

2018

Teacher Perceptions of Instruction as an Expeditionary Learning Core Practice

Jamie M. Kociuba
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Jamie Marie Erickson

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2018

Abstract

Teacher Perceptions of Instruction as an Expeditionary Learning Core Practice

by

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MA, Walden University, 2009

BS, New York State College at Cortland, 2005

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

June 2018

Abstract

In an urban, low-achieving district in the northeastern United States, a small school has adopted the Expeditionary Learning (EL) philosophy and pedagogical approaches to instruction. Between the academic years of 2012-2016 state-assessed student achievement scores were less than proficient and implementation reviews revealed that the school made little to no improvement in the core practice category of instruction over 4 years of EL implementation. The purpose of this qualitative case study was to answer guiding questions by examining 12 teachers' perceptions regarding EL instruction as a core practice and element of the annual implementation review, and the impact of EL instruction on student achievement. The study was guided by the EL instructional subcomponents. Using purposeful sampling, data were collected from questionnaires administered to 12 full-time EL teachers. Semistructured interviews and classroom observations were conducted with 3 of the 12 EL teachers. Thematic data analysis followed an open coding process to identify emergent themes. The findings revealed: (a) a relationship between confidence levels of teaching EL instruction and experience, (b) existing gaps in knowledge of instructional subcomponents, (c) variability in implementation of subcomponents, (d) full instructional implementation influenced by time constraints/professional development, (e) existing gaps in teachers' knowledge of implementation review driven goals, (f) professional development related to the implementation review, and (g) student academic achievement impacted by EL instruction. The study and project have implications for positive social change through guidance into improved instructional practice and higher student achievement.

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Dedication

This study is dedicated to my beautiful family, who has always believed in the magnificence of my dreams; whether implausible or impractical, you rode each star with me to the end of each cosmic wave as I journeyed across it. To my young son, Sagan, always remember to set your sails beyond the pale blue dot, but never forget that "... that dot. That's here. That's home. That's us...The Earth is a very small stage in a vast cosmic arena" (Sagan, 1994, p. 8-9).

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To my mother, it is from you that I acquired my inherent need to always chase my dreams and never to doubt that I am capable of climbing to the stars. Your integrity, patience and wisdom, incomprehensible love, and immeasurable inner beauty is unparalleled by any other, and I love you forever and for always. Thank you to my sister, my soulmate, my co-dreamer. Setting sail with you on moonlit nights throughout childhood taught me that I am “braver than I believe” no matter the seas (A.A. Milne quotes, 2017). To my father, who hung up every report card, wrote out every achievement I ever had on the calendar, and waited patiently for me to tackle every dream I ever sought out; thank you for always pushing me to hear my inner “roar” and realize that the phrase “I am Woman” means that I can achieve anything. To my grandmother, Joan, you always taught me the strength of being a woman and to never, ever give up. Since beginning on this journey I have dreamed of seeing your face when I cross the finish line, because your pride in me means more to me than most things. I long to see the world with the same beauty as you do. You are my best friend, as you will be for an eternity. To my angels in heaven, I know it is you who held me strong all of these

years, and I will always, always love you. To my son, Sagan, thank you for inspiring me and being the very reason I take breath each day; I inherited the universe the day you were born.

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Section 1: The Problem

Introduction

In 2001 the No Child Left Behind Act (NCLB) transformed education through the requirement of quantifiable student success measurements of state-driven academic achievement standards. These standards and practices were developed to equalize United States student access to a high-quality education (NCLB, 2002). State officials have collaborated to adopt a set of standards that establish a uniform definition of skill and ability in Grades K-12 students. The 2009 Common Core State Standards (CCSS) were a scaffold of criteria for building student *college and career readiness* (Common Core State Standards Initiative, 2015). The purpose of this qualitative bounded case study was to focus on teacher perceptions of instruction in one urban middle school in the northeastern United States, School A (pseudonym). School A is a small, unique public school, approaching Common Core aligned and standards-based instruction through engagement of an expeditionary learning model of pedagogy.

In 2009, specialized School A was founded by stakeholders seeking an educational framework that would aid in increasing achievement scores tied to state standards in an urban, low-achieving district. Stakeholders adopted the research-based methods, then, titled *expeditionary learning* (EL), now known as EL Education. EL is a research-based, rigorous educational model and philosophy that provides a foundation for social and academic instruction, through a hands-on, inquiry-based, experiential approach. EL schools, such as School A, have been built upon the theoretical foundations of social constructivist and educational theorist Hahn, creator of the Outward Bound

program, a program from which EL was derived. According to van Oord (2010), Hahn developed an experiential approach towards learning and instruction that assimilated the educational experience with building social character and community. Hahn identified that students learn through their experiences, from which they build character and identity as a learner (van Oord, 2010). The EL education framework was developed from Hahn's vision of instruction and experience inside and outside of a classroom. In the northeastern United States, many schools follow the EL model of education; however, in the city and district where School A is located, EL is a unique program, designed by stakeholders to meet the special social needs of individual students in the city (Explore Our Schools, 2015).

The framework for the EL school design model follows five *core practices*, which are implemented in EL schools by staff and internally evaluated in an annual program review, titled *implementation review*: (a) curriculum, (b) instruction, (c) assessment, (d) culture and character, and (e) leadership (EL Internal Implementation Review, 2015). The implementation review is an instrument that reports information from which the school can use to grow and improve. According to the internal implementation review (IR) report conducted at the study site, School A made gains in the four years of practice; showing improvement in application of the EL design through the five core practices. Although School A showed improvement, scores overall did not reflect exemplary performance in any component of the core practices evaluated by the IR and the school has fallen short of the *target score* set by school designers each year.

Of the five core practices encompassed by the EL school design, I focused on *instruction* for this study. Due to the direct link between instruction and student achievement, focusing on instruction as a component, was justified. School A stakeholders adopted the EL framework with the intention of increasing student achievement in their local district through the EL methods of instruction. Nichols-Barrer and Haimson (2013), claimed that students enrolled in an EL school for a continuous three years, show significant academic improvement in meeting standards of achievement as they progress through each year. Ives and Obenchain (2006), reported that students who engaged in experiential-based, or hands-on learning opportunities, performed higher on assessments involving higher order thinking skills than those students who were not exposed to the same learning opportunities; suggesting that intentional learning opportunities provided through instruction were linked to student achievement. School A has not been attaining exemplary status in the core practice of instruction and has not met student achievement benchmarks as assessed annually by the state. Due to the link between student achievement and instruction, and School A's mission to increase achievement, it became essential to focus this study on instruction and the subcomponents of instruction as identified by the EL framework. The overarching goal of this bounded qualitative case study was to determine what teacher perceptions were regarding instruction as a core practice of EL with multiple subcomponents assessed on an annual IR.

Definition of the Problem

School A showed little to no improvement under the EL core practice of instruction between the academic years (AY) of 2012-2016. Additionally, the perceptions of educators regarding what the problem or reason for the absence of progress was, remained unknown. In 2009, School A adopted a nationally implemented educational framework titled EL, a hands-on approach to social and academic learning. At the end of each school term, EL program officials conduct an annual program evaluation of School A, titled EL Implementation Review. This review evaluated School A's execution and implementation of five core expeditionary, educational practices: (a) curriculum, (b) instruction, (c) assessment, (d) culture and character, and (e) leadership (EL Internal Implementation Review, 2015). The existing problem was that according to the annual IR report of the core EL educational practices employed at School A, the school did not make consistent progress in the area of *instruction*; a practice including seven subcomponents: (a) *effective lessons*, (b) *supporting all students*, (c) *reflecting and structuring revision*, (d) *culture of reading*, (e) *a culture of writing*, (f) *a culture of mathematics*, and (g) *integrating the arts* (EL Internal Implementation Review, 2016).

Each year, School A educators were expected to make new progress in all of the five core practices and subcomponents of each practice. In an analysis of four years of implementation review evaluation data, from the 2013 to 2016 AYs, little to no improvement was made under the core practice of instruction (EL Internal Implementation Review, 2013, 2014, 2015, 2016). Perceptions of educators at School A regarding instruction as an annually assessed core practice with seven subcomponents,

were unknown. The purpose of this qualitative case study was to determine the perceptions of educators at School A regarding implementation of EL instruction.

The annual IR was conducted each year at the end of the school's term to determine how effectively EL schools met the EL core practices for that year of implementation. Each year under the category of instruction, EL schools are evaluated out of a possible 35 points; where each of the seven subcomponents evaluated are scored out of a possible five points (EL Internal Implementation Review, 2015). When analyzing the last four years of IR data conducted internally and onsite at School A, a lack of improvement was seen. In both the 2013 and in 2014 AYs, per the School A annual IR report (2013-2014), School A scored 20 out of a possible 35 points in the EL core practice of instruction. In the 2015 AY and the 2016 AY, School A scored 23 out of a possible 35 points in instruction, achieving slightly higher in some subcomponents than years prior, though only making marginal increases (EL Internal Implementation Review, 2015, 2016). In all, School A had not made significant improvement under the core practice of instruction in four years of implementation. Figure 1 below shows the breakdown of recorded data from the 2013-2016 IRs under the core practice of instruction and the seven subcomponents. I developed Figure 1 using data obtained from the annual IRs conducted internally at the study site, School A.

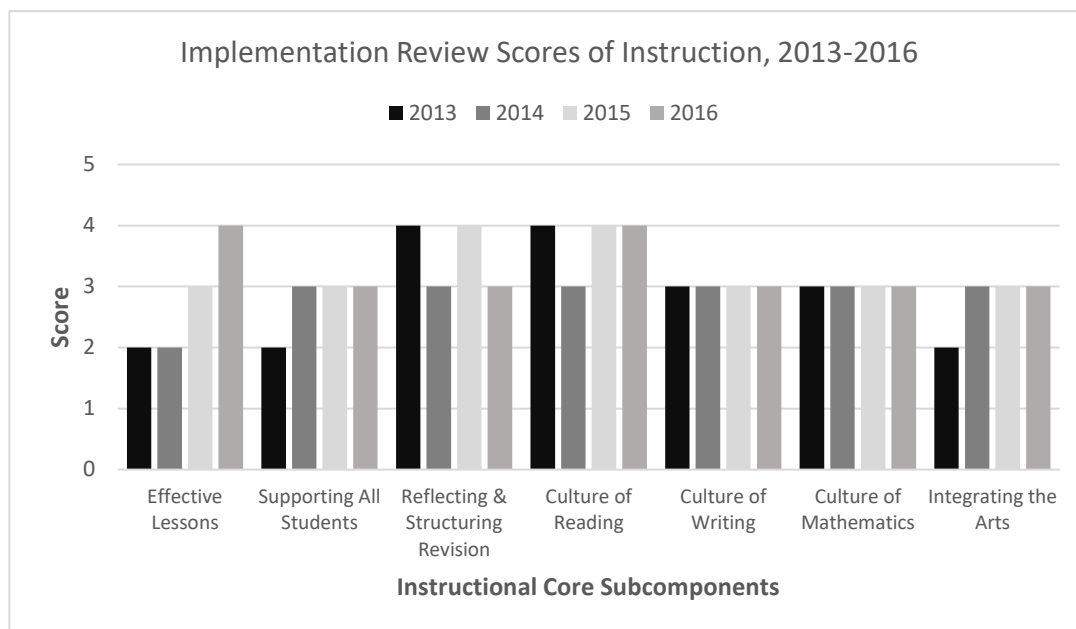


Figure 1. EL Implementation Review Scores of Instruction, 2013-2016
A bar graph displaying four academic years of EL implementation review data on instruction, collected internally at the study site, School A (EL Internal Implementation Review, 2013, 2014, 2015, 2016).

Figure 1 illustrates the scores of how School A performed under the core EL practice of instruction assessed by the annual IR. Each core subcomponent of instruction is represented from 2013 to 2016. Each year, scores for the IR are conducted internally, using a rubric, scoring the school from a range of one to five points per category of implementation. Each score value is aligned with a qualitative value. The highest score, a score of five, is aligned with the *exemplary* level. The *moderate* level, or middle range is measured by a scores between four and two, and the *initial* level, by a score of 1. As seen in Figure 1 for example, School A scored a 2 out of a possible five under the core practice subcomponent of effective lessons. A score of 2 would align with the moderate level, signifying that in years 2013 and 2014 School A performed at the moderate level in creating *effective lessons* for instruction.

Across the four years of review at School A, several of the core practice subcomponents of instruction were inconsistent or unchanging. As illustrated in Figure 1, the core practice subcomponent of *reflecting and structuring revision* was variable, dropping from a score of four in the 2013 AY to a three in 2014, moving back up to a four the following AY in 2015, and dropping again to a score of three in the 2016 AY. Additionally, between AYs 2013 and 2015, School A did not achieve a score above three in any subcomponent of instruction, except for culture of reading and reflecting and structuring revision. Additionally, in three years, School A made no improvements under the subcomponents of a culture of writing and a culture of mathematics. In investigating the internally conducted IR scores of School A from the 2013-2016 AYs, improvement was seen to be inconsistent within the EL core practice subcomponents of instruction.

The overall problem was that School A was not making adequate progress in the EL core practice of instruction, and there existed a gap in educator perceptions in both how educators at School A perceived instruction as a core practice (including subcomponents) in their classrooms, as well as how educators perceived the core practice of instruction as it was evaluated through the annual IR. Additionally, a goal of this bounded, qualitative case study was to determine what educators perceived about instruction as an element of the annual IR and how EL instruction impacted student achievement. The risk of not investigating perceptions of teachers at School A, brought the potential that the school could remain in a state of inconsistent growth in upcoming years.

Rationale

Evidence of the Problem at the Local Level

In 2009, School A stakeholders took on a new framework of education with the intention of increasing student achievement and social practices in their local district through the implementation of EL methods of instruction. Since 2011, School A performed inconsistently on state assessments. According to an internal IR, School A also was inconsistently making progress or showed regression in the area of instruction, one of the core key practices of EL and the foundation towards EL-based academic success (EL Internal Implementation Review, 2016). School A is, to date, the only EL school existing in the local and expanded school district area, and had been performing comparably and, at times, slightly better than the remainder of the district. Each year, the State Education Department issues a district report card for schools across the state, publishing the year prior's achievement data, *Adequate Yearly Progress* (AYP), and the demographics of the district during that particular testing year. School report cards are designed to provide schools with a year summary of aggregated and disaggregated data in English Language Arts (ELA), science, and mathematics for the purpose of overall school reflection and future improvement. Data are collected through state-issued assessments from which AYP is calculated; measuring districts' implementation of state standards, as well as student achievement in meeting state standards.

According to the State Education Department (2013) the 2011-2012 AY report card states that the district where School A is located was comprised of 9,123 students between the Grade levels of 3-8. Nearly 22% of those students were students with

disabilities, and over 85% were economically disadvantaged. In the 2011-2012 AY, the district as a whole (averaging all student scores from Grade 3-8), did not make AYP in ELA or Mathematics. In the same 2011-2012 AY, School A consisted of 126 students between the Grade levels of 6-8. Nearly 77% of the enrolled students were economically disadvantaged, and roughly 16% were students with disabilities. School A, demographically, was similar to that of the entire district. In the 2011-2012 AY, all students at School A met AYP in ELA, outperforming the district between the Grade levels of 6-8 in performance. A comparison of demographics is outlined in Table 1. I retrieved data and information for Table 1 from the annual district and school report cards archived by the State Education Department (2013), from which I organized into table format.

Table 1

District and School A Demographics 2011-2012 AY

Group	District	School A
Students enrolled Grades 3-8	9,123	126
Students with disabilities	22%	16%
Students economically disadvantaged	85%	77%
AYP in ELA	No	Yes
AYP in mathematics	No	No

Note. This table is a comparison of demographics and AYP between School A and the district it is located in. I retrieved data and information for this table from the State Education Department (2013), which I organized into table format.

According to the State Education Department (2014), in the 2013-2014 AY, 4,102 students between the Grade levels of 6-8 were tested by the ELA state assessment in the district where School A is located. Of those students, only 8% of Grade 6 students, 7% of Grade 7 students, and 9% of Grade 8 students were proficient in meeting the state

assessment standards. According to the State Education Department (2015), in the 2014-2015 AY, 3,706 between the Grade levels of 6-8 were tested by ELA state assessment in the district where School A is located. Of those students, 8% of Grade 6 students, 7% of Grade 7 students, and 12% of Grade 8 students were proficient in meeting the state assessment standards.

In the 2013-2014 AY, of the Grade 6 students at School A, alone, 7% were proficient in ELA, performing lower than the district average. Seventh Grade students at School A, however, outperformed the district average, scoring 13% proficient in ELA. Eighth Grade students also outperformed the district, with 16% of students proficient in ELA (State Education Department, 2014). In the 2014-2015 AY, of the sixth-grade students at School A, 7% were proficient in ELA. Seventh Grade students at School A, however, outperformed the district average, scoring 13% proficient and eighth Grade students scored 22% proficient in ELA (State Education Department, 2015). Table 2 shows a comparison of ELA state assessment proficiency levels for 2013-2014 and 2014-2015 AYs between School A and the district where School A is located. I retrieved data for Table 2 from the district and school annual report cards, calculated and archived by the State Education Department (2014; 2015). I organized data retrieved from the State Education Department (2014; 2015) into Table 2.

Table 2

District and School A- ELA State Assessment Data

School Year	2013-2014 AY		2014-2015 AY	
Location	District	School A	District	School A
Students tested Grades 6-8	4,102	130	3,706	114
Proficiency Level				
6 th Grade	8%	7%	8%	7%
7 th Grade	7%	13%	7%	13%
8 th Grade	9%	16%	9%	22%

Note. This table is a comparison of demographics and ELA assessment proficiency between School A and the district it is located in. I retrieved data for this table from the State Education Department (2014; 2015), which I organized into table format.

According to the State Education Department (2014), in the 2013-2014 AY, 3,967 students between the Grade levels of 6-8 were tested by the state mathematics assessment in the district where School A is located. Of those students, 7% of Grade 6 students, 6% of Grade 7 students, and 1% of Grade 8 students meet proficiency levels. In the 2013-2014 AY, Grade 6 students at School A outperformed the district by scoring 12% proficiency. In Grade 7, 7% of students were proficient in math, and 0% of students were proficient in Grade 8. In the 2014-2015 AY, 998 between the Grade levels of 6-8 were tested by the mathematics state assessment in the district where School A is located. Of those students, 8% of Grade 6 students, 7% of Grade 7 students, and 12% of Grade 8 students met proficiency in mathematics. According to the State Education Department

(2015), in the 2014-2015 AY, of the Grade 6 students at School A, 13% were proficient in meeting the state math assessment standards. In Grade 7, 11% of students were proficient in math, and 13% of students were proficient in Grade 8. Table 3 shows a comparison of mathematics state assessment proficiency levels for 2013-2014 and 2014-2015 between School A and the district where School A is located. I retrieved data for Table 3 from the annual district and school report cards archived by the State Education Department (2014; 2015), from which I organized into table format.

Table 3

District and School A-Mathematics State Assessment Data

School Year	2013-2014 AY		2014-2015 AY	
Location	District	School A	District	School A
Students tested Grades 6-8	3,967	130	998	106
Proficiency Level				
6 th Grade	7%	12%	8%	13%
7 th Grade	6%	7%	7%	11%
8 th Grade	1%	0%	12%	13%

Note. This table is a comparison of demographics and mathematics assessment proficiency between School A and the district it is located in. I retrieved data for this table from the State Education Department (2014; 2015), which I organized into table format.

Overall, School A was inconsistent across ELA and mathematics content areas making progress in student achievement. In some cases, School A proficiency levels were similar to levels of the rest of the district, and in other years or grade levels, the proficiency rates were much higher or lower than that of the rest of the district. Overall,

School A was underperforming at a consistent rate and the achievement levels at School A were below proficiency when compared to other students across the state (State Education Department, 2015). In the 2014-2015 AY, of the Grades 6, 7, and 8, students tested in the state where School A is located, 30%, on average, were proficient in ELA. In the same year, only 14% of Grades 6, 7, and 8, students tested at School A were proficient in ELA. In mathematics, of Grades 6, 7, and 8, students tested in the state where School A is located, 30%, on average, were proficient; while less than half of that number, 12%, were proficient at School A. Results and inconsistencies such as these, raised concerns regarding the uniform implementation of instruction as a core practice at School A. Investigating teacher perceptions of instruction as it had been implemented at School A was essential to uncovering inconsistencies and gaps in practices that were possibly affecting annual achievement scores.

The overall local academic problem was that School A had not consistently been meeting state standards through assessment. However, nationally, when compared to other EL schools, School A was making similar progress with students who were exposed to three years of enrollment in the EL program (Nichols-Barrer and Haimson, 2013). Nichols-Barrer and Haimson (2013) conducted an EL internal review on the impact of expeditionary learning on a select number of schools (with demographics similar to School A). They found that students enrolled in an EL school for a continuous three years, showed significant academic improvement in meeting standards on state proficiency exams.

As shown in Table 2, Grade 8 students enrolled in School A performed nearly 15% higher on the ELA state achievement test than Grade 6 students also enrolled in School A during the 2014-2015 AY. In mathematics, however, as seen in Table 3, students performed 12% higher in Grade 6 than students enrolled at School A in Grade 8, achieving 0% proficiency; showing that the Grade 8 students, enrolled in the EL program at School A for 3 years, scored lower than the incoming Grade 6 students with no prior EL exposure. Inconsistencies in the rate of growth in performance at School A supported a need for understanding how educators perceived EL instruction and EL instructional practices at School A.

According to the State Education Department's Annual Professional Performance Review (APPR) Monitoring Summary Report of educators at School A, inconsistencies in the effectiveness of teachers from year to year was evident (State Education Department, 2013; State Education Department, 2014). An APPR rating is a composite score that determines the effectiveness of a teacher in the classroom and is calculated per teacher per year through observation of classroom lessons, student achievement, and student academic growth throughout the AY (State Education Department, 2015). In the 2012-2013 AY, 58% of the teachers at School A were labeled as developing teachers, 42% as *effective*, and 0% labeled as *highly effective* teachers (State Education Department, 2013). The following AY, 0% of the teachers at School A were labeled as *ineffective* or *developing*, 70% as *effective*, and 30% as *highly effective* teachers (State Education Department, 2014). Despite the significant increase in teacher effectiveness from the 2012-2013 AY to the 2013-2014 AY, students at School A did not make AYP,

and growth in student achievement on ELA and math state assessments was marginal; increasing from an average of 8% proficiency in the 2012-2013 AY to an average of 9% in 2013-2014, percentages reflect a drop in ELA and improvement in math (State Education Department, 2013; State Education Department, 2014). According to the 2012-2013 and 2013-2014 AY, APPR ratings and student achievement scores, teacher effectiveness at School A improved significantly, however, progress in student achievement was minor. A comparison of teacher effectiveness and student achievement, shows a division between achievement and teacher practice in the classroom.

Additional gaps can were noted when comparing the achievement scores of School A to the evaluation report from the internal annual IRs. According to state assessment scores, in the 2013-2014 AY, the average proficiency rate of students at School A in Grades 6-8, math was approximately 6% and in ELA, 13% (State Education Department, 2014). The annual internal IR at School A revealed that in the 2013-2014 AY, under the subcomponents of culture of reading, writing, and mathematics, the school only met the instructional criteria half or less than half of the time (EL Internal Implementation Review, 2014). In the 2014-2015 AY, the average proficiency rate of students at School A in Grades 6-8 in math was approximately 9% and in ELA, 14%, improving from the year prior (State Education Department, 2015). The annual internal IR at School A revealed that in the 2014-2015 AY, under the subcomponents of culture of writing and culture of mathematics, the school remained the same, only meeting the instructional criteria half or less than half of the time (EL Internal Implementation Review, 2015). Under the subcomponent culture of reading, however, the school

improved from meeting the criteria half or less than half from the previous year, to meeting it more than half, but less than at an *exemplary* level. In comparing implementation review data and state proficiency for the 2013-2014 AY and the 2014-2015 AY, ELA instructional practices in culture of reading showed an increase in the 2014-2015 AY, however ELA state assessed proficiency improved only 1% from the previous year for Grades 6-8 (EL Internal Implementation Review, 2013, 2014, 2015; State Education Department, 2014, 2015). During the 2013-2014 AY and the 2014-2015 AY math instructional practices did not improve according to the internal annual IR, however the average state academic proficiency rate jumped nearly 3% from the 2013-2014 AY to the 2014-2015 AY. Inconsistencies between academic achievement and teacher-evaluated practices made it essential to further investigate instruction as a core EL practice of School A.

The purpose of this study was to explore the perceptions of teachers at School A on EL instructional implementation via EL instructional subcomponents. Additionally, the purpose of this study was to investigate the perceptions of teachers regarding the impact of EL instructional practices on student achievement and regarding instruction as an element of the annual IR. Inconsistent and low school achievement data supported that instruction at School A was not exemplary and reinforced a need to determine teachers' perceptions of instruction in an effort to identify why the annual IR scores of instruction were inconsistent and not meeting or exceeding criteria expectations.

Evidence of the Problem from the Professional Literature

The overall problem at School A was that there had been minimal improvement in the EL core practice of instruction in four years of evaluation; determined by an evaluation of the subcomponents in the annual internal IR. Subcomponents include: (a) effective lessons, (b) supporting all students, (c) reflecting and structuring revision, (d) culture of reading, (e) a culture of writing, (f) a culture of mathematics, and (g) integrating the arts (EL Internal Implementation Review, 2016). Although School A was located in a low performing district, Core Practices (2011) reported that research had shown EL schools to perform, on average, higher than non-EL schools comparable in demographics. Exemplary EL schools meet the instructional criteria through developing consistent and high-level practices and routines with respect to the EL core instructional subcomponents (Core Practices, 2011). The instructional component of *effective lessons* calls on educators to offer opportunities for students to learn the content in various ways, using multiple procedures, lesson designs, and EL-based conventions to achieve such. Northcote, Kilgour, Reynaud, and Fitzsimmons (2014), found that students enrolled in an educational program who were exposed to multiple engaging opportunities to access the content, synthesized, and reflected upon the information taught, were more compelled to continue their path of learning and further challenge themselves academically. Not allowing for extended, comprehensive connections to the content, potentially hindered the ability for the lessons to reach their maximum level of effectiveness (Northcote et al., 2014). Exemplary effective lessons, as assessed by the annual implementation review at School A, call on teachers to deeply challenge and engage students at multiple levels

through various social-academic interactions called protocols. Taylor (2013), reported that students, provided with social learning experiences and in-field experiences, were more capable of applying their learning to perform, whereas students who were denied this opportunity were less connected to the content and disconnected to the learning objectives.

Supporting all students in the classroom and providing a culture of reflection and structured revision are two EL instructional core practice subcomponents that, when performed at the exemplary level, offer students optimal opportunities for success and academic achievement of high quality work (Core Practices, 2011). According to Dyrud and Worley (2013), students in modern college settings have been severely deficient in the abilities necessary to be productive members of a qualified society skilled in collaboration. Additionally, Dyrud and Worley (2013) reported that the students studied, at the college level, weren't able to use the process of reflection to set personal goals for progress, claiming that these students are challenged by the reflective process, significantly. Reflective practice allows learners at any level to internalize their own progress and development through a set of skills, an essential practice for growth and achievement. Bell, Daniels, and Lawless (2011) purported that the EL program calls on teachers to develop levels of differentiated instruction through an *inquiry-based approach*; something established in all exemplary performing EL schools. Bell, Daniels, and Lawless (2011) claimed that when a method of inquiry is developed, a level of support for all students has been established, despite whatever shortcomings a lesson or instructional practice may have. Regardless of the advantages in using inquiry-based

instruction, teachers may or may not be knowledgeable of the benefits of using such a method of teaching. Saad and BouJaoude (2012), suggested that there is a gap in understanding of how inquiry-based learning transfers into the classroom with teachers who are not exposed to inquiry-based training or regular exposure to inquiry-based teaching practices. Saad and BouJaoude (2012) determined that teachers' lack of knowledge of an inquiry-based system of teaching effects the instruction and learning taking place in the classroom.

Woodfin (2009), identified that in two EL schools, students of minority and with disabilities were supported and able to access the content being taught due to the level inquiry and relevance of the topic to the students involved. Students were considered to be capable of achieving high levels due to the routine and strong social atmosphere established by the schools and teachers (Woodfin, 2009). Students were supported academically through learning opportunities as well as socially and grew a mutual respect with staff and other students; something Woodfin noted as rare and foreign to the non-EL inner-city schools studied prior. Inner-city EL schools that were studied had previously been underachieving, according to Woodfin, and in the 15 years since their adoption of EL, became one of the highest achieving schools in the area. Success of the students was partially contributed the amount of time spent setting goals with teachers and staff based on the year prior's implementation review (Woodfin, 2009).

Integration of ELA, mathematics and the arts is a core subcomponent of EL instruction, calling on teachers to use multiple content areas to drive literacy, math and artistic expression. In a study of one low performing urban school, Peck (2010) reported

that implementation of the EL program in one school created a culture of literacy and reading that did not exist before the implementation; where nearly half of the school's students were underachieving and not meeting state literacy standards. Peck (2010) indicated that student achievement was increased significantly following implementation of a program that focused on building a culture of literacy and reading in every classroom and content. Similarly, Cunnington, Kantrowitz, Harnett, and Hill-Ries (2014) revealed after a three-year study, that students of a low-achieving urban school comparatively performed better, academically, than students not exposed to an experiential program that integrated arts instruction, ELA, and math. Cunnington et. al., (2014) maintained that a challenge of the integrated program studied was teacher accountability, noting that after the study was concluded, most teachers did not continue to integrate the contents of ELA, math and the arts, claiming it was unsustainable for various challenges through scheduling and planning.

PD has been shown to improve student achievement and teacher instruction, as seen in a study conducted by Kennedy (2010), who reported that at one underachieving inner-city school, with severe literacy-based needs, teachers took part in a professional development (PD) program focused on areas in need of improvement, tailored to the specific deficiencies of the school and teachers involved. Kennedy revealed that student literacy levels rose at a significant rate, as did state achievement scores in reading and literacy; supporting that the intentional and regular literacy-based PD influenced achievement levels.

Components of the EL core practice of instruction and subcomponents of (a) effective lessons, (b) supporting all students, (c) reflecting and structuring revision, (d) culture of reading, (e) a culture of writing, (f) a culture of mathematics, and (g) integrating the arts, have shown to be challenge areas for many schools, particularly those in urban districts. School A was an underachieving, urban school, located in an underachieving district. School A adopted the core practices of EL and showed inconsistent levels of growth and achievement over several years of EL implementation. In order to promote growth in student achievement, determining the reasons behind inconsistencies at School A in instructional practices was essential.

Definitions

The following terms and definitions will guide this study:

Adequate Yearly Progress (AYP): is a quantitative analysis of the progress made by schools annually through assessment of students on rigorous state assessments (U.S. Department of Education, 2009).

Core practices (Expeditionary Learning): are the guidelines of EL learning, identifying how instruction, achievement, expectations, and social growth should be achieved (Core Practices, 2011).

Expeditionary learning (EL): A hands-on approach to teaching and learning adopted by schools to increase student achievement and broaden the school culture. This is achieved through learning experiences and relationship building. Developed from the foundation of Kurt Hahn's Outward Bound Program, a program instituted to teach students about life through experiences in nature (Campbell et al., 1996).

Expeditions: A segment of teaching dedicated to engaging students in hands-on learning centered on a particular learning concept or component of the curriculum (Ikpeze, 2013).

Experiential learning: A pedagogical approach to teaching through student experience, or engagement in or with the subject matter being taught (Simons et al., 2012).

Implementation review: An annual internal evaluation of Expeditionary Schools, determining the quality in which the adopted *core practices* are executed and implemented daily in the classroom (Leibowitz, Ludlow, & Van Winkle, 2014).

Inquiry-based instruction: Instruction that allows for students to come to knowledge through their own discovery and investigation (Crawford, 2012).

Instruction (A Core Practice of EL): EL instruction creates classroom settings where students are engaged in experiential lessons, calling for total participation of all students in rigorous, inquiry-based curriculums that guide social interaction and promote a culture of revision for high quality (Core Practices Overview, 2015).

No Child Left Behind (NCLB): Legislation passed in 2001 calling states, districts, schools, and educators to action in certifying that students from every division across the nation, have uniform access to *quality education*, measured and monitored through rigorous state assessments (U.S. Department of Education, 2010).

Significance

Insight into teacher perceptions of instruction as a core practice of EL implementation could offer a variety of advantages to School A, the district School A is

located in, as well as other EL schools around the nation, which also undergo yearly IRs. An annual goal of School A stakeholders has been to improve the school's overall performance on the IR; meeting or exceeding the target score put forth by school designers the year prior. With School A falling short of meeting the set target score each year, the findings of this study will offer insight into how to improve annual scores in the core practice category of instruction. Understanding teachers' perceptions of the expectations of EL instruction as a core practice, as well as instructional subcomponents, offered stakeholders and the EL community an awareness of the gaps, which existed in teacher understanding of EL-based instruction. Awareness of teachers' perceptions guided the development and structure of the PD-based project on instruction, targeting areas in need, highlighted by this study.

Teachers, whose APPR evaluations are dependent on their instructional practices and student achievement scores, will benefit from the information gained in this study. Teachers will have the ability to review what other teachers' perceptions were and determine if gaps exist in how instruction has been implemented versus how instruction has been evaluated. Overall, improving instructional practices and quality can lead to improved student achievement for School A, benefitting the school as well as teacher APPR scores.

School A stakeholders also stand to benefit from the results of this study. Stakeholders aim to achieve an *accreditation* stage of being an EL school. Being accredited means that the school would be in an *exemplary*, model state; performing at a high-quality level, exceeding target scores set for each year and maintaining a level of

proficiency on state assessments. Understanding teachers' perceptions may aid School A in achieving an accreditation state, offering insight into how to improve implementation scores, as well as in how to improve instruction to close the student achievement gaps.

EL school designers are a group of individuals who design and coordinate EL-based curriculum, staff PD, and organize the professional learning community. School Designers of School A would benefit from the results of this study. Understanding teachers' perceptions can offer guidance into how school designers can modify and plan future PD, targeting the gaps in EL instruction as revealed by this study. School designers also are responsible for setting the annual IR target score. The target score, to date, has not been met by School A teachers for consecutive four years. Understanding the perceptions of teachers was of high importance; determining what teachers perceived, allowed insight into why there has been a gap between the set target score and recent School A implementation scores. Understanding the perceptions of teachers at School A provided a foundation to begin taking steps towards improving instruction as an EL core practice as assessed by the annual IR.

Guiding/Research Questions

Expeditionary schools follow five core practices of implementation. Implementation of the EL framework: (a) curriculum, (b) instruction, (c) assessment, (d) culture and character, and (e) leadership (EL Internal Implementation Review, 2015). Of the five core practices, this study will focus on *instruction*. Research supports that through instruction, EL schools raise the achievement levels of students across the nation in low achieving districts, and often EL schools outperform schools similar in

demographics (Nichols-Barrer, & Haimson, 2013). Expeditionary schools implement regular hands-on and experiential PD to staff, designed to engage teachers in the EL model of learning and instructing. EL-based PD guides teachers in experiencing EL as a pedagogical approach. Klein and Riordan (2011), reported that EL exemplary instructional practices are taught regularly in the EL-based PD and can be observed in the classrooms of EL teachers. Although Klein and Riordan, supported that EL-based PD benefits the instructional practices of teachers in the classroom, there is a gap in literature identifying how PD specifically affects the component of instruction in annual implementation review scores. Despite regular and ongoing PD, School A had not made significant improvement in the core practice of instruction. There existed a gap in research on how long raising achievement takes at an EL school through implementation of the core practice of instruction after initial adoption of the EL framework. Understanding teachers' perceptions of instruction, as a core practice, was necessary in targeting specific instructional components designed for training thorough EL-based PD and improvement on future implementation reviews.

The purpose of this bounded, qualitative case study was to investigate teachers' perceptions regarding *instruction* as an EL core practice and an element of the annual implementation review at School A, as well as teachers' perceptions on the impact of EL instruction on student achievement. The following research questions guided this study:

RQ1: What are teachers' perceptions about instruction as an EL core practice?

RQ2: What are teachers' perceptions about instruction as an element of the annual implementation review?

RQ3: What are teachers' perceptions about the impact of EL instruction on student achievement?

Review of the Literature

In this section, I organized a literature review and analysis built from the elements and subcomponents of instruction as a core practice of Expeditionary Learning, evaluated annually through the EL IR conducted internally at each EL school across the nation. The review of literature was grounded in the elements of EL instruction, depicting the magnitude of overall practices within the structure of instruction at EL schools, evaluated in the annual implementation review. Additionally, I offered background information on what the research says about the practices of instruction (as so evaluated). In this literature review I noted the gaps in research and literature as well as expressed the advantages and disadvantages to components of instruction (as a core practice of EL) as they surfaced throughout the review.

