.

**SAY**: As a group, you can decide what templates to choose, and who will complete each template to promote shared planning. Remember you do not need to complete every template. I do suggest completing templates from each sub-stage of stage three (Learning plan) to ensure you cover all major areas of stage three.




Slide 53:

SAY: Congratulations! We have completed PD training "Implementing Service-Learning as an Appreciative Organization" and you are all service-learning curriculum unit designers. We will now end the workshop with appreciative evaluations.

SAY: I will leave the room and you will select someone to lead Appreciative Evaluations using AI's 4D Framework. Participants will sit in groups and choose to present answers on chart paper or individual worksheets, but group members must agree to the same format. Thank you so much for your hard work and participation. I will stick around at the end of the workshop to answer any questions.

(D) Documents: Participant handouts

Name:_____
Date:_____

DAY 1:

# Introductory Activity: The Gorilla Story

- "This story starts with a cage containing five gorillas and a large bunch of bananas hanging above some stairs in the center of the cage. Before long, a gorilla goes to the stairs and starts to climb toward the bananas. As soon as he touches the stairs, all the gorillas are sprayed with cold water. After a while, another gorilla makes an attempt and gets the same result—all the gorillas are sprayed with cold water. Every time a gorilla attempts to retrieve the bananas, the others are sprayed. Eventually, they quit trying and leave the bananas alone.
- One of the original gorillas is removed from the cage and replaced with a new one. The new gorilla sees the bananas and starts to climb the stairs. To his horror, all the other gorillas attack him. After another attempt and attack, he knows that if he tries to climb the stairs he will be assaulted. Next, the second of the original five gorillas is replaced with a new one. The newcomer goes to the stairs and is attacked. The previous newcomer takes part in the punishment with enthusiasm.
- Next the third original gorilla is replaced with a new one. The new one goes for the stairs and is attacked as well. Two of the four gorillas that beat him have no idea why they were not permitted to climb the stairs or why they are participating in the beating of the newest gorilla.
- After the fourth and fifth original gorillas have been replaced, all the gorillas that were sprayed with cold water are gone. Nevertheless, no gorilla will ever again approach the stairs. Why not?
- "Because that's the way it has always been done." "

****Passage Retrieved from www.workhopexercises.com/Engagement.htm#6**
****Retrieval site also found on PowerPoint slide**

Our day begins with a motivational activity called Gorilla Tale. Please take 5-10 minutes to read the following passage. After reading, determine the central message of the passage and discuss your findings with your colleagues.

Discussion Questions:
Apply "The Gorilla Tale" to curriculum experiences encountered within your organization.

1) Why is change so threatening?

2) What is the power of the status quo?

3) How can a leader, help break “gorilla” thinking?

4) How can other stakeholders help to break “Gorilla” thinking?

5) What motivates people to move out of their comfort zones?

6) In organizations, how is the status quo perpetuated?

7) Why might people react so defensively towards proposed change?

Name:_____
Date:_____

# Day 1: The 5th Discipline: Systems Thinking:

Introductory Activity: Step to the Line **THINK CURRICULUM**

- 1) Today's problems come from yesterday's solutions
  - Causes to our problems are found in how we solve past problems
    - Shifting problems from one area of the organization to another; those who solved first problem different from those who inherit the second
- 2) The harder your push, the harder the system pushes back
  - The more effort expended improving situations, the more effort required
    - "compensating feedback"-efforts to solve problems create more problems
- 3) Behavior grows better before it grows worse
  - Short-term impact, long-term headache
- 4) The easy way out usually leads back in
  Re-using strategies that do not align with problems
- 5) The cure can be worse than the disease
  - Short-term improvements leading to long term dependency
    - Interventions that weaken entire systems
- 6) Faster is slower
  - Most systems have optimal rates for growth
    - Sustainable solutions take time, quick fix, slow cure
- 7) Cause and effect are not closely related in time or space
  - When implementing quick solutions to problems, we tend to find solutions in the same box as the problem
- 8) Small changes can produce the highest results
  - Change with minimal effort leads to lasting improvement
- 9) You can have your cake and eat it too, but not all at one.
  - No such thing as either or
  Imagine possible solutions
- 10) Dividing an elephant in half does not produce two small elephants
  - Envision the problem not by itself, but by how it interacts with other parts of the organization
    - Whole vs parts
- 11) There is no blame
  - You and cause of your problems part of a single system
    - Solutions lie in relationships with your enemy

Senge (1990).

