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Teacher Perceptions of a Full-Service Community School Strategy for Language Arts Students

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Walden University
2017

Abstract

Teacher Perceptions of a Full-Service Community School Strategy for Language Arts

Students

by

Jaclyn Dorrman

MA, Montclair State University, 2007

BA, Rutgers State University, 2005

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Curriculum, Instruction, and Assessment

Walden University

March 2017

Abstract

Students of all abilities at a Full-Service Community School (FSCS) in northern New Jersey are not meeting federal and state accountability requirements in language arts. Research studies indicated that the FSCS strategy can improve instructional practices, which will improve academic success. For this qualitative case study, the purpose was to document and analyze the strengths and weaknesses of the FSCS academic component for language arts used by 8 teachers from kindergarten to 6th grade. The conceptual framework that guided this study was grounded in the central understanding of Vygotsky and the constructivist theory of Bruner. The perceptions of language arts teachers who taught for at least two years in the district and utilized the FSCS academic component were necessary in identifying ways to improve teacher instruction. The study examined teachers' perspectives through interviews and the research questions focused on the strengths and weaknesses of the academically integrated FSCS strategy. The data was then transcribed and the data analysis of open coding was used to determine themes. The strengths included the mission, vision, and goals and the perceived weaknesses were focused on collaboration and the lack of time to collaborate. Based on the research findings it is recommended that a collaborative period be added to the master schedule to allow more opportunities to collaborate and improve instructional practices for language arts. Implementing the collaborative period may contribute to positive social change by allowing teachers and FSCS members to create common formative assessments, review student data, and lesson plan to improve instruction, which, ultimately may lead to higher levels of academic success for students in Language Arts.

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Acknowledgments

I would like to thank Dr. Michael Vinella, Dr. Jenelle Braun-Monegan and Dr. Keren

Meister-Emerich for all the support and guidance throughout this doctoral project. This

has truly been an amazing journey and without their support and guidance, I would not

have completed it. In addition, I would like to thank my remarkable husband and three

beautiful children who sacrificed many weekends and weeknights to ensure that I had the

necessary time to devote to my paper. Finally, I also want to thank the rest of my family

and friends who were able to listen and support me every step of the way.

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Section 1: The Problem

Introduction

American public schools and their faculties remain under increasing pressure to demonstrate student learning and achievement through performance on state standardized exams. The inception of the No Child Left Behind Act (NCLB) in 2002 brought about changes in education with the intent to promote student achievement reflective of competitive global expectations (U.S. Department of Education, 2016a). Within the research site, NCLB targets were increasingly difficult to meet in the area of language arts and Mathematics. Schools around the country invested time and resources into programs designed to increase student achievement in accordance with prescribed Annual Yearly Progress goals (AYP) (U.S. Department of Education, 2016a). Failure to meet predetermined AYP goals results in an array of negative consequences, as prescribed by the state's Department of Education, for school districts including the district that is the focus of this study. The NCLB put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement (U.S. Department of Education, 2016a). A new education law, Every Student Succeeds Act (ESSA) was signed into effect in 2015, which builds upon the Elementary and Secondary Act (ESEA) where there is a longstanding commitment to equal opportunity for all students (U.S. Department of Education, 2016a). The school reform movement is not exclusive to the United States with countries all over the world searching for the best method to ensure success of all students in their educational setting (Harris & Jones, 2010).

The study site is a public elementary school that serves 832 students as of the 2014-2015 school year (State of New Jersey Department of Education, 2015). The study site serves predominantly regular education students with two subgroups of special education and English Language learners and the students are predominantly non-White. The school population consists of: 22% English Language Learners, 8% students with disabilities, and 94.8% economically disadvantaged students (State of New Jersey Department of Education, 2015). Full-Service Community Schools (FSCS) strategy have been implemented across the United States as a way of reform to improve teaching pedagogies and increase student achievement. The Coalition for Community (2014) defined FSCS as:

> both a place and set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. (para 1)

In the Literature Review I support the viability and feasibility of FSCSs to improve teaching pedagogies and increase student achievement in multiple schools across the nation and around the world. The Literature Review contains an aspect of the FSCS strategy with the connection of the strategy with supporting teaching practices in order to improve student learning. This is the fifth year of implementation of a FSCS strategy in the school of focus for this study and there still remain significant needs for improvement with student achievement in language arts. The FSCS strategy at the study site included FSCS staff members in language arts periods to assist teachers with instruction and response to intervention.

Local Problem

According to the 2013-2014 New Jersey School Performance Report, the study

site serves K-6 students and the NCLB targets are being met in mathematics with all

student populations meeting their NCLB target improvement scores within the school of

focus for this study, however language arts remains a significant problem with only the

special education population meeting their NCLB target score (State of New Jersey

Department of Education, 2014). According to a report published by the Center on

Education Policy (2012), nearly half of U.S. public schools (48%) did not make AYP in

2011. This is an increase from 39% in 2010 and is the highest percentage since NCLB

took effect in 2002 (Center on Education Policy, 2012). To make AYP as defined by

NCLB, public schools and districts must meet yearly targets, known as annual

measurable objectives (AMOs), set by their state for the percentages of students scoring

proficient on state tests and other performance indicators (Center on Education Policy,

2012). When a school fails to make AYP for two consecutive years or more, it is

considered *in need of improvement* and must submit to certain interventions and

strategies mandated by NCLB that are intended to improve achievement (Center on

Education Policy, 2012). In 2012, the Obama administration had the opportunity to

propose a waiver program that would allow states to opt out of the 100% proficiency

requirement in 2014 in exchange for reform implementations on a state level (Center on

Education Policy, 2012). An increasing number of schools do not making AYP and face

additional pressure to improve student test scores through school reform efforts.

According to the vice principal of the study site, this is what led to the implementation of

a FSCS school reform initiative 5 years ago (Research Site Vice Principal, personal communication, February, 20, 2015).

For the 2009-2010 school year, the study site was a New Jersey school that did not make AYP, and outperformed only 22% of New Jersey schools in academic achievement based on the New Jersey Assessment of Skills and Knowledge (NJASK) state standardized scores (State of New Jersey Department of Education, 2014). The study site was identified as a school in need of improvement and labeled a *focus school* by the state in 1991. The school has remained under state control for the past 24 years (Research Site Principal, personal communication, August 20, 2015). The New Jersey's Elementary and Secondary Act (ESEA) requires that New Jersey implement an accountability system with differentiated recognitions, interventions, and supports (State of New Jersey Department of Education, 2015). The FSCS strategy was implemented with a federal grant awarded to the study site starting the 2010-2011 school year in order to improve student achievement and address these concerns. The FSCS strategy brought in a partnership with the school and an outside agency in order to supply necessary interventions and supports for the school, students, and community with the goal focused on improving student achievement.

In addition, the implementation of Achieve NJ, the new educator evaluation system, includes standardized test scores as a partial component in measuring the effectiveness of educators and administrators (State of New Jersey Department of Education, 2014). With educators and administrators facing increasing pressure to improve student test scores, school reform efforts are being utilized. It may be unnecessary to increase the number of hours in a school day or the number of days in a

school year if existing time and teaching resources were used more efficiently.

Specifically, if students are to receive maximum exposure to curriculum without

increasing the number of hours in the school day, then the school must work with the

community to alleviate and assist with the societal issues and challenges faced by each

student (Epstein, 2013). Such societal concerns include, ensuring students are receiving

appropriate medical care, receiving the proper nutrition, equipping the parents with the

necessary skills to assist students at home, and ensuring students are safe. These concerns

must be addressed in order to ensure students can maximize their learning within the

school day (Coalition for Community, 2014). The goal is for teachers, administrators,

full-service community staff, and the community to cultivate achievement reflective of

the federal mandates in a community of highly-efficient learners.

The study site implemented a FSCS strategy in 2010 to assist with improving

student achievement. Over the last 5 years the study site has significantly increased in

student achievement as measured by the state standardized assessment scores across

grade levels in mathematics (Paterson Public Schools, 2014). However, student

achievement in language arts at the study site has shown that target scores are not met

(See Table 1, State of New Jersey Department of Education, 2015).

Table 1

NCLB Progress Targets for Language Arts Literacy

Subgroups	Total Valid Scores	Pass Rate	Target	Met Target
School wide	407	40	54.4	NO
White	--	--	--	--
Black	46	32.6	49.2	NO
Hispanic	205	36.1	50.4	NO
American Indian	--	--	--	--
Asian	151	46.4	61.2	NO
Two or more Races	--	--	--	--
Students with Disability	32	18.8	31.9	YES*
Limited English Proficient Students	80	12.5	36.3	NO
Economically Disadvantaged Students	400	40.3	53.7	NO

Note. YES* = Met Progress Target (Confidence Interval Applied)

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology- as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017 (State of New Jersey Department of Education, 2015).

A significant factor remains that most of the student population at the research site is lacking achievement gains in language arts and are unable to meet the necessary gains according to NCLB (State of New Jersey Department of Education, 2015). An aspect of the FSCS strategy was implemented this past year in conjunction with classroom language arts teachers in order to improve student achievement in the area of language arts. In this study, I will address the problem of improving student language arts scores by addressing the strengths and weaknesses of the FSCS academic strategy. The FSCS staff members assist language arts classroom teachers with their instruction. The FSCS staff members worked alongside the language arts teachers and utilized the fundamentals of a professional learning community in order to assist one another to meet the needs of students during language arts. It is necessary to understand why students are struggling and what can be changed to promote success, as we have seen across the grade levels in mathematics and for the special education population in language arts. The purpose of this doctoral project study was to identify teacher perceptions of the strengths and weaknesses of the FSCS strategy academic component at the study site for students in language arts.

Rationale

Due to an increasing demand for improved test scores, a four-year federal grant was awarded to this elementary school, for the implementation of a FSCS strategy in an attempt to improve student achievement (Research Site Principal, personal communication, August 5, 2014). The Coalition for Community (2014) fully defined a FSCS:

As both a place and a set of partnerships between the school and other
community resources. Its integrated focus on academics, health and social
services, youth and community development, and community engagement leads
to improved student learning, stronger families, and healthier communities.
Schools become centers of the community and are open to everyone – all day,
every day, evenings, and weekends. Using public schools as hubs, community
schools bring together many stakeholders to offer a range of supports and
opportunities to children, youth, families, and communities to achieve results.
Community schools are responsive to the unique conditions and circumstances
facing their students, families, school, and community. (para.1)

According to Shah, Brink, and London (2009), FSCSs have been shown to be
highly effective in school settings when these five principles are guiding the FSCS
strategy implementation: (a) communities and schools are fundamentally and positively
interconnected, (b) schools can make a difference in the lives of all children (c) children
do better when their families do better, (d) the development of the whole child is a critical
factor for student success, (e) community schools initiatives blend funding streams and
partnerships to build on existing efforts. The FSCS strategy within the research site has
evaluated family engagement and health services within the past 5 years; however there
has never been an evaluation of the academic integrated component of the FSCS strategy
services in language arts (Research Site Vice Principal, personal communication, June
15, 2015). According to the Research Site Vice Principal, as stated at a school wide FSCS
training, an understanding of professional learning community characteristics are present
between teachers and FSCS staff at the research site (Research Site Vice Principal,

personal communication, August 6, 2015). The FSCS staff members are currently in

college training to be an educator and is working alongside the language arts teachers to

assist in promoting success for each student, as explained by the vice principal of the

research site during a whole school teacher training day (Research site vice principal,

personal communication, September 5, 2014). The six components of successful

professional learning communities (PLCs) include: (a) supportive leaders open to sharing

decision-making powers, (b) trust between all members, (c) time and opportunity to

collaborate in a meaningful manner, (d) group acceptance of school's mission and vision,

(e) peer collaboration, and (f) results-oriented (Cranston, 2011; DuFour, 2014; Epstein,

2013; Nelson, LeBard, & Waters, 2010). According to the Research Site Vice Principal,

many of the key fundamentals of PLCs are established between the partnership and the

research site in order to ensure successful implementation of the academic integrated

FSCS strategy for language arts (Research Site Vice Principal, personal communication,

August 6, 2015). The district, the research site is located in, developed the Professional

Development Plan for the 2014-2015 school year, which highlights the use of PLCs in

conjunction with school improvement strategies such as the FSCS strategy (Paterson

Public Schools, 2014a). In order to foster successful partnerships, it is key to foster an

environment centered on improved student achievement (DuFour, 2014). DuFour (2014)

described six characteristics of a PLC, which include: (a) Shared mission, vision, and

goals centered on student learning, (b) A collaborative culture with a focus on improving

student learning, (c) Collective inquiry into best practice and current reality, which leads

to shared knowledge to improve student achievement, (d) Action orientation where

learning is by doing, (e) A commitment to continuous improvement in student learning,

and (f) Results oriented. All six characteristics are centered on improving learning and student achievement.