In gathering literature to review, I utilized the Walden University Library and searched literature through multiple databases. The databases included ProQuest, EBSCO, and Education Research Information Center (ERIC). I additionally used Google Scholar sources that were filtered to include full text sources to be found at the Walden University Library, which I subsequently confirmed to be peer-reviewed. This literature review was grounded in the key terms and phrases that make up the seven subcomponents of EL instruction as a core practice: effective lessons, support for all students, reflective and structured revision, a culture of reading, a culture of writing, a culture of math, and integration of the arts. Additionally, some of the search terms used in

collecting literature for review included various combinations of the following: *expeditionary learning, expeditionary, experiential, instructional practices, support for (struggling students/disabilities/advanced) students, differentiated instruction, hands on learning, experiences in learning, expeditionary learning implementation review, workshop models of teaching, scaffolded instruction, student groupings, learning styles, building background knowledge, peer revisions/feedback, goal setting, culture of reading, reading across the curriculums, writing across the curriculum (and varied subjects), math terminology (in teaching/education), math experiences (in the classroom), math across the curriculum, evaluation of art, art experiences, and art field work/field trips.* Throughout the review of literature, evidence was found to support that there exists a gap in research and literature on the core practices of EL as a whole. Narrowing the search to EL instruction, alone, provided little literature on individual instructional practices. Extending the search terms to include the subcomponents and elements of instruction as a single core practice (not tied to EL), provided literature in researched practices and pedagogies that fall under the umbrella of instruction as identified by EL. The individual practices and pedagogies searched, however, were not researched as working in conjunction with the EL pedagogy.

Concerning instruction as a core practice of EL education, and the many subcomponents and elements of instruction, I uncovered, from the literature, possible implications to be considered for this study. An overall gap in research of EL instructional practices was evident throughout this literature review, however, literature was available supporting that the EL instructional subcomponents and elements are

researched based methods, shown to affect achievement. One can conclude from the literature review that the unique pedagogical approach, known as EL instruction, is derived from the amalgamation of researched based instructional practices; known to EL as *instructional subcomponents* and *elements*. Conducting the literature review for this study made it apparent that there was a need for research, as little, to date, existed on EL instruction as a whole conceptual practice or as an evaluated practice via annual IRs.

Conceptual Framework

The conceptual framework used in this study was derived from the expanded core practices of the Expeditionary Learning model of instruction. EL founders developed a structure for instruction to be implemented and evaluated upon annually in EL schools. EL instruction is designed to include ideal instructional practices known as instructional subcomponents. Instruction and the subcomponents, as identified by the EL model, provided a conceptual framework for this study: (a) effective lessons, (b) supporting all students, (c) reflecting and structuring revision, (d) culture of reading, (e) a culture of writing, (f) a culture of mathematics, and (g) integrating the arts (Core Practices, 2011). The EL model of instructional subcomponents identifies core elements of practice. Each subsection of this literature review isolates one of the seven subcomponents of instruction, and then introduces the outlining elements of that subcomponent as well as what the literature reveals.

Expeditionary Learning Instruction as a Core Practice

Traditional instructional methods are typically comprised of teacher-centered structures, where the teacher is delivering information to the students, rather than the

students coming to the knowledge through investigation (Dole, Bloom, & Kowalske, 2016). EL instruction was founded on the principles of Kurt Hahn, an educator from the early 1900s who believed education should be instructed through creating experiences and building relationships for students (Burke, 2007). EL instruction benefits students both socially and academically; adopted by schools and districts as an effort to improve both the community and achievement of students (Bell, Daniels, & Lawless, 2011). EL instruction is a nontraditional style of education and is focused on new approaches towards project-based learning, allowing students experience education (Owens, 2013). Instruction is a core practice of EL and is comprised of seven subcomponents: (a) effective lessons, (b) supporting all students, (c) reflecting and structuring revision, (d) culture of reading, (e) a culture of writing, (f) a culture of mathematics; and (g) integrating the arts (Core Practices, 2011).

EL instruction has been widely used and implemented differently across the nation. Some schools have adopted the EL core practices and implemented the EL model fully, while other schools have supplemented traditional lessons and units of instruction with components of EL practices, such as *expeditions*, by engaging students in long-term project-based learning (DiCamillo, 2015). Peck (2010) contended that educators at fully operational EL schools, do not simply supplement with EL, but prepare students for high stakes testing through full engagement in the EL curriculum; adapting reading and math materials to meet EL core practices and expeditions. After analysis of one urban, underachieving school, Peck (2010) determined that the school improved significantly

after following the EL model, as prescribed by the EL core practices, meeting students at their academic and social needs through implementing reading and literacy programs.

EL instruction is designed to be a means for some underachieving students to access the content. Through the expeditions, traditionally unengaged students are motivated to participate and contribute to their own learning (Bell, Daniels, & Lawless, 2011). Although EL instruction offers a means for students to engage in inquiry based learning and authentic, real life experiences, some EL educators have struggled with adapting the content and curriculum to simultaneously fit the EL model of instruction while achieving rigorous benchmarks set by state standards (DiCamillo, 2015). Peck (2010) determined that in some EL schools, educators have relied heavily on the EL community for support in building, developing, and sustaining the EL culture and instructional practices, adapting content and curriculum to align with EL standard practices. For some EL educators, implementation of full EL curriculum has been challenging, as it has been time consuming, and often has been used to supplement instruction, rather than a pedagogical approach (Ellison, 2013).

While in some schools, the extent to which EL curriculum is implemented has been dependent on how much support teachers have from the EL community and EL designers, in others, the instructional practices of teachers have become dependent on the regularity and intensity of EL-based PD. EL instructional practices are taught and reinforced through regular and ongoing professional development that calls on teachers to engage in PD as a learner, rather than as a teacher (Riordan & Klein, 2010). Some teachers have reported that their instruction and delivery of content is enhanced and

enriched as a result of experiential, EL-based PD, while other teachers have contended that playing the role of a student is a challenge and transferring the experience to the classroom requires more long-term guidance than what is provided in PD (Klein & Riordan, 2011).

EL instruction is a non-traditional approach to teaching. Schools that have implemented the core EL practices fully have had assistance and guidance by members of the EL community. Even in cases where teachers have been supported by the EL community and school designers, or when the EL pedagogical approach has been used as supplemental or are fully adopted, teachers still have admitted to struggling with aligning core practices with standards-based curriculum (DiCamillo, 2015). Teachers' perceptions at School A, specifically, were unknown prior to this study regarding full implementation of a standards-based curriculum, aligned with the seven EL subcomponents of instruction: (a) effective lessons, (b) supporting all students, (c) reflecting and structuring revision, (d) culture of reading, (e) a culture of writing, (f) a culture of mathematics; and (g) integrating the arts (Core Practices, 2011). At all EL schools, performance in each subcomponent of instruction (as well as the other core practices), is assessed annually through the IR. A report on performance for EL schools is kept internal and private.

Effective lessons

Effective lesson planning is a subcomponent of instruction as an EL core practice that regulates educators to (subcomponent elements): set an objective for learning (*learning target*), develop *student-centered* instruction that meets the needs of all students, and implement *workshop models* of instruction that allow students opportunities for high-

quality work through engagement in *inquiry* (Core Practices, 2011). Traditional teacher constructed learning objectives for students takes on a different shape in EL classrooms both in purpose and name. At EL schools, an element of effective lessons includes learning objectives, known to EL as learning targets. Dobbertin (2012) stated that learning targets are often standards-based and inform the learners of what they should be able to accomplish or complete after the lesson has taken place. Differentiation is an instructional technique used in EL, and has been implemented through well-developed learning targets, which frame a lesson for individual growth of students in areas of need (Dobbertin, 2012). Theoretical advantages to setting objectives for instruction, such as learning targets, have included gaining access to student skill levels as well as opening lines of communication with students on their own abilities (Wesolowski, 2015). To date, minimal research about the actual benefits of using learning targets in effective lessons versus not implementing learning targets has been completed.

Student-centered learning opportunities are an element of effective EL lessons (Core Practices, 2011). In a student-centered classroom, students take on a more direct part in shaping the classroom and instruction by coming to knowledge through their own inquiry and discovery; taking focus off of the teacher and the teacher's role as instructor (Wright, 2011). EL expeditions rely on a student-centered model, which challenges students at their own personal levels of understanding as they progress through knowledge of a topic (DiCamillo, 2015). Student-centered instruction calls on students to take an active role in their own learning, which has been a challenge for students who have struggled in the past academically (Overby, 2011). Overby (2011) suggested that

student-centered instruction has been shown to increase the educational success of students with disabilities or who are considered at-risk students, providing them with an opportunity to access the content being taught at an individual level. Although shown to be beneficial, constant analysis of lesson implementation and practices by teachers, to ensure effectiveness in reaching students, is essential to the success of the student-centered model as it is used in instruction (Estes, 2004).

Teacher integration of the *Workshop 2.0* model of instruction is an additional element of effective EL lessons under the core practice of instruction (Core Practices, 2011). Currently, limited research exists in the literature about the Workshop 2.0 model developed by EL. Additionally, there is a gap in literature and research regarding the use of a workshop model as a method of instruction in all subjects, with some limited research and literature existing on the workshop model of instruction in reading, writing, and literacy. Using workshops, in general, in literacy instruction has shown to allow students opportunities to work with their peers as they learn, as well as offer opportunities for differentiation through student access to leveled activities (King & Stuart, 2012). Reading workshops enhance instruction, foster an environment for advanced reading levels, and are a means to integrate varied activities that can build on student abilities (Cockerille, 2014). Planning for meaningful workshops takes a great deal of time, and often workshops need revising in order to meet the targets and goals desired for achievement (King & Stuart, 2012). According to Lawrence and Jefferson (2015), with consistent planning and revision by teachers and stakeholders at one underachieving middle school, students showed increased student achievement and enhanced skill levels

in both reading and writing following execution of a reading and writing workshop model. EL core practices require use of the Workshop 2.0 model in subjects other than reading and writing. Success of implementation of the workshop model of instruction in content areas other than reading and writing is understudied.

Supporting All Students

Supporting all students is an instructional subcomponent of EL under the core practice of instruction. Elements of this subcomponent include constructing a solid foundation of experience and understanding for students by engaging all learners through instruction that is data-driven and scaffolds support for the needs of all students (Core Practices, 2011). Differentiated instruction is an element of supporting all students. Instructional differentiation calls on teachers to create lessons that allow for all students being taught, an opportunity to access the content in a variety of ways (Wu, 2013). According to Santangelo and Tomlinson, (2012) a high percentage of teachers do not scaffolded their lessons or guarantee opportunities for every learner to gain access to the content being taught; occurring for a variety of reasons including absence of familiarity on how to differentiate. Classrooms of talented and skilled students are also deficient in differentiation. The deficiency has often been due to a shortage in teacher experience on how to appropriately differentiate to a higher level for students needing a challenge academically (VanTassel-Baska, 2012).

Pham (2012) suggested that differentiated instruction has been beneficial to student growth; however, educators must take into consideration the many different attributes of a student, not just their needs, to engage them in learning that allows for

multiple challenges in making meaning of the content. According to action-research, conducted by Martinez (2011), implementation of differentiated phonics and literacy instructional methods improved achievement of the population of students studied. The differentiated instruction employed was based on student need and taught at student levels, rather than implemented as a way for students to access the same content as other students through individualized means (Martinez, 2011). In a cross-sectional survey performed by Santangelo and Tomlinson (2012), a gap was noted in how some teachers fully differentiate their instruction. Santangelo and Tomlinson suggested that some teachers do not fully evaluate the individual needs of the students before developing and implementing a differentiated program of instruction, hence, yielding less than optimal levels of potential achievement. Although differentiated instruction is an element of supporting all students in an EL classroom, to date, there is a gap in research on how EL schools, specifically, use differentiation, or how differentiation through EL instruction is beneficial to students.

An additional element of supporting all students is student grouping. Student grouping in some elementary classrooms has been beneficial in allowing students to access the state standards at their own rate of development (Vogel, 2012). At the high school level, however, Vogel found that student groupings have shown to hold students back from making significant progress in meeting and accessing standards and curriculum. From the student perspective, some have believed that intentional student groupings were harmful to their self-esteem when placed in a lower-level group, while students in a higher-achieving group found that the groupings were advantageous and

challenging (Kim, 2012). Teachers in a variety of modes can arrange student groupings in classrooms: by ability, multiple intelligence, interest, learning style, et cetera. Daniels (2008) found that when students were grouped based on their interests or learning styles, rather than ability level, increased effectiveness in achievement resulted. Pham (2012), explained that more current research has shown differently, suggesting that there has been no indication that instructing or grouping students based on their learning styles enhances academic achievement. As cited in the scoring rubric used internally during the annual EL, EL schools are to provide student groupings that guide students in advancing their levels of achievement and ability, regardless of the method behind the grouping (EL Internal Implementation Review, 2015). The literature and research show gaps in how groupings impact EL specific schools, or what kinds of groupings are intended for regular use.

Supporting all students in instruction, under the EL core practices, means that teachers implement multiple strategies for students to build knowledge from, such as *graphic organizers*, manipulatives, *building background knowledge* techniques, or other lesson modifications (Core Practices, 2011). Scaffolding instruction and integrating materials such as graphic organizers into units of content has shown to be a successful method for supporting students with both disabilities and other learning needs throughout the stages of learning (Puttick, & Mutch-Jones, 2015). Research has indicated that in reading and literacy instruction, students of diverse backgrounds/students who use English as a second language have benefited from the use of graphic organizers and instructional strategies that call on them to draw from and build on their own background

knowledge (Kashani Mahmood, Nikoo, & Bonyadi, 2013). Singleton and Filce (2015) found that graphic organizers, alone, benefit students with high needs and varying abilities.

In one EL school, Rheingold, LeClair, and Seaman (2013) found that teachers engage and support students through the use of *academic notebooks* where the students build background knowledge by recording important information as they learn. All students using the academic notebooks, regardless of ability, developed a better understanding of the content because they were able to keep running records of their own learning process (Rheingold, LeClair, & Seaman, 2013). According to Al-Faki and Siddiek (2013) a productive way to support students through reading and writing can be accomplished by drawing upon students' background knowledge before accessing the reading information. Al-Faki and Siddiek showed that the technique of drawing upon background knowledge via content exposure, built upon student understanding of the text when they read it a second time. Supporting students through differentiated instruction, building background knowledge, student grouping, and integrating materials, such as use of graphic organizers into instruction, have all shown to be both unfavorable and advantageous in the classroom. Currently, there exists a gap in literature regarding how EL schools specifically support *all* students, as required by the core practices. Additionally, there is a gap in research on the effects of and how EL schools specifically use differentiated instruction, build background knowledge, group students, or integrate pedagogies for the advancement of student achievement in schools.

Reflection and Structuring Revision

Reflecting and structuring revision is a subcomponent of EL instruction as a core practice. Instructional elements and procedures that build an EL culture of reflection and structured revision call on teachers to plan for multiple opportunities where students internalize and implement what has been learned, as well as evaluate their own and one another's quality of work through *peer revisions* while setting goals for future learning and practice (Core Practices, 2011). Using student reflection in the classroom has been shown to enhance the connections students make with what is being taught and has been shown to encourage students to make personal connections to the content and how they understand it (Dahl & Eriksen, 2016). Heemsoth and Heinze, (2016) proposed that student reflection, not just on what is being learned, but on mistakes or misconceptions made throughout learning, is most beneficial to the overall attainment of concepts and understanding. Self-reflection on one's own performance in learning, at a deep internal level, is key in advancing forward and making progress (Lewis, Moore, & Nang, 2015). Lewis, Moore, and Nang (2015) submitted that individual reflection has been as important as engaging in reflective practice with peers through *peer feedback*, and has been found to provide separate, independent insight for improved future practices and performance. According to Reinholz (2016), peer feedback and revision have been shown to significantly impact student performance when conducted as a sequence of ongoing practice in the classroom; improving overall student achievement for those involved in the feedback/revision sequence. Students, who have been exposed to classrooms where routine peer feedback is an integral part of the classroom, prefer review by peers to

review by teachers (Sato, 2013). Sato (2013) suggested that peer collaboration has been shown to advance student communication skills while building academic success through the revision process.

In addition to consistent and continuous revision by both student peers and teachers, goal setting in the classroom is an element of EL instruction as a core practice under the subcomponent of reflecting and structuring revision. Specific and intentional goal setting by teachers for students has been shown to improve student achievement and targeted skills of students when compared with the achievement and skill advancement of students where no goals were outlined or intentionally set (Haas, Stickney, & Ysseldyke, 2016). Martin and Elliot (2016) found that students who set goals for their own progress and development were shown to increase their own success academically, making more gains than those students who do not engage in individualized goal setting. Additionally, in more specific areas of content such as writing and language, students have been shown to achieve a higher academic standard when setting goals for themselves (Abe, Ilogu, & Madueke, 2014). To date, limited literature is available on the benefits of reflective practice, setting goals, or peer feedback on student achievement specifically in an EL classroom.

Culture of reading

Creating a culture of reading in the classroom is a subcomponent of instruction as a core EL practice. According to the Core Practices (2011), in order to develop a culture of reading, teachers must cultivate a setting that allows for *reading across the curriculums* and provides opportunities for students to select from multiple *genres* for

study through which they analyze using multiple reading strategies. According to the new *National Common Core Curriculum*, challenging text must be offered at each grade-level in each content area in order to develop students' abilities for strong comprehension through varieties of texts (Hill, 2011).

Students in middle school, high school, and higher education have shown to benefit from becoming fluent readers across multiple curriculums (Sanacore & Palumbo, 2010; Warner, Crolla, Goodwyn, Hyder, & Richards, 2016). According to Sanacore and Palumbo (2010), providing students with multiple opportunities to access varied literature on different subject areas in middle school has been shown to build a deep knowledge-base for students to transfer into other content areas, including vocabulary and text-analysis skills; similar to the EL core practice element, which calls on teachers to provide multiple genres for student selection and study. Warner, Crolla, Goodwyn, Hyder, and Richards (2016) suggested that at the high school level, some educators take on a shared role of engaging students in varied reading strategies across curriculums, such as *reading aloud*, and have found that teaching reading strategies is a shared responsibility of all academic teachers. Hurst and Pearman (2013); revealed that some educators, however, did not always feel equipped to teach reading strategies in their content areas, although the skills were necessary for reading comprehension in each subject. Creating a culture of reading involves teachers to all take on the shared responsibility of integrating reading and reading strategies into the curriculum (Core Practices, 2011). In a school where teachers do not feel prepared to teach reading across the curriculum, a culture of reading is not likely to be established.

According to Bharuthram (2012), at the college level, students have been entering with reading levels far below what is required of them for college; effecting performance in areas such as math, where students are often incapable of completing work above their reading levels. Clary and Feez (2015), found that requiring teachers to receive training in order to learn how to adequately build reading and literacy skills into varied curriculums was necessary, but was a struggle, as teachers claimed that training took too much away from their content teaching time. In a study where teachers were involved in a multi-year training program to improve the culture of reading as well as improve literacy skills across multiple curriculums, data showed that teacher training had no considerable impact on instruction in literacy, or student reading abilities across the varied curricula (Kushman, Hanita, Raphael, & the National Center for Education Evaluation and Regional Assistance, 2011).

Overall, there is a gap in research and information on how reading across the curriculum impacts students at EL schools, and on how EL schools implement programs that teach and or call on students to utilize the skill of reading across the curriculum. Additionally, there is a gap in literature on how EL schools, teachers specifically, implement the practice of students selecting from multiple *genres* for study of which they analyze using multiple reading strategies. Additionally, gaps in literature exist in identifying how implementation of multiple genre usage and analysis impacts the culture of reading and student reading abilities.

Culture of writing

Creating a culture of writing in the classroom is a subcomponent of instruction as a core EL practice. *Writing across the curriculums* is an element of an EL culture of writing, evaluated by the annual implementation review. According to the Core Practices (2011), in order to develop a culture of writing through writing across the curriculums, all content teachers must be educated on the entire *writing process* as well as foster a classroom that allows for daily writing, varied in objective. According to Faulkner (2013), the culture of established writers has been devoid of students at both the college and pre-college levels. Faulkner included that students at the college and pre-college levels have been severely in need of support in writing, extending to every area of study and curriculum. Hanstedt (2012) suggested, that in order to change the void in accomplished writers, institutions must consider revamping each content curriculum, and rebuild it with a balanced writing program where writing is implemented across the curriculums.

Specifically, writing in the curriculums can enhance achievement and understanding within the content being taught. Caputo (2015) discovered that many students were underachieving on mathematics questions requiring them to read and form a written response, and that achievement scores increased after assigning students skill-based reading and writing projects. Caputo maintained that when students utilized reading and writing skills within the content, they transferred those skills to other math problems. EL suggests that daily writing, varied in objective, must be present in the instruction of EL educators as an element of writing across the curriculums (Core

Practices, 2011). Journal writing is an example of writing that is varied in objective and can be used in a content area other than English Language Arts. Journal writing has shown to be influential on overall student achievement, as seen in a recent study by Al-Rawahi and Al-Balushi (2015) who determined that writing in journals enhanced students' science experiences in the classroom, allowing them to surpass students academically who did not use science journals.

Implementing writing across curriculums can be a challenge, as found by Bifuh-Ambe (2013) who discovered that teachers of varied content areas were not entirely comfortable with writing under specific terms or for specific purposes. Bifuh-Ambe suggested that teacher training should include individualized opportunities for teachers to write frequently and progress as writers themselves in order to teach students to the fullest ability across the curriculums. In a study conducted by Gallagher, Woodworth, McCaffrey, Park, Wang, and the Society for Research on Educational Effectiveness (2014), intentional PD, focused on aiding teachers with writing instruction in the classroom, was implemented and found to only influence some areas of writing instruction, but not all, due to the constraints of annually mandated assessments. EL implements a wide range of EL-based PD on writing across the curriculum. There is, however, a gap in literature on how the PD individually affects schools as well as daily and long-term teacher instruction.

Research is very limited on the specific techniques used to create a culture of writing in EL schools. Additionally, a gap exists researching the benefits of EL-specific writing across the curriculum. Although data exists on EL school performance across the

nation in reading and writing, there is a gap in literature on how the culture of writing is fostered as well as how the culture benefits schools specifically.

Culture of mathematics

Creating a culture of mathematics in the classroom is a subcomponent of instruction as a core EL practice. Per the Core Practices (2011), to develop a culture of math, all content teachers must assist in providing authentic and experiential opportunities for students to utilize math skills consistently, promoting problem solving through proficiency in reading and understanding math terminology and vocabulary. Promoting problem solving through proficiency in reading and understanding math terminology is a challenge, as suggested by Berger (2013) who indicated that math terminology has a completely different meaning outside of the math setting, making understanding the vocabulary, when used in a math framework, difficult for students. Mathematics is often considered its own unique dialect, difficult to use in any or all other subjects. According to a study conducted by Redish and Kuo (2015), even science classes operate differently than math, calling on students to use an entirely distinct set of abilities, different from those used traditionally in math. To create a culture of math, however, EL Cor Practices (2015) suggest that math be integrated into cross-curricular activities, regardless of the subject. Redish and Kuo, proposed that although classes such as science do not employ the same math concepts as a standard math class, math skills are still being acquired and practiced.

Creating a culture of math involves opportunities for students to be involved in authentic math experiences. Rathburn (2015) found students to not only, organically,

make cross-curricular connections when presented problems integrating cross-curricular concepts, but also found students to be more involved in mathematics and science when authentic experiences were provided. Imparting knowledge to students through authentic experiences from which they can transfer learned information has been shown to largely impact engagement and understanding (Cornell, Johnson, & Schwartz, 2013). Hudáková and Králová (2016) discussed how several schools used a combination of music and math experiences to teach similar concepts in both subjects to students. Hudáková and Králová also established that the math/music cross-curricular experiences enhanced student retention and expanded how students understand both subjects through a combined sensory and concrete method. In all, math experiences in combination with cross-curricular connections, contributes to a culture of math that is beneficial for student development. There exists a gap in research on the benefits of creating an EL-based culture of math utilizing the elements as identified by EL. Additional gaps exist in identifying how implementing experiences within the math curriculum contributes to a culture of math.

Integrating the arts

Integrating the arts is a subcomponent of instruction as a core EL practice. Per the Core Practices (2011), to integrate the arts in an EL school, teachers of the arts must provide opportunities for students to complete assignments that connect to other content areas and expeditions. Additionally, teachers must provide both lessons that develop the skills of students in evaluating art of all styles, and opportunities for student interaction or observation of arts from vast backgrounds through extensive experiences outside of the

classroom (Core Practices, 2011). According to Katz-Buonincontro and Foster (2013), the adoption of new standards of education has brought the downfall of arts education, claiming that classrooms now suffer from a lack of exposure to authentic experiences and opportunities for students to engage with art. In an effort to enhance the art program, despite regression from implementation of new standards, Katz-Buonincontro and Foster studied the effects of bringing authentic art to students to experience rather than students going to the art; including art from vast backgrounds. Their findings showed that the program did not impact students or student production of personal artwork (Katz-Buonincontro & Foster, 2013)

EL instruction includes integration of the arts into projects, research, and case studies (Core Practices, 2011). *Project-based learning*, as suggested by Dole, Bloom, and Kowalske (2016), has been shown to increase student abilities to use academic skills across the varied contents; enhancing student to student culture while building a deep sense of inquiry. According to EL, project-based learning is a means by which art, and other contents can integrate multiple curriculums (Core Practices, 2011). Studies show that although some teachers attempt to integrate art into their class lessons in the form of case studies and projects, many concepts and potentially beneficial experiences are lost due to teacher lack of confidence in teaching beyond their content (LaJevic, 2013). Teachers have been shown to increase their confidence in teaching the arts after engaging themselves in the intended lesson to be taught (Rule, Montgomery, Tallakson, Stichter, Barnes, & Decker, 2012). EL-based PD is an applied experience where the teacher learns as the student would in the EL classroom (Klein and Riordan, 2011). According to

a study by Dole, Bloom, and Kowalske (2016), teachers who experienced engagement in projects as a learner, increased their ability and likelihood of conducting the lesson in class with students.

Integrating art into classrooms has been shown to increase student engagement and content understanding, as seen in a study by Rule, et al. (2012) where students studied and created projects based on African culture. Letsiou (2016), suggests that student *experiential research* is beneficial in exposing students to a more hands-on approach to learning about the arts; placing the students in control of their own analysis of art and production of art there forward (p. 254). Providing experiences outside of the classroom for students is an added layer of building opportunities to deepen knowledge and understanding, creating meaningful connections and concrete knowledge (Rohlf, 2015). In all, there is a gap in research on the effects of as well as how EL instruction as a core practice fully integrates the arts through experiences, expeditions, and development of student skills in evaluating art.

Throughout investigation of the literature, many implications for this study were uncovered regarding the subcomponents and elements of instruction as a core practice of EL education. An overall gap in research of specific EL instructional practices was evident throughout this literature review. One can conclude from the literature review that the unique pedagogical approach, known as EL instruction, is derived from the amalgamation of researched based instructional practices; known to EL as *instructional subcomponents* and *elements*. Conducting the literature review for this study made it apparent that there was a need for research, as little, to date, existed on EL instruction as

a conceptual practice or as an evaluated practice via annual IRs. More so, the gaps in literature and research validated the need for research on teachers' perceptions of EL instruction and instructional subcomponents conjoined as a one pedagogical approach. After a review of the literature, I concluded that possible implications for this study existed, involving instruction as a core practice of EL education.

Implications

In conducting a thorough literature review, a gap in literature was determined to exist studying the benefits and implementation of EL instruction as a core practice. When EL instruction was broken into subcomponents and elements, and considered as a product of multiple pedagogies, some research emerged outlining the effectiveness of individual practices on achievement and instruction. Within the literature, research supported that the multiple pedagogies contained within EL instruction have been effective in the classroom. The rising question then became, Why was School A not improving in the area of instruction as noted in the annual internal IRs of 2013-2015, if the subcomponents of the pedagogical approach have been shown to overall enhance instructional practices and achievement (EL Internal Implementation Review, 2015). This bounded case study identified teachers' perceptions regarding instruction as a core practice of EL with multiple subcomponents. Awareness of teachers' perceptions and findings will assist stakeholders in understanding potential gaps between practice, performance, and evaluation. Determining teachers' perceptions, however, did not change the problem at hand; increasing instructional evaluation scores on the internal review, or, inevitably, student achievement. Awareness of teachers' perceptions offered an understanding of

where gaps existed and an opportunity to proceed forward with PD on instruction, targeting areas highlighted by the findings.

As seen in the literature, EL-based PD has been shown to raise, not only achievement, but instructional practices as well (Kennedy, 2010). Riordan and Klein (2010), found that teachers participating in EL-based PD saw an impact on their own teaching after involvement with a hands-on PD lesson. The project driven by the data findings from this study, offers PD courses structured under the EL-based experiential PD model. The PD will be used to fill in gaps recognized in EL instructional elements and subcomponents identified through observations, interviews, and questionnaires from this study.

Summary

Section 1 of this study presents the problems facing an inner-city school, School A, that adopted the EL framework model of education. Section 1 introduced the history of EL education as a model of instruction as well as the local problem that was facing School A. The research problem identified the levels of academic student underachievement at School A, as well as the fundamental challenge of teachers to perform exemplary in the category of instruction as a Core Practice of EL on annual and internally conducted IRs. The section included guiding research questions following an explanation of the significance of the study, focusing on investigating teachers' perceptions of instruction as a Core Practice of EL as it is implemented at School A. A review of literature was conducted and organized around the conceptual framework of the EL Core Practice of instruction as it is evaluated in the IR. An inclusive literature review

revealed a lack of research in the area of EL instruction. Current research on the instructional subcomponents and elements of EL as a Core Practice exposed many advantages and disadvantages of the segmented pedagogical approaches that make up EL instruction. The final portion of Section 1 concludes with potential implications for the project to guide School A in improving performance in instruction on the annual IR.

Section 2 of this study includes the methodology used to obtain data, as well as the study's design, and the purposeful sampling of participants. Section 2 also presents data collection methods, the findings and analysis procedures of the study, including limitations. Section 3 exhibits the proposed project, grounded in the data findings. Finally, Section 4 discusses personal reflections through a self-analysis following the study experience as well as strengths and weaknesses of the project and future implications of research.

Section 2: The Methodology

Introduction

In this study, I investigated the perceptions of teachers regarding instructional practices at an inner city, expeditionary-based middle school in the northeastern United States, School A. The purpose of this study was to uncover potential gaps, according to teachers, to help determine why School A was not making consistent growth in the core practice category of instruction as evaluated in the internal annual IR conducted at the school. Instruction was selected as the focus of this study because, as determined by the annual review, School A had not made progress under the core practice category of instructional practices in four years of implementation (EL Internal Implementation Review, 2013, 2014, 2015). Additionally, to date, proficiency levels at School A have consistently low over several years, as noted previously in this paper (State Education Department, 2015). A bounded, qualitative case study methodology was selected to investigate School A; a single school, unique among other schools within the city and district it is located. The bounded study provided detailed information, specific to the study site. This section includes descriptions and demographics of participants, methods and procedures for data collection and analysis, ethical considerations, potential advantages and limitations of the study.

Qualitative Research Design and Approach

This study is a bounded, qualitative case study, investigating an inner city, expeditionary-based middle school in the northeastern United States, School A. Considering the uniqueness of the school; it was imperative to select a design that would

appropriately measure the potential uniqueness of the data as well. A qualitative case study was most fitting for an in-depth analysis of teacher perceptions regarding instructional practices at School A. Although I had initially intended to use a mixed methods approach for this study, I considered that any form of quantitative-based analysis could potentially limit the desired depth of data collected. The following research questions guided this study:

RQ1: What are teachers' perceptions about instruction as an EL core practice?

RQ2: What are teachers' perceptions about instruction as an element of the annual implementation review?

RQ3: What are teachers' perceptions about the impact of EL instruction on student achievement?

Justification of the Choice of Research Design

Quantitative and qualitative methods vary greatly in approach. With regards to participant responses, qualitative analysis permits a greater range of responses, where quantitative responses are limited, more defined, and restricted by data collection tools or variables put in place before research begins (Hancock & Algozzine, 2006). Qualitative approaches present opportunities for gathering perceptions and viewpoints of participants that quantitative approaches do not; allowing the researcher to gather data not limited to a fixed set of *variables* (Merriam, 2009). A qualitative research approach was appropriate for this study, as it allowed for analysis of perceptions on instructional inconsistencies previously not known to the researcher (Creswell, 2009). A qualitative approach allowed

me to navigate organically as the participants unveiled information; an opportunity that was not available through quantitative data collection.

Following collection of data, a qualitative approach was used, permitting me to make meaning of the perceptions gathered through investigation, and to report findings that identified the current problem/s at School A regarding instruction. The perceptions of participants revealed a great deal of information on previously hidden and unknown issues; something that would not have been revealed by utilization of a quantitative data collection scale.

Within the qualitative realm of approaches, there are a number of research designs suitable for in-depth investigation of a location, however, only one was fitting for this study. A case study was selected as the qualitative research design most appropriate for analysis of School A. The rationale behind selecting a case study comes from the need for an extensive and thorough exploration of the bounded system, School A, where I as the researcher was at the heart of the analysis (Hancock & Algozzine, 2006). School A is pedagogically unique within the district and city it is located in. Uncovering the perceptions of teachers working at the school was necessary in outlining gaps in instructional practices at the school potentially causing inconsistencies in program evaluation scores.

Qualitative research designs offer many benefits to a researcher aiming to collect in-depth and unrestrained data from a study site. Ethnographic research is a focus on the *culture* of a population, typically displaying rare, or uncommon attributes (Creswell, 2009). Although the culture at School A is unique, embracing some features exclusive to

an EL educational community, ethnographic research would not have been the most appropriate method of study. Additionally, in ethnographic research, the researcher generally is not a member of the community or culture of participants; rather the researcher is an outsider, standing to gain perspective on the culture (Merriam, 2009). As the researcher, I am a member of the EL community at School A, which placed me in a position where I did not need to gain perspective about the cultural attributes of the community. Furthermore, ethnographic research would not have answered the research questions, which were intended to gain perspective on the perceptions of teachers as individuals among an educational culture; rather ethnographic would have taken more of a focus on each teacher as a functioning member and component of the culture and community, making the ethnographic design incompatible.

The phenomenological research design is a focus on the *experiences* of participants over a set time period where *phenomenon* has occurred (Merriam, 2009). Due to the nature of this study, a phenomenological design was not selected. Although the phenomenon at School A could have been perceived as the *recent achievement gap* as reported by state assessments and *inconsistent instructional scores* as reported by the school's annual implementation review; experiences of teachers is not what this study intended to unveil (EL Internal Implementation Review, 2013, 2014, 2015; State Education Department, 2015). Although the data yielded by a phenomenological study tend to be comprehensive and descriptive in nature, the design and objectives of a phenomenological approach dissuaded me from selecting a phenomenological method as the researcher.

Grounded theory research is an open-ended design approach, where the *theory* transpires as the research is taking place, potentially answering a broad research question with data of considerable variation (Merriam, 2009). Grounded theory research typically uses a large population of participants in effort to gather an expansive range of data over a long period of time (Creswell, 2008). This study sought the perceptions of participants from a distinct time period, where the results were exclusive only to the school, likely ungeneralizable to other schools. Grounded theory research was not specific enough to be used as a design for this study. Additionally, this study was limited to a small number of participants, not typical of a grounded theory design.

Although this study explored the perceptions of individual teachers at the study site, more than a single few participants were involved; for this reason, a narrative research design was eliminated as a viable option for this study. With a narrative research design, generally very few participants are selected to be studied (Creswell, 2008). Although I compiled descriptive narratives from participants, via open- and closed-ended questionnaire and interview responses, the goal of this study remained to determine gaps relating to the inconsistencies in instructional performance as detected on the implementation reviews conducted by the school. Narrative research data-collection was too broad for this study and generally is regarding participants' *experiences*; something that was not necessary in this study (EL Internal Implementation Review, 2013, 2014, 2015; Merriam, 2009).

A case study research design is different from other qualitative designs, in that a case study investigates specific participants or settings of a limited time period (Hancock

& Algozzine, 2006). Although other designs were considered, a case study was the most appropriate for analysis of the site's participants in a single, bounded timeframe. A case study allowed for data collection to be conducted with multiple participants through varied approaches (Creswell, 2008). The research question directed the decision for choosing a case study; as the case study design was most suitable for determining the perceptions on why School A was not making consistent practice in the EL core practice of instruction as evaluated in the annual, internal, implementation review (EL Internal Implementation Review, 2013, 2014, 2015)

Setting and Sample

The setting of this case study was School A; an urban middle school in the northeastern United States. School A, a small, public school in a low income, low achieving district; approached CCSS-based instruction through implementation of an expeditionary learning model of pedagogy. According to the State Education Department (2017), School A was comprised of approximately 190 students in Grades six through eighth, and is, to date, the only expeditionary-based school in the district and city it is located in. At the time of the study, School A was made up of 41% African American students, 36% white, 12% Hispanic or Latino, and 11% other; where 68% of students receive free lunch. Of the students at School A, 15% were labeled with disabilities and 68% as economically disadvantaged (State Education Department, 2017).

Purposeful sampling of a unique institution is considered critical sampling and provides in-depth insight into bounded systems, such as School A (Creswell, 2008). Selection of participants for critical sampling, according to Creswell (2008), is done prior

to data collection. Due to the small size of School A, the number of participants considered was limited. The target population selected for this study included 13 fulltime EL teachers instructing at School A. Of the full-time EL teachers instructing at School A, 12 gave consent to participate in the study, and 12 completed the electronic qualitative questionnaire. The school employed additional teachers who were not in the classroom teaching full-time and were not evaluated in the annual review. These individuals were not considered as participants for this study. The expeditionary-based teaching experience of the 12 participants selected for study at School A ranged from 0-10 years with overall experience teaching ranging from 2- 20 years.