Name: _____
Date: _____

# 5 Disciplines of Learning Organizations: DAY 1

- Personal Mastery
  - Intrinsic, life-long learning
  - Each person responsible for own learning
  - Ongoing cycles of learning where reason and intuition integrate during decision-making

- Mental Modes
  - Surfacing, testing, improving the way the world works
  - New ideas fail due to our perception of how world works
  - Ability to impede and accelerate learning based on our perceptions

- Shared Vision
  - Loyalty better executed under shared vs. personal visions
  - Generative learning requires interest
  - Vision as a powerful force in the heart, not the mind

- Team Learning
  - Requires practice
    - What happens usually a consequence of our own actions
  - Need to think insightfully about complex issues
  - Need for innovative, coordinated action
  - Team members fostering growth of other teams
  - Collective Discipline
    - Open dialogue and structured discussions

- Systems Thinking
  - Stakeholders must see school as a system with interconnected parts
  - Decisions not made in isolation
  - Interdisciplinary learning required for meaningful activities
  -

Senge (1990).

Name:_____
Date:_____

# Systems Thinking and Curriculum Implementation: DAY 1

- Concentric Circles
  - Discussion Prompts
    - 1) I/we implement curricula like _____ because _____.
    - 2) My reasons for modifying, or my desires for modifying the curriculum are _____.
    - 3) My reasons for not modifying the curriculum are _____.
    - 4) I imagine curriculum implementation as _____.
    - 5) I imagine modifying the curriculum in this fashion _____ and implementing in the curriculum in this fashion will be beneficial because _____.
    - 6) The following policies, systems, practices and traditions affect how we implement the curriculum _____.
    - 7) How will modifying the curriculum help other instructional practices operate more effectively and intelligently?_____
    - 8) How can we look for synergies with other systems when modifying the curriculum? _____

Name: _____
Date: _____

# Posted Professionalism: DAY 1

- How do you want to grow your value in regard to modifying the curriculum over the next year?

- What do you want to accomplish as it relates to modifying the curriculum over the next few years?

- What expertise and passions do you have that can help you make contributions to modifying the curriculum?

- What do you need from your organization to help you master curriculum modification?

- What can you do to help your grade level team and other grades/departments grow as it relates to the curriculum?

- How can your supervisor support your efforts to modify the curriculum?

- What do you want to do more of, and less of, as it relates to modifying the curriculum?

- How do you like to get feedback (from whom, in what fashion)?

Name:_____
Date:_____

# Idea Challenge: Provocative Curriculum Statements: DAY 1

- Education departments/government agencies are responsible for creating/developing curricula.

- If my principal or school district does not provide adequate resources to support the curriculum, I will find those resources on my own.

- I prefer to follow a scripted curriculum vs. modifying or creating my own curriculum.

- It is important to seek out the opinions of my colleagues when modifying the curriculum.

- I prefer to work alone when implementing or modifying the curriculum.

- My administration is not proficient in curriculum components/expectations, thus unable to support classroom practice.

Name:_____
Date:_____

# What is Appreciative Inquiry?
# DAY 2

## 5 Principles of Appreciative Inquiry

- Constructionist Principle
  - language and relationships essential for constructing communities

- Poetic Principle
  - organizations move in direction of conversations

- Anticipatory Principle
  - what we anticipate is what we enact and give life to

- Simultaneity
  - learning and change simultaneous

- Positive Principle
  - focus on what gives life to evolve

Cooperrider & Srivastva (1987)

Name:_____
Date:_____

# Appreciative Principles:
# Rotation Brainstorming
# DAY 2

- Constructionist Principle:
  - In your opinion, which strategies are best for modifying the curriculum?

- Poetic Principle:
  - What was one of your best experiences with a) curriculum implementation and b) curriculum modification?

- Anticipatory Principle:
  - Explain why you would or would not modify the curriculum in the future?