The faculty and staff of approximately 75 certified professionals have been implementing the FSCS strategy based on the work of Dryfoos (2003), as a means of increasing student achievement on state standardized exams. Dryfoos explained:

> The pressures from No Child Left Behind are enormous, draining teachers' energy and demoralizing administrators, who recognize that there is more to education than testing. Schools need other agencies to share some of the responsibility. They need help being open all the time, including before and after school, evenings, weekends, and summers. They want access to comprehensive support services, including primary-care health clinics, dentistry, mental health counseling and treatment, family social work, parent education, enhanced learning opportunities, community development, and whatever else is needed in that school community. One of the mantras of this emerging field is "no two alike"; each community school evolves according to the particular needs and resources of the population and the neighborhood. (p. 8)

However, even though the study site is in its fifth year working as a successful FSCS, there has never been an evaluation of how the FSCS strategy used at the study site for students in language arts impacts the student population's achievement in language arts according to teacher perceptions. Throughout the five years, there have been evaluations completed of the medical clinic services, parent involvement, and afterschool services within the FSCS strategy (Research site vice principal, personal communication, August 6, 2015). Teachers do complete a survey offered through the Coalition for Community

(2014) each year supplying generic feedback in reference to the resources offered through the FSCS strategy but they have never supplied further information as to what are the strengths and weaknesses (Research Site FSCS Director, personal communication, August 5, 2015). With the transition of standardized testing in New Jersey from the New Jersey Assessment of Knowledge and Skills (NJASK) to the Partnership for Assessment of Readiness for College and Careers (PARCC), there is no consistent form of assessment scores to utilize in measuring student academic achievement from the past year to the current year (State of New Jersey Department of Education, 2015). About 11% of the student population consisting of special education students, which is about 150 students out of 1000 at the study site, it is necessary to ensure successful student achievement for all students. The study site's current NJ School Report Card (State of New Jersey Department of Education, 2015) illustrates the results of the student population not meeting their NCLB target score for each subgroup and school wide besides the special education subgroup (See Table 1).

Definition of Terms

The following definitions are used in this project study.

Achieve NJ: A comprehensive educator evaluation and support system that helps educators better understand their impact and ultimately improve student outcomes. AchieveNJ aligns leadership responsibilities with practices that we know have the greatest influence on learning and fosters an environment of continual growth for all students and educators in New Jersey (State of New Jersey Department of Education, AchieveNJ, 2014).

Adequate Yearly Progress (AYP): As part of the NCLB legislation, schools must demonstrate increasing test scores every year until 100% proficiency is met by all students on the state standardized exam by 2017 or risk losing federal funding for education (State of New Jersey Department of Education, 2009).

Collaboration: Teachers working together in an interdependent fashion to analyze and impact professional practice in order to increase achievement for students, staff, and the school (Loertscher, DuFour, DuFour, & Eaker, 2010).

Full-Service Community School: A school reform initiative centered on the belief that students will achieve at higher levels when the school and community work collaboratively to supply services to meet the needs of each student (Dryfoos, 2003). The Coalition for Community (2014) defines the components of a FSCS strategy to include an integrated focus on academics, health and social services, youth and community development, and community engagement leads to improved student learning, stronger families, and healthier communities. (para. 1)

Interpsychological /Intrapsychological: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first between people (inter psychological) and then inside the child (intra- psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals" (Vygotsky, 1978, p.57).

No Child Left Behind (NCLB) Act of 2001: Passed by Congress and signed into law by President George W. Bush in 2012, the NCLB legislation was a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. The law requires all states

to implement a standardized testing program for grades 3-8 and once during high school. In addition, NCLB sets a benchmark of 100% of students meeting or exceeding standards on these exams by 2017. Schools who fail to meet this benchmark are considered not making AYP and risk losing federal funding for education (State of New Jersey Department of Education, 2015).

Perceptions: Beliefs and attitudes regarding a situation or occurrence (Given, 2008).

Professional Learning Community: A school reform initiative centered on the belief that students will achieve at higher levels when educators work collaboratively during the school day using inquiry and action research on a continual basis (Loertscher et al., 2010).

Significance of the Study

The educational success of all students is vital to the economic, social, cultural, and political future of the United States. School reform efforts using the FSCS strategy emphasize the importance of collaboration among all stakeholders invested in improving the achievement of each student (Hill, 2011). According to the vice principal of the study site, it was explained at a staff meeting that a great deal of time each week is devoted to foster positive collaboration by utilizing grade level meetings, vertical articulation meetings, and staff meetings for all school staff, which includes the FSCS staff members (Research site vice principal, personal communication, June 2, 2015). The FSCS strategy emphasizes the changing roles of schools being a separate entity located in the community, to a role of collaborative partners focusing on the best way to increase student achievement (Dryfoos, 2003; Epstein, 2013; Forte & Flores, 2014). All citizens

are justly concerned with increasing student achievement in the classroom and the methods used by educators to achieve those results in order to ensure students become successful members in society.

Schools implementing the FSCS strategy have shown significant increases in teacher and student achievement in the classroom (Hill, 2011; Forte & Flores, 2014; Ouezada, 2014; Voyles, 2012). However, the study school an in student language arts skills has not been actualized and has not been evaluated according to teacher perceptions. In the areas of health and social services, the study site has significantly improved in family engagement and improved health services to the community (Research site FSCS director, personal communication, August 5, 2015). To address this lack of improvement in the academic area, it is necessary first to understand what is working and what needs improvement with the integrated academic services offered through the FSCS strategy with teachers in language arts in order to maximize improved student learning. Studying the teacher perceptions of how the FSCS strategy at the study site affects the achievement of the student population in language arts will be useful for the school board, administration, and teachers because the study will provide these stakeholders with the information necessary to understand what is working and what needs improvement with the FSCS strategy for these students in language arts. Additionally, stakeholders may be able to make adjustments to the strategy to improve student achievement for the students in language arts, and increased language arts skills will lead to students having greater life outcomes and being able to better contribute to the community.

Research Questions

The guiding questions for this qualitative case study doctoral project study will collect data through the use of interviews to answer the following research questions:

RQ1: What factors for the FSCS strategy academic component are present at the study site in language arts based on the perceptions of teachers?

RQ2: What factors do teachers perceive the FSCS strategy academic component to help with student achievement in language arts?

RQ3: What strengths and weaknesses are present with the FSCS strategy academic component in language arts according to perceptions of teachers?

The following sub question will also guide the study: What factors do teachers perceive prevent them from implementing the FSCS strategy in language arts? Data will be collected from language arts teachers who have had the FSCS staff members in their classroom at the elementary school at which the study will be conducted to find answers to these questions.

The study site has been implementing the FSCS strategy for five years and has not seen an increase in student achievement scores on the state standardized exam in language arts besides seeing slight gains in the special education population in the 2013-2014 school year. In this study I address the need to improve language arts scores for the entire school population. It is necessary to identify from the teacher perspectives what is working and what needs improvement within the FSCS strategy at the study site for the student population in the area of language arts. By identifying what is working and what needs improvement for all students in language arts, instructional practices can improve, which will improve student achievement on standardized exams.

Review of Literature

A systematic search of databases was conducted to reach a saturation of the literature pertaining to FSCSs and student achievement in language arts. A list of possible search terms was generated and then entered into the databases individually. Search terms included, *Full-Service Community Schools, FSCS, community schools, cooperative learning, collaborative learning, professional learning communities, PLC, student achievement, special education achievement.* Boolean's search terms included the following terms; *Full-Service Community School and student achievement, challenges and Full-Service Community Schools, results and Full-Service Community Schools, FSCS and results, sustainability and Full-Service Community Schools, FSCS and language arts, language arts and student achievement, Full-Service Community Schools and special education, FSCS and special education,* and *PLC and special education.* Peer reviewed journals were gathered from the dates between January 2010 and May 2015 and taken from the following databases; *ERIC, Academic Research Complete, Education Research Complete, ProQuest Central,* and *Teacher Reference Center.* Citations in multiple journal articles were gathered and other resources, including textbooks, were referenced where appropriate. The use of Google Scholar and Ulrich's Periodicals Directory were also used to cross reference articles to ensure that the majority of sources are peer-reviewed sources being used.

Background

A full-service community school strategy was implemented to improve student achievement. The school developed a partnership with the FSCS staff to assist with

meeting the needs of each student and the community in order to assist with student achievement.

Due to the increasing demand for improved test scores, FSCSs have been implemented in schools across the nation as a school reform effort. The FSCS strategy has been shown to be highly effective in school settings with specific attention paid to multiple factors and a conscious effort is made to overcome common obstacles (Dyson, 2011; Hubbard & Hubbard, 2011). Within the research site, one component of the FSCS strategy with academics will be studied in order to understand the obstacles that are present according to the perceptions of language arts teachers. While multiple factors must be present for FSCSs to be successful and sustainable, key factors for the inclusion of the FSCS strategy with academics include the essential components of a professional learning community; leaders who are open to sharing decision-making powers and are supportive, trust between all members, time and opportunity to collaborate in a meaningful manner, group acceptance of the school's mission and values, a shared vision, results-oriented, and peer collaboration that provides feedback designed to bring about changes in practice (Hill, 2011; Voyles, 2012). It is necessary to evaluate teacher perceptions of the FSCS strategy in terms of the academic services offered in language arts in order to identify the strengths and weaknesses. Where other areas of the FSCS strategy have been evaluated, an absence of evaluation and reflection of practices with the student population in language arts within the Full-Service Community strategy may impede, slow down, or prevent the development of a sustainable Full-Service Community School, preventing the improvement of student achievement (Hubbard & Hubbard, 2011; Jacobson & Blank, 2011; Protheroe, 2010).

The study site is in the third largest school district in New Jersey, located in an urban area in Northern New Jersey that serves approximately 29,400 students with the following characteristics; 62% Hispanic, 28% African-American, 10% Caucasian, Middle Eastern, or Asian, and nearly 50% of all students speak a primary language other than English (State of New Jersey Department of Education, 2015). The study site is in its 5th year working within the FSCS strategy as a solution to failing to make AYP and increase student and teacher learning. However, target scores according to NCLB indicate that the study site has not seen an increase in student achievement in language arts besides with their special education population (State of New Jersey Department of Education, 2015). While this study is being conducted with New Jersey Assessment of Skill and Knowledge (NJASK) scores, New Jersey is currently transitioning to the Partnership for Assessment of Readiness for College and Careers (PARCC), which will be further addressed in Section 4 within the Implications, Applications and Directions for Future Research (State of New Jersey Department of Education, 2015).

The FSCS program at the study site has never been evaluated, internally in connection to how teachers perceive the FSCS strategy is working for students in language arts . With the change of the NJASK standardized assessment to the PARCC standardized assessment, there is lack of access to a common standardized assessment to examine and compare, this doctoral study will explore the perceptions of language arts teachers using the FSCS strategy. The perceptions of teachers will allow a more in-depth look as to the strengths and weaknesses of the FSCS strategy as compared to the information standardized assessment scores will reveal. Based on evidence found in the literature on the effectiveness of FSCS in creating improvement in student learning, the

unchanging AYP status of the study site, and the decreasing state testing scores for students language arts, it is necessary to understand the impact the FSCS strategy has on the academic achievement of the student population in language arts.

Theoretical Framework

The central understanding of Vygotsky's (1978) theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) stated: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). All the higher functions originate as actual relationships between individuals." (p. 57). In addition, Bruner's (1960) constructivist theory illustrates that learning is an active process in which learners construct new ideas or concepts based upon their current and past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Social constructivism identifies that learning occurs best with the learner working collaboratively with peers, rather than alone (Hirsh & Hord, 2010). The goal of a FSCS is to provide students with the services necessary to meet their needs holistically while working together to create a shared sense of community (Haig, 2014; Hill, 2011; Rose, 2012; Quezada, 2014). The research site has implemented a medical clinic on site, an afterschool program, family engagement trainings and activities, English as a Second Language courses for parents, and academic integrated services (Research Site Vice Principal, personal communication, August 6, 2015). According to Hill (2011) and Hirsh and Hord (2010), an effective FSCS strategy for improving student achievement is characterized by a shared mission, vision, and goals

focused on student achievement, a culture of collaboration between school staff and Full-Service Community staff, supportive conditions, shared and supportive leadership, and are results-oriented. The parameters of a professional learning community will be discussed to highlight the fundamental foundation necessary for the FSCS strategy within academics (Loertscher et al., 2010; Willems & Gonzalez-DeHass, 2012).