In maximizing possible saturation of the data collected, three of the 12 participants consenting to the questionnaire were approached and asked to participate in classroom observations and post observational interviews. The three participants were purposefully selected due to the range of time they had been teaching in an EL school: Participant A, had been teaching in an EL school for 5-10 years; Participant B had been teaching in an EL school for 2-5 years; and Participant C had been teaching in an EL school for 0-1 year. Studying additional participants added depth to the already insightful questionnaire results that reported the perceptions of teachers acquired through questioning and organized by the range of time spent teaching in an EL school. Conducting additional interviews and observations with participants from the consenting population, offered a deeper and more saturated body of data, answering the three research questions. The three participants for interviews and observations were purposefully selected due to their range in teaching experience at an EL school as a

means to collect richer insight into each category of experience under the three specific research questions. As suggested by Hancock and Algozzine (2006), utilizing multiple forms of data collection, such as observations, interviews, and open- and closed-ended electronic questionnaires, offered opportunities, for me as the researcher, to gather participant perceptions at different levels of intensity and deeper levels of comprehensiveness.

As Creswell (2008) suggested, participating in a questionnaire offered more benefit to a participant than other instruments, as confidentiality and nameless participation granted participants opportunities to speak freely and openly about their thoughts and perceptions when prompted. Utilizing an open-ended electronic questionnaire allowed for a deeper collection of teacher perceptions to be gathered. Observations in this study did not gather teachers' perceptions but were rather used as a basis for interview conversations and discussion in the post observation interviews. Observations also acted as a tool to observe when teachers implemented one or more of the seven subcomponents evaluated in the annual internal IR. Only one observation per teacher purposefully selected was completed, where the interviews followed at the participants' convenience. Observations maintained a level of confidentiality; participant names, classroom, subject, or demographics were not used to identify the participant, only pseudonyms and years of experience teaching in an EL school have been used for identification purposes.

Post observation, the same participants were asked to participate in a brief semistructured interview. The interviews remained confidential, and the interviewee was

named with only the pseudonym used during the observation. Careful and detailed notes were taken throughout both the observation and interview process using the observational and interview protocols, which were developed with the doctoral committee and reviewed by experts prior to data collection (see Appendices B and D). As suggested by Lodico, Spaulding, and Voegtle (2010), interviews in qualitative studies are audio recorded as a means to maintain data integrity. In addition to hand-scribed notes, a recording feature was used to additionally scribe the interview questions and responses into a text document. This additional method of recording data allowed for data integrity to be maintained throughout the interview process.

Selection of observation and interview participants was purposeful and based on the demographics (teaching experience teaching in an EL school) of the teachers. Participants pursued for observations and interviews included teachers with a high level of experience at School A, a middle level of experience at School A, and a minimal level of experience at School A. Participants for the observations and interviews were selected after questionnaire signed consent forms were returned. Information provided by the building administrator regarding length of teaching experience at an EL school were compared with the signed and returned questionnaire consent forms to determine who to select for participation in the observations and interviews. Using demographics, such as years teaching in an EL classroom, were used in categorizing the data following data collection, and were not used to identify the participants. Selection of participants for the open-ended questionnaire were purposeful; 12 gave consent to participate in the study, and 12 completed the electronic qualitative questionnaire. Accessing perceptions of the

teachers uncovered differences in perceptions between educators and what they perceived instruction to be, as well as what has been evaluated through the IR of instruction as an EL core practice. Uncovering inconsistencies gave cause to the development of a PD project aimed to fill in the revealed gaps from the findings.

Access to participants was gained by obtaining written cooperation by the School A building administrator. Thereafter, a panel of EL coordinators completed an expert review of the data collection instruments, which included: the qualitative open- and closed-ended electronic questionnaire; the observational checklist, structured from the conceptual framework and the seven instructional subcomponents of EL; and the semistructured post observational interview protocol (see Appendices B, C and D). Following confirmation that the instruments were individually determined to be trustworthy and reliable, the questionnaire consent forms were pursued (see Appendix C). Consent forms guaranteed confidentiality and requested permission of teachers and the school to participate in the study. Consent and cooperation forms were communicated in person and followed the guidelines as advised by Walden University. Thirteen participants were asked to participate in the study, and 12 consent forms were returned. Individuals consenting to participate in the study were then provided with a link to the online questionnaire. The 12 completed consent forms were compared against the demographics' list provided by the administrator in order to purposefully select three participants of varying years of EL teaching experience for the observations and semi-structured interviews. Of the 12 participants who participated in the questionnaire, three participants (varying in years of EL experience teaching) were pursued for individual

consent to participate in the observations and semi-structured interviews. All of the participants asked to participate in the observations and interviews agreed to participate in the observations and semi-structured interviews.

Throughout the study, I remained a peer teacher, not in a supervisor role at School A. As a peer teacher, I had already established trust with the participants at the setting, as I was situated in the organization being studied. In maintaining the researcher-participant working relationship, I followed the research questions as a guideline for questionnaire inquiries; allowing me to avoid responses by participants that could have potentially violated the researcher-participant relationship and interfere with reliability (Eide, & Kahn, 2008). Advantages of using an open-ended electronic questionnaire included adding depth to the data organically, as the participant progressed.

The observational checklist was structured from the conceptual framework and the seven instructional subcomponents of EL and the semi-structured post observational interview protocol was designed to align with the research questions. According to Yin (2016), completing *systematic observations* through the use of a predetermined observational checklist (see Appendix B) helps to decrease the risk of interference within the observation site and additionally decrease the risk of preconceptions or bias throughout the observation. The observational checklist as well as the interview protocol, similar to the questionnaire, allowed for a foundation of structure, assisting in the avoidance of recording information regarding participants that could have potentially violated the researcher-participant relationship and interfere with reliability (see

Appendices B, and D). Protecting the rights of participants and the school under review, confidentiality and privacy were key components of this study.

Measures for Ethical Protection of Participants

Ethical considerations were a primary focus for this study; protecting the rights of participants as well as the study site and setting. Informed consent from the site as well as from participants explained the intentions and purpose of the study and were provided prior to participation in the study (Creswell, 2008). In protecting participants and the study site, no names, locations, or information linking to identification of the school were or will be revealed. As data was collected and analyzed, I, the researcher, did not disclose any of the information obtained from the site or participants; the data and information were only reported within the study narrative following analysis.

Throughout analysis, the data was identified using codes, additionally protecting the participants and upholding confidentiality. Throughout data collection, participants were ensured that this study was not evaluative, nor individually tied to them in any way. Demographics of participants (years of experience teaching at School A) were only used for identification of which teacher to select for observation and interviews, as well as for coding and sorting purposes following research. During research and analysis, no ethical concerns evolved at a personal level with a participant. If ethical issues had been a concern, where information revealed during an answer, observation or interview was troubling, I would not have interfered with the site or participant, disrupting the data or setting of the study (Creswell, 2008). In such an instance where ethical issues may have emerged, I would have discounted the data from that observation, interview, or

questionnaire response, and I would have moved on to a different participant for data collection. In all, ethical considerations for this study drove data collection, analysis, and the development of data collection tools, questions, and protocols.

Data Collection

Justification of Data

All areas of inquiry were bound to the purpose of this study, which was to collect teachers' perceptions regarding the implementation and impact of instruction as a core practice of Expeditionary Learning with multiple subcomponents, assessed on an annual review. Instruments to collect data collection were carefully selected as methods most suitable for gathering perceptions of teachers as guided by the research questions. Use of an alignment tool provided by Walden University directed the organization of research questions with the purpose of this study and appropriate data collection instruments.

Instruments selected for data collection in this study include a qualitative electronic open- and closed-ended questionnaire, teacher observations, and post observational semi-structured interviews. The instruments selected for this case study were chosen, because each instrument independently offered the potential to yield a rich body of data. Creswell (2008) suggested that researchers add depth to responses as well as overlap themes by using interrelating open- and closed-ended questions on a questionnaire. An open- and closed-ended questionnaire as well as one-on-one interviews allowed me to collect data on the perceptions of teachers in a deep, rich experience. Additionally, observations provided a basis of instructional practices for discussion

through interviews as well as evidence of teacher-implementation of EL instructional subcomponents in the classroom.

As Lincoln and Guba (1985) suggested, triangulation of data through use of multiple instruments is critical in calculating the credibility of the data. Yin (2012), recommended that a researcher should pursue three distinct procedures for collecting data, such as eye-witness observations, one-on-one interactions with participants, and third-person accounts. Triangulation added to the credibility of data in this study, as data was collected through three different instruments, questionnaires, interviews, and observations. The three instruments collected a variety of data, creating a rich and saturated assortment of evidence. Merriam (2009) suggested that adding credibility and trustworthiness to a set of data can be completed through use of strategies such as maximum variation, where a researcher selects a population that is diverse in nature, with a wide range of variability. The range of experiences, to date, at School A in teaching as well as teaching in an EL school was widely variable and unique, adding a layer of credibility and trustworthiness to the findings and results.

Prior to research, gaps in participant responses on the questionnaire were anticipated. Neglecting to answer a question fully was probable, as was the possibility that participants did not answer questions with perceptions regarding instruction and instructional subcomponents as identified by EL. Adding semistructured, one-on-one interviews as an instrument to collect additional data on EL instruction and perceptions of instructional practices, offered opportunities to add to findings with more detail for RQ1,

RQ2, and RQ3. Interviews were not necessary to collect separate data in this study; however, were useful in adding to the saturation of data available at the study site.

The addition of the interviews generated data that was rich and deep, full of perspectives of teachers from multiple sources regarding all three research questions. Observations allowed for collection of data relating to teacher implementation of instructional subcomponents, which offered data to compare with questionnaire results regarding RQ1. Observations offered a foundation of instructional practices for interview discussions, and additionally, provided insight into teacher implementation of the EL seven subcomponents and how teachers' perceptions of instruction transferred into practice.

Merriam (2009) suggested that when conducting a case study with a small population of participants, interviews are a positive choice, as interviews provide deep perception into what the participants feel or think, if participants are willing to share. Merriam also stated that generally interviews consider using populations of five or larger, however in this study, the overall sample size of participants was small due to the small number of teachers employed at the study site. Interviewing three participants provided perceptions of more than a quarter of the total population studied. Additionally, the questionnaire was designed to collect all of the data needed to answer the three research questions. Interviews and observations were added as a means to triangulate the data. Interviews especially were added to increase the richness of the qualitative data collected through the questionnaire. Interviews were semistructured intentionally. Interview structure was provided in the initial four questions, and a less structured format followed,

allowing for questions to be specifically asked relating to the lesson observed, or to add more detail to questionnaire data that was broad, vague, or benefited from additional insight.

Data Collection Instruments

For this study, three methods of data collection were used: a qualitative electronic open- and closed-ended questionnaire; classroom observations of teachers; and post observational semi-structured interviews. The electronic open- and closed-ended questionnaire (see Appendix C), the observational checklist (see Appendix B), and the post observational semi-structured interview protocol (see Appendix D) were developed with a Walden Doctoral Committee to directly align with the three research questions of this study.

The Open- and Closed-Ended Questionnaire

Creswell (2008) described the procedures for conducting questionnaires under the umbrella of interviews, stating that open- and closed-ended questionnaires are desirable for detecting *overlapping themes* in data. Merriam (2009) defined the different structures of interviews available for researchers conducting a qualitative study, stating that highly structured interviews often take the form of oral surveys in studies, due to their exceedingly structured questioning. Merriam stated that researchers often select highly structured interviews to collect specific information, such as a participant's perceptions on explicit, unambiguous topics. The questionnaire designed for this study followed the parameters of a highly structured interview, where the questionnaire questions were pre-determined to answer the three research questions. The questionnaire uncovered teachers'

perceptions of the specific subcomponents of instruction, elaborating on closed-ended questions through subsequent open-ended prompts; all highly structured in nature, following the conceptual framework as a guide to seek answers to the three research questions.

The questionnaires were electronic in nature, and there was no discourse or dialogue between the researcher and the participant throughout the questionnaire process. The open- and closed-ended questionnaire (see Appendix C) was developed with a Walden Doctoral Committee to directly align with the three research questions of this study. After IRB approval and prior to data collection, a panel of EL Coordinators conducted an expert review on the open- and closed-ended questionnaire instrument, and no changes were made. According to Lodico et al. (2010) it is important to provide the purpose of the instrument to the participants of the study, as well as a statement of confidentiality. Following the expert review, (only) participants were approached during the end of a weekly staff meeting and the purpose of the questionnaire and study were revealed to them. Participants were informed that the purpose of the study was to determine teachers' perceptions regarding instruction as an EL core practice and as a component of the annual review, and their perceptions on the impact of EL instruction on student achievement. Participants were provided with a letter of consent, which identified the measures taken to secure their confidentiality. Twelve participants returned the letter of consent, and 12 completed the questionnaire fully, which was provided to them electronically to access online.

Questionnaire questions were constructed in a way to obtain teachers' perceptions regarding instruction as an EL core practice and as a component of the annual review, as well as to obtain what teachers perceive about the impact of EL instruction on student achievement at School A. Lodico et al. (2010) recommend designing a survey or questionnaire with themes and subsections in mind while creating and organizing the structure or body of the instrument. In creating the questionnaire, the conceptual framework and the three research questions guided the open- and closed-ended questions.

RQ1 took up a majority of the questionnaire body, as the section was dedicated to collecting the perceptions of teachers regarding the seven instructional subcomponents and multiple elements of instruction as a core EL practice. Questionnaire questions 3-31 were specifically designed to inquire about teachers' perceptions of EL instruction. Questionnaire question number three did not tie to a specific subcomponent or element of instruction, rather the question asked participants how confident they were teaching EL instruction as a whole. This information was of vital importance, as evidence yielded by the answers provided a system for coding and organizing the data. Question three additionally offered insight into which teachers felt the most confident teaching EL. Questionnaire questions 31-34 were a mixture of open- and closed- ended questions investigating answers to RQ2, teacher's perceptions of instruction as an element of the annual implementation review. Questionnaire question 35, alone, sought answers to RQ3, teacher's perceptions regarding the impact of EL instruction on student achievement. The question was open-ended, and asked participants to describe their perceptions. Additional questions asked of participants, Questions 1 and 2, on the questionnaire were

demographic specific only, asking teachers to identify how many years they had been teaching overall, and how many years they had been teaching in an EL school.

In a later section, I will discuss how teachers' perceptions were additionally investigated through interviews, specifically tied to the three research questions. The questionnaire, although designed to collect all of the data necessary for a broad rich range of data, was not the only instrument used to do so. Classroom observations of instructional practices and post observational semistructured interviews were additional instruments used in this study to provide a richer body of data as well as to establish credibility through triangulation of data.

Observations

According to Merriam (2009), observations are important in qualitative research, as they provide a personal account of the phenomenon in action. In the case of this study, the phenomenon was that the IR scores of the school being studied were inconsistent and in some cases unchanging, as had been student achievement in state-mandated proficiency exams. Additionally, the phenomenon was that teachers' perceptions regarding the EL instruction being evaluated from year to year was unknown. As Merriam acknowledges, observations are key to offering insight into the world in which the phenomenon takes place.

In this study, *systematic observations* created opportunities to identify what EL instructional practices, to date, looked like in an EL pedagogically-focused lesson at School A (see Appendix B) (Yin, 2016). Observations provided a rich body of data describing what the EL classrooms looked like and how EL instructional practices were

implemented within three different demographic subgroup classrooms. Teachers at School A were divided demographically for the purpose of this study into three ranges of teaching experience teaching at an EL school. The purpose for identifying subgroups and the length of EL experience for a teacher was to identify if the length of time teaching in an EL school influenced or played a role in the confidence level and/or perceptions of instruction and the annual IR. Overall, teachers' experience teaching at length, demographically, was between two and 20 years. More specifically, the range of teachers teaching in an EL school was between zero and ten years. Three subgroups were created based on this information and are as follows: teachers with the highest range of experience, teaching in an EL school from 5-10 years; teachers with a medium range of experience, teaching in an EL school from 2-5 years; and a low level of experience, teaching in an EL school for 0-1 year.

Observations, as suggested by Merriam (2009) provided a firsthand basis of understanding for how each subgroup of EL teachers at School A implemented EL instruction. Observations additionally provided a body of data and information from which post observational interview questions could be substantiated. The observations were conducted following a highly structured observational checklist for a systematic observation, which was developed with a Walden Doctoral Committee to directly align with the RQ1 of this study. After IRB approval and prior to data collection, a panel of EL Coordinators conducted an expert review on the observational checklist (see Appendix B) used throughout observations in this study. The observational checklist followed the conceptual framework of this study, and specifically outlined the seven subcomponents

and elements of EL instruction, which were the foundation of study throughout observations. Subsequent to expert review of the observational checklist, the questionnaire consent forms returned by participants consenting to be part of the study were consulted and compared against a list of teacher demographics provided by the building administrator. Of the 12 participants, three participants were purposefully selected and approached for observations (and post observational interviews). The three participants were purposefully selected due to their range of teaching in an EL school; one participant from each of the subgroups; one teacher with the highest range of experience, teaching in an EL school from 5-10 years; one teacher with a medium range of experience, teaching in an EL school from 2-5 years; and one teacher with a low level of experience, teaching in an EL school for 0-1 year. The three participants were approached to participate in the study and gave consent for observations and interviews. Observations were conducted using field notes where I recorded the EL and non-EL pedagogical approaches of the teacher as they fit under the instructional sub-components identified by EL (Creswell, 2008). Observational field notes were recorded in a section next to the observational checklist of the seven subcomponents of instruction, allowing for detailed and rich, descriptive records of the observational notes taken from the setting. The arrangement of field notes of this study followed recommendations by Merriam (2009) who outlines a structure for recording; the structure includes: describing the *physical setting*; identify the *participants* and those within the setting; depicting the *activities and interactions* between the participants and the setting and/or those within the setting with the participant; scribing the *conversation* of members within the setting, and

using direct quotes of what was said within the setting; additional recording of *subtle factors* such as participant body language, activities, exchanges between members within the setting, etc.; and the researcher's *own behavior*, their position in the classroom, personal thoughts comments or logs regarding the observation to be used for future reference during data analysis and transcription. Observational field notes recorded on the observational checklist were highly descriptive and contributed to the body of data by expanding the richness and depth of what was collected in the questionnaire.

Observations in this study did not gather teachers' perceptions, as gathered in the questionnaire, but rather were used to observe when teachers implemented one or more of the seven subcomponents of instruction evaluated in the annual internal implementation review. Subcomponents included: (a) effective lessons, (b) supporting all students, (c) reflecting and structuring revision, (d) culture of reading, (e) a culture of writing, (f) a culture of mathematics, and (g) integrating the arts (EL Internal Implementation Review, 2015). The professional literature showed that the subcomponents of instruction were supported through research as effective methods of instruction. Together as one EL pedagogical approach to instruction, however, the literature showed gaps in research studying solely the EL instructional component (separate from the five other core practices that make up the EL approach). Additionally, gaps were evident in the literature on EL instruction as a practice evaluated on the annual IRs. Observations, as suggested by Merriam (2009), provided a firsthand basis of understanding for how each subgroup of EL teachers at School A implemented EL instruction. Observations additionally provided

a body of data and information from which post observational interview questions could be substantiated.

Interviews

Merriam (2009) stated that when conducting a small bounded study, such as a case study, interviewing participants is the optimal means to collect information. In this study, semi-structured interviews were selected to collect perceptions of teachers from varying backgrounds teaching EL. Semi-structured interviews were selected for this study because they can range from open-ended questions that are predetermined, detailed, and descriptive in nature to questions that are unplanned and/or prompted by the conversation, previous answers, or, in this case, the pre-interview observations (Merriam, 2009). Due to the differences in teacher experience in both teaching and in teaching EL instruction, participants of this study had their own distinctive perceptions; making interviews an important part of data collection and most conducive for a less structured approach (Merriam, 2009).

Post observational interviews were conducted following a semi-structured interview protocol (see Appendix D), which was developed to directly align with all three of the research questions of this study. The interview protocol included pre-scripted open-ended questions, a section for transcription of notes, and a section for follow-up questions, which were designed post observation and post-questionnaire. The post observational interviews were conducted with participants selected using purposeful sampling. Twelve participants returned the letter of consent for participation in the questionnaire section of this study. Of the 12 participants, three participants were

purposefully selected and approached for post observational interviews and observations. The three participants were purposefully selected due to their range of teaching in an EL school: one teacher with the highest range of experience, teaching in an EL school from 5-10 years; one teacher with a medium range of experience, teaching in an EL school from 2-5 years; and one teacher with a low level of experience, teaching in an EL school for 0-1 year. The three participants were approached to participate in the study and gave consent for observations and interviews. Interviews were conducted at a time and in a location of their convenience.

The interviews were one-on-one and open-ended. Interview questions were designed to investigate the three research questions: teachers' perceptions regarding instruction as a core EL practice; teachers' perceptions regarding instruction as an element of the annual IR; and teachers' perceptions regarding the impact of EL instruction on student achievement. Interviews were conducted post observation so that questions and responses, could be substantiated in the instructional practices from the observation, where the instruction from the observation was a reference point.

The interviews were designed to start in a structured manner, asking all participants the same four questions, all four of which were directly tied to the research questions. The four questions are as follows: (RQ1) What are your perceptions regarding instruction as a core Expeditionary Learning (EL) practice? (RQ2) What are your perceptions regarding instruction as an element of the annual implementation review? (RQ3) What are your perceptions regarding the impact of EL instruction on student

achievement? (RQ1) What are your perceptions regarding the seven subcomponents of instruction as a core practice?

Following the initial structured questions, participants were asked follow-up questions that varied for each participant, based on their experience, instructional practices observed, and based on the interview conversation. Follow-up did not stray from the purpose of the study, which was to collect data to support the three research questions. Follow-up questions, although adhering to the structure of the three research questions, probed participants for knowledge, feelings, and background information (Merriam, 2009). Asking more insightful, specific questions and using probes can enhance the body of data collected, achieving the saturation level (Creswell, 2008). Some of the follow-up questions included asking individual participants the following: what kind of PD would have helped you the most in EL; what kind of authentic math experiences, math terminology/vocabulary or connections do you make in your class; how much writing or parts of the writing process do you feel is possible in your content, etc. In all, interviews were unique and guided by the research questions, instructional practices observed throughout each lesson, and areas where additional information was desired to add to the saturation level following data collection of the questionnaire.

Interviews were brought into this study as an instrument to collect further data and provide additional detail to answering RQ1, RQ2, and RQ3. Interviews were not necessary to collect separate data in this study, as the questionnaire created a rich body of data, answering all three of the research questions; however, interviews were useful in adding to the saturation of data available at the study site and provided additional data

from which credibility was established through triangulation of the data. Interviewing all participants or more than three was not necessary in this study, as data saturation was reached by including one participant from each subgroup of EL teaching experience.

As suggested by Lodico et al. (2010), interviews in qualitative studies are audio recorded as a means to maintain data integrity. In addition to hand-scribed notes, a recording feature was used to additionally scribe the interview questions and responses into a text document. This additional method of recording data allowed for data integrity to be maintained throughout the interview process.

All participants who took part in the questionnaire, observations and interviews did so confidentially, where names were not used as a means to identify participants throughout any part of the analysis or through the reporting of findings. Only teaching experience was used to identify and organize participants. Observations and interviews specifically were not tied to any one individual participant or their response directly. Questionnaire data was looked at holistically as well as at the individual participant level. Observations were reviewed at an individual level and aligned with teacher demographics based on experience at an EL school.

The Process of Recording, Generating, and Gathering Data

In this study, data were collected through observations, interviews, and open- and closed-ended questionnaires that sought answers to three research questions regarding instruction as an EL core practice. The instruments used in this study were developed with a Walden Doctoral Committee to directly align with the research questions. Prior to data collection, a panel of EL coordinators completed an expert review of the data

collection instruments, which included: the qualitative open- and closed-ended electronic questionnaire; the observational checklist, structured from the conceptual framework and the seven instructional subcomponents of EL; and the semi-structured post observational interview protocol (see Appendices B, C, and D).

Data from the questionnaires were collected and recorded through an online electronic questionnaire database, Survey Monkey (<https://www.surveymonkey.com/>). Questionnaires in this study followed an open- and closed-ended approach. As suggested by Creswell (2008), using a partially closed-ended approach allowed for data to be easily identifiable as participants selected from several pre-constructed responses (multiple-select). Close-ended questions were followed by open-ended questions, which prompted participants to provide a description of their perceptions regarding the three different areas covered by each research question. Open-ended question responses from participants were in-depth and thorough, providing a rich body of data full of teachers' perceptions regarding instruction as a core EL practice. Both the closed- and open-ended question responses were collected, recorded, and organized by the database. Questionnaire responses were immediately downloaded as PDF files, post data collection, and were stored securely on the Walden University server, protected by encryption of a password.

Observation data were recorded through field notes in an observational checklist, developed with a Walden Doctoral Committee to directly align with RQ1 (see Appendix B). No recording or videotaping of any kind was done during the observations, as recording and taping would have interfered with confidentiality and privacy guaranteed

to the participants. During observations, an observational checklist guided field notes collecting classroom details such as the setting, the structure, teacher behaviors, student reactions and behaviors, demographics, engagement, and teacher implementation of core practice instructional subcomponents (Creswell, 2008; Merriam, 2009). The field notes were structured to allow for unconstrained note taking of observations, where descriptions were documented as either simple or in-depth as saw fit throughout data collection. A reflective note section was included in the margins of the field notes where trends, interpretations, and key findings were documented as they emerged (Creswell, 2008; Merriam, 2009).

The observation checklist (see Appendix B) was designed to outline the seven instructional sub-components as identified by EL. Each of the seven subcomponents was broken down into elements of EL pedagogical practice. A ranking system was utilized throughout observations, where a quantitative value was assigned to how often each subcomponent elemental practice was implemented. For example, utilization of different types of lesson formats, such as workshops, lectures, and integration of teaching was considered an element of the subcomponent effective lessons and EL instruction. If and when a participant implemented the utilization of different lesson types, the occasion was noted on the fieldnote section of the observational checklist, and also provided a rank, describing how often that practice was completed throughout the lesson. Assigning a rank to each element occurred after the entire lesson was complete, and notes documenting the occasions observed, were analyzed. Figure 2 below illustrates a section of the

observational checklist and the ranking system used to determine how often a teacher implemented the different EL instructional subcomponents and elements.

A Sample Section of the Observational Checklist and Ranking System

Elements of Effective Lessons	Evident in the instruction					Fieldnotes and Reflections:
	Very evident	Somewhat evident			Not evident at all	
Teacher utilization of learning targets, unpacking learning targets, often going back to the target to guide the lesson. Students use learning targets for progress monitoring.	5	4	3	2	1	

Figure 2. A section of the observational checklist, displaying how teachers' practices were ranked based on implementation of elements and subcomponents of instruction (see Appendix B for the full observational checklist)

The ability to rank each element and subcomponent of instruction relied on the detailed field notes and reflections section of the checklist, where accounts of observed implementation were noted carefully. Open space for note taking was made available in each section of the checklist as seen in Figure 2.

The arrangement of field notes of this study followed recommendations by Merriam (2009), which includes: describing the *physical setting*; identify the *participants* and those within the setting; depicting the *activities and interactions* between the participants and the setting and/or those within the setting with the participant; scribing the *conversation* of members within the setting, and using direct quotes of what was said within the setting; additional recording of *subtle factors* such as participant body

language, activities, exchanges between members within the setting, etc.; and the researcher's *own behavior*, their position in the classroom, personal thoughts comments or logs regarding the observation to be used for future reference during data analysis and transcription. Observational fieldnotes recorded on the observational checklist were highly descriptive and contributed to the body of data by expanding the richness and depth of what was collected in the questionnaire. Organizing data, as it was collected; by separating observations with observational trends was a process that made data more accessible during analysis (Creswell, 2008).

Post observational interviews followed a semistructured protocol (see Appendix D), which was developed with a Walden Doctoral Committee to directly align with the research questions. The semistructured protocol, guided interviews through organized and predetermined open-ended questions, which collected teachers' perceptions of EL instruction, as sought by the three research questions of the study. Succeeding the predetermined questions of the interview were less structured, follow-up questions, different for each participant. Follow-up questions were designed during, after, or prior to observations and interviews to add to findings from the questionnaire and to elaborate on perceptions of instruction as sought through the research questions. Throughout interviews, a recording feature was used to scribe the interview questions and responses into a text document. Data from interviews were also recorded through interviewer transcription. Fieldnotes were used to record interview data. The interview protocol organized the collected data into categories of open-ended questioning, fieldnotes, and follow-up questions.

Interviews were conducted post observation so that questions and responses in the interview, could be substantiated in the observed instructional practices of each participant. Although open-ended questions from the questionnaire provided multiple perceptions on the subcomponents of EL instruction, unstructured, follow-up interview questions tied to RQ1, sought out each of the three interview participants' unique perceptions on the specific or targeted instructional subcomponents of the EL pedagogy. Interviews were included, despite the rich data collected from the questionnaire. Obtaining perceptions from a participant through one-on-one interviews allowed for a rich, deep response to add to the open-ended questionnaire responses.

Merriam (2009) determined that asking good questions could promote different and multi-layered responses from a participant. The difference in the questionnaire and interview questions, regarding the same subcomponent for RQ1, was verbiage; which as cited by Merriam, was the difference between *feeling questions*, and *experience and behavior questions*. The questionnaire asked participants several feeling questions about classroom EL instructional practices, while interview questions sought overall experiences and behaviors regarding past and/or future practices completed in the classroom. Overall, the interview responses added to the body of rich data collected from the questionnaire and observations, following a semistructured protocol, organized to adhere to the research questions.

Access to Participants

Creswell (2008) discussed the importance of attaining letters of cooperation, informed consent, and other approvals and permissions sequentially, prior to data

collection, in order to gain access to study sites and participants. Before contacting participants, I received permission from Walden University's Institutional Review Board (Approval No. 07-11-17-0061130) to ensure that this study met the ethical standards of Walden University and adhered to U.S. Federal regulations (Walden University IRB for Ethical Standards in Research, 2014). Following IRB approval and prior to initiating research, I met with the building administrator to obtain a signed agreement of cooperation to gain access to School A and participants located within the school, for data collection. Upon obtaining an agreement of cooperation from the administrator, a detailed record listing teacher email contact information, overall teacher experience level, and teacher experience levels in teaching EL was provided.

Lodico et al. (2010) purported that in qualitative studies, often the researcher develops instruments guided by the literature review and conceptual framework, to collect the unique perceptions of the participants within case study frameworks. After obtaining an agreement of cooperation by the administrator, the instruments, which were developed with a Walden Doctoral Committee to directly align with the research questions, were provided to a panel of EL coordinators for an expert review; instruments included: the qualitative open- and closed-ended electronic questionnaire; the observational checklist, structured from the conceptual framework and the seven instructional subcomponents of EL; and the semistructured post observational interview protocol (see Appendices B, C, and D).

Lincoln and Guba (1985) claimed that establishing the trustworthiness of a study involves verifying that the study establishes *credibility, transferability, dependability,*

and confirmability. Lincoln, and Denzin (2003) suggested that the trustworthiness of findings is essentially similar to establishing reliability and validity in a quantitative study. In establishing that the instruments were trustworthy and reliable, an expert review was conducted by an expert panel of professionals within the EL field. As Olson (2010) described, the benefits of conducting expert reviews with expert panels, when compared to using electronic evaluation instruments; expert reviewers have been found to more accurately detect problems with instruments than the electronic software designed to identify problems.

After obtaining an agreement of cooperation by the school administrator and after IRB approval, the instruments, which were developed with a Walden Doctoral Committee to directly align with the research questions, were provided to the panel of EL coordinators for an expert review. Experts were selected for the expert panel to review the instruments and data collection tools of this study. Experts were chosen for their expertise in EL instruction, as all panel members at the time of review individually had over ten years of teaching experience, ten or more years of experience with EL Education and instructional practices, experience conducting and reporting EL implementation reviews (specifically with EL instruction) and held the title of EL Educational Coordinator. The expertise of the panel in the content and terminology used within the instruments, made them qualified in determining if instruments were appropriate, trustworthy, and reliable for research of the three research questions. Each expert was provided with the three instruments of data collection: the qualitative open- and closed-ended electronic questionnaire; the observational checklist, structured from the

conceptual framework and the seven instructional subcomponents of EL; and the semistructured post observational interview protocol (see Appendices B, C, and D).

Each expert reviewed the instruments independently for trustworthiness and reliability. Expert reviewers determined that the questionnaire (see Appendix C), investigating Research Questions 1-3, specifically adhered to the overall structure of instruction as a core practice, asking questions with appropriate wording and terminology to determine participants' perceptions of instructional subcomponents as identified by EL. The expert panel determined that the demographics questions located on the survey were aptly worded and essential to the questionnaire. Expert review comments included one reviewer stating that RQ2 and RQ3 were adequately represented in the questionnaire, as the questionnaire questions were worded nearly identically to the research questions; noting that RQ1 similarly was well outlined through a series of questions regarding participant perceptions on the many expanded subcomponents of instruction. The expert panel made no recommendations for changes and did not identify problem questions or wording. After Expert review of the questionnaire, no changes were made to the instrument.

Expert reviewers determined that the observational checklist (Appendix B), investigating RQ 1, specifically adhered to the overall structure of instruction as a core practice, defining the subcomponents and elements of instruction as specifically identified by EL. The expert panel made no recommendations to the checklist, and noted that the checklist was clear and concise, outlining EL instruction appropriately. No changes were made to the instrument. Expert reviewers were additionally approached to

review the interview protocol (Appendix D), which was designed to investigate Research Questions 1-3. Expert reviewers determined that the interview protocol was a dependable tool for collecting perceptions of participants directly related to the research questions, as the first three structured interview questions are virtually identical to the Research Questions 1-3. Expert reviewers noted that the fourth structured interview question was an expansion of interview question one (asking about participant's perceptions regarding instruction), as it asked participants to describe their perceptions of subcomponents of the EL instruction, expanding on previous question answers. Follow-up questions were developed after the observations were conducted and then submitted for expert review. After the panel of experts reviewed the interview protocol, no recommendations were made, other than to allow for larger boxes and more space for lengthier note taking of transcriptions.

Proceedings for data collection followed, beginning with informed consent. Potential participants for this study were provided with a letter of consent following a weekly staff meeting of teachers. Out of the thirteen potential participants, 12 teachers agreed to participate in the study and returned signed consent forms privately in a sealed envelope. Participants considered for this study were full-time EL teachers teaching at School A. Following private return of consent forms, participants were emailed a link to access the online electronic questionnaire. The consent forms guaranteed confidentiality and indicated that individuals consenting to participate in the study could choose to withdraw at any time. All participants consenting to participate finished and completed the questionnaire; none declined.

Once all 12 consenting participants completed the electronic questionnaire, a purposeful sampling was utilized to identify participants for the observations and post observational interviews. Three participants were purposefully selected for participation in the observations and follow-up interviews, based on the length of time teaching at an EL school. For this study, the demographics of teachers (EL-based teaching experience) was used in organizing, coding, and sorting data, as the length of time teaching in an EL classroom is tied to the length of experience and exposure to EL curriculum, EL-based PD, IRs, and EL instruction.

For this study, three subgroups of demographics were considered in order to represent a variety of experience levels in the data, for saturation purposes. In selecting the specific participants to approach for participation in the observations and interviews, the 12 consent forms were compared against the detailed record initially provided by the building administrator subsequent to providing the letter of cooperation, which listed teacher email contact information, overall teacher experience level, and teacher experience levels in teaching EL. Participants pursued for observations and interviews included teachers with a high level of experience teaching in an EL school between 5-10 years, a middle level of experience teaching in an EL school between 2-5 years, and a teacher with a minimal level of experience, teaching in an EL school between 0-1 year. The teacher selected for the longest period of time teaching had the earliest start date with an EL school, the teacher with a middle level of experience was chosen by selecting the teacher representative of the median of participants within the middle range of

experience. The participant selected for the least amount of time teaching in an EL school had the most recent hire date into an EL school.

Following purposeful selection of the participants for the observations and interviews, participants were approached for additional informed consent, separate from consent forms signed to participate in the electronic questionnaire. The observation and interview consent forms guaranteed confidentiality and indicated that individuals consenting to participate in the study could choose to withdraw at any time. Three teachers were approached for consent and three consented and participated in the observations and interviews, those not wishing to participate would not have been coerced in any way. If a participant had opted out of participating, it would have been noted in the narrative and a new observation participant would have been chosen, using the same criteria for selecting the initial observation participant. The next participant in line to be observed would have been the participant at the school with the next closest amount of experience teaching at an EL school.

The consent form completed by each participant for observations and interviews, identified the observational checklist protocol (Appendix B), which was based on the seven subcomponents of instruction as identified by EL. Including the subcomponents in the consent form, ensured that participants understood what the objective of the observation was, without providing too much information, or risking invalid observational data. The three participants who consented to observation and interviews were observed for one class period lasting approximately 45 minutes during a school day,

and were interviewed, post observation, at a time convenient for each participant, lasting approximately 20 minutes or less.