- Simultaneity Principle:
  - What are some of the questions asked when you and your colleagues plan for curriculum modification?

- Positive Principle:
  - What are some success stories with a) curriculum implementation and b) curriculum modification?

Name: _____
Date: _____

# Appreciative Inquiry's 4Dimensional Framework: DAY 2

- Discovery
  - Life giving forces exist within every organization

- Dream
  - Envision a future for the organization

- Design
  - Large number of employees come together to co-create organizational goals

- Destiny
  - Action planning at personal and organizational levels

Cooperrider & Whitney, (2001)

Name:_____
Date:_____

# Appreciative Inquiries into Visions for Service Learning

## DAY 2

Discovery
What are some benefits to implementing service-learning into the curriculum?

Dream
Imagine it is 2030. Describe your perfect vision for implementing service-learning into the curriculum. Imagine there is endless money and resources for this to happen?

Design
Based on your answer to “dream”, how would you and your colleagues plan to achieve this goal?

Destiny
Based on your answers to “dream” and “design”, explain who you would identify as the key stakeholders for ensuring the implementation of service learning into the curriculum?

Name:_____
Date:_____

# Understanding By Design
# Stage 1: Identify Desired Results

- **Guiding Questions:**

What should students know to do and understand?
What content is worthy of understanding?
What enduring understandings are desired?
Consider goals, examine content standards, review curriculum expectations

- ****More content than time, must prioritize*****

## Curriculum Planning: Identify Desired Results

| **"G"- Established Goals** | | |
|---|---|---|
| | Template | Completed Example |
| Frequently asked questions about Stage 1 | | 131-132 |
| Identifying Goals/Standards | Top, pg. 47 | Top, pg. 53 |
| Assessing goals | Top, pg. 49 | Top, pg. 55 |

| **"U"- Enduring Understandings** | | | |
|---|---|---|---|
| | Explanation/Definitions | Examples | Template |
| Frequently asked questions about Stage 1 | | 131-132 | |
| Big idea description/reflected throughout design | pgs. 69-70 | | |
| Manifestation of big ideas by topic | | pg.71 | |

| | | | |
|---|---|---|---|
| Samples of transferable big ideas | | pg.72 | |
| From topics to big ideas | | pg. 73-74 | pg. 75 |

| **"U"- Enduring Understandings** | | | |
|---|---|---|---|
| | Explanation/Definitions | Examples | Template |
| Frequently asked questions about Stage 1 | | pgs. 131-132 | |
| Enduring Understanding "Quiz"- pg. 107 | | | |
| Enduring Understandings samples arranged by subject | | pgs. 108-110 | |
| Enduring Understanding Web organizer | | pg. 111 | p.112 |
| Two types of enduring understandings | | p.114 | |
| Enduring Understanding descriptions/tips on framing enduring understandings | pg. 115-116 | | |
| Anticipating misunderstandings | pg.117 | | pg.117 |

| | | | |
|---|---|---|---|
| From skills and ideas to understandings | | | Pg.118 |

**"Q"- Essential Questions**

| | Explanation/Definitions | Examples | Template |
|---|---|---|---|
| Frequently asked questions about Stage 1 | | Pgs.131-132 | |
| Essential questions/Types of Questions | pgs. 91-92 | | |
| Identifying essential questions and understandings | | pgs.81-82 | pg. 83 |
| Drafting a design from big ideas | | pg.84-86 | pg.87 |
| Concept attainment for essential questions - Quiz pg.88 | | | |
| Essential questions-samples by subject | | Pg.89-90 | |
| Drafting essential questions-by subject | | | pgs. 93-104 |

| | | | |
|---|---|---|---|
| Essential questions in skill areas | | pg.104 | pg.105 |
| Tips for using essential understanding | pg. 106 | | |

**"K&S"- Knowledge and Skills**

| | Explanation/Definitions | Examples | Template |
|---|---|---|---|
| Frequently asked questions about Stage 1 | | Pgs.131-132 | |
| Structure of Knowledge-Definitions of the Elements | pg. 65 | pgs.66-67 | pg. 68 |
| Finding the big ideas in skills | | Pg. 76 | pg. 77 |
| Clarifying content priorities | | pg.78-79 | pg.80 |
| Knowledge and skills samples | pg. 119 | | pg. 119 |

# Understanding By Design
# Stage 2: Determine Acceptable Evidence

- **Guiding Questions:**

How will we know students achieved desired results?
What will we accept as evidence of student understanding and proficiency?
Think about unit as collected assessment evidence of student understanding and proficiency.