Shared Mission, Vision, and Goals

The development of a shared mission, vision, and goals of a school focuses on student achievement, which begins with the principal of the school serving as an integral part in setting the expectations and bringing together all of the different components of the school to successfully implement a FSCS strategy (Hill, 2011; Lunenburg, 2010; Ruffin & Brooks, 2010). To begin, the mission and vision statements should be created by all of the members of the school community to understand the purpose of the school and acknowledge the ultimate goal to provide a high quality education for all students which, is the responsibility of all stakeholders (Lunenburg, 2010; Ruffin & Brooks, 2010). The research site's mission is "to prepare our students academically and socially to develop their full potential to meet high academic expectations in the present and in their future secondary education experience", which was established with the collaboration of FSCS staff (Research Site Vice Principal, personal communication, September 5, 2014). The mission statement was aligned with the collaboration of the FSCS staff and is recited by all students and staff daily to ensure the common goal is the focus of the research site (Research Site Principal, personal communication, September 5, 2014).The mission and vision statements for the school should be embraced by all staff members and articulated to parents and students to ensure that everyone understands

exactly what the purpose of their school is (Hill, 2011). Once all the stakeholders believe this to be the foundation of their mission and vision, the remaining components of the implementation of the FSCS strategy will have a clear focus (Hill, 2011).

To help the staff carry out their shared mission and vision, goals must be jointly established that represent the implementation of the FSCS strategy into the culture and improvement plan of the school (Hill, 2011). These goals need to identify what schools want to achieve and will need to be written to guide all school members. This is an integral part in ensuring that what they are doing is moving the school forward and aligns to the school's mission and vision (Hill, 2011; Lunenburg, 2010). To prevent teachers from becoming overwhelmed, schools will need to set priorities and commit to a few goals and initiatives in order to deeply focus on carrying out their shared mission and vision (Hill, 2011). According to the vice principal of the study site, a common mission, vision, and goals were established in the first year of implementation of the FSCS strategy in 2010, with a volunteer group of five representative educators, all three administrators, the FSCS director, and the cooperating agency representative meeting once every month throughout the school year (Research Site Vice Principal, personal communication, April 29, 2015).

Collaboration

A shared mission, vision, and goals are useless unless there is an authentic, collaborative process in place to assure that these align evenly (Love, 2009). This collaborative process must drill down to the student level to assure that each child achieves academic success within a cycle of continuous improvement (Depka, 2006; Love, 2009). School members and FSCS staff must work together in a collaborative

nature to carry out the shared mission, vision, and goals that focus on teachers improving their pedagogical practices to increase student achievement. Collaboration centers on the social constructivist belief that learning by doing is the best method and empowers all school staff to have an active role in what is going on in their school building (Borrero, 2010; Achinstein, Athanases & Curry, 2013). Collaboration allows all school staff to adapt, grow, and successfully change the implementation of FSCS practices to increase teacher effectiveness and student achievement (Achinstein et al., 2013; Hill, 2011). Collaboration among all school staff creates a school culture that allows each member to continuously work on improving school practices to meet the mission, vision, and goals of a school (Hill, 2011). Collaboration embraces the social constructivist belief that learning by doing is the best method and encourages all staff to have an active role in what is occurring not only in the classrooms but in the school building as well (Borrero, 2010; Hill, 2011).

Collaboration also gives teachers a sense of collegiality with their peers and a connection to the activities of the building as a whole, moving them away from the traditional isolated nature of the schools where teachers rarely, if ever, interact with one another or share lessons, ideas, or data on student achievement (Borrero, 2010; Mullen & Schunk, 2010). Loertscher et al. (2010) summed up the vast amount of research in the literature pointing to the negative consequences of teacher isolation by saying, "Isolation is the enemy of school improvement" (p. 177). The collaboration can also provide a support system for teachers, which give them fellow trusted colleagues they can turn to when they have questions about their teaching or encounter difficulties in the classroom (Forte & Flores, 2014).

In addition, collaboration requires time during the school day for teachers, administrators, and FSCS staff members to meet, interact, share, and reflect on school practices (Forte & Flores, 2014; Hill, 2011; Rose, 2012). Inclusive planning time for FSCS staff members and school staff is necessary for effective collaboration and needs to be part of the daily routine of the school to maintain a successful FSCS strategy (Achinstein et al., 2013; Hill, 2011). During collaboration, there needs to be time for research on what impact these services are having on student learning and research to improve or change the services being offered with the implementation of the FSCS strategy (Hill, 2011). The study site did implement a common planning period once every 6-day cycle for educators from each academic subject who volunteered (including language arts teachers), along with one administrator, the Health clinic staff, FSCS staff members, and the FSCS director (Research Site Vice Principal, personal communication, April 29, 2015). There must also be time set aside for the process of team building among all staff because it provides time for all members of the school staff, not just the faculty and administration, to gather, join together, and take collective ownership of the mission, vision, and goals of the school, and sets the foundation to establish a marriage among all staff (Hill, 2011). This marriage works towards the goals established to improve adult learning, which can then improve student learning (Forte & Flores, 2014).

Collaboration is a key component of FSCSs, which allows educators to work together to implement the mission, shared vision, and goals of the school. When presented with an opportunity to collaborate, teachers welcome the opportunity to share ideas with their fellow colleagues and wish to see the collaboration remain part of the school culture (Cifuentes, Maxwell, & Bulu, 2011). However, in order for collaboration

to be effective and meaningful, teachers must be provided professional development and time during the day to ensure conversations during collaboration have the necessary focus to impact teacher and student achievement in the classroom (Borrero, 2010).

Supportive Conditions

Along with a shared mission and vision, common goals and a collaborative school culture, other supportive conditions must be present within the school building to facilitate the successful implementation and sustainability of the FSCS strategy. According to Hill (2011), the issue of trust is essential to the development and sustainability of FSCS strategy. Trust among all members of the community develops over time, supports collaboration, and creates a climate where educators feel comfortable taking risks (Cranston, 2011; Green & Gooden, 2014; Hill, 2011; Hoaglund, Birkenfeld, & Box, 2014). Developing and sustaining a FSCS by simply providing time for teachers to collaborate without the presence of trust between principal, faculty, FSCS staff, and community will not be possible. To develop trust among all stakeholders involved with the FSCS strategy, effective communication is essential for the sustainability of the model within the school. All forms of communication within the school must be consistent and available for all stakeholders (Achinstein et al., 2013; Green & Gooden, 2014; Hirsh & Hord, 2010). It is essential to create opportunities for FSCS staff to communicate how the strategy is being received by the certificated staff members and if the communication is consistent with their actions (Willems & Gonzalez-DeHass, 2012). The research site has supplied surveys to determine the climate and culture of the FSCS strategy in reference to trust among staff and has received positive results (Research Site Vice Principal, personal communication, June 15, 2015). In addition, Hirsh and Hord

(2010) identified the need to value all school staff members to create a community where all members are committed to professional learning and growth. It is this commitment that helps contribute to and build the trust among all staff. The study site administers a yearly voluntary survey through the Coalition for Community (2014) to all school staff based on how the FSCS strategy is meeting the needs of trust and collaboration among staff. This survey is reviewed in the FSCS meeting in order to determine if trust and collaboration are decreasing or improving from year to year of the implementation of the FSCS strategy (Research Site Vice Principal, personal communication, April 29, 2015).

Results Oriented

The success of the FSCS strategy should be based on the results demonstrated by student's different types of assessments (Love, 2009). Data needs to be taken from various assessments other than the state standardized exams, including data from classroom activities and assessments, to allow for changes and adjustments in instructional practices that can best address the educational needs of teachers and students (Borrero, 2010; Corcoran & Silander, 2009; Hill, 2011). It is important to properly use data to inform and drive their instructional techniques and make necessary changes (Borrero, 2010). During collaboration time, teachers, administrators, and FSCS staff must take an improving approach to evaluating student work in order to discover the precise areas that can be improved upon to increase student understanding and achievement (Nelson et al., 2010). It is important to spend collaboration centered on understanding the data in order to drive instruction and improve services and practices offered through the FSCS strategy (Hill, 2011). The study site does discuss and utilize student assessment scores to identify areas of improvement, which is how the FSCS staff and school staff

decided to implement FSCS staff members into the language arts classrooms to assist with meeting the needs of students in language arts (Research Site Vice Principal, personal communication, April 29, 2015).

Understanding and using data from both formative and summative assessments can give all stakeholders a clear picture of what students have achieved and guide future instruction to ensure that all students learn in the classroom (Forte & Flores, 2014). Although summative assessments, such as state standardized exams, are used by states as an accountability measure for both teachers and students, there is not real impact on informing instructional practices (Loertscher et al., 2010; Hoaglund, et al., 2014). It can take months to obtain results from these state exams and usually do not provide specific feedback on the performance of each individual student (Loertscher et al., 2010). The lack of results denies the teacher useful educational information that can help improve their students' achievement. In addition, results often arrive to the school late in the school year or over the summer, which, denies the teacher an opportunity to change or adjust instruction to increase student achievement (DuFour, 2014). Therefore, teachers also need to implement formative assessments on a regular basis, if not daily, to measure the understanding of their students in order to change or modify instruction to ensure students understand the content as they move through the unit (Forte & Flores, 2014). Formative assessments allow teachers to analyze student learning in time to be able to respond to the students who need intervention and assistance (Forte & Flores, 2014). By evaluating and analyzing student work and testing data, stakeholders will have evidence to assist them in identifying and addressing the learning needs of teachers and students and increase their achievement levels in the classroom (Liljedahl, 2014).

Questioning Full-Service Community Schools

While the literature overwhelmingly supports the use of the FSCS strategy to increase student achievement, there is evidence in the literature that suggests the FSCS strategy may not be as effective as their proponents portray. Those who question the strategy, point out the negative impacts the FSCS strategy can have on the school culture, such as lack of funding to keep services consistent, lack of collaboration or trust among school and agency, and too many initiatives being implemented (Bausmith & Barry, 2011). However, the majority of researchers who have discovered weaknesses in the FSCS strategy have evidence that suggests it is the incorrect implementation of one or more characteristics of the FSCS strategy which, have caused the model to be ineffective at the schools they have studied, which has been illustrated in the literature review to not be the concern at the study site for the academic component of the FSCS strategy.

Although there is evidence of questioning the FSCS model found within the literature, most of the recent criticisms focus less on the fact that FSCS strategy has not been implemented properly in most schools. Even those criticisms that indicate a poor school climate and culture acknowledge that the FSCS strategy encourages a shared mission and vision, collaboration, shared leadership, and use of results, which aids teachers in improving their pedagogy (Bausmith & Barry, 2011; Owen, 2015).

There are a small number of researchers who believe the successes found in schools operating as FSCS comes not from the implementation of the FSCS strategy, but from effective pedagogies being utilized within the classroom and other school initiatives being implemented. Bausmith and Barry (2011) and Owen (2015) contended much of the literature on PLCs stating that PLCs glance over or completely ignore the importance of

strong teaching strategies and deep content knowledge. Without a primary focus on pedagogy and content knowledge, students will not be prepared to meet the new demands found in the Common Core standards (Bausmith & Barry, 2011; Owen, 2015). Bausmith and Barry recommended that schools operating under the PLC model would see greater student achievement if their professional development focused primarily on pedagogy and increasing teacher content knowledge rather than on changing school climate or teacher practices. Even those criticisms that indicate teacher pedagogy and content knowledge are better explanations for increased student achievement also acknowledge that the PLC components that are evident in the integrated academic component of the FSCS strategy, of shared mission and vision, collaboration, shared leadership, and use of results can be tools to aid teachers for improving their pedagogy and content knowledge (Bausmith & Barry, 2011; Owen, 2015).

Implications

Possible characteristics of successful FSCSs were discussed as including the presence of a shared mission, vision, and goals, a culture of collaboration, supportive conditions, shared leadership, and are results oriented. The need to evaluate the perceptions of teachers with the FSCS strategy in terms of students in language arts will expose areas of strengths and weaknesses and could aide in the development of a plan for moving forward to improve student achievement for students in language arts. The test scores for language arts are the weakest academic area for the research site (see Table 1) and it is necessary to understand the perceptions of language arts teachers with the FSCS strategy in order to improve student learning. The implementation of FSCS strategy

allows for increases in learning and achievement for students and should be regularly reviewed.

The findings from this study provides information to the major stakeholders within the school district community, including the school board, administrators, teachers, and community members, on changes to the Full-Service Community School academic strategy that should be undertaken to ensure the effectiveness and sustainability of the academic strategy for student improvement in language arts . Additionally, the project informs the stakeholders of areas of strengths of the FSCS language arts strategy at the study site and the areas of weaknesses, which is summarized in a T-chart and discussed in detail at a board meeting (see Appendix C). The project addressed the areas of weaknesses in order to improve the FSCS academic component, which will improve student achievement in language arts.

Summary

As educators come under increasing pressure to increase student achievement in the classroom as a result of NCLB and AchieveNJ, school reform efforts are central in schools around the state and nation. One school reform effort being implemented by numerous schools around the country is the FSCS strategy because of its promise to deliver greater achievement for teachers and students. With the focus on developing a shared mission, vision, goals, collaboration, supportive conditions, shared leadership, and student results, the FSCS strategy presents educators with an opportunity to provide a high quality and meaningful education to all students who enter the classroom. The project adds to the body of research on the importance of evaluating the perceptions of the FSCS strategy in regards to the students in language arts within school buildings to

offer schools a way to increase the sustainability of the FSCS strategy and improve

student achievement in language arts. Evaluating the perceptions of teachers and FSCS

staff in connection to the FSCS strategy offers stakeholders the opportunity to gather

knowledge about the aspects of the Full-Service Community School strategy in their

school as to what is working and identify areas for improvement for students in language

arts.