Observation data were recorded through field notes in the observational checklist (Appendix B), developed with a Walden Doctoral Committee to directly align with RQ1. No recording or videotaping of any kind was done during the observations, as recording and taping would have interfered with confidentiality and privacy guaranteed to the participants. During observations, an observational checklist was used to control observational consistency and guided field notes collecting classroom details such as the setting, the structure, teacher behaviors, student reactions and behaviors, demographics, engagement, and teacher implementation of core practice instructional subcomponents (Creswell, 2008; Merriam, 2009). The field notes were structured to allow for unconstrained note taking of observations, where descriptions were documented as either simple or in-depth as saw fit throughout data collection. A reflective note section was included in the margins of the field notes where trends, interpretations, and key findings were documented as they emerged (Creswell, 2008; Merriam, 2009).

Interview data were recorded through field notes in the interview protocol (Appendix D), developed with a Walden Doctoral Committee to directly align with RQ1, RQ2, and RQ3. Interviews were conducted post observation so that questions and responses, could be substantiated in the instructional practices from the observation, where the instruction from the observation was a reference point. Throughout interviews, a recording feature was used to scribe the interview questions and responses into a text document. Data from interviews were also recorded through interviewer transcription.

Post observational interviews of participants followed an initial, structured protocol to a less structured protocol of open-ended questions, organized to adhere to the research questions. Fieldnotes were used to record interview data. The interview protocol was used to organize the collected data into categories of open-ended questioning, fieldnotes, and follow-up questions.

Role of the Researcher

My role as the researcher was key data collector; administering questionnaires and conducting observations and interviews. Throughout observations, I assumed the role of *observer participant*, as this position allowed for me to maintain a level of trust with participants during the observation (Lodico et al., 2010). In the role of observer participant, I maintained a trustworthy relationship with participants while staying removed from interacting with those being observed. Taking on this role ensured that I was not an influence on the setting or activities being observed, yet the observer participant role allowed participants to feel comfortable with my presence in the room. Initial trust was established prior to observations and interviews, as I am a peer teacher at School A. I ensured participants that my role was not evaluative or supervisory. At the time of the data collection, I had been a teacher at School A for more than six years, with more than 13 total years of experience teaching. Having more than six years of experience teaching at an EL school, I was qualified in detecting the implementation of EL instructional subcomponents, as was necessary throughout observations.

As a teacher situated in the organization, School A, I have been part of the internal program evaluation known as the annual EL implementation review. As an

educator at School A, the reporting of the IR results have been revealed to me annually. Past results have indicated that instructional scores have been inconsistent over several years; prompting my decision to investigate teacher perceptions at School A of implementation of instruction as a core practice of EL with multiple subcomponents. As the researcher, I was able to easily relate to participants of the study due to my experience as a teacher in the setting being studied; pre-establishing trust between those being observed and questioned through the electronic questionnaire.

Being a member of the setting increased the risk of data *contamination* (Lodico et al., 2010). According to Lodico, et al., (2010) as a researcher situated in the organization being studied, my own awareness of the setting could have potentially interfered with data collected. Using well-developed protocols for observations, interviews, and questionnaires assisted in avoiding contamination through development of the data collection tools and data collection. Journaling and documenting preconceived assumptions about the study site, participants, and potential responses or observations was used to separate researcher and observer bias and opinions from the study. The following data analysis section provides more detail regarding protection used against potential bias and researcher contamination.

Data Analysis

Merriam (2009) defined how data collected in a study contains answers to the problem from which the study was derived and research questions generated; making data analysis the essential unveiling of the answers sought for the overall problem. Data analysis began, as suggested by Merriam, during the data collection process. Following

the completion of the 12 questionnaires, trends were noticed and documented during initial previewing of the data. Initial previewing of the data, referred to as preliminary exploratory analysis by Creswell (2008), was necessary in determining patterns and trends for organization and allowed me to determine if more data collection was necessary. Prior to observations and interviews, and subsequent to data collection with the questionnaire, early trends were considered and later became the foundation for follow-up questions in post observational interviews. As the data were submitted by participants' completion of the electronic questionnaire, the process of *open coding* emerged. Open coding, as described by Creswell, became the process of organizing findings into categories answering the research questions, where coding teachers' perceptions and additional insights into the phenomenon and problem of the study commenced. Through the open coding process, it was important to identify areas where further information would be needed to saturate the body of data collected.

The preliminary data analysis stage of open coding was conducted through initial previewing of the questionnaire data, and through transcription of each questionnaire's open- and closed-ended responses. Transcribing the data, which was collected via an electronic instrument, allowed for a more personal interaction with how each participant perceived the different subcomponents of instruction as sought through RQ1, as well as teachers' perceptions on student achievement and the annual IR, as sought through RQ2 and RQ3. Once previewed, transcribed, and coded through the open coding process, data was organized by research question, and sorted into themes.

Initial organization of data during the open coding process began with the sorting of each response by subcomponent, which allowed for analysis of gaps, or insights into the overall problem. Once the electronic questionnaire responses were organized by subcomponent, and research question, the responses then were again arranged onto a large 72-inch white board for further hand analysis and manipulation. The whiteboard was divided into two sections, and each section outlined data corresponding with research questions based on the trends and themes detected during initial analysis. On one side of the whiteboard, RQ1 related responses were transcribed under EL instructional subcomponent categories (seven in total: (a) effective lessons, (b) supporting all students, (c) reflecting and structuring revision, (d) culture of reading, (e) a culture of writing, (f) a culture of mathematics; and (g) integrating the arts). Displaying the data relating to specific subcomponents by individual participants allowed for side-by-side comparisons to be made regarding specific aspects of EL instruction. Using this method provided a greater picture of what teachers' perceptions were of EL instruction.

On the second half of the whiteboard, individual charts were created to organize RQ2 specific responses with the demographic information of teacher experience teaching in an EL school and teacher confidence level teaching EL instruction. Within the chart, data were organized into categories so that the information could be compared against relating themes. Figure 3 below illustrates how the data was organized for comparison. Trends in the data showed that teacher experience in teaching EL instruction (demographics) not only correlated with teacher confidence level teaching EL instruction (RQ1), but also connected with how much teachers could recall about EL instruction and

instructional subcomponents and/or elements (RQ1) as well as what teachers could recall or cite about how IR reports or goals effected their own instruction (RQ2).

Questionnaire Response Trend Comparison Chart	
Confidence level teaching EL instruction:	
Years of experience teaching EL instruction:	
Instructional subcomponents or elements of EL instruction practice recalled:	
How the IR reports and goals effected teaching practices:	

Figure 3. An analysis chart created and used to organize specific responses of participants on the electronic questionnaire for deeper side-by side comparison and analysis

Creating the chart for organizing common trends and themes allowed for creation of a visual display, exhibiting data that revealed connections with other data. Once data was filled, per participant, into the above chart displayed in Figure 3, the charts were then organized by confidence level, creating 4 total subgroups: extremely confident teaching EL instruction, very confident teaching EL instruction, confident teaching EL instruction, and somewhat confident teaching EL instruction. Once data was organized into the above four categories of confidence level, new trends emerged. Figure 3 not only contributed to new emerging themes hidden within the data, but also provided a foundation for future interview questions, which were conducted post observation.

Throughout the overall process of open coding, initial insight into the problem of the study began to emerge. The problem of this study was that the annual IR scores were inconsistent and in some cases unchanging for a period of four years at School A. The electronic questionnaire data provided perception into possible reasons why the school may have been performing inconsistently and/or without change in score. Data that emerged as potential answers to the overall problem of the study were organized into themes and further investigated through observations and interviews. Under each of the three research questions, different themes emerged, which provided insight into answering the problem of this study. RQ1 identified the perceptions of teachers regarding EL instruction as a core EL practice, and perceptions were organized into four major themes: Confidence levels and experience (teaching EL); Knowledge of instructional subcomponents; Implementation of subcomponents; and time constraints and need for PD. The electronic questionnaire, observations, and post observational interviews all contributed to gathering a rich, triangulated, body of data to answer RQ1. RQ2 identified the perceptions of teachers regarding instruction as an element of the annual IR, and perceptions were organized into two main themes: Knowledge of and personal instructional development guided by IR goals; and PD received related to the IR. Finally, RQ3 identified the perceptions of teachers regarding the impact of EL instruction on student achievement, and perceptions were organized into two main themes: student achievement impacted by EL instruction; and student achievement of the *whole student*.

Insights gained from the questionnaire data prompted further investigation to be done within observations and interviews. As suggested by Merriam (2009), data analysis

during data collection provided insight into important questions to ask further on in the study. Merriam suggested building a more specific fieldnote section throughout observations, targeting RQ1, where additional notes were taken describing activities, interactions, and conversation of teachers being observed. A preestablished guide for fieldnotes, piloted from the electronic questionnaire data, offered additional richness to the data collected throughout the electronic questionnaire phase and observations. Interviews additionally were guided by data collected throughout the electronic questionnaire stage of data collection. Initial analysis of the data revealed trends and themes that needed further investigating through follow-up, unstructured interview questions; adding to the richness and depth of data already collected.

Data analysis of observations and post observational interviews began with initial transcription of the observational checklist fieldnotes and notes taken throughout interviews of all three participants (onto the interview protocol, see Appendix B and D). Exclusive to the interviews, fieldnotes taken during interview sessions were immediately compared with the voice-to-text notes recorded throughout each interview. Immediate comparison allowed for alterations and necessary changes to be discovered immediately, protecting the integrity of what each participant shared during interviews. Following transcription of notes, the observational and interview data underwent initial previewing, referred to as preliminary exploratory analysis by Creswell (2008). Initial previewing was necessary in order to determine if more data collection was necessary.

Early trends were detected and later became new themes not caught during the electronic questionnaire data analysis stage or contributed to pre-established themes

discovered throughout the electronic questionnaire data analysis. The process of open coding, as described by Creswell (2008), became the process of organizing findings into categories answering the research questions. Teachers' perceptions and additional insights into the phenomenon and problem of the study were merged with data collected with the electronic questionnaires and additionally coded as a set.

All data, in the final phases of analysis stage, were looked at holistically and organized as data points tied to answering one of the three research questions. Questionnaire responses, interview responses, and observations were organized and assigned to one of the three research questions. Research questions, during the analysis stage, acted as categories for analysis, where each data point was exclusively related to one category (Merriam, 2009). All data were prepared and organized for the report of the findings, all data collected was transcribed and/or entered into a computer document for back-up purposes. Documents were encrypted with a password and stored on the Walden University OneDrive system.

Consistency, Trustworthiness and Potential Bias

Lincoln and Guba (1985) transformed the language of reliability and validity to conditions more appropriate for qualitative research, unbounded by a fixed set of situations or participants. Within the paradigm discussed by Lincoln and Guba, a responsibility of the qualitative researcher is to establish that findings of the study are consistent and trustworthy. In this study, trustworthiness was established by ensuring that the findings had *credibility*, *transferability*, and *confirmability*; while consistency was

established through *methods triangulation* and by verifying that the study's findings were dependable and supported by the data collected (Lincoln & Guba, 1985; Merriam, 2009).

According to Yin (2016), establishing credibility is essentially a means to demonstrate that findings are true and accurate, supported by data collected in the field. One method of establishing credibility of a study's findings is through triangulation of the data; which was used within this study through multiple methods of data collection (Merriam, 2009). Creswell (2008) defined triangulation as using multiple methods of data collection in order to provide multiple sources from which to gather and/or support findings. Triangulation in this study was achieved through use of three data collection methods and three separate instruments for collection. Data collection tools and instruments included: electronic, qualitative, open- and close-ended questionnaires (see Appendix C); classroom observations, which were structured through the observational checklist (see Appendix B); and post observational interviews, which used a semistructured protocol (see Appendix D). All instruments were developed with a Walden Doctoral Committee to directly align with the three research questions of this study. Through use of the three instruments of this study, triangulation was established by collecting a robust blend of evidence from three different sources. Lodico et al. (2010), contended that credibility of a study is establishing that the participants are represented truthfully throughout the data; hence, an additional method of establishing credibility of the findings was inclusion of direct quotes from questionnaires and interviews. Additionally, use of a highly structured, direct observation ranking system of evident and

observable EL instructional practices, allowed no room for interpretation or misrepresentation of data (participants perceptions).

Yin (2016), discussed the concept of transferability as a method of balancing the exclusivity and generalizability of a study's findings, to allow other researchers studying similar phenomenon, opportunities to determine if the research study could be applicable within their own research. Lodico et al. (2010), suggested that transferability is not the ability of the study to be transferrable; rather transferability is the ability for a separate researcher to consider the techniques, methods, data, and processes used with a unique sample under study, and determine if similar procedures could be used to study a different setting or sample. Lodico et al. further suggested that transferability is determined through the rich descriptions provided by the initial researcher.

Recognizing this bounded case study's exclusivity, while deeply and richly describing the findings, procedures, instruments, and processes, was completed to establish that the findings could be transferable for similar populations and settings (Lincoln & Guba, 1985). Throughout the data collection stage of observations and interviews, detailed and comprehensive fieldnotes were taken to ensure that no data was lost to negligence. Additionally, interview notes were hand scribed and recorded using a voice-to-text recording device that immediately recorded every word into a word document; guaranteeing that rich descriptions could be gathered from the data collected. In the analysis stage, intense descriptions of each participant's perceptions provided an abundant body of data to derive trends and themes through. Through reporting the findings of this study, each theme and finding was extensively discussed and supported

with multiple data points, as this study used triangulation of three data collection methods to guarantee that the body of data was saturated. Despite the uniqueness of this bounded case study, rich descriptions of the findings, supporting data, setting, sample, procedures, and processes, provides other researchers in the field, the potential to transfer components of this study into their own settings.

Confirmability, as defined by Lincoln and Guba (1985) is a means to establish that the researcher did not influence the study in any way, researcher bias was removed, and the researcher guarantees they did not influence the study in any way. As a researcher situated in the organization being studied, there was risk of potential bias, however procedures were implemented to minimize and control any subjectivity. Lodico et al. (2010) suggested that recording of bias or preconceptions through *reflective field notes* or journaling is valuable in analyzing the difference between the researcher's perceptions versus what the data says. Confirmability was achieved in this study by removing researcher bias through a journaling process. Journaling and documenting preconceived assumptions about the study site, participants, and potential responses or observations allowed for me to remove myself from the study to evaluate potential influences on the data collection and analysis process. Tracking and logging bias before and during the research kept actual data and researcher opinions separate and removed from the study. Overall, control of bias, contamination, instrument consistency and trustworthiness has been a primary focus and goal throughout the research, development, analysis, and reporting processes. This is a bounded, qualitative case study, which investigated what were unknown regarding teacher perceptions on EL instructional implementation within a

unique school; this study was not designed to prove preconceived ideas about a school or teaching practice.

Throughout this study, trustworthiness was established by ensuring that the findings were credible, transferable, and confirmable. Consistency was established through *methods triangulation* and by verifying that the study's findings were dependable and supported by the data collected (Lincoln & Guba, 1985; Merriam, 2009). Methods triangulation was accomplished through use of three data collection methods: electronic, qualitative, open- and close-ended questionnaires; classroom observations; and post observational interviews. All data collection instruments and protocols were developed with a Walden Doctoral Committee to directly align with the three research questions of this study. Through use of the three instruments of this study, triangulation was established through convergence of evidence from three different sources.

Findings

The overall problem of this study is that School A, the study site of research, was faced with inconsistent annual IR instructional scores, including scores of instructional subcomponents, some of which had not improved in four consistent years. School A additionally was faced with the challenge of not meeting proficiency in academic performance as evaluated by state mandated assessments. The research questions developed for this study sought to discover teachers' perceptions on instruction as an EL core practice, evaluated by the IR and perceptions regarding the impact of EL instruction on student achievement. Answering the three research questions with the data yielded by this study, provided insight into why the consistent problems at School A possibly

developed as they did, and additionally provide insight into how to possibly resolve some parts of the problems. This findings section is organized, first by how instrument assessed and related to the specific research questions of this study, then by demographics of the teacher participants who made up the population of this study. Finally, this section will discuss the how the findings of this study were supported with the data collected and aligned with three individual research questions.

Instruments and Research Questions

The three research questions guiding this study focused on the perceptions of teachers regarding: (a) instruction as an EL core practice, (b) instruction as an element of the annual implementation review, and (c) the impact of EL instruction on student achievement. As presented in Table 4, the questionnaire and interview questions have been linked to the research questions of this study. Observations of this study investigated teacher instruction as a core EL practice, relating to RQ1.

Table 4

Relationships Between Questionnaire and Interview Questions to Research Questions

Research Question	Interview Question/s	Questionnaire Question/s
1	1,4, follow-up questions	3-30
2	2, follow-up questions	31-34
3	3, follow-up questions	35

The conceptual framework provided an organizational structure for the findings of RQ1, aligning the subcomponents of instruction with the unique data collected for each component. During the data analysis process, the data were carefully coded and merged; interpreted holistically and organized by research question. All themes, derived from

emerging codes, were organized into two tables where the themes were arranged by research question and category, as can be seen in Table 5.

Table 5

Themes and Categories Developed from the Data

Research Question and Category	Themes
RQ1: Perceptions about instruction as core EL practice	Confidence level and experience Knowledge and instructional subcomponents Implementation of subcomponents Time constraints and the need for PD
RQ2: Perceptions about instruction as an element of the annual implementation review	Knowledge of the IR and personal instructional development guided by IR goals PD received related to the IR
RQ3: Perceptions about the impact of EL instruction on student achievement	Student academic achievement impacted by EL instruction and the whole student

Table 6 illustrates the breakdown of codes associated with subcomponents and preliminary groupings of the data, uncovered during the coding and analysis process. The following codes were used to organize the data into themes (as seen in Table 5) paired with one of the three research questions.

Table 6

Research Questions aligned with Codes Developed from the Data

Research Question	Subcomponents and groupings of data	Codes developed from the data
RQ1	Effective Lessons	Knowledge of subcomponents; level of confidence teaching EL instruction; lesson format; unpacking learning targets; inquiry and engagement; total participation protocols; time constraints; need PD
	Supporting all students	Implementation of multi-step-protocols; flexible groupings; differentiated instruction; meeting student needs; strategic materials; scaffolded support; time constraints; easy to implement; need PD
	Reflection and structuring revision	Classroom use of reflection/reflective practices; classroom use of revision; student goal setting/progress monitoring; need PD
	Culture of reading	Comfort level teaching reading; implementation of reading in content (reading strategies, multiple genres, reading protocols); need PD
	Culture of writing	Presence of writing in content areas; writing for multiple purposes; comfort level writing in content; writing process utilization; need PD

Research Question	Subcomponents and groupings of data	Codes developed from the data
	Culture of mathematics	Comfort level integrating math in content (uncomfortable, comfortable, but needs professional development); math experiences present in content; need PD
	Integration of the arts	Integration of the arts into all content areas; various uses of the art (evaluating art, culture represented in the art, project-based learning, celebration of diversity); need PD
RQ2	Knowledge of the implementation review/goals	Knowledge of implementation review goals; some of implementation review goals; basic of implementation review goals; no knowledge of implementation review goals; need PD
	Personal instructional development	Unsure; no affect; strengths and weakness of instruction; professional development; student achievement
	Professional development received related to implementation review	Unaware of implementation review goals; occurs often; occurs very often; occurs occasionally
RQ3	Student achievement impacted by EL	Impactful; response not related to student achievement, whole student impact
	Student achievement of the whole student	Social support for students; character building; habits of work and learning; life skills; multiple components

Table 6 outlines the codes used throughout the data analysis stage, organized by research question, EL instructional subcomponent, data groupings, and common themes that emerged from the data.

Demographics of Participants

Twelve participants consented to participating in the study and all 12 completed the electronic qualitative questionnaire. Of the 12 participants, three were purposefully selected to participate in observations and post observational, semistructured interviews, and all three participants agreed to participate. At the time of the study, 13 EL teachers were teaching at School A. All 13 were approached for participation and one of the 13 did not return a consent form; making the total number of participants 92% of the entire staff teaching at School A. The school population of both staff and students was small, as compared to traditional schools. According to the building administrator, the small size of the school was intentional during the development stages by stakeholders (Building Administrator, personal communication, July 24, 2017). The size of the school contributes to the small number of staff employed at the school, as well as the quantity of students enrolled; and therefore, the small population available for the study.

Demographics of participants played an important role in both selecting observation and interview participants, and in identifying trends and patterns in the data during analysis. The demographics used during this study included the amount of years each participant had been teaching in length, as well as the amount of years each participant had been teaching in an EL school at the time of data collection. The amount of years spent teaching in an EL school was a key factor in organizing data and uncovering significant findings during analysis. The three subgroups of participants were established through question two of the electronic questionnaire; subgroups included: teachers teaching in an EL school for 5-10 years, teachers teaching in an EL school for 2-

5 years, and teachers teaching in an EL school for one year or less. Table 7 compares each participant's total length of time teaching with the length of time they have spent teaching in an EL school.

Table 7

Demographics Comparing Overall Teaching Experience to EL Teaching Experience

Overall Time Spent Teaching	EL Experience Teaching 5-10 Years	EL Experience Teaching 2-5 Years	EL Experience Teaching 1 Year or Less
10-20 years	xxxx		x
5-10 years	x	xxx	x
2-5 years		xx	

Note: Each *x* denotes one participant.

All participants involved in this study were represented in Table 7. The information in Table 7 was significant in establishing that most of the teachers with 5-10 years of experience teaching in an EL school had between 10 and 20 years of overall teaching experience. Additionally, Table 7 illustrates the variability among participants of overall teaching experience with length of time teaching at an EL school. Three participants, who included teachers from varying levels of experience teaching in an EL school, were contacted for observations and interviews. The three consenting teachers were labeled with pseudonyms: Participant A had been teaching in an EL school between 5-10 years; Participant B had been teaching in an EL school between 2-5 years; and Participant C had been teaching in an EL school between 0-1 year.

Research Question 1: What are teachers' perceptions about instruction as a core EL practice?

RQ1 addressed the perceptions of teachers regarding instruction as an EL core practice. Instruction is one of five core EL practices: (a) curriculum, (b) instruction, (c) assessment, (d) culture and character, and (e) leadership (EL Internal Implementation Review, 2016). Instruction is comprised of seven subcomponents, which guided the conceptual framework of this study, as well as the qualitative questionnaire questions, the observational checklist, and the post observational interview protocol. The seven subcomponents of instruction are: (a) effective lessons, (b) supporting all students, (c) reflecting and structuring revision, (d) culture of reading, (e) a culture of writing, (f) a culture of mathematics; and (g) integrating the arts (EL Internal Implementation Review, 2016). Throughout the literature review and analysis of instruction as an EL core practice, many elements of each subcomponent emerged as research-based methods of instruction, which have been shown to support student achievement. The EL implementation review assesses and evaluates the annual practices of School A in implementing the core EL practices each year through analyzing the schools' execution of instructional subcomponent elements throughout the school day and year. The elements provide a framework for daily instructional practices. Subcomponents and the elements were used to create the observational checklist, as well as most of the questionnaire questions.

Qualitative electronic questionnaire questions 3-30 addressed exclusively RQ1, regarding teachers' perceptions about instruction. Overall, the teachers teaching at School

A varied in confidence levels implementing EL instruction as a whole. After analysis of question responses, many themes emerged, highlighting potential indicators to the overall problem of the study. Questions 3-30 in the questionnaire addressed one or more of the seven subcomponents of EL instruction. Table 8, below, outlines how each of the 27 questionnaire questions, link with the subcomponents and specific elements of EL instruction (note: some elements overlap within subcomponents, as can be noted in Table 8). The observational checklist (see Appendix B) completely follows the structure of the seven subcomponents of instruction, as outlined in column one of Table 8, as well as the same elements listed in column two. Post observational interviews were initiated with structured questions, specific to the three research questions, and moved on to unprompted follow-up questions, seeking a richer, thicker body of data to add to initial findings discovered through preliminary analysis of the electronic questionnaire data.

Table 8

Questionnaire Questions Relative to the Seven Subcomponents of Instruction

Instructional Subcomponent	Questionnaire Question Number and Element Focus
All 7 subcomponents	#3 Confidence level teaching EL instruction # 4 Identify subcomponents and Elements
Effective Lessons	#5 Learning targets #6 Learning targets used for progress monitoring #9 Lesson format #10 Use of inquiry and engagement
Supporting All Students	#7, #8 Use of multi-step protocols #11 Flexible groupings #12 Differentiated instruction #13 Perceptions of student support within school #14 Sufficient time allotted for supporting students
Reflection and Structuring Revision	#6 Learning targets used for progress monitoring #15 Use of reflective practice #16 Lessons involving peer edit opportunities #17, #18 Work requiring multiple drafts
Culture of Reading	#19 Comfort level teaching reading #20 Use of multiple genres in content #21 Reading in content #22 How reading is taught #23 Use of multistep protocols
Culture of Writing	#24 Comfort level with writing in content #25 Frequency of writing in content
Culture of Mathematics	#26 Comfort level with teaching math in content #27 Feelings on math being taught in every classroom
Integration of the Arts	#28 Frequency of art used in contents #29 Purposes of integrating art #30 Art used to connect cultures

Note: Table 8 only displays questions relating to RQ1. Additional questions relating to RQ2 and RQ3 made up the remainder of the questionnaire, as can be seen in Table 4.

Providing a thick, rich description, such as the organization of specific elements and subcomponents used for data collection, represented in Table 8, increases the likelihood that the results of the study may be, as Lincoln and Guba suggest (1985), transferrable to other studies investigating teachers' perceptions on instruction as a core EL practice or the instructional elements and subcomponents of EL instruction.

Following a thorough and intensive data analysis process, major themes occurring within the data were discovered under RQ1; teachers' perceptions of instruction as an EL core practice. The three instruments of this study contributed to revealing the following themes: confidence level teaching EL instruction; knowledge of EL instruction; implementation of EL instruction; time constraints; and professional development. The next five sub-sections of the RQ1 portion of this *Findings* section will discuss, at length, the above five emerging themes, related findings, and the rich data collected to support the outcomes.

Confidence level teaching EL instruction. RQ 1 investigated teachers' perceptions regarding instruction as a core EL practice and through data analysis of the electronic questionnaire, confidence level in teaching EL instruction was a reoccurring theme. Data related to RQ1, and teacher confidence levels teaching EL instruction, exhibited a significant relationship to the three subgroups of demographics of teachers teaching in an EL school. The confidence levels of teachers teaching EL instruction were determined through the electronic questionnaire question number three, How confident do you feel implementing EL instruction?. Findings from question three, on the electronic questionnaire, showed that teachers who had the most experience teaching in an EL

school, were less confident, on average, than those teachers at School A in the EL experience subgroup of 2-5 years, with less experience. Data supporting the variation in confidence levels can be seen in Table 9, below.

Table 9

Confidence Level Implementing EL Instruction by Teacher Demographic

EL Teaching Experience	Teacher Confidence Levels Teaching EL Instruction			
	Extremely Confident	Very Confident	Confident	Somewhat Confident
EL Experience Teaching 5-10 Years	x	x	xx	x
EL Experience Teaching 2-5 Years	xx	xx	x	
EL Experience Teaching 1 Year or Less				xx

Note: Each *x* denotes one participant.

The responses regarding confidence level had a large range of variability among the subgroups of EL teaching experience. The data displayed in Table 9 supports the finding that a majority of teachers with the most experience teaching in an EL school (between 5-10 years) were less confident, on average, than those teachers with less experience teaching in an EL school (between 2-5 years). Three out of the five teachers teaching in an EL school between 5-10 years were confident, or only slightly confident, implementing EL instruction; while four out of five teachers teaching in an EL school

between 2-5 years were extremely confident or very confident implementing EL instruction.

The electronic questionnaire was valuable in identifying that there was a relationship between the confidence levels of teachers teaching EL instruction and years of experience in teaching EL instruction at School A. Findings were surprising, as teachers with more experience teaching EL were not expected to feel less confident teaching EL than those with less experience in the 2-5 EL experience subgroup. Participants in the 5-10 years of EL experience subgroup may have been predicted to be the most confident teaching EL instruction. The lack in confidence levels among some teachers offers insight into the problem of this study regarding inconsistent IR scores on an annual basis. Variability in confidence levels teaching EL instruction, determined by the electronic questionnaire, was a potential indicator for why instructional scores of the IRs may have been inconsistent in years past; hence, rendering confidence levels of EL teachers, an important finding.

Although the data gathered from the questionnaire were valuable for the identification of confidence levels among the subgroups, saturation was not fully achieved through solely the electronic questionnaire. In order to achieve saturation, a section of the observational checklist fieldnotes and post observational follow-up interview questions were devoted to discovering a larger set of data to support (or refute) the findings presented through the questionnaire data on confidence levels teaching EL instruction, particularly highlighting the difference in confidence levels between the subgroups divided by EL teaching experience. Observations were conducted to determine

how evident and observable teachers' EL instructional practices were, including attitudes, actions, behaviors, and terminology. Assuming a teacher's confidence level through observations of instructional practices was a conjecture; however, according to Yin (2016), making inferences is an action primarily done with analysis of observational data. Yin suggested that due to the abundance of inferences and conjectures made in qualitative analysis for findings, maintaining and establishing credibility within the study should be achieved through triangulation of data using multiple data collection methods. Triangulation was completed through collecting data via all three instruments, questionnaires, observations and interviews.

Yin (2016) described the process of rating the behaviors of participants during observations to quantify or rank the practices of that participant, essentially providing a quantitative value to the conduct, performance, and/or actions of the participant. The process of ranking, as Yin purported, was used for this study within the observational checklist (see Appendix B). As guided by Merriam (2009), observations painted a full picture of each participant as an EL classroom teacher, which provided a sense of how fully each participant implemented or was capable of implementing EL instruction. Careful notes were collected on each participant, and participants' actions, language, tone, and discussion of EL instructional related elements and subcomponents.

Throughout observations, the implementation levels of EL instruction were evaluated, and assigned a rank based on how evident and observable each practice was (ranks 5-1, 5 being very evident; 1 being not evident). Ranks were determined through teachers' behaviors, actions, use of EL terminology, and implementation of EL

subcomponents and elements provided to students throughout the lesson. Figure 2, above, displays an example of how teachers were ranked during observations for each element of the seven subcomponents of EL instruction. According to Yin (2016) a participant's behaviors can be detected through quantitative ranking similar to how teaching practices were used to identify the approximate confidence levels of observed participants in this study. The use of observations to determine teachers' confidence levels was supported through the post observational interview process where each participant was personally asked about their confidence teaching EL instruction, triangulating the data collected from the electronic questionnaire and observations.

Observational data supported that the confidence levels in teaching EL instruction, from teachers in each subgroup of EL teaching experience, varied. Similar to data collected throughout the electronic questionnaire, data from the observations supported that Participant B, the participant with 2-5 years of EL teaching experience, appeared to be the most confident of the three total subgroups; demonstrating the highest rank in observable, EL implemented teaching practices of the three participants observed. Participant A, the participant with the most EL teaching experience in the school, between 5-10 years, ranked the same as Participant C, the participant with the least amount of experience teaching EL in the school and within the subgroup of EL experience. Both Participant A and C, appeared to be less confident than Participant B in implementing EL instruction, based on observable EL instructional practices alone. Figure 4 displays the average ranking of observable EL practices per participant studied

throughout the observation process; providing a visual comparison of how evident teacher implementation of EL instruction was during each observation.

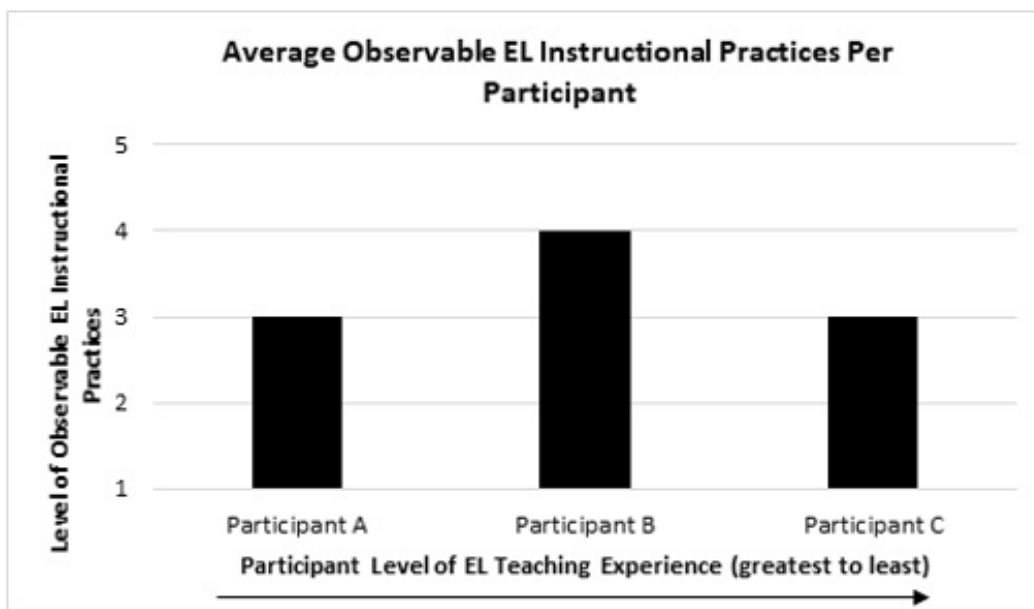


Figure 4. The graph illustrates the average ranking of observable EL practices per participant studied throughout the observation process.

According to Figure 4, Participant B displayed more evident and observable EL instructional practices throughout the lesson observed, hence appearing to be more confident than Participant A and C who ranked similarly in evident and observable EL instructional practices. Observational data supports the findings gathered from the electronic questionnaire, that teachers with the most background teaching EL instruction between 5-10 years, on average, were less confident than those teachers who had 2-5 years of experience teaching EL instruction. Additionally, both the questionnaire and observations showed that some participants from the subgroup of teachers teaching EL instruction between 5-10 years appeared to be as confident as teachers who had only been

teaching EL instruction for 0-1 year. The electronic questionnaire and observations supported the overall findings that certain subgroups of participants were more confident teaching EL instruction than others, furthermore, the post observational interviews determined specifically why participants from each subgroup felt the confidence levels they did.

Post observational interviews further supported findings from the questionnaire and observations with data collected from Participants A, B, and C of varying experience levels teaching EL instruction. Participant A, the teacher with the most experience at School A teaching EL instruction, was asked what his/her confidence level teaching EL instruction was, and how the length of time spent teaching EL instruction influenced his/her comfort or confidence level with the EL practices and instruction. Participant A responded with the following:

Well, first, I'd have to say that I am confident teaching EL, but not very confident, and especially not as confident teaching it as I used to be. When I first started, the school sent me to all kinds of PD on EL and a summer academy to learn different ways to teach through EL. They always had something for me to go to and learn new strategies. Even our weekly meetings had some kind of PD involved, and now weekly PD does not happen, the meetings discuss agendas and important events. I felt fresh back then. Now, I feel like am not as comfortable because I have forgotten things. I need refreshers from time to time to feel comfortable teaching EL the way I used to.

The interview response from Participant A revealed a great deal regarding the perceptions of why a participant with the most experience teaching EL instruction in a school, felt the level of confidence he/she felt. Data collected from Participant A supported findings from the questionnaire and observations and clarified why Participant A felt less confident than those with less experience. Findings showed that for Participant A, with the most EL teaching experience, more training in EL instruction was provided to him or her upon teaching in an EL school, to the point where the participant claimed he/she felt “fresh” in the beginning. Participant A also admitted to needing “refreshers...to feel comfortable teaching EL” as he/she had before. Participant A additionally claimed that regular weekly PD was no longer available, contributing to his/her decline in confidence.

In a follow-up question, Participant A was asked why he/she felt he/she had not attended as much PD as in the past upon being a new EL teacher. Participant A responded by stating:

I’m not entirely sure, however, I think that maybe once you have been here awhile, they only send teachers that are newer for training. The newer teachers do seem more comfortable teaching EL. I’m not really sure why we don’t have PD in our weekly meetings anymore, it’s probably because there isn’t much time for it, although it would really help a lot of teachers.

Participant A’s response provided insight into how different levels of EL experienced teachers may receive different levels of exposure to PD, based on how new they are to the EL program. Additionally, Participant A shared that weekly PD, once in place at the time of his/her entrance into teaching at School A, has since been replaced with other

meeting priorities, possibly due to time constraints within the schedule (another trend and theme of this study).

Regarding confidence levels in teaching EL instruction, Participant A was finally asked if he/she thought everyone teaching at School A felt the same way about wanting more PD or feeling less comfortable teaching EL because PD (as stated by Participant A) isn't offered as much as it used to be. Participant A responded by stating:

No, I don't think that the newer people here feel that way. I mean I can't speak for them, but they certainly seem more comfortable, and know all the new EL practices and ways to teach. The newer people get asked to go to more PD and conferences to learn EL practices and seem to be more refreshed than someone like me who has been teaching EL for a long time.

Finally, Participant A provides perception into his/her own viewpoints and perspectives regarding the differences in why some teachers may feel more confident and comfortable implementing EL instruction than others. Data from Participant A's interview explains that newer teachers receive more PD to be trained on EL instruction than those who have been teaching EL for a longer period of time. Additionally, Participant A's responses contributed to the body of data sorted under the themes of *need for professional development*, and *time constraints* (see Table 5), as his/her responses suggest that the deficiency in confidence could be due to a lack of consistent PD and/or time constraints within the schedule.