- ******Think like an assessor******

## Curriculum Planning: Determine Acceptable Evidence

| **"T"-Performance Tasks And "OE"-Other Evidence** | | | |
|---|---|---|---|
| | Explanation/Definitions | Examples | Template |
| Frequently asked questions about Stage 2 | | Pgs.208-210 | |
| Steps in designing a draft performance task | | Pg. 197 | |
| Alignment : Logic of backward design | | pgs.138-139 | pg. 140 |
| Collecting diverse evidence from assessments | pg. 142 | | |
| Sources of Assessment Evidence: Self-Assessment pg. 143 | | | |
| Collecting evidence from various assessment types | | Pgs.144 | Pg. 145 |

| | | | |
|---|---|---|---|
| Collecting sufficient evidence | | Pgs. 146-147 | Pg. 148 |
| What does the goal imply for assessment | | 152-153 | p.154 |

**T- Performance Tasks**

| | Explanation/Definitions | Examples | Template |
|---|---|---|---|
| The six facets of understanding | p.155 | | |
| Questioning for understanding | p.156 | | |
| Performance task ideas based on the six facets of understanding | p.157-158 | | |
| Transforming targeted understandings into possible performances | p.159 | | P.160 |
| Performance verbs based on six facets | | p.161 | |
| Generating assessment ideas based on the six facets of understanding | | p.162 | p.163 |

| | | | |
|---|---|---|---|
| Brainstorming assessment ideas using the six facets of understanding | | 165 | 166 |
| Generating ideas for performance tasks | | Pgs.198-203 | Pgs. 204-206 |
| Characteristics of performance tasks QUIZ and samples | p.167 | p.168-169 | |
| Steps in designing a draft performance task | Pg. 197 | | |
| Constructing a performance task scenario using GRASPS | | 171 | Pg.172 |
| Possible student roles, audiences, products and performances | | 173-174 | |
| Assessment Task Rubric | | Pg. 175 | Pg. 176 |
| Checking for validity (analysis and revision) | | Pgs. 177-179 | |

**"R"-Rubrics**

| | Explanation/Definitions | Examples | Template |
|---|---|---|---|
| Criterion-based performance list | | Pgs.181 | |
| Holistic rubric | | Pg.182 | |
| Analytic rubric | | Pg. 183 | |
| Rubric to assess understanding of Big Ideas | | Pg. 185 | Pgs. 186-187 |
| An analytic scoring rubric with two basic traits | | 188 | 191 |
| Four types of performance criteria with sample indicators | | 189-190 | |
| Descriptive terms for differences in degree | | 192 | |
| Generic rubric for understanding | | 193 | |
| Tips for designing for | | 195 | |

| | | | |
|---|---|---|---|
| effective scoring tools | | | |
| Design Checklist | | | 207 |

**“SA”-Self-assessments**

| | Explanation/Definitions | Examples | Template |
|---|---|---|---|
| A collection of self-assessment evidence | | Pgs.149-150 | Pgs. 151 |

# Understanding By Design
# Stage 3: Plan Learning Experiences and Instruction (Desired Results)

- **Guiding Questions:**

What enabling knowledge (facts, concepts, principles) and skills (process, procedures, strategies) will students need in order to perform effectively and achieve desired results?
What activities will equip students with the needed knowledge and skills?
What will need to be taught and coached, and how should it be taught?