In Section 2 of this project study I explain the research approach and design,

describe participants, and the instrument being used for data collection. Section 2 also

contains the data collection, the data analysis process, the assumptions, limitations, and

scope of the project study. Section 3 of this project study contains the project and a

literature review that supports the project. Section 3 includes the implementation of the

project and the evaluation of the project. Section 4 concludes with a reflection of myself

as a scholar.

Section 2: Methodology

Introduction

The need to examine the FSCS strategy in connection to students in language arts with teachers and FSCS staff perceptions was highlighted in Section 1. The purpose of this doctoral case study was to identify teacher perceptions of strengths and weaknesses of the FSCS strategy at the study site for students in language arts. Section 2 will focus on the research design, participants, data collection instruments, participant protections, procedures for data collection and analysis, data collection processes, research findings, study limitations, and evidence of quality.

Qualitative Research Design and Approach

The purpose of this doctoral study was to identify teacher perceptions of the strengths and weaknesses of the integrated academic component of the FSCS strategy at the study site for students in language arts. This study focused on elementary language arts teacher's perceptions of the academic component of the FSCS strategy. A qualitative study approach focused on one urban elementary school setting. The research questions for this study looked to determine how teachers' perceptions of the academic component of the FSCS strategy affect language arts instruction for students. The research questions were best answered through a qualitative case study design as this tradition involves a researcher exploring a case in-depth (Creswell, 2010; Yin, 2014). The qualitative case study design was best suited for the study over other options because there is a phenomenon being studied at one site (Creswell, 2010). Qualitative research is an inquiry

process in which the researcher explores a social or human phenomenon (Creswell, 2010).

Grounded theory was not considered as an appropriate design because a theory from the gathered data will not be developed and this study does not seek to develop theories. Ethnography was also not considered as an appropriate design for this study because the purpose is not to study a cultural or social group. A choice to conduct a qualitative study was less of a methodological choice and more of a decision about what was being studied. Yin (2014) defined the case study inquiry as an approach that copes with technically distinctive situations, with many variables of interest than data points, which relies on multiple sources of evidence. The qualitative data will add depth and details to the "general picture" and will help build an understanding of the phenomenon (Creswell, 2010, p.542) of the FSCS strategy at the study site in regards to integrated academic strategy for students in language arts. The case study design helped to discover the interviewees' point of view in order to categorize their experiences and make sense of their teaching environment regarding the FSCS strategy.

The qualitative data adds depth and details to the "general picture" (Creswell, 2010, p. 542) of the FSCS strategy at the study site in regards to teacher instruction in language arts to promote student improvement. The personalized, in-depth data that was obtained from the qualitative study gave all stakeholders at the study site a clearer picture of the emerging themes from the interviews and generated a discussion on the effects the FSCS strategy has in language arts and how to improve this impact.

The FSCS strategy was implemented five years ago however this is the first year that academic services were included in language arts because it is an optional service being offered to help improve student achievement and teacher perceptions have yet to be evaluated either internally or externally. Since no evaluation of the strategy in connection with instruction in language arts has been conducted thus far and there is no intention of completing one at the study site, the evaluation will need to be formative in nature (Lodico, Spaulding, & Voegtle, 2010). The goal of this case study "is to 'change' or 'make better' the thing that is being studied" (p. 318) at the time the data is collected in order to make informed decisions about what the strategy is doing well and areas of the strategy that can be improved upon in language arts. A FSCS strategy was implemented at the study site as a way to increase student achievement scores to change AYP status, especially in language arts, increase family and community engagement, and supply health services. As the AYP status at the study site has not changed, the goals of the evaluation is to determine perceptions of the areas of strengths and weaknesses within the FSCS strategy in language arts and to open a dialogue among district personnel, principals, and FSCS directors on how to best utilize the FSCS strategy with students in language arts.

Participants

The study site was located in an urban area and employs approximately 130 administrative, faculty, and staff members. Of those 130 faculty and staff members, 10 are special education teachers, 44 are regular education classroom teachers, 9 are bilingual teachers, 14 are special area teachers which include; physical education, library, music, health, computers, reading intervention, the nurse, guidance counselors,

secretaries and art, about 15 are Full-Service Community staff who assist only in the language arts classrooms, about 10 custodial staff members, 6 security guards, and 3 administrators (Paterson Public Schools, 2015). Within this population, 15 regular education teachers teach language arts. The study was conducted at a public urban elementary school in Northern New Jersey. The school is a part of a school district, which includes 53 schools and is one of 32 elementary schools in the district. There are only five Full-Service Community Schools within the district. This study is a case study of one Full-Service Community urban elementary school's academic component in language arts in Northern New Jersey. The site was chosen because it was the first school in the district to implement the FSCS strategy. The school did not make AYP for the last school term, implying that some of the changes the FSCS strategy implemented might not have been successful. The sampling procedure used was purposeful sampling, which was selected because the participants need to have a common characteristic (Creswell, 2010). The common characteristic necessary for these individuals was that they are elementary language arts school teachers who have been employed at the site for at least 2 years. Individuals were asked to volunteer to participate in 20 to 40 minute open-ended phone interview. Interviews were conducted with 8 individuals. The case study utilized 8 teachers in order to span the different grade levels. The size of the study was small, which led to more depth in the inquiry process.

Data Collection Instruments

Qualitative Data Collection

Qualitative data collection took the form of one on one interviews. There were eight individual interviews conducted by phone rather than in person as per request of the research site to protect the confidentiality of the participating teachers and provide them with an opportunity to freely express their opinions without the fear of their bosses hearing negative comments and taking action against that particular teacher or persuading their responses by hearing their colleague's responses. Eight teachers was a sufficient number in order to span across the grade levels and includes more than half of the regular education language arts teachers. The interviews lasted about 20 to 40 minutes in length and each participant only needed to interview once to fully capture their answers to the questions (Appendix B). Interviews were recorded for transcription within 48-72 hours and each participant had the opportunity to member check their information (Creswell, 2010).

The use of member checking was the primary means of validating these findings (Creswell, 2010). The interviewees in this study are my professional colleagues, many of whom I have known for the 8 years I have worked within the study site, therefore a working relationship exists with most of the study site faculty members. I am not in any supervisory role over the research participants and I have never been in a supervisory role. The 2015-2016 school year, I was on maternity leave and was not in my teaching position. All participants for the study were voluntary and participants were given a $5 Dunkin Donuts gift card after they completed the interview. While there is familiarity between the researcher and the interviewees, the following considerations were addressed

in an interview protocol to avoid researcher bias and influence on data collection: I kept my opinions to myself and spoke very little during the process, confidentiality of the subjects was assured by informing participants of the purpose of the study, participants were allowed to opt out of interviews at any time or opt out of any questions they do not feel comfortable answering, interviews were conducted in a neutral location to minimize disruption to the school setting, interview probes were utilized, the interviews were recorded, and respect for cultural groups was given (Creswell, 2010; Lodico et al., 2010; Merriam, 2009).

Data Collection Process

Using a case study qualitative research approach allowed this investigation to explore the factors that influence teacher perceptions of the FSCS strategy for language arts instruction. Creswell (2010) highlighted that the use of a qualitative approach is acceptable for all participants who have experienced a phenomenon being studied from a single site. Data was collected through teacher interviews. Participants were first sent an invitational email describing the purpose of the study and asking for an email response within 24 hours if interested in participating. All language arts teachers in grades K-6 who have been employed for 2 or more years were sent the invitational email. I received 12 interested participants, which were then purposely chosen to span the grade levels K-6 with an additional participant chosen representing the largest grade level. The participants were then emailed consent forms and were asked to sign and return them within 2 days. The interviews were then conducted at times convenient for each participant as discussed through email. The interviews were guided by the Teacher Interview Protocol (see

Appendix B), and were conducted over a two week period. The questions were worded in an open-ended format in order to ensure that the responses were provided by the respondent. Respondents were able to provide answers to open-ended questions in their own terms or in a manner that reflects the respondents' own perceptions rather than those of the researcher (Gulamhussein, 2013). The questions included background questions, essential questions to the study, structural questions and descriptive questions. Each type of question elicited different information that provided rich data for this study. The agreed upon interview times were planned for during the individual planning periods of the participants or at any desired time of the participant that did not interfere with their teaching responsibilities. A tape recorder was used to record the interviews and take notes. In order to begin the process of data collection, permission was obtained from the district and the principal of the study site. An application was sent to Walden University's Institutional Review Board (IRB) and approval was provided to the researcher to begin data collection.

All language arts teachers from grades K-6 were sent an invitational email in order to explain the purpose of the study and to use purposeful sampling to select eight participants for the study. Eight participants were selected to include a participant from each grade level. Within the purposeful sample of language arts teachers, the sample was stratified by grade level. Within each grade level, the language arts teacher with the most experience in teaching was selected when more than one language arts teacher from a grade level volunteered. An e-mail was then sent to request a time to interview the participants for the study. Each interview was recorded and transcribed. Audio files and transcripts of the interview are stored in a locked file cabinet that only I have a key for

and on a password encrypted file on my computer. Transcripts of the interviews were offered to all participants so they may check the accuracy of the data. All participant were given a typed copy of their interviews and were asked to read over them and make any changes if needed. All participants did not make any changes to their transcripts. The use of member checking ensures validity of all participants' data.

Data Analysis

Data analysis utilized an explanatory analysis design with the qualitative data collected to provide greater depth (Creswell, 2010; Lodico et al., 2010). Qualitative data was obtained through interviews that were recorded and transcribed by the researcher when the interviews were completed. Transcripts were then read to begin the process of descriptive coding to determine emerging themes in the data (Creswell, 2010; Merriam, 2009). Transcripts were read multiple times to narrow down the coded themes from many different codes to identify emerging common themes throughout all of the transcripts (Creswell, 2010). The validity of the qualitative data was achieved by allowing all participants' to member check the transcripts and data analysis to ensure their views were expressed accurately in the study.

The overall findings of the study were presented in a visual format (see Appendix D). Any quotations from teachers are presented in a confidential manner with coding teachers as T1 for teacher 1, T2 for teacher 2, T3 for teacher 3, T4 for teacher 4, and T5 for teacher 5. Findings from the qualitative data will be reported in a T-Chart to illustrate the areas of strength and weakness in the FSCS strategy in regards to language arts at the study site according to teacher perceptions in order to spark a dialogue on what steps

need to be taken in the future to ensure the feasibility and success of the FSCS strategy at

the study site for the student population in language arts (see Appendix C). The results of

the study opened a dialogue for how to supply additional resources to language arts

educators and FSCS staff in order to strengthen the success of the academic integrated

component of the FSCS strategy in order to improve student scores.

Participant Protections

The protection of the rights of the participants was of the upmost importance in

this research study and various actions are taken to ensure their rights are protected.

Permission to collect data from participants was gained from the study site and Walden

University's Institutional Review Board. Measures for Ethical Protection is discussed in

this paper and was obtained through the IRB process prior to contacting the school or

participants. The researcher ensured that participants were in no harm and were able to

remove themselves from the study at any time if they were uncomfortable. Participants'

rights to privacy and confidentiality were protected and participants had the opportunity

to have their questions about the study answered at any time through email or face to

face. The participants were informed that no identifying information would be included

in the report of the study. No names were used and teacher responses were represented

with T1 for teacher 1, T2 for teacher 2, etc. Additionally, participants were assured that

the research records were kept in a secure and locked in a file cabinet within my home.

Interview participants were assured of confidentiality of responses, as no identifying

factors were listed in the transcribed interviews. Privacy was further ensured by all data

being locked in a file cabinet. A letter explaining the rights of the participants and

informed consent procedures was supplied to research participants first. Interviews were

used as the instrument for primary data collection in the study. All data will be destroyed and deleted once the project study is approved and finalized.

Coding for themes. The coding for themes was employed by creating a folder for each research question and each folder contained the research participant's responses. For example, all responses to question 1 were stored in a folder appropriately named, "Question 1." Within the folder were all the responses from each of the 8 interviews for Question 1. This common answer folder made it easy to code responses to specific questions without having to navigate from one interview document to the next. Once the responses were organized by question, I color coded themes that emerged from individual participant responses. Next, I focused on participant responses that were similar by coding words, phrases, sentences or whole paragraphs into corresponding colors (Yin, 2014). I then read through all of the corresponding data within each folder to determine relationships and any interlocked themes in order to write a narrative description of the analysis in the findings for this study (Creswell, 2010). All data for this study were coded in this manner.