Participant B, the teacher with 2-5 years of experience teaching EL instruction, was asked what his/her confidence level teaching EL instruction was, and how the length

of time spent teaching EL instruction influenced his/her comfort or confidence level with the EL practices. Participant B responded with “Well, I have only been teaching EL for a few years, but I am extremely comfortable teaching it”. As a follow-up question designed to have Participant B elaborate on what led him/her to a position of feeling *extremely confident* teaching EL instruction, I asked what helped him/her develop the level of confidence he/she currently had. Participant B responded with:

I have a toolbox full of strategies to use, mostly acquired through really well-developed professional development. I learn a lot from EL recommended books and the national conferences that come each year, focused on Expeditionary Learning practices and ways to improve practice or be more efficient in integrating core practices into lessons. National conference has been a great way to gain new knowledge in many areas all in one setting, with multiple days of EL-based PD.

Participant B’s confidence can alone be detected through the interview responses he/she provided, stating first-hand, the many different methods he/she used to become familiar with EL-based core practices and instructional methods. Additionally, Participant B had up-to-date insight into the benefits of PD organizations such as *National Conference*.

Participant B cited many different ways he/she gained confidence in teaching EL instruction. When Participant B was asked if he/she felt that EL-based PD was the reason he/she was *extremely confident* teaching EL instruction, Participant B responded with:

Yes and no. I feel that I have attended a lot of professional development in the last few years working with EL, which has informed me a great deal, opening up my

vocabulary and knowledge base to new practices to use within the classroom.

Those experiences have driven me to gain further knowledge myself, through reading and following new EL strategies and differentiated instructional ideas published by EL and other experts in the field. Best practices include more than just EL. EL is the structure for ideal teaching practices and encourages other methods to be drawn from and to be imbedded in practice. So, yes PD has helped me gain confidence in teaching EL, but it has also pushed me to gain knowledge on my own.

Participant B's responses contributed to data identifying the relationship between level of confidence and length of experience teaching EL instruction. Participant B did admit to participating in PD, and also acknowledged the strength of self-education in his/her own level of knowledge and confidence. Participant B's responses supported the claim made by Participant A, that those teachers with less experience teaching EL attended more EL-based PD, and seemed to be more confident in teaching EL. According to the data collected by Participant A and B, teachers with 0-1 year of teaching experience should be more confident than what was admitted to in the questionnaire by both participants with 0-1 year of EL teaching experience. The post observational interview with Participant C provided insight into why the subgroup possibly was not as comfortable as the subgroup of newer teachers with 2-5 years of EL teaching experience.

Participant C, the teacher with 0-1 year of experience teaching EL instruction, was asked what his/her confidence level teaching EL instruction was, and how the length of time spent teaching EL instruction influenced his/her comfort or confidence level with

the EL practices. Participant C responded with “I am not really that confident teaching EL yet, because I’m pretty new to it. I think that EL practices, from what I’ve heard, are really conducive for students to achieve, but being so new, I’m not sure I can say that I’m very confident to start off”. Participant C’s response supports findings from the electronic questionnaire, which showed that the subgroup of teachers teaching EL for 0-1 year were among the least confident, all ranking themselves as only *somewhat confident* in the questionnaire. Participant C added to the data collected throughout questionnaires by stating that the lack of time spent teaching EL contributed to his/her lack of confidence teaching it.

Although the data collected by Participant C in the above response added to data supporting the finding that each subgroup of teachers with varying levels of EL teaching experience had varying levels of confidence teaching EL, the above response did not provide insight into why the newest teachers with 0-1 year of EL teaching experience were not as confident as teachers teaching EL between 2-5 years, as would be expected following the data collected by Participants A and B, suggesting that newer teachers receive more EL-based PD. When asked in a follow-up question if he/she had experienced EL-based PD yet, Participant C responded with “Well, it has been offered to me, however, I had a previous engagement this summer. They wanted me to attend the EL summer academy for a week. They have asked me to go to the National Conference in a few months, which will have a lot of EL PD for me to gain from”. Participant C identified that he/she had been asked to attend initial PD offered to new EL staff, however he/she could not attend. Participant C’s low confidence level in teaching and

implementing EL instruction was due to his/her lack of experience, and lack of exposure to EL PD designed to train teachers in EL practices, further supporting the finding that the link between confidence levels teaching EL instruction and the length of time spent teaching EL could be associated with the amount of exposure to EL-based PD each teacher had. Interviews and observations revealed that Participant A's observable level of confidence was the same as Participant C, a teacher who had only been at School A for 0-1 year and who had received no training in EL practices.

In all, the electronic questionnaire, observations, and interviews yielded data that answered RQ1, what teachers' perceptions were regarding EL instruction, and specifically, their confidence levels of EL instruction implemented in their own classrooms. Interview data contributed to data saturation by investigating, at a personal level, why teachers felt the confidence they felt at each subgroup level of EL teaching experience. Additionally, interview data added to the overall findings of the study by providing data that associated the amount of exposure to EL-based PD each teacher had with their level of comfort and EL teaching experience.

Knowledge of instructional subcomponents. Research Question 1 investigated teachers' perceptions regarding instruction as a core EL practice and through data analysis of the electronic questionnaire, knowledge of instructional subcomponents was a reoccurring theme. In determining how much each participant could recall about EL instruction, question number four on the electronic questionnaire, asked all 12 participants to identify as many subcomponents or elements of instruction as an EL core

practice as possible. Responses of participants varied, and supported data collected under the previous theme regarding teachers' confidence levels and experience teaching EL.

On average, participants with 2-5 years of EL teaching experience (five total participants of the entire population of 12) were able to recall more different subcomponents and or elements of EL-based instruction and instructional practices than participants with 5-10 years and 0-1 year of EL experience. On average, participants with 2-5 years of EL experience were able to recall 4 different subcomponents or elements of EL-based instruction and instructional practices. The overall range of practices recalled within participants with 2-5 years of EL experience was 8 to 0; meaning that one participant was able to recall eight different subcomponents or elements of EL instructional practice, and another participant recalled none. With participants from the subgroup of 5-10 years of EL teaching experience (five total participants of the entire population of 12) the overall average of subcomponents or elements of EL-based instruction and instructional practices recalled were two, with an overall range of 5 to 0; meaning that one participant was able to recall five different subcomponents or elements of EL instructional practice, and another participant recalled none. Participants with 0-1 year of EL teaching experience (two total participants of the entire population of 12) recalled less than one different subcomponent or element of EL-based instruction and instructional practices, with an overall range of 1-0; meaning that one participant recalled one subcomponent or element of EL instructional practice, and another participant recalled none. Overall, the total number of subcomponents and elements recalled was unforeseen, as there are seven total subcomponents and dozens of elements of

instructional practice available for recall and practice. Although the subgroup of teachers in the 2-5 EL teaching experience range were able to recall more elements and subcomponents of EL instructional practice than any other subgroup, School A teachers as a whole recalled few in comparison to the total number of elements and subcomponents available for daily EL instructional practice.

Data collected from the questionnaire supports that teachers in each subgroup of experience at School A, showed a gap in knowledge of or recall of the seven subcomponents and elements of EL instruction. In order to strengthen the data collected in the questionnaire under the theme of *knowledge of instructional subcomponents*, triangulation through observations and post observational interviews was completed to add to the body of data collected. Data collected through observations of Participants A, B, and C supported a gap in evident and observable EL instruction implementation for all three participants observed. As displayed in Figure 4, no participant attained the optimal level of 5 for observable and evident EL instructional practices. Although Participant B displayed more evident practices than Participants A and C, his/her average observable EL instructional practices were four out of a possible five. Participants A and C displayed less evident practices than Participant B, averaging three out of a possible five for evident and observable EL instructional practices.

Interviews conducted with Participants A, B, and C under the umbrella of the theme *confidence level and experience*, showed that the possible gaps in confidence levels were attributed to the need for EL-based PD. The theme *knowledge of instructional subcomponents* showed additional gaps in the knowledge and/or recall of subcomponents

and elements of EL instruction by participants. In discovering what attributed to the possible gaps in teacher knowledge and recall of instructional subcomponents, interviews were conducted to further investigate the theme and collect more data for saturation purposes.

Post observational interviews purposefully asked all three participants the same structured, predetermined question regarding what their perceptions regarding the seven subcomponents of instruction as a core practice were. This predetermined question was prepared to ascertain just how much each participant, specifically and in person, could recall regarding the EL instructional subcomponents for data saturation of RQ1. When asked about the seven subcomponents, Participant A responded by stating, “I know we have them, but I don’t know them. I’m not an author of the subcomponents. I need to be asked to be part of it, to be part of creating them in order to know how to use them daily”. Participant A was not able to recall any of the subcomponents, only that he/she knew of them, claiming that overall problem was involvement with the creation of them, which would benefit his/her knowledge. In a later, follow-up question, designed to determine specifically what each participant would benefit from in targeted PD, each of the three participants were asked what would have helped them the most in EL through PD. Participant A’s response was later associated with the theme *knowledge of instructional subcomponents*, as his/her response provided insight into why possible gaps existed with *knowledge of instructional subcomponents*. Participant A replied: “To know more about the 7 subcomponents, and how the 7 subcomponents have been successful. Why do they work? I don’t know. I’m sure at one time I knew, but it’s been too long since I’ve

learned”. Participant A’s response not only supported that PD was necessary for knowledge of the seven subcomponents and elements of EL instruction, but also supported that there was a gap in his/her understanding of what the subcomponents were.

Participant B, on the other hand, expressed insightful knowledge into one specific subcomponent, highlighting his/her perceptions of what was deficient as an overall EL approach towards the subcomponent. Participant B stated:

The subcomponent I have the most to say about is Math. With regards to integration of math, EL doesn’t have a good idea of how to do it. Math is thought of as a problem, but it needs to be a propeller of expedition. Without authentic problems during expedition, it is lost. This culture of math should be providing purpose for why we use math in expedition. What does a culture of math look like? We need exemplars.”

Participant B did not essentially recall the subcomponents; however, he/she did express his/her perceptions on the flaw regarding one specific subcomponent of integrating math into the content areas; a subcomponent that has been unchanging in the annual implementation review for four past consecutive years (EL Internal Implementation Review, 2013, 2014, 2015, 2016). Participant B’s response provided insight into what one teacher specifically perceived about EL instructional subcomponents and how deeply he/she knew of the subcomponents in order to produce such a specific and targeted response.

Participant C, the participant with the least amount of experience teaching EL instruction, was asked what his/her perceptions were regarding the seven subcomponents

of instruction as a core practice. Participant C responded with “I don’t know”, supporting that the newest teachers without exposure to EL training and PD have little to no knowledge of EL instructional practices. Although observations showed that Participant C implemented some observable and evident EL-based instructional practices, interviews showed that Participant C was possibly not aware of which practices were related to EL instructional subcomponents. In a follow-up unstructured question, I prompted Participant C to reflect on his/her own instruction from the lesson observed and recall which subcomponents he/she intentionally used. Participant C responded with “I wasn’t aware that I was specifically following subcomponents, I just know what good practices are to have in a classroom. I haven’t had any PD yet to know what the subcomponents are”. Participant C’s response further supported that PD was necessary for participants to not only feel confident teaching EL instruction, but also to know and recall how to teach EL instruction.

In all, the electronic questionnaire, observations, and interviews answered RQ1, showing that there were gaps in understanding and knowledge of what EL instruction fully was as an EL core practice, and even though practices may have been observable in lessons taught by teachers of varying levels of EL experience, not all teachers were aware that they were teaching with EL-based subcomponents and elements of instruction. In addition to determining that there was a gap in knowledge and recall of instructional subcomponents and elements by teachers, data also supported that PD was necessary for some participants, in attaining a deeper or even just a base of knowledge in EL instructional practices.

Implementation of subcomponents. RQ 1 investigated teachers' perceptions regarding instruction as a core EL practice and through data analysis of the electronic questionnaire, implementation of instructional subcomponents was a reoccurring theme. Questionnaire questions 5-30 were entirely dedicated to the EL subcomponents and elements of instruction and determining teachers' perceptions regarding implementation of the EL subcomponents and elements. Teachers were asked open- and closed-ended questions, prompting both multiple select and short response answers. Under each subcomponent of EL instruction, findings were significant in not only answering RQ1, teachers' perceptions regarding EL instruction, but also in providing insight into potential gaps existing within the EL instructional model as teachers perceive the model to be implemented both within the school or in their own classrooms; hence shedding light on the problem of the study. Subcomponents include: (a) effective lessons, (b) supporting all students, (c) reflecting and structuring revision, (d) culture of reading, (e) a culture of writing, (f) a culture of mathematics; and (g) integrating the arts (EL Internal Implementation Review, 2016). Investigating the EL subcomponents and elements contained within subcomponents of EL instruction was significant in determining answers, digging deeply into the very heart of the problem. Exposing teachers' perceptions on subcomponents and elements, showed where gaps and problems exist.

Effective lessons. Several questions of the electronic questionnaire were dedicated to specifically investigating teachers' perceptions regarding implementation of effective lessons, a subcomponent of EL instruction. Overall, data collected by the questionnaire supported that teachers, for the most part, perceived effective lessons at

School A to be implemented fully in classrooms. Some exceptions to full implementation included use of learning targets to monitor student progress. Although teachers perceived most classrooms discussed and broke down learning targets of a lesson with students, eight out of 12 teachers believed students only occasionally or rarely felt that learning targets were used to monitor student progress of lesson goals. Data showed that a gap existed within implementation of effective lessons at School A, specifically regarding use of learning targets to monitor progress of content-based goals. Findings offered insight into the problem of the study, presenting evidence as to how fully the subcomponent, effective lessons, was implemented at School A. Data collected within observations supported the findings detected also within the questionnaire.

Through observations, the seven subcomponents and elements of EL instruction were targeted within the observational checklist; including teacher utilization of learning targets for progress monitoring, and the unpacking of learning targets within the lesson. Participant B, the participant with 2-5 years of EL teaching experience, showed practices that were very evident and observable, going over the learning targets, unpacking them with students, and referring to learning targets at several points throughout the lesson to have students monitor their own progress with meeting each target. Participant A, the teacher who had been teaching in an EL classroom between 5-10 years, had somewhat evident and observable practices regarding use of learning targets, where learning targets were referred to in the beginning of the lesson, but not used throughout, and targets additionally were not used for progress monitoring by students. Participant C, the teacher who had been teaching in an EL classroom between 0-1 year, had evident and observable

practices regarding use of learning targets, where learning targets were referred to in the beginning and during the lesson, were unpacked, and referred to slightly with students, when asked if they were meeting the target or not. Questionnaire data found that most participants unpacked the learning targets, however, not all used targets to monitor student progress. Observational data supported data collected through the questionnaire, finding that not all teachers were observed to use learning targets for progress monitoring.

The overall findings regarding teachers' perceptions of the implementation of the EL subcomponent, effective lessons, supported that teachers at School A implemented effective lessons, utilizing most elements of effective lessons, frequently. Data collected from observations and questionnaires supported that teachers perceived effective lessons to be fully implemented within most of the subcomponent elements, excluding student use of learning targets for progress monitoring, which was found to be implemented *occasionally or rarely*. Effective lessons, as evaluated annually on the IR, in the 2015-2016 AY, was among the highest implemented subcomponent of EL instruction at School A, scoring a 4 out of a possible 5 (EL Internal Implementation Review, 2013, 2014, 2015, 2016). Findings from this study offer key information regarding how the school could improve scores in the future to achieve *full implementation* status on the annual IR.

Supporting all students. RQ1 investigated teachers' perceptions regarding instruction as an EL core practice, which included investigating how teachers perceived each of the seven instructional subcomponents. Supporting all students is the second subcomponent of EL instruction investigated under RQ1, throughout this study. Several

questions of the electronic questionnaire were dedicated to specifically investigating teachers' perceptions regarding the second subcomponent of instruction, supporting all students, which showed some gaps in implementation of elements of the subcomponent, important to answering the problem of this study. The overall findings regarding teachers' perceptions of the implementation of the EL subcomponent, supporting all students, showed that teachers at School A perceived the school to support all students a majority of the time, with certain exceptions, such as differentiated instruction, and time constraints of lengthy protocols used to support students (Time constraints will not be discussed within this sub-section. See the subsection Time constraints and need for PD below for findings related to supporting all students and constraints with time).

Differentiating instruction is an element of supporting students, shown, through data collection, to be not fully implemented as perceived by teachers at School A. Data showed in an open-ended question on the electronic questionnaire, that some participants cited differentiated instruction as implementation of: lesson modifications, marking up text for students, different required assignments; all of which are not categorized as differentiated instruction (Santangelo & Tomlinson, 2012). Data supported that some teachers' perceptions of differentiated instruction used in the classroom, were not evident of differentiated practices, which support students. Santangelo and Tomlinson (2012) identified differentiated instruction as an instructional technique used to allow students of different ability levels to access the same content. Modifying instruction or giving students access to different content does not qualify as differentiated instruction.

Six of the 12 participants identified practices not in-line with true differentiated instruction, recalling practices they used, such as: “pairs”; “modified assignments”; and “different requirements for assignments”; which are not differentiated methods, according to Santangelo and Tomlinson (2012). The remaining six of the 12 participants admitted that they did not regularly differentiate in their classroom. Participants stated things like, “very little differentiation in my class”, and “...differentiation takes more time than we have to plan it, very little PD on this”. Data collected by the questionnaire showed that differentiated instruction was not fully implemented within the subcomponent of supporting all students; some teachers even claimed a need for PD was present, and lack of time impacted implementation. In all, the questionnaire showed that differentiated instruction was an element of under the subcomponent, supporting all students, not fully implemented by teachers at School A, offering insight into the potential problem of the study.

Observations and interviews offered additional data to support that differentiated instruction was a practice not fully implemented, as perceived by teachers. Participant A, the participant with the most experience, was observed to have *somewhat evident* differentiated practices, using flexible grouping, and hands-on interactive activities, which offered access for all students. In a follow-up, post observational interview, Participant A acknowledged that differentiated instruction in his/her class was hindered, by time, stating that “Time constraints are one of the biggest issues with what I wish I could teach and what I can teach. I would do more total participation and differentiated activities, but I can’t because there’s no time. I only have 45 minutes to teach my

content”. Participant A perceived that time constrained the amount or level of differentiated instruction he/she could make available to students.

In contrast, during the Participant B’s observation, *very evident* differentiated practices were observed, supporting inconsistencies within the uniform implementation of support for all students. In a follow-up interview, Participant B, was asked what kind of PD would help the most in EL. Participant B responded with, “Differentiated instruction. I feel like most people don’t know what it is. And I have gained a lot from researching on my own accord.” Insight provided by Participant B through interviewing, showed that Participant B recognized the gap among his/her peers and in their instruction, while observation of Participant B supported that he/she had knowledge of how to support students through differentiated instruction, as his/her differentiated practices were *very evident*. In all, differentiation of content, uniformly implemented across all curriculums to support students, was found to have gaps in practice at School A, as perceived by teachers. A gap in differentiation adds insight into answering the problem of this study.

Reflection and structured revision. RQ1 investigated teachers’ perceptions regarding instruction as an EL core practice, which included investigating how teachers perceived each of the seven instructional subcomponents. Reflection and structured revision is the third subcomponent of EL instruction investigated under RQ1, throughout this study. Several questions of the electronic questionnaire were dedicated to specifically investigating teachers’ perceptions regarding the third subcomponent of instruction,

reflection and structured revision, which showed some gaps in implementation of elements of the subcomponent, important to answering the problem of this study.

The electronic questionnaire revealed that teachers perceived reflective practice and structured revision to frequently (5 out of 12 participants) or occasionally (7 out of 12 participants) be necessary within classroom instruction. To summarize responses, participants perceived reflective practice and/or revision to be necessary during data-based goal setting; monitoring student progress; behavior management; debriefing lessons; celebrating learning; and improving work for higher quality, such as writing.

Although teachers felt that reflective practice and structured revision should occur frequently or occasionally, participants admitted to struggling with the balance of using reflective practice and revision within teaching, claiming that reflection and revision practices were time consuming and challenging within daily lessons. When asked how teachers implement reflective practice, participants stated many different things, such as: “I don't do it enough.... always feel rushed”; “I could be better at this”; “very rarely used...”; “I try to get to this every day. Timing can be difficult”; and “This is a weakness in my practice”. Participants additionally revealed that lessons or assignments requiring students to produce multiple drafts for high quality were used generally within expedition lessons in preparation for exhibitions of work, or for culminating projects, rather than part of daily class routines. Teachers’ perceptions on implementing the revision process included support that revision was not a daily practice; teachers stated many different things, such as: “This type of assignment requires much time and our teachers have a curriculum that they must also follow”; “In my classes I like to have students peer edit

and then revise a few times a year”; “Reserved for big projects, lack of time”; and “Typically big writing assignments I will ask for editing work. ...It also allows me to give feedback in incrementally, so they can concentrate on few areas at a time.”

Participants describe matters such as time and strict curriculums as a rationale behind low implementation levels of the revision process.

Gaps in the reflective and structured revision process supported by data from observations. Observations of participants supported that practices requiring reflection and/or structured revision were scattered throughout lessons, rather than part of daily practice. Within observations, the structured revision process was only evident within student work displayed on the walls of the classrooms and/or halls of all three participants. Student displayed work showed that students had revised work through use of editing and rubric-based feedback. Throughout observation of lessons, no teacher had evident practices of peer feedback in the revision process.

Observations revealed that the use of student reflection on performance and growth was variable among the participants, as was use of the revision process. Participant B was observed to have very evident practices of student reflection on their own performance for goalsetting, where students were seen evaluating and revising calculations in their own work. Participant B had structures in place to support student data reflection, such as protocols and graphic organizers for recording purposes of reflections and goals set by students. Participant A was observed to have somewhat evident revision practices with the writing process, none of which were observed during the lesson, only visible in displayed work on the walls. No observable practices of

providing feedback and/or goalsetting occurred within the lesson where students reflected on performance, data, or classroom targets. Participant C was observed to somewhat evident practices offering reflective opportunities for students to internalize and implement what was learned, however, no revision or structured revision process was detected at all.

Observations showed that reflection and structured revision practices calling on students to complete multiple drafts for high quality through editing and feedback was something not fully implemented within the lessons observed. The questionnaire revealed that participants felt multiple drafts for high quality were time consuming. Gaps were shown in implementation of reflective practice, specifically within goal setting and debriefing of lessons. Data showed that, although structured revision was perceived by participants to be time consuming, a majority of participants admitted to implementing revision practices certain times of the year, and participants were observed to have products displaying the structured revision process and multiple drafts in their classrooms and hallways. Gaps detected through data analysis of observational and questionnaire findings, provided necessary evidence for answering part of the problem of this study.

Culture of reading. RQ1 investigated teachers' perceptions regarding instruction as an EL core practice, which included investigating how teachers perceived each of the seven instructional subcomponents. Establishing a culture of reading is the fourth subcomponent of EL instruction investigated under RQ1, throughout this study. Several questions of the electronic questionnaire were dedicated to specifically investigating teachers' perceptions regarding the fourth subcomponent of instruction, a culture of

reading, which showed some gaps in implementation of elements of the subcomponent, important to answering the problem of this study.

The electronic questionnaire determined teachers' perceptions regarding their comfort level in teaching reading within their content was generally positive, 10 out of 12 participants were admittedly comfortable teaching reading, stating: "Extremely comfortable"; "It is a necessary part of my instruction every day"; and "very, use structures such as close read and chunking". Only 2 out of 12 participants were not fully comfortable, stating, "I would like more PD on literacy techniques"; and "still working on being better and finding better connections". Gaps within comfort level were minimal and not associated with a majority of the teachers, who were admittedly comfortable teaching reading. When teachers were asked which strategies they used to teach reading in their classrooms, some responded with multiple approaches, and some with simple tactics; overall, responses varied considerably. The most cited reading strategies were *text-coding* and *close-reading* (an EL approach to reading); five out of 12 participants named either one or both of these strategies. The second most cited reading practice was direct *vocabulary* instruction, by 4 out of 12 teachers. Other strategies quoted by teachers were basic and wide-ranging, with no consistency between a single participant. Data from the questionnaire showed that although all teachers implemented reading practices, the range and inconsistency of the practices used were shown to be vast. Observations showed similar results, when teacher practices and classroom culture were investigated for the EL subcomponent, a culture of reading.

Observation of all three participants confirmed that teachers were implementing different strategies to teach reading, however, consistency and depth using reading strategies varied. Participant A was observed to use *somewhat evident* strategies for reading comprehension, such as text-coding within the reading presented to students for the lesson, however use and guidance of the strategy was minimal. Participant B displayed *evident* observable practices during a math lesson, encouraging students to use “7-1 traits of reading” in solving the problem, referring to an anchor chart hung in the room. Students additionally used *somewhat evident* reading strategies to identify key words and phrases in the question discussing the math problem before them. Reading strategies used by Participant C were *evident* as students used multiple strategies for individual comprehension, such as discussing the text, and closely reading words for deeper understanding.

Inconsistency across classrooms was seen when all three participants were analyzed together; common practices and reading cultures were not observed between the classrooms. Although each teacher displayed a variable level of evident practices creating a culture of reading, not each classroom culture was observed to reach the same intensity or depth in reading for comprehension. In all, as determined by the electronic questionnaire and observations, the noticeable gap in the subcomponent, creating a culture of reading, at School A was not in implementation of reading, or in teacher comfort level of teaching reading; the noticeable gap was in the level of consistent reading strategies and practices throughout the school to create a strong culture of reading. In solving the problem of this study, which included inconsistent practices of EL

instruction across all seven subcomponents, identifying areas of inconsistency, such as balanced reading instruction, was essential in detecting how School A can solve the problem for future IRs.

Culture of writing. RQ1 investigated teachers' perceptions regarding instruction as an EL core practice, which included investigating how teachers perceived each of the seven instructional subcomponents. Establishing a culture of writing is the fifth subcomponent of EL instruction investigated under RQ1, throughout this study. Several questions of the electronic questionnaire were dedicated to specifically investigating teachers' perceptions regarding the fifth subcomponent of instruction, a culture of writing. The questionnaire highlighted some gaps in implementation of elements of the subcomponent, important to answering the problem of this study.

In investigating teachers' perceptions of creating a culture of writing, participants were asked to indicate their comfort level integrating writing fully into their content where students could use the writing process for revision and final product development. Questionnaire data showed that although most teachers believed writing should be present in their classroom often or very often; teachers' level of comfort was wide-ranging. Most teachers, 9 out of 12, admitted to feeling that students should write in their classrooms either very often or often; with only 3 participants out of the 12 feeling that writing should occur occasionally. Of the total participants, 5 out of 12 admitted to being very comfortable teaching writing in their content, while the remainder felt moderately comfortable (2 out of 12), comfortable (3 out of 12), and slightly comfortable (2 out of 12). Teachers overall perceptions regarding the culture of writing presented through the

questionnaire data, showed a gap in what teachers feel should be done with writing in their classrooms, and how comfortable they feel implementing writing in their classrooms. Although most teachers admitted to feeling that writing should occur often, many were not fully comfortable teaching it.

Observational data showed that the culture of writing between the three classrooms varied greatly. Participant A demonstrated evident practices creating a culture of writing, that represented daily writing for multiple purposes, across the contents, using the writing process. Student work, hung on the walls, showed multiple drafts that were completed for high quality and revised for final drafts. Participant B demonstrated that writing in the content was somewhat evident, as students used writing to answer questions within the content; however, there was no evidence of the writing process during the lesson or on student work hanging in the classroom. In a follow-up interview, Participant B was asked what the culture of writing looked like in his/her classroom. Participant B responded, stating:

I use grapple time, struggling for the answer, then learning time, and revision in the end, all work from class is revisable, which isn't the writing process, however does focus on revision and higher quality. Within this content, the writing process is not feasible. I am moderately confident teaching writing, but I don't want to bring inconsistency to what ELA teachers are doing in their classrooms. I am not comfortable trying to take that role on, nor is it fully necessary in my content.

Participant B perceived that there was a culture of writing in his/her classroom, however some elements of the subcomponent of writing, he/she felt, was not applicable or

transferrable to his/her content. Participant B was admittedly not fully comfortable implementing all parts of creating a culture of writing, as he/she perceived full implementation to be not necessary.

Participant C, during observations, demonstrated *somewhat evident* practices creating a culture of writing; that represented daily writing for multiple purposes, across the contents, using the writing process. Participant C implemented a reading-writing lesson, where students wrote comprehension-based answers tied to an informational text. Participant C displayed student work on the walls of the classroom, exhibiting work that was edited, but not part of the writing process or corrected by students. In a follow-up interview, Participant C was asked what the culture of writing looked like in his/her classroom. Participant C responded by stating, “I am somewhat comfortable implementing writing, and writing happens every day in class, answering questions, correcting grammar. Not much long, paragraph or essay writing taking place, as it won’t fit into my content”. Additionally, Participant C, similarly to Participant B, stated that relevancy of implementing the full writing process into their content was not present and/or necessary.

Observational and interview data supported findings discovered through data collected with the electronic questionnaire, that not all teachers were fully comfortable executing the writing process into their contents for a fully implemented culture of writing. Interview data offered a richness to the data that observations and questionnaires did not; presenting that the possible reasons for a gap in full implementation of writing in classrooms could have been contributed to teachers’ perceptions that there was not a

necessity to implement the full writing process into their content. Understanding the reasons behind gaps in implementation of writing within all classrooms was necessary in identifying contributing factors to the problem of this study.

Culture of mathematics. RQ1 investigated teachers' perceptions regarding instruction as an EL core practice, which included investigating how teachers perceived each of the seven instructional subcomponents. Establishing a culture of mathematics is the sixth subcomponent of EL instruction investigated under RQ1, throughout this study. Several questions of the electronic questionnaire were dedicated to specifically investigating teachers' perceptions regarding the sixth subcomponent of instruction, a culture of math. Establishing a culture of mathematics, over four years of implementation review was unchanging for four years; School A scoring a 3 out of 5 each year consecutively (EL Internal Implementation Review, 2013, 2014, 2015, 2016). This study offered findings supported by data, possibly answering why mathematics has been unchanging, and underperforming for a consecutive range of time.

Participants were asked in an open-ended question on the electronic questionnaire, if they felt that math strategies were and should be taught in every classroom and in every content. Teachers' perceptions varied, and provided significant information, important to answering the problem of this study. Slightly more than half of the participants, 7 out of 12, thought that math should be taught in every classroom to create a culture of math; while 5 out of 12 did not believe math should be taught in all classrooms, or that integration of math in other contents should be minimal. Of the total population questioned, 6 of the 12 participants identified that PD was necessary in order

to integrate math into their or other contents, as their knowledge of how to integrate was not adequate enough to guide math practices in their own content. Participants stated perceptions such as: "...I do not have the training to make this happen"; "... I am not sure how...math scores continue to be an issue, so new strategies are a must"; "We need more pd/collaboration to know how to integrate well and timely". The above perceptions show that participants who feel that math should be taught in all classrooms, believe it is important to receive further training or PD on how to do so.

In contrast, slightly less than half of the total participants, 5 out of 12, perceived that math should not be taught in all classrooms, stating: "No because students hearing different methods or language may confuse them"; "no, only if the teacher is proficient and is using the same lingo and strategies as the math teacher in the building"; and "Not in every content every day-but occasionally in every content. I don't think it's always applicable". Perceptions showed that not all teachers found it necessary to integrate mathematics into their classrooms every day, either because of applicability, or apprehension that use of different math terminology through teaching outside of the actual math classroom would affect consistency of the math curriculum taught by the math teachers. Overall, the questionnaire provided insight into the gaps existing in implementation of the subcomponent creating a culture of mathematics. Not only did teachers perceive there to be a need for PD on integration strategies pertaining to math, but teachers also perceived there to not always be a need for integration within each content.

In the post observational interview, Participant B provided insight into the gap discovered in creating a culture of mathematics. Participant B shared that he/she perceived initial gaps in the culture of mathematics to be derived from the absence of a model to establish practices from. Participant B stated:

The subcomponent I have the most to say about is Math. With regards to integration of math, EL doesn't have a good idea of how to do it. Math is thought of as a problem, but it needs to be a propeller of expedition. Without authentic problems during expedition, it is lost. This culture of math should be providing purpose for why we use math in expedition. What does a culture of math look like? We need exemplars.

Participant B's response provided insight into the problem of this study. As previously stated, the culture of mathematics as evaluated annually in the IR at School A, over four years of IR, was unchanging for four years (EL Internal Implementation Review, 2013, 2014, 2015, 2016). Participant B shares his/her perception that the root of the problem could possibly be that there has been a lack of an "exemplar", needed to guide teachers in how to implement math into all content areas.

The case made by Participant B, that there was a need for a model of how to integrate math into content areas was supported by observations and through interviews of Participant A and C. Both participants claimed a lack of need for teaching math in the classroom, and an absence of knowledge on how to integrate math. Participant A was observed to have slightly evident practices implementing and fostering a culture of mathematics in his/her room. Students used coordinate graphing throughout the lesson

and demonstrated cross-curricular connections to math through an experience integrating math with science. When Participant A was asked about the culture of math in his/her classroom, Participant A stated, “I have taught math in the past, and it helps when I do include it in my lessons, but there is really no need for me to include it, unless I’m integrating it in for a short time for a quick science lesson. To be honest, I’m not sure how I could bring math in, authentically, and still get to the content I need to teach, it feels too separate.” Participant A’s observed, and *slightly evident*, practices of math integration with science-based coordinate graphing lesson, showed how he/she integrated math into content at a minimal level, when it was appropriate in the lesson. However, Participant A shared that math was not always relevant to the content being taught, and sometimes felt “separate”.

Through observations, Participant C was not observed to have any evident mathematic integration at all. A lack of evident practices shows that the culture of math may not have been developed or fostered in Participant C’s classroom. In a follow-up interview, Participant C was asked what kind of authentic math experiences, math terminology/vocabulary or connections he/she made in class. Participant C responded by stating that “Math doesn’t work with my content, nor do I know the terminology so well, and I do not know when to add it in.” Data collected from Participant C supported findings that emerged from the questionnaire and Participant A’s interview response, identifying that not all teachers found math to be relevant in their classrooms, and/or lacked the knowledge necessary to integrate math. Participant C’s response also supports

what Participant B stated, regarding how not all teachers have a clear idea of what math would even look like in their classrooms.

According to the Core Practices (2011), creating a culture of math in every classroom allows students opportunities to engage in math through authentic opportunities across varied disciplines. A culture of math is described as a natural experience within each content. The research showed that teachers perceived math as something disconnected or detached from what they had to teach. According to data, provided both by interviews and the questionnaire, teachers did not perceive math to be a natural part of their content, even admitting that they needed PD or training to assist in finding ways to fit math into their content. In all, the subcomponent of creating a culture of mathematics at school A was perceived by teachers to either be necessary in all contents, or irrelevant to their own content and therefore an unnecessary practice. Overall, many participants, whether stating that math was necessary in all classrooms or not, believed PD was necessary for full implementation of math practices to truly foster a culture of mathematics.

Integration of the arts. RQ1 investigated teachers' perceptions regarding instruction as an EL core practice, which included investigating how teachers perceived each of the seven instructional subcomponents. Establishing integration of the arts is the seventh subcomponent of EL instruction investigated under RQ1, throughout this study. Several questions of the electronic questionnaire were dedicated to specifically investigating teachers' perceptions regarding the seventh subcomponent of instruction, integration of the arts. Integration of the arts, as evaluated by School A's annual IR, was

unchanging for three years; School A scoring a 3 out of 5 each year consecutively, leading to the problem of this study (EL Internal Implementation Review, 2014, 2015, 2016). This study offered findings supported by data, possibly answering why integration of the arts was unchanging, and underperforming for the consecutive range of time, and offering a possible focus for future PD and/or training for School A teachers.

The electronic questionnaire asked participants how often they integrated any form of art into their content. Of the 12 total participants, half responded that they perceived art to be integrated often in their contents, while 4 out of 12 felt that they occasionally integrated art. Only two participants stated that art was incorporated very rarely or not at all into their contents. Participants, who felt they did integrate art into their classes, discussed a variety of ways that they used art as an entry point for students to access content and make meaning of/display what was being learned. Participants stated things like, “It helps students make connections with my content and remember much better”; “use of creativity”; “Multiple entry points. Students draw in my class to explain ideas”; and “I use a lot of visualization strategies for students to make sense of vocabulary by having students create pictures and symbols that make the ideas meaningful to them and others”. Ten out of 12 participants specifically cited ways art was used to assist in comprehension of the content. EL Core Practices (2011) identified integration of art as creating a culture where students use art to gain entry into varied contents; however, the Core Practices define art integration as a means to bring subjects to life through art of many forms; music, visual, multi-media, plays, dramas, literature-based art, culture, etc. Most teachers, as found through the electronic questionnaire,

stated that they used art to support content, which, as identified by EL is only a fraction of how to build a culture of art (Core Practices, 2011).

Integration of art, however, does involve many other forms of art, not fully mentioned by the participants questioned in the questionnaire, as described above. Only one participant of the 12 identified full implementation of art the way EL Core Practices defined how art should be used in the classroom. Participant D stated:

Students made posters for their school protest to support clean water in our community. The students created a chant through music to express their views. Students created a final cover sheet on their essay where they drew pictures that represented their community hero. Student created a play and the stage scenes to perform the play. Students created the earth through pictures to learn the layers of the crust. Students created pictures of their business plan that they developed. Students drew pictures to learn sounds such as a-apple-/a/. Students were given multiple opportunities to show their creative side, which was integrated in our units.

This participant describes using visual and creative art, music, drama, plays, acting, drawings, creativity, and ways to beautify work for high quality. In all, as discovered through the questionnaire, most participants did not discuss methods of full implementation of the arts in their content.