- ******Remember to differentiate learning activities******

## Curriculum Planning: Desired Results

| **"L" – Learning Plan** | | | |
|---|---|---|---|
| | Explanation/Definitions | Examples | Template |
| Frequently asked questions about Stage 2 | p.239-240 | | |
| Key design elements | p.213 | | |
| WHERETO- Considerations for the learning plan | p.214 | | |
| Brainstorming Learning using the six facets of understanding | | Pg.230-231 | Pg.232 |
| W- Questions to consider, examples | Pg. 215 | Pg. 216 | |

| | | | |
|---|---|---|---|
| H-Hooking and holding students | | p.217 | |
| E-Equipping students | p.218 | p.219 | p.220 |
| R-Questions to consider, examples | pg.221 | p.222 | |
| E-Encouraging self-evaluation | | | p.223 |
| T-Tailoring the design for diverse learners | Pg.224 | | |

| **"L" – Learning Plan** | | | |
|---|---|---|---|
| | Explanation/Definitions | Examples | Template |
| 0-Organizing the learning | Pg. 225 | Pg. 226 | Pg. 227 |
| Sequencing the learning | | Pg.228 | Pg.229 |
| Three types of classroom assessments | Pg.233 | | Pg. 233 |
| Informal checks for understanding | p.234 | | |
| Assessing and addressing misunderstandings | Pg.235 | | |
| Assessing misunderstandings: | Pg.236 | | Pg.236 |

| | | | |
|---|---|---|---|
| Assessing for learning | | | |
| Logic of design vs. sequence of teaching | Pg,237 | | |
| Design Checklist | | | Pg.235 |

(E) Documents
Participant and Project Evaluations:


Appreciative Evaluations: Day 1

Meme Gallery:

Using your phones or your computers, identify or create a memes or gifs that best describe your perceptions at the beginning of Day 1 training, until the ending of Day 1 training. After creating your memes/gifs, please forward them to mscalewis1@gmail.com so we can present and discuss on the presentation screen.


Appreciative Evaluations: Day 2

1) Constructionist Principle:
   In your opinion, which strategies are best for preparing teachers to modify the curriculum for service-learning?

2) Poetic Principle:
   What was one of your best experiences during the two-day workshop?

3) Anticipatory Principle:
   Explain why you would or would not attend this seminar in the future.

4) Simultaneity Principle:
   What are some questions facilitators should ask when developing activities for teachers trying to modify the curriculum for service-learning implementation?

5) Positive Principle:
   What was one success story you can share from the development of appreciative visions for service-learning?


Appreciative Evaluations: Day 3

1) Discovery
   What are some benefits to using appreciative inquiry to modify the curriculum?

2) Dream
   Imagine it is 2030. Describe your vision for a perfect teacher professional development workshop for curriculum modification. Imagine there is endless money and resources for this to happen?

3) Dream
   Imagine it is 2030. Describe your vision for a perfect teacher professional development workshop for curriculum modification. Imagine there is endless money and resources for this to happen?

4) Destiny
   Based on your answers to “dream” and “design”, explain who you would identify as the key stakeholders for ensuring the implementation of your modification plan?

Evaluation #2, Day 3

Date:_____
Organization:_____
PD Training: _____

Evaluation of Professional Development Training: “Implementing Service-Learning as an Appreciative Organization.”

Please rate the following statements on a scale of one to five.

1= Strongly Disagree 2=Disagree 3= Neutral 4= Agree 5- Strongly Agree

1) The agenda and objectives of the PD training were clearly communicated.

1 2 3 4 5

2) The objectives of the PD training were relevant to my learning.

1 2 3 4 5

3) The activities of the training assisted in meeting the stated objectives.

1 2 3 4 5

4) The activities of the PD training aligned with my learning style as an adult learner.

1 2 3 4 5

5) The objectives were met by the presenter.

1 2 3 4 5

6) I plan to use learned information from the session in the classroom.

1 2 3 4 5

Please provide a written response to the following questions:

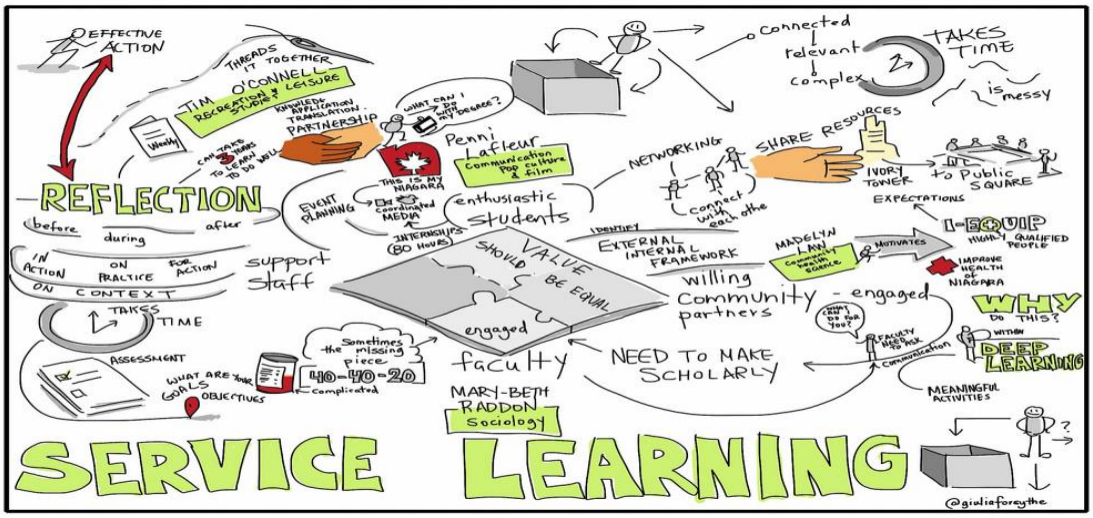
1) Which aspect of the PD training do you view as the most effective (areas to build upon?

2) Which aspect of the PD training do you find as the least effective (areas for improvement)?

3) How will you use what you learned from the 3-Day training in the classroom environment?

4) What additional training/assistance will you need to feel successful in your efforts?

Appendix B: Research Invitation




Invitation to participate in research

***Cassandra Lewis***

Presents

Invitation for Research Participation

GREETINGS K-12 SCHOOL TEACHERS

Congratulations on your completion of the 2018 portion of the 2018-2019 school year. This invitation is to invite you to participate in a research-project study that was approved by Walden University (approval number inserted when granted). I am inviting all K-12 teachers who have experience with implementing service-learning or community service into the curriculum. The purpose of this study is to determine whether mandates limit the implementation of service-learning, thus only allowing community service into the curriculum. This study is being conducted by Cassandra Lewis and supervised by doctoral chair Dr. Maureen Ellis.

Your participation in the proposed project study is voluntary and you will be able to withdraw from the proposed study without receiving any form of penalty. If you agree to participate, you will be asked to complete a survey and answer semistructured questions in a telephone interview. The online survey will require 15-20 minutes of your time. The tape-recorded telephone interviews will require 20-30 minutes of your time. After the survey and interview data is collected and analyzed, I will ask you to review the data to ensure my analysis matches your perspective before the final write-up for the study is completed. This will require 10-15 minutes of your time.

Participation in the study does not provide any risk to you personally, but the benefits include the possible knowledge gained, which might assist with examining

curriculum policies that influence students within your school and district community. The data collected from the proposed study will be stored by Cassandra Lewis. I will keep the data confidential and secured.

You may refuse to participate without being subject to penalty or losing any benefits. If you have any questions, please contact the principal investigator, Cassandra Lewis, at 718-404-4811. If you have any questions about your rights as a research participant, contact the Walden University Research Participant Advocate Dr. Endicott at 800-925-3368 extension, 3121210. If you have any interest in the study, please click the link to the survey and place your initials on the bottom of the first page, where you will find the consent form.

Thank you!