Findings

The findings from this project study materialized from interviews as a means to inform the overarching research question: What strengths and weaknesses are present with the FSCS strategy's academic component in language arts according to perceptions of teachers? Findings for each research question are supported with evidence from interview transcripts. Participants are coded numerically (i.e. Teacher 1, T2) to ensure confidentiality.

Research Questions

The first research question was: What factors for the Full-Service Community School strategy academic component are present at the study site in language arts based on the perceptions of teachers? The second research question was: What factors do teachers perceive the Full-Service Community School strategy academic component to help with student achievement in language arts? Finally, the last research question was: What strengths and weaknesses are present with the FSCS strategy academic component in language arts according to perceptions of teachers? These questions guided the developing themes.

Theme 1: Shared mission, vision, and goals. During all interviews, the topic of mission and vision was discussed when describing the components of the FSCS strategy academic component. The focus was on a desire to have the mission, vision, and goals followed through with action. All 8 participants discussed at some point in their interview that there is a clear vision for the academic component strategy that was presented at a professional development at the start of the year. Teacher 3 (T3) stated, "We start the year with such a clear vision of how this strategy should look and everyone is so excited but then the year progresses and it doesn't seem important." It was discussed by a few participants that it is impossible to follow the vision if the staff are inconsistent. Each of the 8 participants were able to voice the mission of the academic component strategy and discussed what the goals of the FSCS staff members in their classrooms. Teacher 1 (T1) indicated that the components of the FSCS strategy "includes a helpful FSCS staff member for your language arts period, collaboration, and necessary lesson materials." T3 added that "there needs to be a relationship of communication with the FSCS staff

member because they are another person in the room that is there with the ultimate goal of helping our students improve."

Teacher 4 (T4) stated, "I know why we are implementing this strategy and I know I am supposed to have a FSCS staff member in my classroom every day to assist with instruction and interventions however it does not play out like this every day."

With a clear understanding of the vision, mission and goals, there seems to be a need to review the reality of the vision, mission and goals during the implementation of the strategy. Teacher 6 (T6) also explained, "I feel at times that this strategy was started in order to look good on paper. It really is a great goal however I maybe see my FSCS staff member in my classroom 2 to 3 times a week when it should be every day." A common theme emerged with the need to have time to revisit the strategy and have time to share their insights.

One participant reflected a belief that the mission, vision, goals, and values as articulated by the school administration and FSCS staff should be reviewed and updated throughout the process. Teacher 8 (T8) explained:

When the FSCS strategy was implemented in my language arts class, I had a meeting with the FSCS director, all 3 administrators, all participating language arts teachers, and the FSCS staff members. We all understood the mission, vision, and goals of this strategy and how it should be implemented to assist our students to improve achievement. Unfortunately this is not the reality we have moving forward. This tends to happen with every strategy or program. There is great buy-in in the beginning and as it moves forward all the necessary support and

resources are lost. It is extremely frustrating and there needs to be times to revisit the goals of this strategy in order to alter it based on our reality.

Theme 2: Culture of collaboration. All 8 of the teachers discussed collaboration and expressed the need for more collaboration time. T2 explained:

The FSCS staff members attend our grade level meetings once every 6 day cycle and the last 15 minutes of each meeting is when we are to collaborate however this is not how it happens and there is very few times that we get the 15 minutes and even if we do there is not much we can dive into without having to leave to get back to our class. We definitely need more time to discuss how we can best serve our students.

T4 explained, "Collaboration time is desperately needed. I have to give my students a do now activity when they first enter my classroom for language arts so that I can explain to my FSCS staff member what we are working on and what I need her focus to be." T8 discussed a very similar perspective;

A weakness is definitely a lack of collaboration time. My FSCS staff member and I never have enough time to discuss what our focus is and everything is happening in the moment. There needs to be more time to discuss and analyze together what our students need.

There was an appreciation shared with all teachers when they discussed how their FSCS staff members attend their professional development sessions for language arts. T1 stated, "I love that my FSCS staff member will attend the professional development

sessions for language arts with me when it is possible. This is extremely valuable collaboration time. I think it is nice to be able to share thoughts with each other while learning information related to our lessons."

T7 stated:

I find it so helpful when I am able to devote a large amount of time to my FSCS staff member and we are able to discuss in great detail what we want to accomplish for our students. I find it so beneficial to collaborate however usually it interferes with an important professional development and we are using the time of breaks to discuss or we end of staying after school. Even after school is difficult because I have to work around my FSCS staff member's time and she is usually working on some other aspect of the FSCS strategy within the school. She isn't done at 3:10 as I am.

When asked what is considered to be a weakness of the FSCS at the study site, each participant expressed a concern with the amount of collaboration. T3 stated "…it is important to make sure there is enough productive time allowed to collaborate in order to make this strategy work otherwise it is just another hand in the room walking around helping the kids that need it, which may not be the most effective way in improving student achievement." T3 suggested "… in addition to grade level meetings, there should be a separate period once a week that is spent just for FSCS staff members and the participating language arts teachers in order to allow collaboration among all of us."

Theme 3: Supportive conditions. Supportive conditions came up in every interview on a number of different occasions and covered the concepts of professional

development, communication, and trust. In many cases, the issue of trust was discussed as it pertained to the trust of the administrators and FSCS director at the study site in making sure that the FSCS staff members were always present for their language arts periods. The issue of the availability of the FSCS staff members came up in every interview. T2 stated:

> Once the strategy was implemented, the FSCS staff members start strong and are at every class every day however as the year progresses they are constantly being pulled for something else once or twice a week and the trust in the strategy and my FSCS staff member is lost. I never know when she is going to definitely be there and I have to plan for just in case she isn't. This is extremely frustrating and does not help the strategy.

> T3 explained a similar sentiment; "I have so many things on my plate that when I find out last minute that my FSCS staff member is working on something else, it becomes very upsetting." T6 added "…it gets to the point where you can't trust the strategy to work especially when you can see how well it can work when it is consistent and followed-through but then other things become more of a necessity and we lose that time." T4 explained a concern with the trust in the strategy because of the inconsistency of the FSCS staff member. T4 stated:

> On an average week at the start of the school year, my FSCS staff member is in my classroom every day, by the middle of the school year, my FSCS staff member is maybe in my classroom 2 to 3 times a week. This is extremely frustrating and servers the trust I have in the strategy working. I know personally

this can be an amazing strategy and have countless effects on student achievement when the support in constantly there.

Within most of the interviews, the participants did discuss that trust with their FSCS staff member is a strength because they understand that they are not missing the classes on purpose. T5 stated;

 I don't want you thinking that a weakness is the trust between my FSCS staff member and me because it definitely is not. I trust my FSCS staff member and I know she wants to help my students and wants to be in my classroom working with my students. The problem is our resources are so limited and when we have to worry about testing or an event, these individuals are the first ones pulled to assist with that in order to help something else be successful. I believe this is a very important distinction to be made and for administrators and district staff to understand. In order to fully support my students and successfully use this strategy, I need my FSCS staff member present every class period.

T8 explained "A strength of the FSCS academic strategy is definitely the trust I have with my FSCS staff member. When she is there, I know I can trust her to put 100% into what she is doing in order to help my students, our students."

Theme 4: Communication. One of the most discussed supportive condition in the interviews centered on communication at the study site and the perception by the participants that their ideas were not being heard by the administration and the FSCS director. When discussing the weakness the inconsistency of their FSCS staff member showing up, all participants explained that they have voiced their concerns to the

administrators and the FSCS director but nothing has changed. T1 described the

following about communicating the need to have consistency with the FSCS staff

members in their classrooms:

> I understand that sometimes something comes up and additional help is needed
>
> and I would be extremely flexible and willing to have my FSCS staff member
>
> miss a class or two if it was communicated in advance to me and if it was
>
> something that only happened once in a while not every single week. If there is no
>
> consistency, there is nothing I can count on to get accomplished and if there is no
>
> communication, then I am constantly left in the dark and scrambling last minute
>
> to change my plans.

> Another example of a communication concern was described by T3:

> I communicate my concerns about wanting my FSCS staff member present and it
>
> feels as if it goes in one ear and out the other. I am constantly told by
>
> administration that it is their top priority to try and not utilize the FSCS staff for
>
> those language arts periods but sometimes it is unavoidable. This does not make
>
> sense to me when it is very often that I don't have my FSCS staff member
>
> especially from January to June, which is the most crucial point of the school year
>
> or should I say the majority of the school year.

The desire by the participants to see improved communication between

themselves and the administration and the FSCS director was discussed on multiple

occasions throughout all of the interviews. T4 stated:

I just wish the administration and FSCS director would clearly communicate with us what they are expecting. Even if it is something that changes weekly or daily, I would prefer to be kept in the loop and allowed time to prepare correctly rather than being kept in the dark where I am finding out from my FSCS staff member an hour or 5 minutes before class that she is not going to make it to my class. I totally understand that things come up and we have no control over it and we are all trying to do the best we can with what we have but it makes our jobs that much harder if we are not successfully communicating with one another and then it hurts our students.

The need to have their voices heard and address their concerns emerged as a significant aspect for the strategy's improvement. Teachers and FSCS members need the time to have their voices heard between one another, which can then be shared with the administration.

Theme 5: Results-Oriented. The topic of data and results to help guide decision making for the academic strategy was a topic that was brought up in 4 different interviews. The participants acknowledged that there were strengths and weaknesses with data and results but the discussion usually overlapped with a concern of trust or communication. T2 stated;

We are working in a data enforced world right now and every decision for my students are based from some data. It's this data that I am never able to fully discuss with my FSCS staff member and it would be so beneficial to have that time to discuss the results of each student in order to improve those results.

The common theme of a need to have time for teachers to share data and improve instruction emerged. Data to inform instruction is an essential element of instruction and teachers and FSCS members require time in order to discuss and review the data. T5 stated;

I think a major area that needs improvement is having the time to utilize the data to improve instruction whether it be data from an assessment given or even daily observational data. My FSCS staff member and I need time to review this data daily in order to make the necessary interventions, which this goes hand in hand with needing more time to collaborate.

In order to address the need to work with student results and utilize the FSCS members to successfully assist with the students, it is necessary to supply collaboration time and develop a plan, which supports collaboration and assists with instructional and classroom support. This will maximize the most out of the time supplied.

The purpose of this doctoral study was to identify teacher perceptions of the strengths and weaknesses of the FSCS strategy academic component at the study site for students in language arts. The first research question for this study explored the FSCS strategy academic component factors present at the study site based on the perceptions of the teachers. All eight participants described that there is a FSCS staff member present within their classroom during language arts to assist with instruction and supply help with improving student achievement.

The second research question for this study investigated the factors of the FSCS strategy academic component that help with student achievement for students in language

arts. Seven out of the eight participants stated that the inclusion of the FSCS staff member is very beneficial for improving student's language arts achievement. All eight participants discussed the benefit of attending their weekly meetings together with their FSCS staff member. Additionally, six out of the eight participants discussed the benefit of having their FSCS staff member attend the same trainings and professional developments as they do for their language arts instruction because it exposes them to the same information.

The third research question for this study explored the strengths and weaknesses of the FSCS strategy academic component that are present at the study site. Many of the strengths discussed were very similar to the factors of the FSCS strategy academic component that helped to improve student achievement. The weaknesses discussed expanded on improving these helpful areas. All eight participants discussed the need for more collaboration time with their FSCS staff member in order to improve student achievement. In addition, seven out of eight teachers discussed the need for following up on the FSCS staff members and more supplying time to address the specific needs of each classroom and work alongside other language arts teachers and FSCS staff members.

Limitations

A limitation of this research study was that it focused only on the teachers who have been exposed to the FSCS strategy within the school at which the study was conducted. The findings of this small scale single case study of teachers' perceptions of

the FSCS strategy at one urban elementary school may not be generalized to other school
settings.

Summary

The purpose of this doctoral project study was to identify teacher perceptions of
the strengths and weaknesses of the FSCS strategy at for students in language arts.
Section 2 explored the research design, the setting and sample, the data collection
instruments, participant protections, the procedures for data collection and analysis. The
data analysis of the quantitative surveys and qualitative interviews will provide all
stakeholders with information about the strengths and weaknesses of the FSCS strategy
for students in language arts. The results will serve as a point for discussion on ways to
move the FSCS strategy forward so that it improves student achievement in language
arts.

Section 3 of this project study discusses the project itself through goal description,
study rationale, and a literature review that supports the project. Section 3 also describes
the implementation and the evaluation of the project and the social implications of this
project study. Section 4 concludes with a reflection as a scholar.