Data collected by the questionnaire supported that a gap existed in full implementation of the many components of art into all classrooms to create a rich and diverse culture of art, as described by EL (Core Practices, 2011). Observational data

supported findings collected by the questionnaire, as no participant observed was found to have fully evident practices of integrating the arts. Participant A was observed to have somewhat evident practices of integrating components of art into his/her content where practices of art were being used for learning outside of the classroom. These practices, however, were only observable in work hanging on the walls. Similarly, Participant B demonstrated gaps in practice of implementing the arts, displaying no observable opportunities for students to examine art from different backgrounds to provide extensive experiences, even though evident practices of visual and pictorial art integration were observed through student answers and calculations. Participant C demonstrated somewhat evident practices in providing opportunities for students to observe arts from vast backgrounds, and to connect to other contents. Participant C, however, displayed no evidence connecting art to expeditions or project-based learning at all.

Observations provided data that suggested participants had gaps in full implementation of creating a culture of art. El defines integration of art as a means to connect content with many different forms of art, such as music, visual art, multi-media, plays, dramas, literature-based art, cultural art, etc. (Core Practices, 2011). Observational data supported data collected from the questionnaire, which identified most participants to only use art as a gateway into their content and not for full integration of the many forms of art, as identified by EL. Data provided insight into potential problems within the integration of arts into all contents and hence the problem of the study.

Overall, implementation of the seven subcomponents within instructional practices at School A was identified to have gaps as perceived by participants of this

study. Each subcomponent was shown to have one, or many areas, which potentially contributed to the problem of this study. Observable instructional practices, and perceptions collected by the electronic questionnaire and interviews, provided rich, converging data that supported findings. The overall problem of this study involving inconsistent and, in some cases, unchanging IR scores, was relatable to existing gaps in EL instructional implementation at School A, as identified by the data.

Time constraints and the need for professional development. RQ1 investigated teachers' perceptions regarding instruction as an EL core practice, which included determining how teachers perceived each of the seven instructional subcomponents. Sections of the electronic questionnaire, observations, and interviews were dedicated to specifically investigating teachers' perceptions regarding the seven subcomponents of instruction. Through data analysis, a major finding, supported by the data, included that teachers perceived gaps in implementation of specific elements and subcomponents of EL instruction to be due to time constraints and a need for PD. Throughout data collected by the electronic questionnaire and interviews, participants admitted that PD and/or time was an issue for full implementation of some EL subcomponents of instruction.

Throughout RQ1-based questions on the electronic questionnaire, teachers admitted to having issues with time constraints pertaining to supporting all students; claiming that implementation of total participation activities or multi-step protocols was limited due to a lack of time. Data showed that 6 out of 12 participants felt that use of multi-step protocols within instruction was too time constraining, teachers stated things like: "I find that time constraints limit the amount of times I can implement any

protocols”; another stated that they implement protocols “when the curriculum allows”; “I see kids every other day for 50 minutes and due to the multiple and diverse requirements needed to be addressed, these protocols often require more time than I am to give to one activity”; and “multi-step protocols not easily incorporated due to time and lack of variety”. Through questionnaire responses, several teachers specifically identified that timing was an issue for implementation of protocol use to support students in the classroom.

Observational data additionally supported that time was a factor in hindering full implementation of some protocols to support all students. Participant A was observed to have somewhat evident practices implementing multi-step protocols to support students throughout the lesson; such as a quick total participation protocol *turn-and-talk*, that took seconds to complete. In a follow-up interview, Participant A was asked if he/she felt that time constraints existed with teaching EL instruction. Participant A responded by stating “I would do more total participation and differentiated activities, but I can’t because there’s no time. I only have 45 minutes to teach my content, and every instance where I take time out to use some strategy or protocol, it takes away from the time that I have to teach in a class period.” Participant A’s observable practices and interview response supported that time was a factor in full implementation of supporting all students.

Teachers additionally admitted to having issues with time constraints within collaborative meetings, designed to focus on planning and supporting students in need. Within the questionnaire, teachers were asked if there was sufficient time allotted for collaborative and supportive meetings; teachers stated things like, “if time was used

efficiently, there would be enough” and “NO, I have to collaborate in STEM projects after school hours or at night, I feel structures such as roots crew could be redesigned to promote more cross curricular projects”. Teachers additionally stated that “Core class and special teachers do not have the time in their schedules to meet and plan together” and that “differentiation takes more time than we have to plan it, very little PD on this”. One participant stated that there was not enough time, due to the amount of responsibilities, stating that “The amount of needs increases while the amount of time planning expeditions, SLCs, crew etc. Does not allow for creative, purposeful planning within the school day...Teachers need reflection and process time during their contractual hours”. Findings that emerged from data collected by the questionnaire showed that a significant gap in full implementation of supporting all students was due to time. *Crew*, as identified by the participant, is a class at School A, taken by every student for the purpose of building relationships and social skills.

Full implementation of the instructional subcomponent of reflection and structured revision was also shown to be affected by constraints of time. Teachers shared perceptions regarding time challenges with implementation of reflection and structured revision within instruction, stating that “Timing can be difficult”, and “I don't do it enough... always feel rushed”. Additionally, some participants admitted to not fully implementing the revision process regularly, because the revision process was “Reserved for big projects, lack of time”.

Gaps in areas of implementation of specific subcomponents was determined by the questionnaire, and also supported with interviews. Participants were asked if time

constraints existed within teaching EL instruction. Participant C responded by stating, “Well, from what I’ve seen, the EL program does look like a lot to implement at once, but it’s all positive, and worth doing. I don’t know enough yet to fully feel comfortable responding to this question, however, I do think that the time constraints of taking so much on will impact how much time a teacher must put into lessons and planning; however, it seems like a worthy cause”. Participant C, at the time of the interview, had between 0-1 year of experience, and shared perceptions of what EL instruction, planning, and implementation appeared to require, long-term; stating evidence of obvious time constraints.

Participant B was also asked if time constraints existed within teaching EL instruction and responded by sharing his/her perceptions on not only the time constraints within the structure of teaching EL, but the potential effects of time constraints on students and achievement. Participant B stated:

Well, I think all teachers wish they had more time with the students, there’s always something that needs to be retaught or covered at greater length. I feel that the biggest impact of time constraints however is time to communicate with other teachers and staff. We need time to plan expeditions with explorer teachers and time to meet with the special needs team to make sure every student’s needs are being met. Sometimes we don’t get to meet with these teams at all for weeks at a time. This is what impacts data and student achievement in a negative way. We do so many positive things, like meeting as a team to discuss the needs of students, however, when we rely on the structure of those teams and meetings to

plan and discuss what the students need, and those meetings can't happen due to the constraints of time, things get challenging.

Data collected from the interview of Participant B showed one teacher's perceptions on how time affects more than just the needs of students, but also the effective implementation of the many necessary structures in place at School A. In all, time constraints were found to hinder full implementation of more than one subcomponent of instruction. Data supported that teachers perceived time constraints to be a widespread issue that affected several EL instructional subcomponents; hence providing insight into the problem of the study.

A need for PD was an additional finding from the data, perceived by participants as a significant contributor to the gap in implementation of several EL instructional subcomponents. Teachers were asked to share their perceptions regarding the seven subcomponents through select open- and close-ended questions on the electronic questionnaire. Some responses by participants showed areas where teachers either stated that more PD was needed or showed gaps in knowledge or familiarity with a topic, and a need for PD or training was implied by the response. For example, under the subcomponent of creating a culture of reading, participants were asked in an open-ended questionnaire question, to describe their comfort level integrating reading into their content; one participant replied, "still working on being better and finding better connections". This participant thought that PD could possibly gain or learn new and better connections for linking their content with reading. Another participant, under the same prompt, stated, "I feel literacy needs to be reviewed after certification in the content

area. Specifically, here at a middle school, I would like more PD on literacy techniques. This would serve to formalize practices I already do as well as provide the reading instruction pedagogy.” Here, the participant perceives that his/her practices could be improved and/or enhanced by targeted PD.

Full implementation of other EL instructional subcomponents were hindered by a need for PD. Creating a culture of mathematics was one of the major areas where a gap was associated with a need for PD. An open-ended question on the electronic questionnaire asked teachers if they thought math should be taught in every classroom, and seven out of 12 participants made a reference to needing PD in order to integrate math. For example, one participant stated, “I do not have the training to make this happen”. Another similarly stated, “We need more pd/collaboration to know how to integrate well and timely.” Perceptions by teachers that fully implementing an integrated culture of math into every classroom was dependent on PD, was supported by interviews. Participant B stated, “This culture of math should be providing purpose for why we use math in expedition. What does a culture of math look like? We need exemplars.” Participant B explained the need for training or information on how to fully integrate math the way EL expects. Similarly, perceptions shared by Participant C, supported the claim made by Participant B, that exemplars or training was necessary for full integration of math into all contents. Participant C stated, “Math doesn’t work with my content, nor do I know the terminology so well, and I do not know when to add it in”. Participant C perceived that math was not applicable to his/her taught content, and additionally expressed that he/she was unaware of how to integrate math. Participant C’s response

supported that gaps existed within integration of math due a lack of knowledge on how to fully implement into all contents, supporting that there was a need for PD train teachers in methods of math integration to build an authentic culture of math at School A.

Data supported that there was a need for PD in several different subcomponents and elements of EL instruction. Participants either admitted to needing further PD in specific areas for better or full implementation of practices, or a need for PD was made apparent by gaps shown in teacher implementation or practice, determined by the questionnaire, observations, and interviews. An open-ended question on the electronic questionnaire asked participants how often they felt EL-based PD was implemented. Of the 12 participants, eight believed EL-based PD was implemented either *very often* (two participants), or *often* (six participants); showing that more than half of the participants felt that EL-based PD was a regularly implemented occurrence. Four of the 12 participants believed EL-based PD to be implemented occasionally. No participants stated *rarely*, *very rarely*, or *not at all*.

The data supported that participants perceived EL-based PD was implemented consistently (perceivably very often, often, or occasionally) at School A, however, perceptions of teachers collected through questionnaire questions and interviews showed that more targeted and focused PD should be carried out to fill in gaps shown to exist within implementation of EL instructional subcomponents. Participants A and B were asked, in follow-up post observational interview questions, specifically what kind of PD would have helped them the most with EL instruction. Participant B stated that “Differentiated instruction” PD would have helped the most, claiming that “most people

don't know what it is". Data collected throughout the electronic questionnaire supported Participant B's claim that other teachers may be unclear of what differentiated instruction is. As stated in the previous section, most participants described their implementation of differentiated practices to be methods that were not truly differentiated. Six out of 12 participants identified practices not in-line with true differentiated instruction, recalling practices they used, such as: *pairs*; *modified assignments*; and *different requirements for assignments*; which are not differentiated methods, according to Santangelo and Tomlinson (2012). Data from the questionnaire, and perceptions shared by Participant B supported that PD was necessary on differentiated instruction.

In the post observational interview, Participant A was also asked, specifically what kind of PD would have helped the most with EL instruction, Participant A stated "The 7 subcomponents and how the 7 subcomponents have been successful. Why do they work? I don't know. I'm sure at one time I knew, but it's been too long since I've learned". Participant A's response supports that teachers admit a need for specific and targeted PD, and additionally supports the first theme discussed under RQ1, that teachers with 5-10 years of experience admitted to having lower levels of confidence teaching EL instruction than teachers with less experience teaching for 2-5 years. Participant A goes on, in an additional follow-up interview question, to state that he/she felt that newer EL teachers at School A received more PD than those teachers who had more experience at the school:

When I first started, the school sent me to all kinds of PD on EL and a summer academy to learn different ways to teach through EL. They always had something

for me to go to and learn new strategies. Even our weekly meetings had some kind of PD involved, and now weekly PD does not happen, the meetings discuss agendas and important events. I felt fresh back then. Now, I feel like am not as comfortable because I have forgotten things. I need refreshers from time to time to feel comfortable teaching EL the way I used to.

Participant A's interview responses support an overall gap in EL-based PD in both focused content, and in implementation for teachers of greater EL teaching experience.

RQ1 investigated teachers' perceptions on instruction as an EL core practice. Perceptions shared by teachers included that some specific and targeted PD was necessary for full implementation of EL instructional subcomponents. Additionally, some participants admitted to not being entirely confident teaching EL instruction, and as discovered through participant interviews, comfort level was related to the amount of PD provided to teachers who had been teaching EL for a longer period of time. In all, both time constraints and PD were shown to impact full implementation of EL instruction at School A.

This section, dedicated to discussing findings related to RQ1, outlined teachers' perceptions of gaps present within implementation of the subcomponents and elements of EL instruction. This section was structured by the conceptual framework of this study and outlined the findings and common themes present in the data important to answering the problem of this study.

Research Question 2: What are teachers' perceptions about instruction as an element of the annual implementation review?

RQ2 addressed the perceptions of teachers regarding instruction as an element of the annual implementation review. The annual EL IR assesses and evaluates the practices of School A in implementing the five core EL practices: (a) curriculum, (b) instruction, (c) assessment, (d) culture and character, and (e) leadership (EL Internal Implementation Review, 2016). Each year, stakeholders of School A use the data yielded from that AY's IR report to set goals and to create PD for the school and teachers (Building Administrator, personal communication, July 24, 2017). RQ2 focused on instruction as a core practice, and how teachers perceived instruction as part of the IR. As noted in Table 4, questions 31-34 of the electronic questionnaire, and question number two of post observational interviews were dedicated to answering RQ2. Observations were not used to collect data on RQ2, as observations were designed to observe instructional practices, and not the perceptions of teachers on the annual program evaluation method used in the school; known as the IR.

Personal instructional development guided by IR goals. Participants of this study were asked in an open-ended question on the questionnaire, how the annual IR and review reports guided their personal development in instruction each year; responses varied greatly. A majority, eight of the 12 teachers did not mention or discuss how the annual IR and review reports guided their personal development in instruction each year, despite the specificity of the question. Participants mostly stated perceptions of how review reports guided the school and professional development; for example, one

participant stated, “the review helps us determine what the school wide goals that are linked to the professional development”. Other participants responded by stating that review reports guide “Focused PD” and that from reviews, “we set school goals to guide our PD, reading and focus for the year”. Some participants shared that they perceived review reports did not guide their instruction at all, stating that they were unaware of what review reports were. Participants shared perceptions such as, “I do feel that the score is mostly about documentation not structure”; “It does not guide me at all”; and “I do not know what these are”. Teacher responses showed that a majority of the 12 participants, eight in total, either did not use the IR goals for personal development in instruction, did not know what the IR goals were, or believed the IR goals were used to structure PD.

The remaining four participants of the total 12, responded with a variety of ways that the IR reports affect their personal development, however, no participant was able to specifically identify targeted areas where the IR supported their development in instruction. For example, the four participants stated “Annual reviews get me to focus on my strengths and weaknesses” (Participant 1); “It reminds me of where my practice can improve and areas of strength” (Participant 2); it “allows me to see how I am able to contribute and where I need to improve in order for the building and the kids to do better” (Participant 3); and reviews “help me guide my professional development and growth” (Participant 4). Although the four participants stated that the IR reports did guide their own personal practice, none mentioned, specifically, how reports guided them with regards to instruction. Data collected on teachers’ perceptions showed that annual IR

goals were not fully transferred into teachers' personal development with instruction, offering a potential answer to the problem of this study regarding inconsistent and/or unchanging instructional scores on the annual IR.

Knowledge of IR/IR goals. IR goals at School A are constructed from annual reviews and supported throughout year-long PD, such as the 2016-2017 school-wide goal of beautification and improving the culture of mathematics (Building Administrator, personal communication, July 24, 2017). When teachers were asked in an open-ended question to discuss what the most recent IR goals were for the academic year and how the goals were supported throughout the AY, only one teacher of the 12 participants provided an accurate description of the most recent goals. Participant E stated, "Beautification and building wide culture of math" were the goals for the 2016-2017 AY. Participant E also stated, "Beautification was supported, still working on the other." Although Participant E accurately identified the most recent goals for the school, he/she mentioned that only one of the goals was supported throughout the AY, and that one was still developing. Data showed that there was a large gap in what teachers perceived the annual IR goals to be, and the accuracy of what the goals were. The remaining 11 participants did not accurately identify the school's objectives for improvement based on the most current IR report; four participants outright stated that they did not know what the objectives were.

In post observational interviews, participants were asked about their perceptions regarding instruction as an element of the annual IR. Participant responses varied, and supported data collected under RQ1 of this study, that suggested teachers with more experience teaching EL, felt least confident teaching EL instruction. Participant A, a

teacher who had been teaching in an EL school for 10-20 years, was asked what his/her perceptions were, regarding instruction as an element of the annual IR. Participant A stated, “Instruction is assessed by the implementation review, I know that much. Each piece of instruction or the review is not explained to us though, we’re not versed in what is asked of us through instruction, and we don’t know what is assessed on the review. We should be authors of the review’s pages, and review goals for the school”. According to Participant A’s interview response, the gap in knowledge of IR, and IR goals, might have been due to teachers’ lack of knowledge of “what is asked” of them with regards to instruction as an element of the review and how instruction is evaluated. Participant A additionally described that teachers had a lack of a role in writing IR goals, which interfered with how much teachers fully knew about IR goals and what the goals were. Participant A’s interview response offered possible support behind why only 1 out of 11 participants were able to accurately identify the most recent IR goals of the school, as collected in the questionnaire, and described above.

Participant B, a teacher who had been teaching in an EL school for 2-5 years, was also asked what his/her perceptions were, regarding instruction as an element of the annual IR. Participant B stated,

Two years ago, I knew that it guided goals of building instruction, professional development and our school focus, now I’m on the committee. Now I know what it means to go from a 3 to a 4 as a school on the review. I know now how to show evidence of that kind of movement in a classroom. I know what needs to happen

in my instruction. With the implementation review, however, it comes down to goals for teachers with personal instruction that drives the school forward.

Participant B's response identified that he/she was a member of the IR committee, and knew, essentially, what the review assessed with regards to instruction. The IR committee is made up of staff members within the school and EL coordinators, where members evaluate IR data collected on the school, and set goals for the school, based on the data collected from year to year (Building administrator, personal communication, July 24, 2017). Participant B acknowledged that being on the committee provided insight into knowing what was evaluated in the IR, and how to transfer that into instruction. In all, Participant A and Participant B had vastly different knowledge regarding instruction as an element of the annual IR, as well as IR-driven school goals. The data showed that the difference in knowledge may possibly be related to the degree at which each participant was involved with the IR committee.

PD received related to the IR. IR reports guide the PD for School A, providing focus and objectives for the staff and school to focus on (Building Administrator, personal communication, July 24, 2017). This study questioned the teachers at School A subsequent to an entire AY focused on the prior year's IR report-driven goals of school-wide beautification and creating a culture of mathematics. When teachers were asked in a close-ended question on the questionnaire how frequently they engaged in PD focused on post implementation review objectives in the 2016-2017 academic year, six, or half of the 12 participants selected *often*, and two selected *very often*. In total, eight out of the 12 participants considered the prior year's IR-focused and goal-oriented PD to occur more

than just occasionally. Only one participant selected *occasionally*, and three selected that they were *not sure* how often IR-focused and goal-oriented PD occurred. Data showed, as noted in the previous section, that only one participant out of 12, Participant E, was able to identify the prior AY's IR goals for the school, while the remaining 11 were not able to accurately identify the School's goals; however, eight of the 12 participants believing IR-focused and goal-oriented PD to occur often or very often. With regular PD occurring on IR-focused goals, as according to participants, the question remains, why was only one participant, Participant E, was able to identify the school-wide goal? Data collected through the electronic questionnaire supported a gap in what teachers perceive to be taught regarding IR-focused school goals, and what teachers can recall about IR-focused goals for the school.

In all, RQ2 investigated teachers' perceptions about instruction as an element of the annual implementation review. Findings showed that a gap existed in how teachers use IR goals to drive personal development in instruction, as well as a gap in teacher knowledge of IR goals for the school, following year-long PD focused on the IR goals. Findings were supported by data collected in both the electronic questionnaire and post observational, open-ended interviews.

Research Question 3: What are teachers' perceptions about the impact of EL instruction on student achievement?

RQ3 addressed the perceptions of teachers regarding the impact of EL instruction on student achievement. According to Nichols-Barrer and Haimson (2013), students enrolled in an EL school for a continuous three years, showed significant academic

improvement in meeting standards of achievement as they progressed from year to year. Additionally, Ives and Obenchain (2006) reported that students who engaged in experiential-based, or hands-on learning opportunities, performed higher on assessments involving higher order thinking skills than those students who were not exposed to the same learning opportunities; suggesting that intentional learning opportunities provided through instruction were linked to student achievement. To date, School A has not been attaining exemplary status in the core practice of instruction and fell short of student achievement benchmarks as assessed annually by the state.

Student academic achievement impacted by EL instruction and the whole student. RQ3 of this study focused on the perceptions of teachers regarding the impact of EL instruction on student achievement. As noted in Table 4, questions 35 of the electronic questionnaire, and question number three of post observational interviews were dedicated to answering RQ3. Observations were not used to collect data on RQ3, as observations were designed to observe instructional practices, and not teachers' perceptions of EL instruction on student achievement.

In an open-ended question on the electronic questionnaire, teachers were asked to describe their perceptions regarding the impact of EL instruction on student achievement. Responses by participants varied and were organized using two codes during data analysis; responses that discussed the effects of EL on the *whole student*, and those that focused simply on *student achievement*, affected by EL instruction. Five out of 12 participants responded with perceptions coded as *student achievement* during the data analysis stage due to perception-relevance with strictly student performance as it was

related to EL instruction. Of the five participants with perceptions coded as *student achievement*, some shared perceptions such as: “EL instruction directly impacts student achievement in a positive and productive way”; “student achievement is increased through engagement and buy in.”; EL instruction “allows students a unique opportunity to work on realistic problems and see the connections among content”; and “It is the most impactful and produces the most meaningful teaching and learning I have experienced.” Each of the five participants similarly shared the positive impact of EL instruction on the achievement of students.

Seven out of 12 teachers shared perceptions that were categorized as *whole student*, due to the depth at which the participants described the effects of EL on students’ achievement as a whole. One of the seven participants, Participant 1, included,

EL instruction helps students develop to be leaders of their own learning through a safe and sustainable environment within their community. It promotes leadership by using student centered instruction and assessment to foster a mindset of growth and achievement. The culture of crew also promotes a safe, collaborative environment in the classroom and throughout the school.

Of the seven participants who shared perceptions that were categorized as *whole student*, another, Participant 2, shared that students engaged in EL instruction “seem more willing to participate, take risks and think outside of the box” with “higher level of engagement with the materials”. Participant 3 stated that “long lived--skills and attitudes carried on to high school and beyond” learning “great life skills to be successful academically” by becoming “leaders in their own education better than normal students. Better at problem

solving and collaboration than most. Comfortable presenting to or leading a group.”

Participant 4 explained that,

EL provides the kids structure in the common language and thematic lessons. Crew provides the kids an opportunity to open up and grow instead of maintaining the false front they are accustomed...its real success is the commitment of its staff.

Additional participants shared perceptions regarding the depth to which he/she believed student achievement was impacted by EL instruction, Participant 5 shared that,

EL instruction has enhanced student achievement. The protocols that teachers follow, the learning targets that are addressed each class, the collaboration between the staff and students. High expectations for all students. The safe and inclusive learning environment/community that is established throughout the building. Students being accountable for their learning and tracking their growth through protocols...has helped students be successful.

Participant 6 additionally explained the depth to which EL instruction impacted the achievement of students as a whole, stating,

Students feel pride in their school and learning. The core practices make the learning experiences very memorable for students (i.e. overnight and eNights). This stays with the students for a lifetime. Students become adroit at communication diverse ideas in discussion and are confident writers as a result of their EL instruction.

Finally, Participant 7 described the personal takeaway for students in achievement derived from EL instruction, claiming “EL instruction helps students become better people, better learners and better citizens.” In all, participants defined the impact of EL instruction to be a character building experience of life long skills, much deeper than academic and associated with the *whole student* as an individual.

Responses showed that teachers perceived student achievement to have depth, or many *dimensions* above just academic performance on standardized assessments, consistent with the definition of student achievement identified by EL (EL Education: Dimensions of student achievement, 2018). EL identifies *three dimensions of student achievement*; the levels include: *mastery of knowledge, character, and high-quality work* (EL Education: Dimensions of student achievement, 2018). Despite the consistency responses had with the EL definition of student achievement, participants did not discuss the effects EL instruction had on a level of mastery with regards to academic performance on standardized assessments.

Regarding RQ3, all 12 perceptions shared by participants, showed that teachers believe there was a positive relationship between student achievement and EL instruction. Seven respondents shared how EL instruction impacted the whole student with regards to character, academics, and personal growth as a life-long learner. Five respondents shared basic perceptions of how the achievement of students was impacted positively by the influence of EL instruction. No participant spoke of the relationship between EL instruction and solely academic student achievement, such as performance on standardized testing and benchmark assessments; corresponding with Bell, Daniels, and

Lawless (2011), identified EL learning as a pedagogical approach that influences students in capacities reaching further than simply *academics*. Post observational interviews were used to gather additional data on the teachers' perceptions regarding student achievement, and further investigate academic achievement specifically related to EL instruction.

In the semistructured portion of the interviews, participants were asked what their perceptions were regarding the impact of EL instruction on academic student achievement. Participant A responded by stating:

EL doesn't impact student achievement fully, teachers do. Data is data. It's the teachers that see out the achievement of the students, we are there for them, through successes and failures. We guide them, show them how to have a growth-mindset. We give them coaching on life-skills. We have no different protocol in examining data differently than other schools. Data steers us in different directions, it doesn't look at the whole kid like the teachers do here, we use EL to back us up and support our goals in the classroom of each student achieving.

Participant A's response supports findings from the data collected in the questionnaire, illustrating how teachers at School A encourage and guide the development of achievement in students, not just academically, but through character building, as well. In further developing the richness of the body of research supporting RQ3, Participant A was asked a follow-up interview question regarding the relationship of student achievement to standardized assessments. Participant A was asked if he/she believed that student achievement was related to a student's proficiency and performance on standardized assessments or grade-level benchmarks and if the school put emphasis on

improving student achievement on standardized assessments. Participant A responded by stating:

Well, yes, in a sense. We talk about data all the time, daily sometimes. It guides what we teach, how we teach, and which students receive interventions to raise their levels of proficiency, but data scores aren't the whole picture of the kids we teach. Standardized testing is only one part of the achievement of a child. Here we want the students to feel success in life, not just testing. We hope to guide them towards success on standards through building them as a character and as a human. What's important in life is who the child is, not the number associated with them.

Participant A shares that the school does put an emphasis on tracking and monitoring the data, instituting interventions for students when necessary, however he/she shared that student achievement was more than just how a child performs on an exam; supporting findings from the questionnaire.

Participant B was asked what his/her perceptions were regarding the impact of EL instruction on student achievement. Participant B responded by stating,

El does well creating authentic curriculum, which impacts and helps engagement, which impacts student achievement. With EL we are able to craft instruction, not just standards-based, but character and habit-based too. Student success is based on who each student becomes and how each student treats others. Achievement has different components to it.

Participant B's response is similar to that of Participant A's, showing that teachers at School A place an emphasis on the student achieving in a variety of ways, rather than simply academically. Participant B was asked in a follow-up interview question, if he/she believed that student achievement was related to a student's proficiency and performance on standardized assessments or grade-level benchmarks and why he/she thought the school was not meeting proficiency on state exams. Participant B responded by stating:

Data literally drives everything I do with regards to daily content instruction. Data and student performance on benchmarks guide differentiated instruction, groupings, and how much support I provide students. Student achievement can be thought of in different ways, academic and character achievement. Students, in my class, are guided through standardized targets to make proficiency in academic achievement. They reach this achievement, though, through lessons and activities done in class to build their character and motivate them to strive for higher academic performance. They're hand-in-hand, character and academics. You cannot have one without the other. I believe that there are, potentially, a few reasons why our students are not making proficiency on state assessments. One reason might be because students come in with so many different levels of proficiency. Academically, and it takes time to catch them up to proficiency. Two, not every teacher uses data to guide their instruction daily. And three, it takes more time for us, as an EL school, to see the effects of building a student's character so that their character is strong enough to reach or attain the academic rewards of persisting.

Participant B's response offered a great deal of information on how, and potentially, why student standardized academic performance levels at School A were less than proficient, as well as insight into the role a student's academic achievement plays when compared to a student's character achievement. Participant B described that the path to student achievement was multidimensional and that academic achievement was driven by character development, as identified by EL (EL Education: Dimensions of student achievement, 2018). Participant B described why gaps may have occurred in meeting proficiency levels at School A; stating that not all teachers placed a heavy emphasis on data-driven instruction, and that building the academic and character performance of a student takes time.

Participant C was also questioned about his/her perceptions regarding the impact of EL instruction on student achievement. Participant C shared, "It's hard to see the direct effect because I haven't been here long enough, but I have heard that EL positively impacts student achievement, and from what I have observed so far, I can see why. Students are cared about here, like I have never seen anywhere else". Participant C expressed, as A and B had, that the achievement of students was related to the relationships built within the school.

Overall, perceptions regarding the relationship between EL instruction and student achievement were positive. Teachers shared that the link between EL instruction and achievement was more than just performance on standardized testing. Perceptions demonstrated that the focus of teachers at School A was on developing students as individuals and providing services to students who needed support in meeting certain

standards, rather than solely on improving test-scores. Data supported that student achievement was thought to be multidimensional by participants (EL Education: Dimensions of student achievement, 2018). RQ3 investigated a portion of the problem of the study, that School A was not meeting proficiency standards on annual standardized achievement assessments. Teachers shared that EL instruction helped develop students' achievement in many ways, showing that the focus of achievement was broad, and not specifically tied to just academic performance. Additionally, gaps were uncovered, as perceptions identified that not all teachers were believed to place a high emphasis on data-driven instruction, and that reaching proficiency on standardized assessments takes time.

Assumptions and Limitations

Delimitations of this study included assumptions, I as the research, entered the study with. As a researcher situated in the organization being studied, I have encountered instruction as a core practice within my own classroom. After several years of the school, School A, receiving inconsistent evaluations in the category of instruction, I have assumed that a gap in instructional practice must be occurring, preventing School A from making consistent progress in the instructional category of the annual implementation review. Prior to data collection, I made several assumptions. One assumption included that teachers would have varying perceptions of instruction and how instruction was being and should be implemented as a core EL practice. I assumed perceptions would vary from teacher to teacher, evident especially in those classrooms where teachers had more experience in teaching with the EL pedagogical approach. With these assumptions,

I was inspired to determine how teachers truly perceive the EL instruction taking place in their own and other classrooms throughout the school, School A. My assumptions influenced me to include a question on the electronic questionnaire that inquired about the level of EL teaching experience each participant had, and to select teachers with varying levels of experience as participants for observation and interviews. I had originally assumed teachers with more experience teaching EL instruction would feel most confident teaching EL instruction. Data collected through the questionnaire, observations, and interviews showed that my assumptions were incorrect, exposing that teachers with less experience teaching EL were generally more confident teaching EL instruction.

Limitations of this study come with the level of transferability of the results. Yin (2016), discussed the concept of transferability as a method of balancing the exclusivity and generalizability of a study's findings, to allow other researchers studying similar phenomenon, opportunities to determine if the research study could be applicable within their own research. Lodico et al. (2010), suggested that transferability is not the ability of the study to be transferrable; rather transferability is the ability for a separate researcher to consider the techniques, methods, data, and processes used with a unique sample under study, and determine if similar procedures could be used to study a different setting or sample. Lodico et al. further purported that transferability is determined through the rich descriptions provided by the initial researcher.

Recognizing this bounded case study's exclusivity, while deeply and richly describing the findings, procedures, instruments, and processes, was completed to

establish that the findings could be transferable for similar populations and settings (Lincoln & Guba, 1985). Throughout the data collection stage of observations and interviews, detailed and comprehensive fieldnotes were taken to ensure that no data was lost to negligence. Additionally, interview notes were hand scribed and recorded using a voice-to-text recording device that immediately recorded every word into a word document; guaranteeing that rich descriptions could be gathered from the data collected. In the analysis stage, intense descriptions of each participant's perceptions provided an abundant body of data to derive trends and themes through. Through reporting the findings of this study, each theme and finding was extensively discussed and supported with multiple data points, as this study used triangulation of three data collection methods to guarantee that the body of data was saturated. Despite the uniqueness of this bounded case study, rich descriptions of the findings, supporting data, setting, sample, procedures, and processes, provides other researchers in the field, the potential to transfer components of this study into their own settings.

In all, unbiased assumptions guided the direction of this study, not the results. As stated throughout this section, this study was a bounded case study, of which the results were not determined prior to data collection. This study was not a verification of what was already known, but an investigation into what was unknown to the researcher and others. Limitations of this study were controlled through measures taken to ensure transferability of the findings to other settings similar to the one used in this study.

Conclusions

In Section 2, I have outlined and described the qualitative case study design that was used to identify teacher perceptions regarding implementation of instruction as a core practice of Expeditionary Learning with multiple subcomponents assessed on the annual internal implementation review. This section included an overview of the bounded qualitative case study research design of this study, methods of data collection, justification of participants, an overview of the setting and demographics, ethical considerations, my role as the researcher, and how data was collected and analyzed.

Section 2 provided a detailed description of how triangulation established trustworthiness and reliability of the data collected. Approaches and methods guaranteeing trustworthiness of tools and protocols for data collection were explained. Methods in controlling researcher bias throughout the data collection tool development (developed with a Walden Doctoral Committee to directly align with the three research questions of this study) were explained and outlined. Additionally, the stages of data analysis, and methods used to sort and organize data were explained in this section.

Section 2 narrated the findings of this study, were aligned to the conceptual framework and organized by research question to outline potential answers to the problem of this study. Research questions regarding perceptions of teachers on instruction as an EL core practice, instruction as an element of the annual implementation review, and the impact of EL instruction on student achievement, all uncovered new information answering the overall problem of the study.

Under RQ1, the findings, supported by the data, revealed that a relationship existed between the confidence levels of teachers in teaching EL instruction, and the length of time the teacher had spent teaching in an EL school. A majority of teachers with less experience teaching in an EL school identified themselves as more confident than those teachers who had more experience teaching in an EL school. Confidence levels were found throughout investigation of RQ1, to impact the depth and frequency to which teachers implemented EL instruction and instructional subcomponents; future studies may consider investigating how confidence levels impact IR scores. Findings additionally supported that teachers of School A expressed a gap in knowledge of EL instructional subcomponents, evaluated by the annual IR. With gaps in EL instructional subcomponent knowledge, many teachers were unaware of how to implement certain EL instructional subcomponents due to their knowledge of that subcomponent. Data additionally supported that time constraints and a need for PD impacted the full implementation of EL instruction by teachers at School A. RQ1 uncovered data supporting the problem of this study and possible reasons why School A was not making consistent progress in instruction annually on the annual IR.

RQ2 investigated teachers' perceptions regarding instruction as an element of the annual IR to find answers to the problem of this study, and why IR scores, particularly instruction, were inconsistent, and/or unchanging. Data collected under RQ2, showed that teachers had gaps in understanding how annual IR reports impacted their personal development in instruction. Teachers were mostly shown to link IR and review reports to influencing PD and school goals for improvement, rather than their own practice.

Teachers did not associate the IR reports to their own personal growth with instruction. Findings showed that when teachers were asked about school-wide goals determined by IR reports, only one out of 12 participants were able to recall the most current goals of the school, despite data showing that most teachers at School A felt that IR-based PD was instituted often or very often on the IR goals. Data collected under RQ2 provided potential answers to the problem of this study concerning the lack of consistency in annual IR scores under the core practice of instruction. RQ2 showed that most teachers at School A were unaware of current goals for the school.

RQ3 investigated teachers' perceptions regarding the impact of EL instruction on student achievement at School A. RQ3 sought answers to part of the problem of this study investigating why School A, to date, has not been attaining exemplary status in the core practice of instruction, falling short of student achievement benchmarks as assessed annually by the state. RQ3 uncovered that teachers at School A perceived student achievement to be more than students achieving on standardized tests and benchmark assessments. Data collected under RQ3 showed that teachers at School A were focused on developing the overall achievement of students' characters, rather than only their academic proficiency. Findings supported by data, offered potential answers to the problem of this study by providing evidence that the teachers at School A perceived their focus on achievement and the impact of EL instruction to be a character building experience building lifelong learning skills, much deeper than academic standards.

The findings of this study outlined a range of gaps and areas of need at School A, which provided answers to problem outlined in this study. Gaps were found in the full

implementation of EL instruction within the classrooms at School A as well as in teachers' knowledge of EL instructional subcomponents and how to implement them. Additionally, evidence supported a need for PD and a solution for time constraints within the daily schedule. Findings guided my decision to propose development of a project to address the needs of the school stemming from the data (see Appendix A). Section 2 was concluded with summarized delimitations, assumptions, plans for discrepant data, as well as strategies and devices used in the coding and organization of data that were collected.