# Appendix C: Interview Email

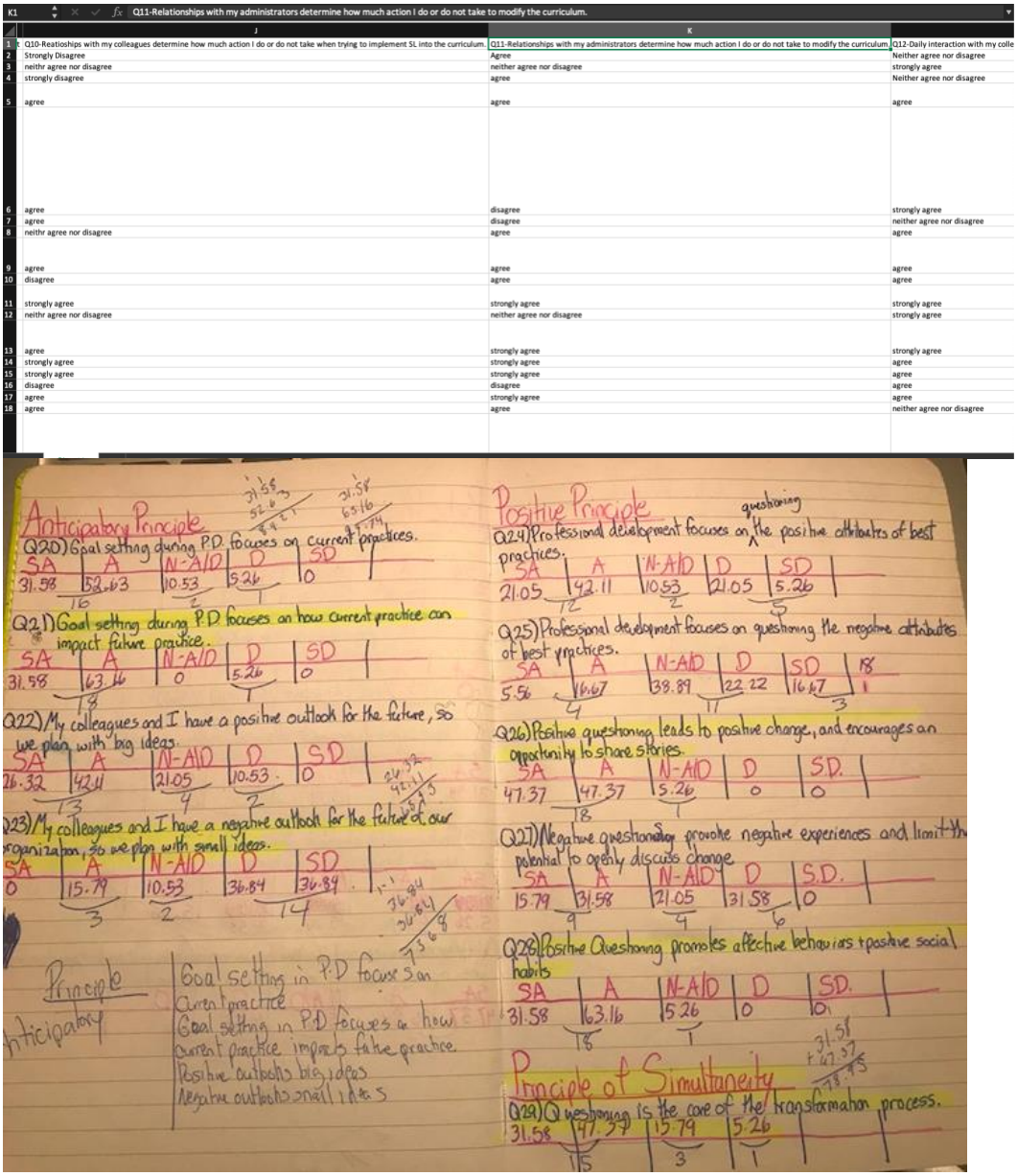
Hello!

Thank you very much for your participation.

My name is Cassandra Lewis, you participated in the first part of my research on Service-Learning. The second portion involves answering 5 semistructured interview questions. I would like to schedule a time, of your choosing, where I can call you, or you can call me (if you want to keep your number private) so we can complete the interview. Please let me know when you will be available, and once again, thank you for your participation.