Section 3: The Project

Introduction

The purpose of this doctoral case study was to identify teacher perceptions of
strengths and weaknesses of the FSCS strategy at the study site for students in language

arts. The findings from the study revealed that teachers perceived that there was insufficient collaboration and consistency from their FSCS members. Section 2 revealed various themes; Theme 1: the mission is not implemented, Theme 2: the need for collaboration time, Theme 3: the need for supportive conditions, and Theme 4: communication. Through the teacher perceptions, it was revealed that the FSCS academic strategy is not being implemented correctly and there is no time provided for collaboration. These findings confirm Hanson and Stultz (2015) belief that emphasis of collaboration may prove to be effective for moving faculty from "vision" to "change. The findings also revealed that teachers perceived that they could not implement the academic component successfully because their FSCS staff members were not always present. In the interviews, teachers indicated that they are unable to successfully collaborate and assist their students in language arts with the FSCS academic strategy due to a lack of time to collaborate and the consistency of their FSCS member within their classrooms.

The teachers' perceptions of the strengths and weaknesses of the FSCS strategy was discussed in great detail in Section 2. Teachers expressed the need for more collaboration time with their FSCS member in order to improve student achievement in language arts and the need for the FSCS staff members to stay consistent with their schedule. A proposed reshaping of the master schedule framework to include a collaboration period within the 6-day cycle would prepare teachers and FSCS members in assisting one another in continuing to develop collaboration and improve student growth. The additional collaboration period to their schedules may provide teachers with the needed access to FSCS members and an avenue of communication and collaboration. The

additional collaboration period may also maintain the consistency of FSCS staff members' schedules by having the administrators and FSCS director be present for the collaboration periods.

It is important to provide the needed collaboration opportunities for FSCS members and language arts teachers in order to successfully implement the academic component of the FSCS strategy into their classrooms. The proposed change to the schedule framework, utilized the information collected during the interviews with the language arts teachers and through the review of literature on what needed to be addressed with FSCS members to maximize the chances of success. The results of the study highlighted the need for the support of FSCS members consistently within their classrooms. It also emphasized the need for collaborative opportunities. The section provides a description of the plan for the project, review of literature, reasoning for pursuing the project, content, and implications of the project.

Project Description

In this study, I interviewed 8 language arts teachers from the same school to determine their perceptions of the academic component of the FSCS strategy. Findings showed that teachers perceived the academic component of the FSCS strategy to lack time for collaboration and consistency of collaboration among teachers and FSCS staff members. The proposed reshaping of the master schedule framework to add a team planning period utilizing a PLC framework will offer more collaboration time and consistency for language arts teachers with their FSCS members. "Results from The Teaching and Learning International Survey (TALIS) 2013 showed that teachers

involved in collaborative learning opportunities reported using more innovative

pedagogies (e.g., working in small groups)" (European Commission, 2013 as cited in

Vangrieken, Dochy, Raes, & Kyndt, 2015).This will address the areas of weakness that

emerged from the teacher perspectives in order to improve teacher instruction, which will

improve student achievement in language arts. The team planning period will be

scheduled for once every 6-day cycle and is designed to address the needs of teachers and

FSCS members in order to get the most from the academic strategy (see Appendix A).

The team planning period is intended to supplement the school's weekly grade level

meeting times and the professional development offered at the start of the school year.

The FSCS members and teachers are provided with an opportunity to collaborate with

one another and grow in their professional relationships. A PLC framework will be

utilized to ensure that the teacher and FSCS member are accountable for the information

explored during their team planning periods.

Ingersoll and Merrill (2011) believed it is necessary for teachers to have regularly

scheduled collaboration with other teachers. The proposed team planning period will

utilize a PLC framework to supply a way for FSCS members and language arts teachers

to collaborate. The team planning period will be limited to only those language arts

teachers who are working with a FSCS staff member.

Project Rationale

The need to evaluate the perceptions of teachers with the Full-Service Community

School strategy in terms of students in language arts exposed areas of strengths and

weaknesses. This aided in the development of a plan that will improve collaboration and

consistency between FSCS members and language arts teachers in order to improve teacher instruction, which will improve student achievement for all students. The project genre of reshaping the master schedule framework to add a team planning period that utilizes a PLC framework was chosen based on the findings from the interview data in order to provide more collaboration and consistency between the FSCS staff and language arts teachers. The purpose for the team planning period supplies an opportunity for FSCS members and teachers to successfully collaborate each 6-day cycle. Teachers and FSCS members will be able to review student data, plan lessons, plan small group instruction, and one on one intervention for students, which will improve student achievement in language arts. The team planning period will be a great tool for collaboration and address the concern of ensuring the language arts teachers and FSCS members are consistently working together and communicating to meet the needs of their students in language arts. T8 said,

> It is great to have a clear goal and vision at the start of the year but it becomes discouraging when the FSCS staff members are not consistently in my classroom and then when they are there, they really don't know what I am doing or how they can help until I have the time to tell them.

The other teachers interviewed made similar comments to support the perception that more collaboration time is needed. The need to address supporting FSCS members and language arts teachers was based on the challenges teachers face as they rely on the strategy but do not have the adequate time or consistency to successfully implement it collaboratively.

There were three possible resources identified for the project: professional learning community (PLC), a workshop on collaborative lesson planning or a reshaping of the master schedule framework. During the interviews, teachers had indicated that more time to collaborate in their schedule would be the best option for providing support and the professional learning community framework will be utilized for this team planning period. The team planning period will be added to the master schedule to provide FSCS members and teachers with the opportunity to expand on the expectations and communication of the strategy. The team planning period will also give teachers contact with their FSCS member outside of the classroom where, they can receive immediate answers to their questions and be able to review student data and plan necessary interventions in order to improve instruction, which will benefit student achievement.

An online collaborative discussion board, which focuses on lesson planning and analyzing data, was an option for this project, however this does not seem to be as relevant and valuable as a face to face team planning period. An online discussion board does not supply immediate collaboration but is helpful in creating an archive of resources. Teachers and FSCS members will not be able to share opportunities and voice their expectations. An online collaborative discussion board is not as appropriate for meeting the individual needs of the teachers and FSCS members. A huge concern of the online collaborative discussion board is that the collaboration is delayed and some participants may never respond. The findings of this study support the idea that teachers want to collaborate face to face.

A professional development workshop was also considered as option for this project, but does not address the consistency of ensuring the FSCS staff members and language arts teachers are continuously collaborating to meet the needs of their students. A professional development workshop is already utilized at the start of the school year each year for language arts teachers and FSCS staff members in order to explain expectations and the academic strategy. FSCS staff members also when available, attend any language arts professional development workshops supplied by the district with their language arts teacher. An additional professional development workshop may provide the needed collaboration time but it does not provide consistent ongoing collaboration. A professional development workshop supplies only one opportunity for collaboration and is not sustainable. It is recommended to add a discussion about the change in the master schedule during the already scheduled professional development at the start of the school year.

The review of literature in Section 1 confirmed the fact that the FSCS strategy was implemented as a strategy to improve student achievement. Findings from this project study may provide an opportunity for administrators and educators to become involved in developing better ways in implementing the FSCS strategy's academic component. Given the evidence from the interviews and review of literature, I decided that reshaping the master schedule framework by adding an additional team planning period is an appropriate genre for the project in order to solve the problem. The project became the focus of how to ensure collaboration between FSCS member and language

arts teacher, which will improve instruction and in turn improve student achievement in language arts.

Review of the Literature

Introduction

School districts need to develop new approaches to teacher learning, approaches that create real changes in teacher practice and improve student achievement (Gulamhussein, 2013). I have created an opportunity for teachers and FSCS members to have the time to collaborate consistently. The teacher and FSCS staff member will utilize a PLC framework within the team planning period in order to improve instruction, which will improve student achievement.

A literature review was undergone to address the importance of supplying teachers the time to collaborate with co teachers. I investigated what research shows about effective team planning and collaboration for teachers. This reshaping of the master schedule framework will provide an avenue for getting language arts teachers and FSCS members to continuously and consistently collaborate to improve instruction, which will improve student achievement.

I used the theory of andragogy and professional learning communities as the methodology on how to implement a successful team planning period for teachers and FSCS members. The literature review contained information on the importance of team planning, theory of andragogy and the use of a PLC framework for the team planning period.

Peer-reviewed articles were chosen and the following databases were used: ERIC, Education Research Complete, SAGE publications, EBSCOHost, and ProQuest Central. The following Boolean phrases were used: *collaboration, collaboration periods, collaborative learning, adult learning, andragogy, successful collaboration, schedule frameworks, teacher periods, Theory of andragogy, team planning, and workshops on collaboration*. A combination of the Boolean phrases and databases provided me with the information that enabled me to reach saturation for the theoretical frameworks and literature review.

Common Planning Time

Supplying teachers the time to plan is necessary for ensuring that lessons are well-planned and thought out. It is even more essential to ensure that teachers have the time to plan with their colleagues (Dever & Lash, 2013; Dove & Honigsfeld, 2010). Dove and Honigsfeld (2010) illustrated that collaborative experiences between teachers in their planning time enhanced student learning. Dever and Lash (2013) further explained that common planning time between teachers must be more meaningful, effective, and applicable to their job. Dever and Lash concluded that the use of a Professional Learning Community (PLC) is a means to change the paradigm of professional learning.

Adults as Learners

When developing an effective change to the master schedule framework, which includes two adults having the time to collaborate and learn from one another on ways to improve instruction in order to improve student learning, I need to address how adults learn. Knowles, Holton and Swanson (2011) theory of andragogy stressed that adults are

self-directed and expect to take responsibility for their decisions. Learners are actively

involved in every aspect of building their knowledge, which is meaningful to them.

In order to develop a team planning period, I need to know how adults learn so

that I can utilize this knowledge in guiding the participants on successfully utilizing the

team planning period to improve instruction, which will improve student achievement. A

major principle of adult learning is that adults should be involved in planning and

organizing their own instruction (Kenner & Weinerman, 2011; Zhao, 2013). During the

team planning period, teachers and FSCS staff members will utilize a PLC framework to

guide their team planning period (See Appendix A). The teacher and FSCS staff member

will complete the Team Planning Period Planning Agenda form each period and will

submit a copy to the administrators and FSCS director each period (see Appendix A).

Another important principle to adult learning is that experiences are important in

teaching adults. Chan (2012) explained that experiences provide the direct relevance for

learners. A third principle essential to adult learning is that adults are more concerned in

material that has immediate and direct significance to them. The team planning period

will allow the FSCS staff member and language arts teacher to work together to problem

solve through instructional concerns in order to improve student achievement, which is of

direct significance to both parties.

Team planning periods should be designed to encourage problem solving and

allow participants to apply their knowledge (Sandlin, Wright, & Clark, 2011). In this

project, teachers and FSCS staff members will have the opportunity to analyze student

data to then problem solve and collaborate through examples from their own classrooms

(See Appendix A). When learners are examining their own experiences, problem-based learning takes place and learning is directly relevant to the learners (Chan, 2012). Adult learning theory can be an effective methodology for creating a team planning period where two adults can work together to problem-solve and learn from another to improve instruction.

The team planning period will utilize a PLC framework where professional learners are a self-organizing entity, which promotes sharing power, authority, and decision making (Hirsh & Hord, 2010). Creating a team planning period that is a self-organizing entity is not the typical collaborative opportunity, but is foundational to allowing these professionals to learn through their experiences and problem solve through classroom experiences to improve teacher instruction and student achievement.

In terms of achieving social justice, sharing power, authority, and decision making allows for all voices to be expressed--and counted--creating a place to initiate equity (Hirsh & Hord, 2010). A school organized to support team-based professional learning offers a powerful setting for social justice to grow, develop, and impact the school's citizens.

Conducting an Effective Team Planning Period

By understanding how adults learn, it is essential to create professional learning opportunities and development that promotes adult learning. The reshaping of the master schedule framework by adding a team planning period supplies the opportunity for language arts teachers and FSCS staff members to collaborate and learn from one another. A team planning period meets the needs of the adult learners. White (2013)

explained that professional learning opportunities should meet the needs of the learners and should be formed with teachers' needs and experiences in mind.

It is important for the creator of professional development opportunities to consider the characteristics of implementing effective professional learning opportunities (Blank, 2010; Desimone, 2011; Massey, 2012). To assist with collaboration for the language arts teachers and FSCS members, the team planning period will utilize a PLC framework DuFour (2014) explained that a PLC uses a systems thinking approach, where teachers are organized into collaborative teams in which educators work interdependently to achieve common goals for which each participant is mutually accountable. The team planning period will utilize the key components of a professional learning community (PLC) as the foundation.

Key Components of PLC

A commitment to increase student learning, a commitment to work collaboratively, and a focus on results define a successful PLC (DuFour, 2014). Fogarty (2009) defined seven key components to a successful professional learning community. The first component was that professional learning must be self-directed and sustainable. There must be a long-term plan to implement the professional learning consistently and continuously. The second component for a successful PLC, was that support for professional learning is visible, available, and accessible. The third component focused on collaboration. The fourth component discussed how a PLC must be interactive. The fifth component centered on differentiating learning based on the delivery method. Learning in the classroom face to face cannot look the same as learning online. The sixth

key component discussed how learning must be practical and applicable to their jobs. The last component to a successful PLC was the results must be measurable to sustain the PLC.