Section 3 of this study describes the project generated from the findings of this study. Components of the project are organized in Section 3 in addition to descriptions of how the project will benefit the school stakeholders and participants of the study. The project components were derived from the findings of this study and include a professional development program targeting areas identified through data analysis as *needing PD*. Categories for the PD instruction include: (a) strategies to build the confidence of teachers in implementing EL instruction, despite their experience teaching EL, (b) increasing awareness of EL instructional subcomponents and methods of implementation, (c) using learning targets for progress monitoring; differentiated instruction to support all students, (d) how to effectively and efficiently implement reflective practice and structured revision, (e) creating consistent use of reading strategies across the curriculums; writing strategies every content can use, (f) establishing a culture of math in every content, (g) integrating all arts into classrooms to celebrate diversity and culture, (h) simple and quick protocols for the classroom that engage students, (i) current IR report-based school goals, and how to use the goals to guide your personal instruction,

and (j) fostering a culture of achievement seekers. With structured PD, focused on the identified areas of need as revealed by teachers, the project is intended positively impact the overall problem at School A of inconsistent, and in some cases, non-increasing implementation review scores and proficiency on state and benchmark assessments.

Section 4 discusses reflections and conclusions of the project. In Section 4, I considered possible limitations of the project and potential solutions for those limitations. In the section, I reflected on what I learned throughout the project study and the project development, as well as my habits of scholarship throughout the doctoral writing process. In section 4, I additionally discussed my reflective thoughts on becoming a project developer, a practitioner of education, and my roles in leadership and promotion of social change. I concluded section 4 with implications, applications, and directions for future research.

Section 3: The Project

Introduction

The purpose of this study was to uncover potential gaps, determining why School A was not making consistent growth in the Expeditionary Learning (EL) core practice category of instruction as evaluated in the internal annual Implementation Review (IR) conducted at the school, as well as to investigate potential gaps through teachers' perceptions, identifying why academic achievement scores on state benchmark assessments were less than proficient. I investigated the perceptions of teachers through electronic, qualitative questionnaires, observations, and semistructured interviews. I analyzed the data and identified seven themes: (a) confidence level and experience, (b) knowledge and instructional subcomponents, (c) implementation of subcomponents, (d) time constraints and the need for PD, (e) knowledge of and personal instructional development guided by IR goals, (f) PD received related to the IR, (g) student academic achievement impacted by EL instruction and the whole student. The research conducted in this study provided information regarding the problem of this study and indicated that half of the teachers teaching at School A were either *confident* or *slightly confident* in teaching EL instruction, as opposed to *extremely* or *very confident*. Additionally, teachers stated a need for specific PD in areas of reflective practice, differentiated instruction, a culture of literacy, math and the arts, as well as a need for EL instructional knowledge as a whole. To address the findings and needs of School A, determined from the research, I developed a project titled *Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher* (see Appendix A).

Overall, this section includes: a description of the project; a rationale of the project genre and how the project addresses the problem; a review of literature related to current research and theory based on the genre of PD, EL-based PD, and EL instruction as a core practice; an outline of project implementation; and implications for social change. In all, the project, *Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher*, was derived from the findings of this study and was informed by the professional literature.

Description and Goals

The project, *Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher*, is a 3-day intensive program, designed to build the confidence levels of EL teachers in EL instruction as a core practice, for increased classroom implementation. The project was developed to provide an integrated and experiential training of EL instructional practices, relevant to teachers' classrooms and intended to support the needs highlighted by the data collected in this study. The project has been created to specifically address the areas in need of School A, but may, however, be slightly redesigned for future use with other schools or groups of EL teachers.

The problem identified in Section 1 outlined that School A was not making consistent growth in the EL core practice category of instruction as evaluated in the internal annual IR conducted at the school, and that the academic achievement scores on state benchmark assessments were less than proficient. Data collected by this study uncovered gaps in instructional knowledge and full implementation of EL instructional subcomponents as well as an overall gap in confidence teaching EL instruction, as a

whole; suggesting possible explanations for the overall problem of the study.

Specifically, this project targeted the areas of need, as perceived by teachers participating in this study, and was created to improve the confidence and knowledge of those teachers for future implementation of EL instruction in their classrooms.

The goals of this EL PD program include developing the confidence and EL instructional knowledge of all teachers at School A through interactive, experiential, and relevant/needs-based training on the EL instructional model. An additional goal includes developing, enhancing, and embracing the collaborative community of School A in order to promote a stronger culture of literacy, math, and integration of arts. Finally, the project will target increasing awareness of EL instruction and awareness of the IR goals, and how IR review reports can improve professional practice in the future, as well as student achievement.

Rationale

The findings of this study presented several areas in need of improvement in order for School A to progress on annual implementation reviews and annual student achievement benchmark assessments. A PD model was selected as an appropriate genre of project for this study. The decision to select a PD model derived from the data collected in this study, which, presented teachers' perceptions directly stating a need for PD in specific areas of EL instruction. Additionally, participants expressed varying levels of confidence in teaching EL instruction, and in some cases, attributed the lack of confidence to a lack of professional training and development. Specifically, an EL-based PD project genre was selected due to the nature of School A, which follows an EL

pedagogical model. More so, a PD program was ideal for providing targeted and thorough training to build the confidence levels of teachers, and to address the areas of concern where gaps and needs of teachers were discovered in the data. In addition to the specific requests by many participants for PD in targeted areas of EL instruction, data showed that EL instruction was not being fully implemented in some classrooms, and EL instruction and instructional subcomponents were unknown to many teachers at School A. The genre of a PD model was appropriate in meeting the needs discovered through data analysis, completed in Section 2.

The project, *Building Confident EL Teachers: EL PD for the Expeditionary Teacher*, is a potential solution to the problem of School A's absence of significant progress on annual implementation reviews and annual student achievement benchmark assessments. The project addresses the gaps and needs of the school as determined by the research, which, potentially influenced or affected the problem of this study. Throughout the content of the project, the problem has been addressed by utilizing the *areas of need* as a guideline for the PD model and PD curriculum. The problem will be additionally addressed through the EL instructional paradigm, which the PD program will follow; the PD instructional practices and components will be modeled for teachers as they take on the role of a student throughout the EL-based PD instruction.

Review of the Literature

The literature review in this section presents a review of scholarly, peer-reviewed literature, related to the genre of the PD project and the research findings of the study. Peer-reviewed articles analyzed for this literature review were published within the last

five years and accessed in the Walden University Library using the Thoreau search option which includes but is not limited to databases such as: ProQuest, EBSCO, Education Research Information Center (ERIC), Walden Library Books, and the Teacher Reference Center. The literature review was informed by educational theories and guided by the overall problem of the study and areas in need of improvement. The professional development project genre is appropriate to the problem of the study for multiple reasons. According to the data collected in this study, participants of the study as necessary for full implementation and knowledge of several aspects of EL instruction directly mentioned PD. Additionally, participants expressed varying levels of confidence in teaching EL instruction, and in some cases, attributed the lack of confidence to a lack of professional training and development.

The development of the project for this study was driven by alignment of both research and theory. Theories informing the content of the project include Knowles's (1980) theory of andragogy and adult learning, Dewey's (1938) theory of experiential education, EL's core practice theories on instruction (Core Practices, 2011), and EL's model of professional development (EL Education: Professional Development Catalog 2017-2018, 2018). The content of the project was informed by the needs and gaps discovered through the research conducted in this study. Research informing the content of the project includes: PD programs that develop the confidence levels of teachers in instruction; benefits of relevant, interactive, experiential, and needs-based training; developing, enhancing, and embracing collaborative communities within schools to establish strong cultures of learning and improved student achievement; and the benefits

of PD on creating a culture of differentiated instruction, reflective practice, literacy, math, and integration of arts. In all, the project was informed by the research and relevant theories on adult and experiential education models, providing the framework for the following literature review.

The Need for Ongoing and Individualized Professional Development

Professional development has been recognized as an advantageous instrument in developing the instructional practices of teachers. Despite the benefits to ongoing and regular PD implementation, PD has often been overlooked as a means of advancement, due to time and opportunities for implementation in schools (Van der Klink, Kools, Avissar, White, & Sakata, 2017). Van der Klin et al. (2017) discussed that as teachers enter the field of education in a *novice* state and develop into experienced professionals, the need for PD does not change or decrease; rather the need is as strong, and the focus or nature of the PD changes alongside the professional. Frequent and regular PD is important to offer teachers through both a *collaborative* and individualized setting (Spencer, Harrop, Thomas, & Cain, 2018). Spencer et al. (2018) purported that the setting of PD is important, and that some PD is provided to teachers in an offsite facility by outside trainers or instructors; removing the teacher from their setting and practice for generic, unindividualized instruction. While generic PD has been shown to not be as beneficial, individualized PD, provided in a setting that develops a mentor relationship and culture among the trainer and trainee, has been shown to add to the success of the teacher; building valuable, comfortable relationships (Spencer et al., 2018).

Individualized PD, designed to meet the needs of and areas of teacher weakness, have been shown to be beneficial for both student achievement and professional growth of teachers (Caddle, Bautista, Brizuela, & Sharpe, 2016; Huffman, Thomas, & Lawrenz, 2003). Caddl et al. (2016) found, that because teachers have different educations, credentials, and/or qualifications, their needs in the form of PD/training are very different from one another; making the case for a need to investigate what teachers need before implementing general, or universal PD. According to Bayar (2014) teachers define the *effectiveness* of PD by how much the PD met their needs as teachers as well as how knowledgeable the trainers of the PD program are in meeting those needs.

Huffman, Thomas, and Lawrenz, (2003) found that teachers who underwent ongoing PD and acquired innovative and new methods to teaching their content, yielded higher levels of academic achievement among their students; showing a relationship between PD and student achievement. Huffman et al. suggested that in order to create PD that effects student achievement, PD should occur within the setting of the teacher, be relevant and meaningful to the participants, and should involve teachers in the creation of the targeted PD, allowing for deeper *impact* in the classroom. Teacher input in developing PD plans is necessary due to the vastness of teacher backgrounds and needs. According to Ní Ríordáin, Paolucci, and O' Dwyer (2017) teachers, despite achieving levels of higher education, struggle with their *comfort level* in teaching specific content areas and experience challenges connecting content with students; making the need for individualized and meaningful PD all the more important.

Experiential, Andragogical, and EL Approaches to PD

According to the andragogical model, adult learners have a *need to know* what is being taught, and a *need to know* why the material is of use or importance to them; keeping things relative and in perspective (Knowles, Holton, & Swanson, 2005). Knowles, Holton, and Swanson (2005) stated that in developing an adult's *orientation to learning*, adults must understand that what they will learn is something that will help them in relative circumstances; trainers and instructors must keep the learning experiences and contents within range of applicability to life. McCray (2016) explained that within the *adult learning theory*, adults, through learning experiences guided by their own interests, accumulate a collection of tools for use later on in future experiences. McCray found that when andragogical methods were implemented in practice, and adults were left alone to guide their own learning and development, optimal levels of engagement and transformative practices emerged, where adults *collaborated*, and expressed pleasure in the learning experience; finding it applicable and personally relevant. The andragogical method builds inquiry, similarly to the expeditionary model of instruction.

Dewey (1938), often considered the *founder of experiential education*, argued the value of experiential learning over traditional methods of instruction; maintaining that the experience offers learners valuable and personal knowledge, not offered through conventional methods. Expeditionary Learning is an educational framework that engages students in learning through submersion in experiences where they build inquiry and investigation of content presented to them; EL PD is the same, where teachers become

students, learning pedagogical methods through experiencing the methods, taking on the role of a student (Klein and Riordan, 2011). Through EL PD, the learning experiences of the teachers are applicable to their content because they themselves are experiencing the methods and structures of teaching. Research showed that teachers who were *engaged* in learning through methods of hands-on instruction felt PD was most *effective* (Bayar, 2014). Klein and Riordan (2009) claimed that through EL PD, teachers were observed to be engaged in prolonged units of study through interactive, experiential and investigatory opportunities; teachers claimed the excitement of the PD and style of learning *transferred* into their practice. Klein and Riordan additionally found that a positive relationship existed between teachers experiencing pedagogy and further implementing the same pedagogical practices in their own content.

Burke (2013), also discovered that teachers engaged in EL PD transferred quality teaching practices into their own classrooms, due to the *experiential* nature of the PD; teachers claimed that what they learned in the PD was relevant every day, especially the collaborative foundation which encouraged relationships and cooperation. Girvan, Conneely, and Tangney, (2016) found that reflective practice, following teacher exposure to experiential and expeditionary PD, was fundamental in developing real changes in the classrooms of teachers towards a modern and experiential pedagogical approach; solidifying and reinforcing practices learned. Cornish and Jenkins (2012), purported that self-reflection through analytical thinking in teaching, particularly following experiences, was essential in teachers developing as a *practitioner*, for progression and advancement in areas in need of growth. Overall, experiential and EL-based PD has been shown to

enhance the overall teaching practices of teachers in the classroom, demonstrating to be a valuable approach towards professional learning.

Individual EL Instructional Subcomponents Within PD Programs

According to the Core Practices (2011), EL lessons are structured around learning targets, and must have a clear opening or launch, focal instructional center, a closing; deliberate and intentional about student engagement and social development. Dobbertin (2012); explained that the use of individualized learning targets and differentiated instruction can provide access points for all students to enter the content being taught. EL instruction implemented successfully, has been done through differentiated tasks, reflective practice, student development through individualized learning targets, teacher use of pre and post assessments to guide the differentiated instruction, and use of *learning targets* to guide and evaluate *effective learning* (Dobbertin, 2012). Suanrong and Herron (2014), found that when PD for teachers was differentiated, where teachers' individual differences and learning styles were considered, teachers showed an increase in comprehension of the PD learning goals; learning and experiencing differentiated instruction first hand, as students might. Valiandes and Neophytou (2018) established that PD, focused completely on differentiated instruction, positively impacted the student achievement in the classroom of teachers enrolled in the PD program; hence supporting a direct relationship between PD on differentiated instruction and student academic achievement. In pursuing effective lessons and implementing successful differentiated instruction, teachers must foster a collaborative culture, promote inquiry and

investigation, be aware of where their students stand with comprehension, and solicit high achievement and quality work (Core Practices, 2011).

Bell, Daniels, and Lawless (2011), revealed that EL instruction, through creating a culture of character and collaboration, attends to the needs of *at-risk students* by providing them *expeditions*; situations where they can cultivate their own self-image and become a better learner through engaging in social learning opportunities and differentiated tasks. McNeill, Butt, and Armstrong (2016) found that engaging teachers in *collaborative cultures* during PD yielded progress in the achievement of students and in the development of teachers; through a mentor-style program of support for each other. Teachers reported that beneficial components to PD included having a clear PD lesson structure, beginning, middle, and end, as well as content that was relevant to student and teacher needs (McNeill, Butt, & Armstrong, 2016). According to Core Practices (2011), EL lessons are best designed when an engaging opening or launch, focal instructional center, and a closing are planned for and implemented.

Building a culture that fosters the promotion of reading, writing, and mathematics is a focal point of EL instructional core practices. Reading instruction should be integrated throughout the different curriculums, focusing on how to read and approach varied texts, developing a sense of understanding that the curriculums are separate, and related (Core Practices, 2011). Stern (2016) explained how one school, with a significant inclusive population of English language learners and students with disabilities, used methods of EL instruction to meet the arduous demands of the NCLB act, offering student-centered instruction, inquiry-based lessons, support for students, and PD for

teachers on designing and creating a culture of reading, literacy, and mathematics through standards-based questioning. Stern expressed that the body of literature available, investigating EL instruction and achievement of EL schools, was virtually barren. The shortage of research on EL instruction was noted previously in Section 1 of this study.

EL students write for many purposes and acquire skills to write under many genres, calling on teachers to incorporate the writing process, writing tactics such as *6+1 writing traits*, and opportunities to utilize and build writing skills daily (Core Practices, 2011). The *6+1 Trait Writing model* offers a CCSS aligned paradigm that teaches a uniform structure for writing and analysis of text in all content areas; incorporating the six traits of: *ideas, organization, voice, word choice, sentence fluency, conventions, and presentation* (Education Northwest, 2017). Coe, Hanita, Nishioka, Smiley, National Center for Education Evaluation and Regional Assistance, and Regional Educational Laboratory Northwest (2011) claimed that in an investigation of multiple schools and teachers engaged in 6+1 traits of writing PD, student writing abilities improved significantly from the pre- to the post-assessment; PD was noted as being initiated with a 3-day intensive training program, followed by consistent and regular PD thereafter. Similarly, Koster, Bouwer, and van den Bergh (2017) explained that following engagement in PD on a multi-level writing intervention program, student practices in writing showed progress; and more so, levels of teacher confidence in teaching writing increased. In all, PD has been shown to increase teacher confidence levels, practice, and student achievement.

According to Core Practices (2011), EL schools should incorporate mathematics, routinely, into PD, allowing teachers to communicate about common language, data, and teaching commonalities with regards to math instruction; building confidence of all content teachers in implementing a culture of math. Vazou, and Skrade (2017) found that when teachers integrated math activities and other contents, such as *physical activity*, student comprehension of math and overall math achievement improved; supporting the benefits math-based interdisciplinary activities. Hamilton (2017) recommended that the first step to expanding mathematics for students begins with teaching students how to be articulate and confident in the language of math, so that students can use math and apply it in life; supporting a need for common language to exist between contents for universal implementation of math strategies. A primary step in achieving the creation of a common language is creating the language among teachers. Suanrong and Herron (2014) found that in using differentiated methods of instruction in PD with teachers, mathematics and math language comprehension among participants (teachers) improved; teachers reported higher levels of confidence in integrating mathematics as well as an increase in skill base to do so. Overall, PD offered to support teachers in methods of integration and in creating cultures of writing and math, was shown to increase both teacher confidence in instruction and student achievement.

Core Practices (2011) suggested that in a school, the arts should be celebrated and performed in expeditions and projects; unified and merged into other contents and curriculums. LaJevic (2013) highlighted that the arts are a means to bring life to subjects and contents, suggesting that the arts should be present and visible in a school, displaying

the fusion of ideas. In creating a culture of well-integrated arts, lessons and ideas must be carefully planned into all contents through a hands-on approach (LaJevic, 2013). Koch and Thompson (2017) reported that teachers who were involved in arts integration PD described having increased levels of confidence in teaching integrated content, claimed higher levels of enthusiasm in teaching content that assimilated the arts, and saw increases in student achievement where arts were integrated. Teachers perceptions of what they taught were reportedly positive when the arts were incorporated into their lessons, following PD training (Koch & Thompson, 2017).

Saraniero, Goldberg, and Hall (2014) claimed that following PD focused on the integration of arts, teachers reported that many benefits inside the classroom, including reading support, and added layers of interest to the content being taught. Richard and Treichel (2013) found that after a two-year comprehensive PD program on integrating content areas with the arts, teachers were collaborating, coteaching, integrating curriculum, and finding increased engagement among students, as well as increased student achievement. In all, research has supported that PD, training teachers on how to integrate arts curriculum with other contents, has been beneficial in instruction, and in the classroom.

In all, well developed, hands-on, and engaging PD has been shown overall to increase both the confidence of teachers in classroom instruction and largely student achievement (Koch & Thompson, 2017; Rollison, Ludlow, & Wallingford, 2012). Focused PD, differentiated, and designed to enhance teachers' instructional areas of need, have shown to additionally enhance the confidence levels of teachers involved, and

individually benefit and improve the practices of those teachers (Suanrong & Herron, 2014). Following a model of EL as a pedagogical approach towards teaching teachers through PD has shown to significantly affect the instructional practices and enthusiasm of teachers and augment the collaborative relationships among teachers; transferring directly into classroom practice (Burke, 2013; Klein & Riordan, 2011).

Project Implementation

The project, *Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher*, is a 3-day professional development program, designed to build the confidence levels of EL teachers in EL instruction as a core practice, for increased classroom implementation. The project was developed to provide an integrated and experiential training of EL instructional practices, relevant to teachers' classrooms and intended to support the needs highlighted by the data collected in this study. The goals of this EL PD program include developing the confidence of all teachers at School A through interactive, experiential, and relevant/needs-based training on the EL instructional model. An additional goal includes developing, enhancing, and embracing the collaborative community of School A in order to promote a stronger culture of literacy, math, and integration of arts. Finally, the project will target increasing awareness of EL instruction and awareness of the IR goals, and how IR review reports can improve professional practice in the future, as well as student achievement.

The project is intended to be offered across three full PD days, which, the school designates for planning and training of staff. This PD program includes PD materials,

training guides, a timetable of implementation, resources and supports, potential barriers, as well as roles and responsibilities.

Potential Resources and Existing Supports

The resources that will be necessary to implement the PD program for EL teachers at School A will include access to a large area for the staff to engage in initiatives, a classroom for the overall teaching/training program, access to computers, laptops, internet, a long hallway, instructional books noted in the project training materials, and basic training materials necessary for participant engagement, such as office supplies and icebreaker initiative materials. Participants will be provided with training materials, including copies of the intentions of the program, as well as timelines of the intended goals and designated instructional days for each. Existing supports include the building administrator, who will authorize and allocate the appropriate rooms, locations, and timing for the program to be implemented. Additional supports include the EL instructional coaches, who can assist in setting up, and guiding the training program.

Potential Barriers

Timing is a potential barrier to the implementation of the project. The PD program has been designed to be implemented across three consecutive days. During the school year, finding three consecutive days for training and instruction may be a challenge, as few designated training/PD days are back-to-back. Often throughout the school year, teachers have full and half-day training blocks, set aside by the school and school district. If the building administrator decides to utilize the program across several days, rather than three consecutive days, or utilize the program in instructional chunks,

the program may be divided into segments. During the summer institutes, the school designates several consecutive days to EL PD for staff. The building administrator, after reviewing the program, will decide where the program will suit the teachers best, and be most conveniently implemented.

Proposal for Implementation and Timetable

The timetable for implementation is included within the training materials of the program (located in Appendix A). The timetable identifies the transition to different topics and instructional components, as well as designated pauses and activities. The original program was designed for three full-day implementation sessions. Once the building administrator assigns the training session days, I will be able to decide if the program can remain organized as it is proposed (in Appendix A) across three days or if the program needs to be divided into segments for multiple sessions. The program outline is discussed below, and daily timelines are displayed in Figure 5, Figure 6, and Figure 7.

Day one agenda plan. Figure 5, below, illustrates the timeline of implementation for the first day of the PD program.

Timeline:	Focus:	Day
8:00 am - 8:30 am	Breakfast, Reading, Greeting	1
8:30 am - 9:00 am	Debrief, Introduction/Learning Targets/Program Goals	
9:00 am - 9:10 am	Research Findings/Outline of the Day	
9:10 am - 9:20 am	Break	
9:30 am - 10:00 am	Team Building Initiative/Debrief	
10:00 am - 11:00 am	Core Practices-EL instruction/TPT and EL Protocols	
11:00 am - 12:00 pm	Lunch	
12:00 pm - 12:30 pm	Welcome Back- Group Presentations	
12:30 pm - 1:30 pm	Check-in/ Learning Target Reflection/EL Instructional Subcomponent Interactive Gallery Walk	
1:30 pm - 1:40 pm	Break	
1:40 pm - 2:40 pm	Interactive Group Sort -7 subcomponents of instruction (2 Groups)	
2:40 pm - 3:00 pm	Whole Group Collaboration-Bring Ideas Together/Check Sorted Groups	
3:00 pm - 3:30 pm	Closing: Reflecting on the Learning Targets, Formative Assessment (How can I use this in my own practice?), Closing Circle	

Figure 5. PD Project Implementation Timeline: Day 1.

Day 1 will be initiated with a traditional EL format and structure, which includes a reading and a greeting, aligned with the program's goals and learning targets. Teachers will then be immediately informed about the relevancy of the program to their teaching and overall school needs through an introduction. The introduction will discuss the research findings and explain the overall purpose and intended gains expected for each participant following the program. Teachers in the program will then be guided in a collaborative, team-building exercise, known within the EL instructional design as an *initiative*, calling on each member to use teamwork and communication for successful completion of a task.

Following the initiative, teachers will be led into a jigsaw activity to reinforce and/or gain information about instructional practices in an EL classroom. Teachers will group-up, and investigate pre-determined sections of three texts, selected intentionally to scaffold instruction on EL core practices. Each group will present on each sub-topic

given to them and will share their knowledge. Throughout several stages of the day, the instructor will consistently ask teachers to self-assess on how or if they are meeting learning targets set for the session.

Participants will be provided with a break in the morning and an opportunity for lunch, which will be followed with an interactive gallery walk where they will engage in investigating and analyzing the seven subcomponents of EL instruction. The gallery walk will model a structure they can use in their classrooms. Teachers, as they progress through the gallery walk, will evaluate each of the seven subcomponent practices described and portrayed throughout the gallery. As teachers reflect, they will record if the practices seen are evident throughout the school or determine if the practices need more work.

To further develop understanding among teachers in the seven subcomponents of EL instruction, an interactive group sort will follow the gallery walk. The interactive group sort will require teachers to think critically about the qualities of several instructional practices presented to them in order to accurately categorize each practice among the seven total components of instruction. The day will end with a closing circle, where participants will reflect on how and if they met each learning target set for the day's session. Additionally, the instructor will conduct a formative assessment using an exit ticket, checking the learning and understanding of the participants.

Day two agenda plan. Day two will initiate with a reading and a greeting, aligned with the program's goals and learning targets. The agenda for day 2 can be viewed in Figure 6 below.

Timeline:	Focus:
8:00 am - 8:30 am	Breakfast, Reading, Greeting
8:30 am - 9:00 am	Debrief, Research Findings, Agenda, Learning Targets/Program Goals
9:00 am - 9:20 am	Team Building Initiative/Debrief
9:20 am - 9:30 am	Break
9:30 am - 11:00 am	Differentiated Instruction: What is it? What does it look like in the classroom? Differentiated Stations- Investigation
11:00 am - 12:00 pm	Lunch
12:00 pm - 12:10 pm	Welcome Back/ Review Learning Targets
12:20 pm - 1:00 pm	6+1 traits of Writing: What is it? What does it look like in the classroom?
1:00 pm - 1:20 pm	Integration of Arts Gallery Walk: Chalk-Talk
1:20 pm - 1:30 pm	Break
1:30 pm - 2:20 pm	Reflective Practice using Learning Targets: Observe/Create
2:20 pm - 3:00 pm	Common Literacy and Math Terminology that every classroom can use
3:00 pm - 3:30 pm	Closing: Reflecting on the Learning Targets, Formative Assessment

Figure 6. PD Project Implementation Timeline: Day 2.

Following a debrief of the greeting activity, the day two program goals and associated research findings will be discussed as well as the learning targets for the day. In order to build the level of trust and collaboration among the group, a team building exercise/initiative will guide participants in working together through a differentiated challenge, also aligned to the day's focus, learning targets and goals. The first full instructional segment will follow on differentiated instruction. Teachers will engage in a total participation activity, activating their prior knowledge regarding differentiated instructional practices. The group will then be guided through what is and isn't differentiated instruction, as a means to clear up misconceptions noted in the data from the research of this study.

Integration of multimedia will include a short video on differentiated instructional practices; allowing for visual learners within the group to access the content. Teachers will be asked to take part in identifying contributors to differentiated instruction

and identify their own learning style through a *learning inventory* (Gregory & Chapman, 2007, p.27). The learning inventory will establish how they might best use differentiated instruction for their own learning. Using the learning inventory as an indicator, PD participants will make a selection of which differentiated station, of three, to participate in. Each station targets a different learning style. Following participation in the station of choice, each teacher will share their learned information with one another through a total participation protocol (an additional method to differentiation within a lesson). To establish a culture of reflection and reflective practice, a need and gap discovered in the research of this study, constant check-ins with the learning targets will call on teachers to self-assess their own learning, knowledge, and understanding.

In the second half of the day, teachers will be guided in understanding how to implement the 6+1 Traits of Writing, a suggested consistent framework of writing within the Core Practices (2011). Teachers will gain knowledge to the 6+1 Traits through guided instruction, multi-media video of a classroom utilizing the 6+1 Traits, and practice analyzing, creating, and evaluating writing using the 6+1 Traits as a structure. Following a short intermission, teachers will cover two more topics, Integration of the Arts (a final subcomponent of EL core practices, discovered in the research of this study to have gaps in implementation and teacher-understanding), and a planning session among ELA- and math-based teachers for collaboration on common classroom terminology and practices (something requested by teachers, noted in the data).

Located in the hallway, several posters will be displayed, depicting how different teachers and schools have used arts in their classrooms to integrate culture, identity, and

to reinforce content knowledge. The activity will follow a *Chalk Talk* protocol, which will engage teachers in a rotation of resources informing them on how the arts can be integrated into classrooms, outlining the benefits of doing so. Through engagement, the resources will encourage teachers to write their thoughts, ask questions, and provide connections to resources available (EL Education: Resources, 2018).

Ending the day, teachers will be asked to group-up into focus factions, organized by content; those who use traditionally more mathematics in their content, and those who traditionally use more ELA/reading/writing. The purpose of the activity is to have teachers discuss the important concepts, terms, and practices within their content/standards, that would be common and significant enough to encourage all classroom teachers to integrate into their own common practices. For example, using the word *central idea* in class to determine the main idea of a text/question/concept, rather than *summary* or *main point*. The term *central idea* is not only a common core standards-based concept, but it is one easily transferrable to all classrooms for practice (Common Core State Standards Initiative, 2015). In focus groups, teachers will generate anchor charts for classrooms that students and teachers can use to make connections between contents. After teachers present to each other, they will gather into a closing circle, where a final learning target check-in, debrief of the day, and reflection will take place. Teachers will be asked to self-assess using the learning targets, deciding how or if they met each one set for the day. A short formative assessment will be given to each teacher, in the form of an exit ticket, evaluating their knowledge of content taught during day two of the program.

Day three agenda plan. Day three, as done with both day one and two, will initiate with a reading and a greeting aligned with the program’s goals and learning targets. The agenda for day 3 can be viewed in Figure 7 below.

Timeline:	Focus:
8:00 am - 8:30 am	Breakfast, Reading, Greeting
8:30 am - 9:00 am	Debrief, Research Findings, Agenda, Learning Targets/Program Goals
9:00 am - 9:10 am	Break
9:10 am - 9:30 am	Team Building Initiative “Pass the Plate”
9:30 am - 10:00 am	Planning for a Culture of Literacy: Collaborative Break-out Session-Team Planning
10:00 am- 10:10 am	Break
10:10 am - 11:10 am	Developing Differentiated Instruction
11:10 am - 12:10 pm	Lunch
12:10 pm – 12:20 pm	Welcome Back/ Review Learning Targets
12:20 pm – 1:20 pm	Developing Differentiated Instruction Lesson Engagement and Debrief
1:20 pm - 1:40 pm	What is the Annual IR? Previous Annual Reviews/Current Problem?
1:40 pm – 2:00 pm	Break
2:00 pm – 3:00 pm	IR Data for Professional Growth/Student Achievement
3:00 pm – 3:30 pm	Closing: Reflecting on the Learning, Targets, Program Evaluation

Figure 7. PD Project Implementation Timeline: Day 3

Following a debrief of the greeting activity, the day three program goals and associated research findings will be discussed as well as the learning targets for the day. In order to build the level of trust and collaboration among the group, a team building exercise/initiative will guide participants in working together through a differentiated challenge, also aligned to the day’s focus, learning targets and goals. Following the initiative, teachers will be asked to form break-out session groups for team planning of consistent integration of literacy practices to foster a stronger literacy culture within the school; a gap discovered in the data. Grade-level-based collaborative teams will be asked to use the anchor charts created in the day prior’s activities to guide their development of

a literacy-rich lesson plan per content area. The instructor will facilitate conversation and collaboration, as well as offer support. After briefly sharing lessons within the large group, and a short intermission, teachers again will be asked to form collaborative heterogeneous groups for a planning session of differentiated instruction. Day two, teachers investigated the many different ways differentiated instruction can be used to drive instruction. Day three will call on students to develop their own lesson plan, activating their learned content knowledge while reinforcing concepts through engagement in practice. Each group will create a 30-minute lesson teaching the rest of the group about a designated topic. Teachers will be given one hour to plan the lesson collaboratively, utilizing any available resources provided the day prior, or additional resources the teachers may have. Teachers will break for lunch and will return to implement the lesson they created, where the remainder of the group will become the students of the class. Each group will administer their lesson, while remaining participants will act as the students. Allowing teachers to implement and experience differentiated instruction will enhance their overall understanding of the differentiated process.

To establish a culture of reflection and reflective practice, a need and gap discovered in the research of this study, constant check-ins with the learning targets will call on teachers to self-assess their own learning, knowledge, and understanding. Data from this study showed that teachers exhibited a major gap in understanding of what the IR goals were for the school, as well as how goals could impact their professional practices. Following a learning target check-in, teachers will be guided through an

informational session on what exactly the IR assess, why the evaluation is important, and how the IR is used to develop school-wide instructional and cultural goals. A component of the informational session will include an investigation of prior years' IR reports with an analysis of which subcomponents of instruction the school struggled with the most.

Following the informational session, the instructor will discuss the two steps designed to address the problems discovered through data collection, involving the inability of teachers to cite current IR goals for the school as well as how IR goals impacted their professional practices. Step one will involve training in the areas of weakness and step two will involve guiding the teachers into how to use the reviews goals to develop their professional practice. Teachers will be led through prior IR goals, findings in the research, and the current school-wide goal derived from the most recent IR report. In order to assist teachers in developing a habit and practice of using the IR goals for reflection and future growth, the instructor will lead and navigate them in discovering available resources located within the EL Commons library of resources online (EL Education: Resources, 2018).

Teachers will be shown two EL instructional videos, targeted to align with the most current IR review-based school-wide goals, use of strategic questioning and vocabulary instruction. During the videos, teachers will be asked to complete a *notice/wonder protocol* where they will record what they notice or wonder about the strategies observed. Following each video, the instructor will record the ideas, notices, wonders, and questions of the group onto chart paper as a means to review the content and cover any inquiries the teachers may have. The session will conclude with a learning

target reflection, where teachers will be asked to self-assess using the learning targets, deciding how or if they met each one set for the day. A short formative assessment will be given to each teacher, in the form of an exit ticket, evaluating their knowledge of content taught during day three of the program. Specifically, they will be asked why the annual implementation review is important to the school and what it evaluates each year, as well as how they feel the IR-based school-wide goals will influence their own personal practice. Finally, each teacher will be asked to complete a program evaluation form where they will be asked to describe how or if they met their daily learning targets throughout the program, to compare their level of confidence in teaching EL instruction prior to and after the program, to describe the most valuable component of the program, and to offer traditional EL-based feedback in the form of *praise question, suggestion*.

Roles and Responsibilities of Student and Others

As developer of the PD program, I will best be suited to implement and facilitate the project within School A. Guided by the second literature review of this study, and as facilitator, I will work towards creating a truly student-centered classroom that is engaging, differentiated, and relevant to participants. The role of the administrator will be to provide me with optimal times and locations for the PD program to occur, as well as support in implementing the program to promote change within the school. The role of the EL coordinators will be to monitor and guide the implementation of the program, assisting in facilitation of collaborative planning groups and student-driven investigations and activities. The role and responsibilities of the teachers (participants) of the program, include participation, true engagement and commitment to working towards solving the

problem at School A. Participants will also be counted on to collaborate, work towards maintaining a healthy, positive, and affirmative culture throughout the sessions, and to engage in the best of their ability for promotion of growth within the school. All involved, will have the responsibility of committing to change and implementing the strategies taught and supported throughout the program, understanding that implementation will enhance EL instructional practices, EL teacher-confidence, and student achievement.

Implications Including Social Change

This project has the capacity to impact several communities, both local and far-reaching.

Local Community

The implications of this project are local and significant. The project has the capacity to enhance the overall collaborative partnerships among teachers, build a strong sense of understanding among teachers about the seven subcomponents of EL instruction, enhance the confidence of teachers in EL-based instruction, increase teacher-understanding about the annual IR review, review goals, and how reviews can guide their professional practices. The program additionally has the potential to expand teacher knowledge of differentiated instructional practices and integration of the arts, develop a strong and consistent culture of literacy and math, and improve reflective practice with daily learning targets. Each component was designed as a potential solution to the overall problem of the study. Long-term effects include an overall impact on EL instructional

practices at School A and therefore improved performance on future IR reviews and student achievement; benefiting local stakeholders and overall school performance.

Far-Reaching

The setting for this study was an inner city, expeditionary-based middle school in the Northeastern United States. This study sought the perceptions of participants from a distinct time period, where the results were exclusive only to the school, likely ungeneralizable to other schools. However, the far-reaching implications of the project include: contributing to the body of research regarding EL PD and EL PD implementation; PD on EL instructional methods, particularly where gaps were discovered and attempted to be supported; PD on EL IRs and IR goals; the methods involved with building the confidence levels of EL teachers in implementing EL instructional practices. Creating a program that enhances the EL instructional confidence of teachers has a global impact in that student achievement is far-reaching, as is the development of a foundation to cultivate teacher confidence in EL instruction. Improving differentiated practices within all classrooms has the potential to provide students with the security in learning, not fully present before; guiding them to a new understanding of themselves as learners and how to approach learning in their own world, growing as stronger, more confident students overall. In all, building a strong, self-confident, collaborative culture has the potential to socially impact the community students are currently and later part of.