Cassandra

# Appendix D: Data Analysis Procedures

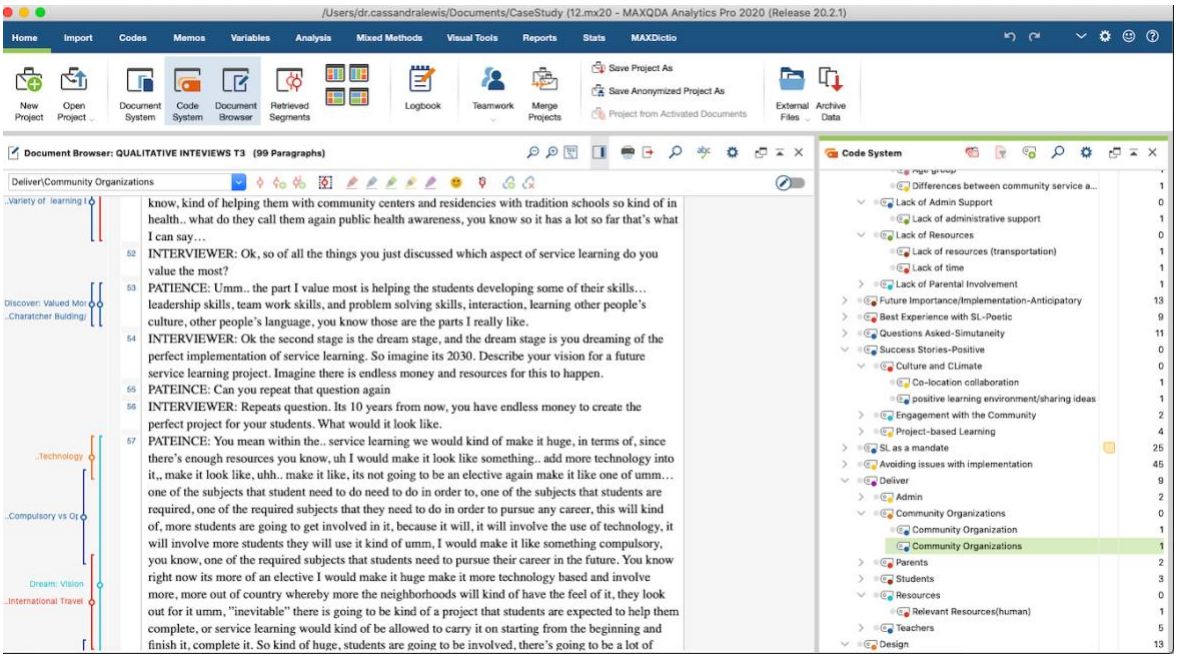


| | J | K | |
|---|---|---|---|
| 1 | Q10-Reatioships with my colleagues determine how much action I do or do not take when trying to implement SL into the curriculum. | Q11-Relationships with my administrators determine how much action I do or do not take to modify the curriculum. | Q12-Daily interaction with my colle |
| 2 | Strongly Disagree | Agree | Neither agree nor disagree |
| 3 | neithr agree nor disagree | neither agree nor disagree | strongly agree |
| 4 | strongly disagree | agree | Neither agree nor disagree |
| 5 | agree | agree | agree |
| 6 | agree | disagree | strongly agree |
| 7 | agree | disagree | neither agree nor disagree |
| 8 | neithr agree nor disagree | agree | agree |
| 9 | agree | agree | agree |
| 10 | disagree | agree | agree |
| 11 | strongly agree | strongly agree | strongly agree |
| 12 | neithr agree nor disagree | neither agree nor disagree | strongly agree |
| 13 | agree | strongly agree | strongly agree |
| 14 | strongly agree | strongly agree | agree |
| 15 | strongly agree | strongly agree | agree |
| 16 | disagree | disagree | agree |
| 17 | agree | strongly agree | agree |
| 18 | agree | agree | neither agree nor disagree |



Data collected from Survey Monkey was transferred into an excel file. Analysis of ordinal data began with combining the question items from the web-based survey based on their corresponding appreciative principle. Note-taking data regarding the percent and whole number for each question was written down and used for the final analyses.

Strongly agree and agree items were combined, and strongly disagree and disagree items where combined.




The screenshot above contains the raw data from one-to-one semistructured interviews. I utilized MAXQDA software to assist with data analysis. After typing one-to-one interviews into a word file, I uploaded the file into MAXQDA software to begin analyses. Analyses included constant and ongoing reading and rereading of data to identify text segments for coding. I color coded text segments and then began the process of synthesizing codes by rereading and combing similar portions of information. Analyses and breaking down of codes to identify emerging themes occurred until I was able to

break down several text segments and codes into six emerging themes, three for research question one and three for sub question one.