The project will utilize a PLC framework for the team planning period to include open and reflective conversation and focus on student learning. The PLC has a shared emphasis on student achievement and learning and productive collaboration. The members will continually research best practices to improve student learning (Lustick, 2011; Tschannen-Moran & Tschannen-Moran, 2010).

Trust among the FSCS staff and language arts teachers, is a significant component to successful PLCs. According Cranston (2011), there are five key themes revolving around trust. The first theme stated that trust between teachers develops as they form relationships in the PLCs. Second, for trust to develop norms must be established and conversations must revolve around changing teaching practices and improving student learning. Third, the trust developed from participation in a PLC, helps support effective collaboration. Fourth, the principal was central in establishing a climate of trust. Lastly, it was paramount that the faculty has trust in the principal. Cranston (2011) determined trust and respect were fundamental components to a successful PLC.

PLCs' Use

PLCs improve teacher learning and provide teachers with opportunities to develop and share goals to improve student achievement and their own teaching practices. Rahman (2011) showed that PLCs offer teachers opportunities to share their mission, vision and goals and develop their leadership abilities to improve their instruction.

Rahman found that the use of PLCs gave teachers the opportunity to question, investigate, problem solve, and find solutions concerning their instruction. This allows teachers the time to reflect and improve their teaching. The teachers are also able to support their colleagues in a way to help one another improve instruction. The PLC framework will give the participants a collaborative group in order to support problem solving and decision making.

The use of PLCs influence the ways teachers learn and improve their instruction. PLCs increase teachers' confidence in their instruction and supply an avenue for teachers to feel supported (King, 2011; Rahman, 2011). The use of a PLC empowers teachers to identify the gaps in their instruction in order to improve student learning. Rahman (2011) further explained that a PLC enables teachers to focus on narrowing the achievement gaps for their students. By supplying a team planning period that utilizes a PLC framework, this project focuses on the key components of a PLC by allowing teachers the time and structure to improve instruction, which will improve student achievement. The administration and FSCS director support and value the PLC by ensuring that the team planning period is implemented into the master schedule framework.

PLCs and Data

PLCs allow teachers the opportunity to discover areas for improvement and research effective teaching strategies (Cranston, 2011; DuFour, 2014; King, 2011) Jacobson and Blank (2011) explained that teachers can prioritize their goals for what they want their students to learn and then develop common formative assessments (CFAs). These CFAs can then be analyzed and used to adjust instruction (Jacobson & Blank,

2011). Formative evaluations, such as CFAs, allow the teacher to gain information about student learning while the unit is ongoing. The use of CFAs allows the teacher to evaluate what the students have accomplished and what is left to be learned.

This project will allow language arts teachers and FSCS staff members to collaborate and create formative assessments that can be implemented and analyzed to improve instruction. Language arts teachers and FSCS staff members will utilize the language arts curriculum guides to ensure that they are meeting the learning objectives when creating the common formative assessments (Paterson Public Schools, 2015). This project, the language arts teachers and FSCS staff members will utilize the cycle of creating a common formative assessment, giving the common formative assessment, analyzing the gaps within the common formative assessment, supplying further instruction, and creating another common formative assessment.

Implementation, Potential Resources, and Existing Supports

The proposed reshaping of the master schedule framework by adding a team planning period within the 6-day cycle was designed and planned with the data from the interviews. The next step was to add the additional period to schedules and explain to those teachers and FSCS staff what the purpose and expectation is for this period. The final step will be implementing the team planning period using a PLC framework that centers on common formative assessments.

Potential barriers could include scheduling the same time each 6-day cycle for the language arts teachers and FSCS staff members. It will be proposed to utilize the first period of the day, when the special area teachers have open periods to assist with various school interventions and programs. The special area teachers where available can be scheduled to cover the language arts class period. Another potential barrier that may exist is the required agenda documentation for each team planning period. This responsibility will be placed on the language arts teachers to deliver to the administrators and the FSCS director and should be familiar since it is expected for grade level meetings.

Proposal for Implementation and Timetable

The implementation of this project could occur during the 2017-2018 school year.

In order for the project to be implemented, several actions must take place.

1. I will hold a meeting with the administrator and assistant administrators of the school to present the project (June 2017).

2. I will identify all language arts teachers and FSCS staff members and then plan schedules that include the team planning period for the pairs (June 2017).

3. I will meet with all language arts teachers and FSCS staff within the first 2 staff training days for a 30 minute presentation to discuss the team planning period agendas to be filled out each period and review the key components of a PLC framework (September 2017).

There will be no financial cost to the district for this reshaping of the master schedule framework by adding a team planning period. The team planning period will be scheduled during first period when the research site has teachers with flexible periods for school duty requirements. The team planning period is job-embedded. This will be the most cost effective way to supply consistent collaboration time, unless teachers and FSCS staff members volunteer their time, which will not guarantee full participation. The team planning period aligns to the school district's strategic goal of maintaining FSCS interventions and collaboration between the FSCS staff and district staff (Paterson Public Schools, 2015).

Roles and Responsibilities of Students and Others

The FSCS director and administrators will be the primary people responsible for the implementation and coordination of the project. The school will provide support in the ways of providing a location for the team planning period to take place. Teachers will not be paid for the team planning period since it is taking place during their scheduled working hours. I will use the principal and FSCS director to gain a list of all language arts teachers and FSCS members and their contact information.

Project Evaluation

The goal of the academic component of the FSCS strategy studied was to improve the implementation of the strategy. Findings indicated that teachers need more collaboration and consistency from their FSCS members to utilize the strategy to improve instruction and enhance student learning in language arts. The goal of this project is to provide consistent collaboration time for language arts teachers and FSCS staff members.

The project will be successful if teachers and FSCS members attend and make it a part of their ongoing professional learning by utilizing a PLC framework within their team planning period.

To determine whether the team planning period is producing the desired results, the language arts teachers and FSCS staff must submit their Team Planning Agenda each period to the administrators and FSCS director. The language arts teachers and FSCS staff will also submit twice a year (October and May) a copy of a common formative assessment created within the team planning period. The administrators will supply feedback on the common formative assessment using the school district's curriculum guides (see Appendix A).

Implications Including Social Change

The literature review and input from teachers indicated that a team planning period that utilizes a PLC framework, added to the 6-day cycle addresses the immediate needs of the teachers and was the best project to pursue. While the focus of this project was on an elementary school in Northern New Jersey, research shows that teacher collaboration is crucial. This project can serve as a model for other FSCSs in the district, as well as the state and nation. In addition, the teachers will be able to share their insight and learned knowledge with future teachers that utilize the academic component of the FSCS strategy. The project will achieve the goal of addressing a weakness of the FSCS strategy as discovered through language arts teacher perceptions. The project will focus on strengthening teacher and FSCS staff collaboration in order to improve instruction in the classroom, which will improve student achievement.

Conclusion

The project was chosen based on the needs of language arts teachers as discovered from the interview data. A team planning period added to their 6-day cycle schedule was developed to bring about change. In this section I described the rationale for choosing this method as the best tool for providing collaboration and consistency for teachers and FSCS members, the literature review identified and assisted in how to design, plan, and implement this project. I also discussed the implementation and the evaluation of the team planning period with the PLC framework in meeting the goal of providing collaboration and consistency for language arts teachers and FSCS members. The team planning period was developed because there was a need for more collaboration time between the FSCS members and language arts teachers and consistency with their schedules. In addition to the benefits the teachers and FSCS members would receive, there may also be a change and improvement in student learning in language arts. Using the perceptions of teachers who are participating in the academic component of the FSCS strategy, I designed an addition to the master schedules that incorporates a team planning period that utilizes a PLC framework to share with my school.

Section 4 discusses my reflections and conclusions about the project's strengths and limitations. It includes an in-depth look of what was learned about myself as a scholar, practitioner, and project developer. It also discusses implications of the projects and avenues for future research.

Section 4: Reflections and Conclusions

Introduction

This section covers my reflections on the project study, the format chosen for a reshaping of the master schedule framework by adding a team planning period for language arts teachers and FSCS members. I begin with the strengths of the project and then I address the limitations of the team planning period and follow this discussion with what I have learned about research. There is also a discussion of what I learned about planning and designing the project, how I would approach the project differently, an analysis of what was learned about myself, and an overall reflection on the importance of the project. I conclude this reflection with a discussion of the implications and applications of this project, the process of identifying a gap in practice, completing research, collecting and analyzing data, and developing a research based solution to the gap in practice, and directions for future research.

After the data was collected, coded, and analyzed, the findings revealed that language arts teachers are not receiving consistent support and collaboration with their FSCS member. By analyzing the findings and current literature, a reshaping of the master schedule framework by adding a team planning period to the 6-day cycle schedule was proposed for language arts teachers and FSCS members. The findings indicated that teachers required more time for collaboration. The participants interviewed felt there was a need for more collaboration and consistent collaboration. To increase the school and school district's awareness of the needs of language arts teachers, a team planning period, which utilizes a PLC framework, added to the school master schedule was designed. The

team planning period will provide teachers and FSCS members with time needed to collaborate while analyzing student data, planning common assessments and improving instruction in order to improve student achievement (see Appendix A). In Section 4, I discuss the project's strengths in addressing the local problem, the project's limitations in addressing the problem, and what I have learned about myself during this doctoral process. I conclude this section with a discussion of the potential impact that this project could have on social change and future research.

Project Strengths and Limitations

There are numerous strengths of the team planning period that are not available through a handbook. A handbook does not provide teachers with face to face collaboration. The team planning period provides teachers and FSCS members with an opportunity to collaborate and reflect upon their practices. Teachers and FSCS members can collaborate and discuss important teaching aspects related specifically to the challenges and requirements of language arts and their students consistently. The participants can share ideas with one another, analyze student data to develop lesson plans and classroom intervention plans, receive immediate feedback, and, reflect on their teaching practices together.

Through the literature review and teachers' interviews, a limitation was uncovered. The limitation focuses on the scheduling logistics of adding a team planning period. The team planning period design itself, will be offered to the district for free but the forty-five minute period once a 6-day schedule will need to be planned for the

language arts teacher, FSCS staff member and then the class. The school budget is tight and staff is limited.

My recommendations for addressing this limitation is to use the team planning period during the first period of the day when many special area teachers at the study site have an extra school business related period and can add a class to their schedule. The special are teachers can rotate each 6-day cycle with covering the class of the language arts teachers (see Appendix A).

Recommendations for Addressing the Project in a Different Way

Information from the participants interviewed guided the design of a team planning period. The team planning period will help FSCS members and language arts teachers collaborate through a PLC framework to improve their instruction. This project could have been addressed in other ways. One recommendation for addressing the project differently would be a PLC that meets in weekly segments outside of the school day hours. Another recommendation for addressing the project would be to create an online discussion forum for language arts teachers and FSCS members to collaborate through online. The discussion forum would include special and continuing activities with topics directly related to the collaboration of FSCS members and teachers.

Scholarship

At the conclusion of this project study, I have expanded my knowledge from course assignments, readings, discussion posts, my instructors, my classmates, colleagues, and research. The collaboration with my professors, colleagues and

classmates, helped me grow as an educator and student. I have learned a great deal about online learning and how much discipline is required in staying focused and driven to meet your goals. I realized the importance of collaborating and posting on discussions consistently to expand my learning and understanding. I also learned how important my time management skills were for pursuing this doctoral journey. Managing my time became one of my strengths and I was able to prioritize what needed to be completed and organize my steps for moving forward.

Additionally, scholarship was learned through coursework and feedback from my professors and peers. My experience from the feedback received from my professors and peers taught me how to appreciate constructive feedback and encouraged me to keep moving forward. This doctoral journey has expanded my critical thinking skills, my writing skills, and how to be a consumer of research. Through my doctoral journey of developing this project study, I also learned how to put things into perspective. Through this research process, I learned how to collect information and analyze journal articles and books to develop research questions. During data analysis, I learned how to organize and code the data to recognize emerging themes and how to interpret my findings. I also learned that developing the project is guided by those findings in order to find a solution. Lastly, I learned how to find and offer a solution that will promote positive social change by responding to a local problem.

Project Development and Evaluation

As I designed the reshaping of the master schedule framework by adding a team planning period, I wanted to ensure that I was meeting the needs of the participants by

addressing the weaknesses of the FSCS academic strategy as identified in the interview data. The reshaping of the master schedule framework to include a team planning period that utilizes a PLC framework must produce results. I must be able to supply evidence that supports the need for investing in teacher and FSCS staff member collaboration in order to improve student language arts scores. It is my responsibility to share this project with the district and to make sure that investments into the team planning period are used to make the greatest impact possible. I will work with the school's administrators and FSCS director to review the Team Planning Agenda sheets (see Appendix A) to ensure that the knowledge gained by the participants is evident in their instruction by observations made by administrators. As the evaluation is reviewed, I can reflect on what is required to improve the PLC framework s to support FSCS members and teachers.

Leadership and Change

When I think of leadership and change, I think of four words: communication, collaboration, listening, and proactive. Before I developed this project, I spent a lot of time communicating with and listening to the problem of language arts teachers and the academic component of the FSCS strategy. This problem required me to be proactive. A leader of change is proactive. In this project study, I have taken the initiative to recognize change and explored appropriate ways to respond to the change. I learned through my own self-direction of identifying a problem and finding a solution. To accomplish this, I began with a vision, and I shared this vision by designing a team planning period for FSCS members and teachers. This project required me to provide direction, implement a plan, and motivate FSCS members and language arts teachers. I saw myself as a key

player, and through collaboration with others, I was able create common ground that serves to facilitate action to the realization of my vision. Through this project, I realized the reality of learning best in a self-directed manner. As I embarked on this project, I utilized problem solving in order to discover and bridge the gap in practice with the academic component of the FSCS strategy.

With leadership and change comes responsibility. I have been responsible for leading others to achieve a mission of collaboration. This project has been accomplished by employing the necessary gained knowledge of the doctoral process in order to promote positive change. I made the decision to design a team planning period that utilizes a PLC framework to be included in the FSCS staff members and language arts teachers' schedules to foster collaboration and it is my responsibility to implement it. I believe that the outcome of this project will be the ability for FSCS members and language arts teachers to have a place where they can voice their successes, frustrations, and become a source of strength for each other in a very isolated profession. The FSCS members and language arts teachers will be able to analyze student data together to plan improve instruction, which will improve student achievement.

Analysis of Self as Scholar, Practitioner, and Project Developer

I am developing and implementing a project to foster collaboration between FSCS members and language arts teachers, which contributes positively to improving teacher instruction, which then improves student achievement. When I started this doctoral program I was an educator with a love for learning and growing. Through this doctoral process, the readings, the research, the course assignments, the professors, and

classmates, added an immense about of value to my understanding of what a scholar truly is. This doctoral program has enabled me to grow tremendously and to persevere no matter what doubt or obstacles arose, which resulted in defining myself as a true scholar.

The knowledge, the skills, and the relationships that I have developed through my participation in this program have made me a stronger reader, researcher, writer, and educator. This doctoral journey has enabled me to speak and write with more confidence. I have learned how to identify a problem and utilize research to support my understandings and discover a solution. The results of my research have helped me to develop deeper understandings and insights into the complex process of teaching.

Additionally, my coursework has expanded my knowledge on countless topics and issues related to the education field. I have been able to use the knowledge and skills I gained in my career to help my colleagues and my students improve their learning and understanding. Through this experience, I was provided many opportunities to engage in critical discussions and collaboration that enhanced my work at Walden and within my school.

I know that I am lifelong learner, who is eager to share my knowledge to help meet the needs of educators and students. I tell my students that it is truly valuable to be able to learn for yourself but even more remarkable to be able to share that knowledge to help others learn. As I am completing this doctoral program, I believe I will continue to learn and gain knowledge that will make a difference in the world. I am considering other research projects that I can contribute to the field of education and in the support of the Full-Service Community School strategy.

I have been teaching for 10 years and have always believed in the importance of continuously learning. I genuinely enjoy sharing ideas and collaborating with colleagues. I have been a teacher leader for most of my teaching career. As a project developer, I created a collaborative period to add to teacher and FSCS staff schedules. This project is an indication of how I can take my knowledge and skills and put them to use for implementing social change. This project has the potential of providing consistent collaboration for FSCS members and language arts teachers. My doctoral journey has provided me with the knowledge and skills to develop a project that can promote positive social change.

The Project's Potential Impact for Social Change

This project is a reshaping of the master schedule framework to add a team planning period that utilizes a PLC framework, provides opportunities for consistent collaboration and support for FSCS members and language arts teachers. If successful, the team planning period has the potential to enhance the collaboration and assist with creating a powerful resource to help improve teacher instruction in language arts, which will improve student achievement in language arts.

Implications, Applications, and Directions for Future Research

When I started this doctoral journey, I was not sure where it might lead me. As I listened to teachers, the direction I wanted to head in became evident and I knew how I needed to move forward. However, I was unsure of how I would best address the teachers' concerns. It was through research of how adults learn and the need for more collaboration time as expressed in the interviews that the decision was made to reshape

the master schedule framework to add a team planning period for language arts teachers and FSCS members. By supplying much need collaboration time for the language arts teachers and FSCS members, instruction will improve for students, which will improve student achievement in language arts.

The team planning period has the potential of reaching all FSCS staff members and language arts teachers. Future research is a very wide open arena. Research into Full-Service Community School strategies is highly needed. There is a need for research into ways that a team planning period impacts teacher instruction and student achievement. Studies on how to better support FSCS strategies offer a good direction for future scholars to engage in. These are only some of the ways that the team planning period can serve language arts teachers and FSCS members and provide a means to future research.

Conclusion

Reviewing this doctoral journey thus far, I can say that I am a leader of change. I have learned to self-reflect and move forward. I will continue to grow and develop as a scholar, teacher, and, project developer. This study confirmed what project would best meet the goal of addressing the gap of student achievement in language arts by examining the teacher perceptions about the FSCS academic strategy. Through these perceptions the project will provide collaboration and support for FSCS members and teachers. By supporting collaboration between language arts teachers and FSCS members, instruction in the classroom will improve, which will improve student achievement in language arts. The effectiveness of this team planning period will depend on the success of the FSCS staff members and language arts teachers utilizing the collaboration time to address the

needs of their students. As I designed the team planning period, the clearer it became that this was the best possible solution to make a difference in the educational arena.

I have engaged in an exploration of myself as a leader, project developer, scholar, and practitioner. I am very pleased with my growth and development in these areas. When I implement the project, FSCS members and language arts teachers will have the additional support they so desire and need for collaboration. This team planning period has the potential of meeting the needs of FSCS members and language arts teachers and the potential to impact administrators, teachers, FSCS staff, student achievement, and policymakers.

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=14&hits=d+92+105+5c6+67b+6aa+1456+1cc0+23c4+2a63+31f6+32e9+3695+

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Appendix A: Project Study

Goals, Outcomes, and Objectives

Program Goals

A. Provide language arts teachers and FSCS members the time to collaborate.

B. Provide language arts teachers and FSCS members with the consistency to collaborate.

C. Provide language arts teachers and FSCS members with the opportunity to create Common Formative Assessments (CFA).

Program Outcomes

A. language arts teachers and FSCS members will be able to problem solve and collaborate to improve instruction for students, which will improve student learning.

B. Language arts teachers will work with FSCS members to develop CFA's to identify gaps in instruction.

Program Objectives

A. As a result of the team planning period, language arts teachers and FSCS members will use a PLC framework to create CFAs.

B. As a result of the team planning period, the language arts teachers and FSCS members will be able to analyze student data to improve instruction, which will improve student learning.

C. As a result of the team planning period, language arts teachers and FSCS staff members will be able to plan instruction to meet the gaps identified by the CFAs.

Sources for Participants

Curriculum Guides; http://www.paterson.k12.nj.us/11_curriculum/curriculum.php

Information on Professional Learning Communities; http://www.advanc-ed.org/source/professional-learning-communities-key-improved-teaching-and-learning

Target Audience

Language arts teachers from grades K-6 who have a FSCS staff member in their classroom.

FSCS members who service a language arts classroom each day.

Team Planning Period Outline

This will be forty-five minute period added to language arts teachers and FSCS staff members' schedules. The team planning period will occur during the regular school hours during the first period of the day. Language arts teachers and FSCS members will utilize a PLC framework to improve instruction, which will improve student achievement. Each team planning period the language arts teacher and FSCS staff member must complete a

Planning Sheet Agenda to report what the collaborative time was spent on (see Appendix A).

The following are the expectations for the Team Planning Period using a PLC framework:

- PLCs will meet once a week to discuss and reflect on current practices and to analyze student data.

- Each PLC will create quality Common Formative Assessments (CFAs) and submit two annually to their school administration for feedback; this will be done using the district's language arts curriculum guide for alignment.

Format

The forty-five minute team planning period will be a professional collaborative time to discuss and analyze concrete experiences with their students, create CFAs, and problem-solve ways to close the gaps and meet the needs of their students.

Timetable:

The team planning period will be added to the schedule to meet once every 6-day cycle schedule. The team planning period will begin at the start of the school year when schedules begin and consistently meet until the end of the school year.

Materials and Equipment:

- Pencils and note pads

- Curriculum guides

Public School

September _____, 2017

Day:_____

School Number 5 Collaborative Meeting Form

Agenda

- _____
- _____
- _____
- _____

Name:	Signature:

Notes:

2016-2017 TEACHER / STUDENT SCHEDULE	6	6	1
	Lunches	Prep. Prds.	CPPs

		Teacher:		Assignment/ Section:	Music Appreciation	Room:	203
Pd.	Time	Day A	Day B	Day C	Day D	Day E	Day F
	8:15 AM	8:15 Staff Swipe-In / 8:15-8:20 Classroom Preparation / 8:20 Escorted Student Entrance
1	8:20 - 9:00	Grade Level Meeting	**Team Planning Period** Cover 1 language arts Teacher's Homeroom	Student Mentoring	Preparation Period	Student Mentoring	Music Appreciation 4-6
2	9:00 - 9:45	Music Appreciation 3-4 203	Student Mentoring	Music Appreciation K-5 203	Music Appreciation 3-2 203	Music Appreciation 3-3 203	Music Appreciation 5-6 203
3	9:45 - 10:30	Music Appreciation 2-3 203	Preparation Period	Preparation Period	Music Appreciation K-3 203	Music Appreciation K-1 203	Music Appreciation K-4 203
4	10:30 - 11:15	Music Appreciation 2-2 203	Chorus Club 5th Grade 203	In School Suspension	Music Appreciation 1-5 203	Chorus Club 4-1 & 4-6 203	Music Appreciation 1-1 203
5	11:15 - 12:00	Music Appreciation K-3 203	Chorus Club 4th Grade 203	Music Appreciation K-2 203	Music Appreciation K-5 203	Lunch Break	Music Appreciation 3-1 203
6	12:00 - 12:45	Music Appreciation 4-3 203	Music Appreciation 4-2 203	Music Appreciation 3-5 203	Music Appreciation SC 23 203	Music Appreciation 4-6 203	Music Appreciation 1-2 203
7	12:45 - 1:30	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Music Appreciation 4-4 203	Lunch Break
8	1:30 - 2:15	Student Mentoring	Music Appreciation 2-4 203	Music Appreciation 1-3 203	Music Appreciation 4-1 203	Preparation Period	Preparation Period
9	2:15 - 3:00	Preparation Period	Student Mentoring	Music Appreciation 5-2 203	Music Appreciation 5-4 203	Music Appreciation 5-1 203	Music Appreciation 5-3 203
	3:00	3:00 Escorted Student Dismissal / 3:00 - 3:10 Staff Conferences / 3:10 Staff Swipe-Out

Appendix B: Interview Protocol

Project Study: Teacher's Perceptions of the FSCS Program for Students in Language Arts

Time of Interview:

Date:

Place:

Interviewer:

Interviewees:

Position of Interviewees:

The purpose of this doctoral study is to identify teacher perceptions of strengths and weaknesses of the Full-Service Community School strategy for students in language arts. This will be a face to face interview. All data that is being collected will be coded to ensure confidentiality and protect your identity. Your name will be omitted from all transcripts of this interview and all digital recordings will be encrypted and password protected on my computer. All transcribed documents will be kept in a locked file cabinet that only the interviewer has access to. This interview will take approximately one hour.

Please read and sign the distributed consent forms. Test that the tape recorder is working and turn it on.

Questions:

1. What support systems are in place during language arts? (*Background Question*)

2. What would you say are the components of the Full-Service Community School strategy at the study site for your language arts instruction? *(Research Question 1*) Will prompt about the FSCS staff entering the classroom if needed

3. Of these components, which would you say had the greatest impact for students in language arts? (*Research Question 2*)

4. Do you feel the Full-Service Community School strategy assists the students in language arts in your class or hinders the students in your language arts class? (*Research Question 2*)

5. What are the positive components of the Full-Service Community School strategy for language arts at the study site? (*Research Question 3*)

6. What are the barriers you face with the aspect of the Full-Service Community School strategy for language arts at the study site? (*Research Question 3*)

7. What improvements do you think should be made to the FSCS strategy within language arts instruction? *(Research Question 3)*

Appendix C

Interview Results

Teacher Perceptions of Strengths Themes	Teacher Perceptions of Weaknesses Themes
1) The background and purpose of the academic component of the FSCS strategy is strongly accepted and understood. 2) Teachers and FSCS staff members know and understand the mission and vision for this academic component of the FSCS strategy. 3) The relationships between FSCS staff member and teacher are professional.	1) The need to ensure consistent schedules. 2) The need for collaboration time outside of classroom instruction. 3) The need for time to collaborate on instructional strategies. 4) The need for time to collaborate and lesson plan jointly.