Project Evaluation

According to the Core Practices (2011), in an EL school, PD is the vehicle for training *quality teachers*, utilizing *formal evaluations* as a means to assess and carry out the vision for each teacher and school. Within the EL PD program project, the evaluation of the program will come in two forms; regular formative and ongoing learning target check-ins, and a final summative quality and goal evaluation. The evaluations utilized throughout the program are intended to assess if the program meets the needs of the school and teachers, as determined by the research conducted in this study. If at any point the program is not meeting the needs of the school or teachers, the components and/or methods of instruction must be revisited and rebuilt in order to meet those needs. Key stakeholders may potentially rely on the program to initiate change within the school and among the teachers' practices and confidence in teaching EL for improved student achievement and IR annual scores. The importance of the evaluation system embedded within this program is critical for both improvement, and progress.

Formative evaluation. The program goals were designed in the form of learning targets. According to the Core Practices (2011), and EL expectations, learning targets are set in place to guide instruction and assess and evaluate the knowledge of the learner. Learning targets are used to determine if what is being taught aligns with what students learn. In following traditional EL PD and a traditional EL structure, learning targets were used in this project to replace program outcomes. The learning targets for this program are listed below:

- I can evaluate my own confidence level teaching EL instruction, before and after participating in the program
- I can communicate and collaborate with members of my professional learning community
- I can actively participate in experiential learning opportunities
- I can investigate and explore the 7 subcomponents of EL instruction as a core EL practice
- I can differentiate between elements of the 7 subcomponents of EL instruction and sort them into appropriate categories
- I can explain how I intend to use the 7 subcomponents of EL instruction in my own classroom and practice
- I can investigate and explore different methods to differentiation in instruction
- I can explain how teachers can use common math and literacy terminology, differentiated instruction, and the arts in the classroom and in practice
- I can create differentiated learning opportunities for my students
- I can identify what the 6+1 traits of writing are, and how they can be used in every classroom
- I can develop literacy-rich lessons for my students, using 6+1 Traits of Writing and common terminology established by my colleagues
- I can collaborate with my colleagues to determine how math and literacy can be consistent within all classrooms

- I can reflect on how revisiting learning targets is a form of reflective practice in the classroom
- I can use a chalk-talk to share ideas about how the arts can be integrated into content classrooms
- I can investigate and explain what annual Implementation Reviews assess, why the assessments are important, and how the assessment reviews can guide my personal instruction

The above learning targets will be used throughout the program to assess and evaluate how and if the participants are learning what is intended, day-to-day. Each section of the program is associated with one or more learning targets. Constant and regular check-ins are scheduled to occur within each day and segment. Check-ins will call on the instructor to ask participants which targets they feel they have mastered or made progress on and why, using protocols, such as *thumbs up*, *thumbs down*, *thumbs in the middle*, or *think-pair-share* to indicate where they are in meeting the target. Formative assessments will guide the instructor in understanding, which parts of the program work, and which parts do not. If the instructor notices a large number of participants struggling in meeting targets, reinforcement of content, or new elements of a session can be added in to fill in any noted gaps. If the instructor notices that a small number of participants are struggling in meeting targets, separate reinforcement or instruction can take place individually with those teachers.

Summative evaluation. A summative evaluation will come at the end of each day in the form of an exit ticket. The final exit ticket for each day is an application target

where each participant will be assessed on their application of knowledge and understanding of content gained through the program. For example, in an exit ticket for day two, participants are asked to explain 3 things they gained during the session that will help them in their instruction or planning. Additionally, participants were asked to explain how they can use the seven subcomponents in their own classroom practice and instruction; calling on them to recall the seven subcomponents and apply them to their own instruction.

Concluding the program, participants will be invited to take part in a final summative evaluation assessing the larger program goals of: improving teacher confidence in EL instruction implementation; new knowledge pertaining to the seven subcomponents of EL instruction; gained familiarity with differentiated instruction; and anticipated school-wide consistency with using the 6+1 Traits of Writing. A copy of the evaluation designed specifically for this project can be viewed in Figure 8 below.

Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher	
Professional Development Program with Jamie M. Erickson	
Program Evaluation	
1. Did you meet all or most of your daily learning targets? Explain why you believe you did or did not meet them.	<hr/> <hr/> <hr/> <hr/>
2. When you started this program, what was your confidence level Teaching EL Instruction? _____ After the program? _____	<hr/> <hr/>
3. What did you learn or participate in that was most valuable?	<hr/> <hr/> <hr/> <hr/>
4. What did you learn or participate in that was least valuable?	<hr/> <hr/> <hr/> <hr/>
5. What do you know now about the 7 subcomponents of instruction that you did not know before?	<hr/> <hr/> <hr/> <hr/>
6. What was your "take-away" with the differentiated instruction lessons of this program?	<hr/> <hr/> <hr/> <hr/>
7. How can the 6+1 Traits of writing affect your overall daily practices and consistency of literacy skills within the school?	<hr/> <hr/> <hr/> <hr/>
8. Please leave feedback for the program/developer in the form of praise, question, suggestion.	<hr/> <hr/> <hr/> <hr/>
Praise:	
Question:	
Suggestion:	

Figure 8. PD Evaluation Form.

The evaluation was created with open-ended questions to allow for a true and full evaluation of the program. The evaluation additionally follows the format of traditional EL evaluations, including a section for the participants to offer praise, ask a question, and offer a suggestion. Participants will additionally be invited to offer feedback on the most and least valuable components to the PD program. In addition to the learning target

evaluations, inquiring about the value of components of the program will offer insight into what works and what does not work.

Justification of the evaluation methods and next steps. The PD program was designed to improve the overall confidence of teachers in fully implementing the seven subcomponents of EL instruction, as well as to build teachers' toolboxes of practices such as: differentiated instruction, integration of the arts, 6+1 Traits of Writing, and common terminology for consistency across curriculums. The overall goal of the project is to assist School A in making progress in areas found deficient through the research of this study in order to improve on instructional scores in the annual IR and on annually assessed student achievement benchmarks. Developing a well-designed evaluation of the program was critical to the project, as the project is intended to support a variety of gaps where improvement is necessary for future progress. In areas where the project is not effective, as determined by the evaluations, I will be able to change the dynamics of the program to effectively meet the specific needs of the participants.

The evaluations used for this project occur often and regularly throughout the three days of the session. Participants will share how and if they are meeting or struggling with certain goals and targets. Developing an open-ended final, summative evaluation, allows for participants to share openly about their experiences, learning, understanding, confidence, and engagement throughout the program. Understanding how participants interpret and gain from the program is critical in moving forward with both future programs and with steps towards improving in areas of need within the school and among teacher-practices.

Conclusion

Section 3 provided an overview of the project, *Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher*, a 3-day intensive program; I designed to enhance the confidence levels of teachers in EL instruction for increased classroom implementation. The data collected in Section 2 as well as a review of literature completed in Section 3 guided the development of the project in this section. Throughout this section I have discussed: an introduction to the problem and project designed to support the problem, a rationale for the intended project genre, a review of literature, a description of planned implementation for the project, possible implications of the project, and an overview of the evaluation process intended for the project. In Section 4, I will discuss reflections and conclusions concerning myself as a student, and the development of a project designed to promote social change.

Section 4: Reflections and Conclusions

Introduction

The purpose of this study was to investigate and discover teachers' perceptions regarding instruction as a core EL practice at an inner city, expeditionary-based middle school in the northeastern United States, School A. Additionally, the purpose of this study was to uncover potential gaps, determining why School A, to date, had not made consistent growth in the core practice category of instruction as evaluated in the internal annual implementation reviews conducted by the school. I analyzed data that I collected using a qualitative, opened- and closed-ended questionnaire, classroom observations, and follow-up semistructured interviews.

Findings from the study revealed that a subgroup of teachers teaching in an EL school the longest were on average less comfortable teaching EL instruction than those teaching in an EL school for a shorter period of time. Participants in the study, all struggled recalling instructional practices and instructional subcomponents of EL. During data analysis, a major trend included a need for PD fostering a thorough overview of instruction as a core EL practice derived from seven subcomponents. Findings supported that there were several areas of EL instruction where teachers demonstrated gaps in knowledge, practice, and implementation. The purpose of the project is to support the areas in need of the school, and guide teachers in direction away from the overall problem. In Section 4 I will discuss the strengths of the project as well as recommendations for alternatives due to the project limitations. I will additionally reflect on myself as a scholar, practitioner, and designer of a project intended for social change. I

will conclude this section by reflecting on the importance of the work, what was learned, and implications of the project for future research.

Project Strengths

The problem identified in Section 1 outlined that School A was not making consistent growth in the EL core practice category of instruction as evaluated in the internal annual IR conducted at the school, and that the academic achievement scores on state benchmark assessments were less than proficient. Data collected by this study uncovered gaps in instructional knowledge and full implementation of EL instructional subcomponents as well as an overall gap in confidence teaching EL instruction, as a whole. The project strengths include that the entire PD program targets the areas of need, as determined by this study, contributing to the overall problem. The project is intentionally focused on integrating content as well as modeling instructional strategies to both improve the confidence and knowledge of participating teachers for future implementation of EL instruction in their classrooms. An additional strength of the project is that the content is experiential, differentiated, and relies on the collaboration of participants for progression forward. Through interactive, experiential, and relevant/needs-based training on the EL instructional model, teachers will receive first hand practice in building and engaging in the kind of instruction targeted for the annual IR.

Additional strengths include activities and initiatives promoting the development of a collaborative community, guiding stronger planning sessions among co-planning teams. Stronger collaboration will lead to a stronger culture of literacy, math, and

integration of arts; as a collaborative relationship is necessary in maintaining common terminology and cultural expectations school-wide. Cultures were all supported throughout the program with initial teacher investigation and lesson preparation as an application of the targeted skill. Finally, a strength of the project is that it targets increasing teacher-awareness of EL instruction and IR goals set by the school and intended to improve professional practice and student achievement. Each of the components of the project promotes the development of the school and teachers towards eliminating the problem by filling in gaps discovered in the research.

Recommendations for Remediation of Limitations

There are different limitations to the project proposed for this study; limitations that likely contributed to the initial problem in the first place. Timing is among the largest and most prevalent of the limitations. Timing is not only a potential barrier to the implementation of the project, but timing likely was a contributing factor in why participants of the study requested PD on several topics, as discovered in the data. A remediation to the limitation of timing has been preplanned as a means to be proactive in solving the problem. Each day, teachers receive planning time in which the EL coordinators coach them on EL practices and through EL-based planning. Data showed that the planning sessions were not targeted to the areas of needs discovered through the research. A proposed remediation is utilization of the team planning time, once a week to more, to implement the project. The project implementation overall will take significantly longer if executed in this manner, and the project would need to be divided into hour-long components (including rearrangement of collaborative planning sessions and whole-

group instruction). In addition to the team planning sessions, the project could additionally be supported through Monday staff meetings, which are intended to offer weekly focused PD to teachers, however this practice of PD during staff meeting time on Mondays was noted in the data as not being consistent.

An additional proposed remediation to the limitation of time might come in the form of PD segments rather than a 3-day program. Although the PD program has been designed to be implemented across three consecutive days, during the school year, finding three consecutive days for training and instruction may be a challenge, as few designated training/PD days are back-to-back. Often throughout the school year, teachers have full and half-day training blocks, set aside by the school and school district. If the building administrator decides to utilize the program across several days, rather than three consecutive days, or utilize the program in instructional chunks, the program may be divided into segments. A final, less preferred solution may occur during the summer institutes, where the school designates several consecutive days to EL PD for staff. The building administrator, after reviewing the program, will decide where the program will suit the teachers best, and be most conveniently implemented.

Scholarship

The journey of traveling through my project study has been one of both interest and passion. I began this voyage with the dream in mind of helping a small urban school move forward to achieve a status of accreditation and achievement. Throughout the literature review analysis as well as the data I collected, I was able to determine many gaps within the school studied, as well as in the field of research on EL instruction as a

whole. EL instruction was found to be understudied, and teachers' perceptions of EL instruction were not found to be documented through research. More so, in my scholarship practices, I gained a deeper insight into the extensive EL core practice of instruction and how teachers perceive themselves and other teachers implementing, practicing, and understanding instructional subcomponents. I have been a teacher for well over a decade, and prior to my own research, I perceived myself to know and understand instruction well. As a scholar of my own endeavors, I learned new meanings of instruction through the lens of Expeditionary Learning and through the eyes of the teachers I studied, who work tirelessly to improve themselves and their students (all clearly evident in the data).

The EL model of PD is for teachers to learn as if they themselves are the students in the classroom. For me, throughout this journey, I have learned the delicate art of transitioning from a scholar to a teacher and back again to scholar. I have always been a self-directed learner, however, guiding myself through the rigor and challenges presented throughout the development of the proposal and collection tools, analysis of data, and interpretation of my findings took a great deal more focus, determination, and resilience than I believed myself to have. I truly learned and understood the meaning of, *one small step at a time*. As a result, I have become a stronger, more self-guided, mature adult, indoctrinated with the habits of thinking logically through circumstances and analyzing possible outcomes before acting on situations or events as they arise. I believe that I have become a practitioner of writing and have learned the art of fully speaking with meaning in my words through both literary- and communication-based settings.

Project Development and Evaluation

In creating a project for this study, under the genre of professional development, I felt equipped, as I have personally planned and participated in a great deal of EL-based PD in my six years of teaching at an EL school, combined with additional experience implementing traditional PD in my previous seven years as an educator. What I was greatly aware of, however, despite my background and level of comfort in creating a professional development plan, was the many shortcomings of previous PD plans implemented at School A. As noted throughout this study and supported by the data, previous PD plans were shown to be ineffective in their goals to advance school awareness of implementation review school-wide goals, as 11 out of 12 participants could not recall the review goals, or if PD was focused on advancing review goals. Knowing that previous plans had not worked for the school, I was keenly aware of how explicit to make the project objectives. Additionally, the findings from this study identified specific areas where teachers perceived gaps to be the strongest, and PD to be needed the most.

Leadership and Change

I have been a professional and an educator for nearly thirteen years, exposed to countless responsibilities requiring me to lead, guide, and assist others in personal and professional development. I have written curriculum, presented at national conferences, and led teams of teachers in curriculum integration projects. The development of this project, however, has driven me to take a more proactive role, in my own academic community. This project has called on me to assist the instructional practices of teachers

and support areas where data showed gaps to exist. The entire research process from proposal to project, called on me to utilize my own personal leadership skills for endurance and perseverance throughout the development of all sections of this study. It is my intention to harness the leadership skills I have acquired throughout this journey and apply them to seeing the project of this study through to the end, for a true and definite positive change in the community; despite the limitations that may try to interfere.

Analysis of Self as Scholar

I have discovered throughout this doctoral journey, that despite the title of the degree, or the intensity of hundreds of challenging texts I have studied, and regardless of the boundless quantity of occasions I have revised a piece of work for higher-quality, I will always have so much more to learn, as the limit is unattainable. I have found that now, I am humbler about my knowledge; as it has been on this journey that I have encountered greatness beyond my once conceived perception; such wisdom is something I could still only aspire to achieve. I have learned through the struggles of scholarship how to become practical, patient, diligent, and perseverant. As a person I have become more reflective, and professionally, more analytical. I came into this learning expedition with the most basic knowledge and understanding of qualitative research, case studies, and the structures around implementing either. After attending five academic residencies and working one-on-one with many different professors I finally advanced to a level where I felt confident proposing a research study. My journey has been long, perhaps longer than most, however, I have valued every seed of educational self-awareness that I have picked up and planted along the way.

Analysis of Self as Practitioner

As a practitioner of higher education and adult learning, and as a professional in the education field, I feel as though I have truly developed an understanding how people in general *learn*. Throughout my time as a scholar, I investigated the numerous ways one may approach learning about a topic. I came to truly understand that everyone has their own way to go about learning; be it their learning style or *intelligence*, learning to everyone is unique. As a practitioner, I truly feel proficient in understanding that everyone learns differently. I feel as though I roused the interest and drive to learn about how people learn as I myself walked the jagged path towards discovering my own learning style and strengths. To become a practitioner, I studied new theories and frameworks surrounding learning styles in both my professional and scholarship practices. I sought ways to help other professionals, adults, and children identify their learning strengths so that they too could access knowledge the desired. It is with the strengths I have gained as a practitioner of *learning* that I feel strong in the doctoral field.

Analysis of Self as Project Developer

As a teacher of 13 years and an EL specialized teacher for six, nearly half of my endeavors as a professional have been focused on learning, developing, and implementing curriculum and improvement plans under the umbrella of Expeditionary Learning. I additionally have spent a significant amount of time in my six years teaching and engaging in EL-based PD; providing me with a great deal of insight into the structure and development of a PD program, more so, an EL-based PD program and project. After observing year after year, achievement scores not improve, and implementation review

projects and goals come and go, I decided to undertake a project to seek out ways to help improve achievement and implementation of EL instruction. With a passion for helping people find their strengths in learning, I selected the genre of professional development to not only address the findings and problem of the study, but to also seek an opportunity to promote social change through an engaging and relevant learning experience. Guided by the rich findings of this study and my strengths as a practitioner of instruction and learning styles, I designed a comprehensive and detailed PD project with the potential to change and advance the EL instructional culture of School A. The project of this study has the capacity to serve as a model for other EL implementation review-based PD programs on a broader scale.

The Project's Potential Impact on Social Change

The implications of this project are significant to the local community in and around School A. The project has the capacity to enhance the overall collaborative partnerships among teachers, build a strong sense of understanding among teachers about the seven subcomponents of EL instruction, enhance the confidence of teachers in implementation of EL-based instruction, increase teacher-understanding about the annual IR review, review goals, and how reviews can guide their professional practices. With enhanced instructional practices, learning experiences become more authentic and meaningful for students. Improving differentiated practices within classrooms has the potential to provide students with security in learning, not fully present before; guiding them to a new understanding of themselves as learners and how to approach learning in their own world, growing stronger, more confident students overall. Key to sustainability

of social change initiated by the project of this study will be continued implementation of needs-based EL PD. Regular and relevant PD fosters a strong, confident, collaborative culture; such a culture has the capacity to socially impact the community students are currently and later part of. Overall, creating a program that enhances the instructional confidence of teachers has a social impact that affects not only the self-assurance of teachers as they plan lessons with increased integrity, but it also changes the course of learning for students.

Implications, Applications, and Directions for Future Research

This project has the potential to promote growth and confidence in teachers implementing EL instruction by supporting relevant needs and requests with research-based methods of professional training, all delivered to them through an experiential-based method of instruction. As discussed in Section 1, the district School A is located in, contains multiple schools underachieving on standards-based benchmark assessments. Such is evidence that many schools, with similar demographics, struggle with academic achievement, and likely teacher-led instruction. Schools all over, EL-based or not, have the potential to gain from relevant and needs-based PD that is grounded in experiential and differentiated practices. Future applications of this project may be in other EL schools, where the learning targets and program outcomes are tailored to meeting the gaps discovered through research investigating IR-assessed core practices in need.

Future research opportunities could involve investigating EL instruction as a core practice, and not as an element of the IR. Conducting a stand-alone research study on simply EL instruction and the seven subcomponents, could provide a base of

understanding about the practice. Additionally, research could show how EL instruction is conducted and/or beneficial to students as a whole in different settings. Some, but little, research exists regarding EL-based PD and the benefits of it, however, a major gap exists in literature regarding IRs and the benefits of IR goals and focused IR-based PD, developed to enhance professional practice through reinforcement of IR goals. The EL pedagogical approach and program, in itself promotes social change through relationships and revolutionary ways of instruction students (Bell, Daniels, & Lawless, 2011), future research is necessary in making more educational stakeholders aware of the benefits. Overall, future research is necessary in EL practices as a whole, and new research will only richen the barren body of literature that currently exists.

Conclusion

In Section 4, I discussed reflections and conclusions concerning myself as a student and the development of a project designed to promote social change. I discussed strengths and limitations of the project, as well as remediation to limitations. I reflected on my own scholarship and practices of scholarship, as well as myself as a practitioner of education and learning. I outlined the project created for this study, including evaluation methods, elements of the projects potential as a vehicle for social change, and an analysis of myself as a developer of the project. I concluded the section with possible implications and applications of the project and research, as well as possible areas where future research may be beneficial to the field of education.

As a student of the doctoral journey, I can truthfully say I have grown to become a stronger person as a result. I have developed a sense of empathy for the world of

education and learning, understanding now what fully goes into educating one human soul, and educating them well. I have gained perspective throughout this journey, for those who dedicate themselves to the educational field, trying to promote change within the world of learning, to enrich the educational experience for others. By contributing research to the field of education, I feel as though I have left a small footprint on a vast, expansive playing field.

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Appendix A: The Project

Professional Development Program	
Purpose:	The PD program, <i>Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher</i> was developed to meet the needs of the school studied, School A. The findings of this study presented several areas in need of improvement in order for School A to progress on annual implementation reviews and annual student achievement benchmark assessments. The PD project targeted the areas in need, as discovered by the findings of this study, contributing to a possible solution to the overall problem of this study. This project delivered research-based methods of instruction, as well as EL Instructional practices to assist in repairing the problem and filling in the gaps discovered in EL instructional implementation at School A.
Learning Outcomes/ Learning Targets:	<p>The PD program, <i>Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher</i> was designed to guide EL teachers in meeting and assessing themselves in meeting the following learning targets:</p> <ul style="list-style-type: none"> I can evaluate my own confidence level teaching EL instruction, before and after participating in the program I can communicate and collaborate with members of my professional learning community I can actively participate in experiential learning opportunities I can investigate and explore the 7 subcomponents of EL instruction as a core EL practice I can differentiate between elements of the 7 subcomponents of EL instruction and sort them into appropriate categories I can explain how I intend to use the 7 subcomponents of EL instruction in my own classroom and practice I can investigate and explore different methods to differentiation in instruction I can explain how teachers can use common math and literacy terminology, differentiated instruction, and the arts in the classroom and in practice I can create differentiated learning opportunities for my students I can identify what the 6+1 traits of writing are, and how they can be used in every classroom I can develop literacy-rich lessons for my students, using 6+1 Traits of Writing and common terminology established by my colleagues I can collaborate with my colleagues to determine how math and literacy can be consistent within all classrooms

	<p>I can reflect on how revisiting learning targets is a form of reflective practice in the classroom</p> <p>I can use a chalk-talk to share ideas about how the arts can be integrated into content classrooms</p> <p>I can investigate and explain what annual Implementation Reviews assess, why the assessments are important, and how the assessment reviews can guide my personal instruction</p>
Target Audience:	The target audience for this project include all teachers at School A, including support staff and special education teachers. School administration will be additionally invited to attend.
Materials:	<p>Projector</p> <p>PowerPoint presentation of: <i>Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher</i></p> <p>Paper</p> <p>Pencils/pens</p> <p>Highlighters</p> <p>15+ laptops</p> <p>Index cards</p> <p>Post-it notes</p> <p>Coffee, breakfast, snacks, refreshments</p> <p>Chart paper</p> <p>Basket</p> <p>Rope</p> <p>Moveable baseball diamonds (12)</p> <p>Clipboards</p> <p>Daily copies of the readings (1-3)</p> <p>Timer</p> <p>Ping pong ball</p> <p>5 Rolls of tape</p> <p>String</p> <p>Paper clips</p> <p>An authorized reprint of <i>Learning Styles: Learning is Affected by Such Factors as Time of Day and Environment</i> (Gregory & Chapman, 2007, p.25) *Authorized for reproduction</p> <p>An authorized reprint of the <i>Learning Inventory</i> (Gregory & Chapman, 2007, p.27) *Authorized for reproduction</p> <p>Paper plates</p> <p>Markers</p> <p>Notice/Wonder Chart</p> <p>Copies of the Final Program Evaluation forms</p> <p>Copies of:</p> <p>Berger, R., Strasser, D., & Woodfin, L. (2015) <i>Management in the Active Classroom</i>. New York, NY: EL Education</p>

	<p>Core Practices [PDF document]. (2011) Retrieved from https://elearning.org/resources/core-practices</p> <p>Himmele, P., & Himmele, W. (2011). <i>Total Participation Techniques: Making Every Student an Active Learner</i>. Alexandria, Va: ASCD.</p> <p>Tomlinson, C. A. (2001) <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i>. Alexandria, VA: ASCD</p> <p>Tomlinson, C. A. (1999). <i>The Differentiated Classroom: Responding to the Needs of All Learners</i>. Alexandria, VA: ASCD</p> <p>Gregory, G. H., & Chapman, C. (2007). <i>Differentiated Instructional Strategies: One Size Doesn't Fit All</i>. Thousand Oaks, CA: Corwin Press</p> <p>Culham, R. (2003) <i>6+1 Traits of Writing: The Complete Guide Grades 3 and Up</i>. New York, NY : Scholastic</p>
Evaluation Method:	<p>Throughout each of the 3 days, as well as at the end of each day, during the closing circle of the program, teachers will self-assess their learning for the day/program/session section by reflecting on the daily learning targets. Participants will be asked to share how or if they have met each target using a social protocol. At the end of each day, the participants will be asked to complete an exit ticket, which will be a formative assessment of target learning outcomes, asked in the form of a question. Finally, at the end of the program, participants will be asked to participate in a summative evaluation of the PD program, developed specifically for this project.</p>

Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher

Professional Development Program with Jamie M. Erickson

Program Evaluation

1. Did you meet all or most of your daily learning targets? Explain why you believe you did or did not meet them.

2. When you started this program, what was your confidence level Teaching EL Instruction? _____ After the program? _____

3. What did you learn or participate in that was most valuable?

4. What did you learn or participate in that was least valuable?

5. What do you know now about the 7 subcomponents of instruction that you did not know before?

6. What was your “take-away” with the differentiated instruction lessons of this program?

7. How can the 6+1 Traits of writing affect your overall daily practices and consistency of literacy skills within the school?

8. Please leave feedback for the program/developer in the form of praise, question, suggestion.

Praise:

Question:

Suggestion:

Exit Ticket: Day #1

1. Explain 3 things that you gained today that will help you in your instruction or planning.

2. Explain how you can use the 7 subcomponents in your own classroom practice and instruction

Exit Ticket: Day #2

1. In what ways do you plan to use common math and literacy terminology, differentiated instruction, and integration of arts in your own classroom and practice?

2. Provide an example for one, that you are most excited to integrate.

3. How can learning target check-ins be a form of reflective practice in the classroom?

Exit Ticket: Day #3

1. Why is the annual implementation review important to the school and what does it evaluate each year?

2. In what ways do you feel the IR-based, school-wide goals will influence your personal practice?

BUILDING CONFIDENT EL TEACHERS: IMPLEMENTATION OF EL INSTRUCTION FOR THE EXPEDITIONARY TEACHER

JAMIE M. ERICKSON
Professional Development Program



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Note to the Trainer: Greet each participant as they enter, prompt them to find a seat where a reading strip is located for the opening reading.

WELCOME

- Help yourself to breakfast and coffee
- Find a seat with a reading strip on it
- Grab any necessary materials for yourself for the day
 - Highlighter
 - Pen/pencil
 - Clipboard
 - Notepaper



Credit for the image goes to: Nathan. (2010). Flickr. Retrieved from <https://www.flickr.com/photos/90371939@N00/4344878104>

Note to the Trainer: Offer refreshments and necessary materials for the day.

TODAY'S OPENING READING



Core Practices

"All staff members in EL Education schools are part of a community of learners. They work together on behalf of students to improve the school's program, share expertise, build knowledge in their disciplines, and model collaborative learning. Staff culture is characterized by trust and respectful collegiality. Teachers focus on solutions free of judgment, blame, and defensiveness and support each other in improving their practice. School leaders, teachers, and students join together to maintain a school culture characterized by self-discipline, compassion, collaboration, and joy in learning"

-(Core Practices, 2011, p. 79)

Note to the Trainer: Ask a volunteer to read the reading aloud to the whole group. Ask participants to focus on the wording used within the reading as they go along.

TODAY'S OPENING GREETING

Directions:

Choose one word from the opening reading that sticks out to you. Become that word. In the opening greeting, it is your job to make your way around the room, shaking hands, and introducing yourself as that word, with a small history of who you are.



Today's Reading:

"All staff members in EL Education schools are part of a community of learners. They work together on behalf of students to improve the school's program, share expertise, build knowledge in their disciplines, and model collaborative learning. Staff culture is characterized by trust and respectful collegiality. Teachers focus on solutions free of judgment, blame, and defensiveness and support each other in improving their practice. School leaders, teachers, and students join together to maintain a school culture characterized by self-discipline, compassion, collaboration, and joy in learning"

-(Core Practices, 2011, p. 79)

Note to the Trainer: Discuss the rules of the greeting protocol as seen on the slide. Remind participants to use positive language and respectfully participate (modeling how they would want to see their own students follow the protocol). Model the greeting with 2-3 participants to create a visual, remind participants that the meaning behind a greeting is to actually greet someone and start their day, so eye-contact is important. Allow 5 minutes for greetings before asking participants to head back to their seats.

DEBRIEF: READING AND GREETING

- Take-aways
- What do you think that greeting goals were?
- What message did the reading present to you as you engaged with words derived from the text?
- What do you think this reading has to do with our goals today in the program?
- How can you see yourself using this activity in the classroom?



Image credit to: Painter, S. (2014). Teamsteps: Keep Calm and Debrief On. Retrieved from <http://teamstepswp.blogspot.com/2014/08/keep-calm-and-debrief-on.html>

Note to the Trainer: Encourage participants after the greeting to reflect on what they took away and/or gained from the experience, and how they may use or modify this activity for their own classroom use.

BUILDING CONFIDENT EL TEACHERS: IMPLEMENTATION OF EL INSTRUCTION FOR THE EXPEDITIONARY TEACHER

Introduction:

- Why are we here?
 - Research findings/What's the problem
- Why is this program relevant to me?
- What will the next 3 days look like?
- What will you be able to do at the end of each day?
- Program Goals/Learning Targets?
- What will you be able to do at the end of the program?




Credit for this image goes to: Hoa, N. (2015). My Student Survey Retrieved from <https://mystudentsurvey.com/presenter1/>

Note to the Trainer: Review the program outline and introduction.

INTRODUCTION:

Why are we here?

- Research findings/What's the problem?



Problem: Inconsistent IR scores in instruction and low levels of academic proficiency on state exams

Research Findings/Teachers Shared:


- Inconsistent levels of confidence in teaching EL
- Gaps and/or a lack of knowledge regarding EL instruction and instructional subcomponents
- Specific requests for PD with regards to EL instructional subcomponents
- Felt that newer staff received more PD than veteran staff
- A need to co-plan areas of content for consistent language in classrooms
- Unawareness of IR goals for the school

Credit for this image goes to: Pondiscio, R. (2015). Teaching's Tall Tales. Retrieved from <https://www.usnews.com/opinion/knowledge-bank/2015/10/09/5-things-your-childs-teacher-might-believe-but-you-shouldnt>

Note to the Trainer: Discuss the overall, initial problem guiding the study. Follow with a discussion of the findings, encouraging conversation and questions for each bullet.

INTRODUCTION:

Why is this program relevant to me?



This program is designed:

- To increase your levels of confidence in teaching using the EL instructional model
- To increase your knowledge of EL instruction and instructional subcomponents
- To model and create experiences from which participants can learn from and apply back to the classroom
- Offer opportunities to plan and collaborate with colleagues using information taught throughout the program
- To increase your toolbox of practices, protocols, and EL-instructional techniques

Credit for this image goes to: http://freelance-writing.lovetoknow.com/Companies_Hiring_Freelance_Academic_Writers

Note to the Trainer: Provide a sense of relevance for each participant, explaining how the program is applicable to them and their instruction. Discuss what their gains will be throughout and after participation.

INTRODUCTION:

What will the next 3 days look like?

Confident EL Teachers: Day 1

- Core Practice of Instruction
- 7 EL instructional subcomponents
- Protocols and total participation (TPT)

Confident EL Teachers: Day 2

- Differentiated Instruction
- 6+1 traits of writing
- Common language between math and ELA-reading and math every teacher can integrate

Confident EL Teachers: Day 3


- Co-planning for common terminology-getting our hands dirty
- Differentiated Instruction-planning
- How can future Implementation Reviews guide my professional practice?

Note to the Trainer: Provide an overview of how the findings will be divided into 3 different days, with each day focusing on helping teachers fill in gaps discovered by the data.

DAY 1 AGENDA


Timeline:	Focus:	
8:00 am - 8:30 am	Breakfast, Reading, Greeting	1
8:30 am - 9:00 am	Debrief, Introduction/Learning Targets/Program Goals	
9:00 am - 9:10 am	Research Findings/Outline of the Day	
9:10 am - 9:20 am	Break	
9:30 am - 10:00 am	Team Building Initiative/Debrief	
10:00 am - 11:00 am	Core Practices-EL instruction/TPT and EL Protocols	
11:00 am - 12:00 pm	Lunch	
12:00 pm - 12:30 pm	Welcome Back- Group Presentations	
12:30 pm - 1:30 pm	Check-in/ Learning Target Reflection/EL Instructional Subcomponent Interactive Gallery Walk	
1:30 pm - 1:40 pm	Break	
1:40 pm - 2:40 pm	Interactive Group Sort -7 subcomponents of instruction (2 Groups)	
2:40 pm - 3:00 pm	Whole Group Collaboration-Bring Ideas Together/Check Sorted Groups	
3:00 pm - 3:30 pm	Closing; Reflecting on the Learning Targets, Formative Assessment (How can I use this in my own practice?), Closing Circle	

Note to the Trainer: Discuss the day's agenda and activities. Provide each participant with a copy of the agenda.



Confident EL Teachers

- Core Practice of Instruction
- 7 EL Instructional Subcomponents
- Protocols and Total Participation



LEARNING TARGETS

- I can evaluate my own confidence level teaching EL instruction, before and after participating in today's program
- I can actively participate in experiential learning opportunities
- I can investigate and explore the 7 subcomponents of EL instruction as a core EL practice
- I can differentiate between elements of the 7 subcomponents of EL instruction and sort them into appropriate categories
- I can explain how I can use the 7 subcomponents of EL instruction in my own classroom and practice
- I can communicate and collaborate with members of my professional learning community

Note to the Trainer: Ask a volunteer to read the learning targets aloud to the whole group. Ask the group if there are any questions or concerns about the targets they will be evaluated on. Allow for discussion of the targets to occur in small groups, and encourage participants to focus on targets that will be a challenge, and those that they feel they could master.

BREAK TIME

9:10 am – 9:20 pm



Credit for this image goes to: Clipart Panda. (2017). Retrieved from <http://www.clipartpanda.com/categories/break-clipart>

Note to the Trainer: Please enjoy a 10 minute break.

Description:
You will be split into two teams today. Two parallel ropes are on the ground and represent barriers to protect you from the giant Hot Cocoa River in front of you between the safety ropes. You have to get your entire team across the hot chocolate river. Remember, it is far too hot to swim across, and it is far too deep to just walk across. The only way to get across is to cross the marshmallows floating on top of the hot river.

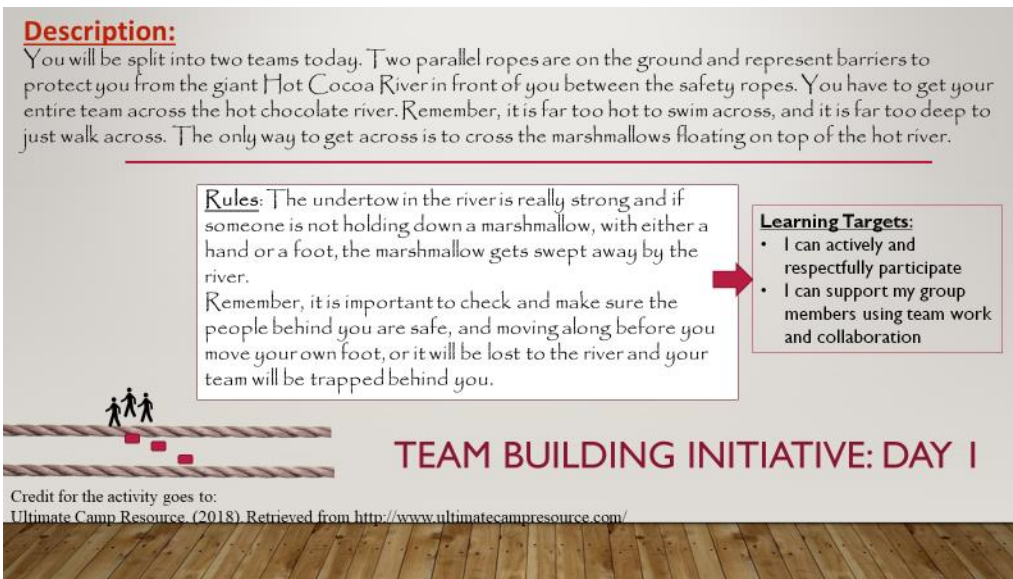
Rules: The undertow in the river is really strong and if someone is not holding down a marshmallow, with either a hand or a foot, the marshmallow gets swept away by the river. Remember, it is important to check and make sure the people behind you are safe, and moving along before you move your own foot, or it will be lost to the river and your team will be trapped behind you.

Learning Targets:

- I can actively and respectfully participate
- I can support my group members using team work and collaboration

TEAM BUILDING INITIATIVE: DAY I

Credit for the activity goes to:
Ultimate Camp Resource. (2018). Retrieved from <http://www.ultimatecampresource.com/>



Note to the Trainer: This will need to take place in a large setting, such as the gymnasium or outside. Today's team initiative will be focusing on the learning targets "I can communicate and collaborate with members of my professional learning community," "I can actively and respectfully participate," and "I can support my group members using teamwork and collaboration." Discuss the rules of the initiative and encourage them to work together. Before giving the teams the go-ahead, provide them with 60 seconds to form a strategy.

TEAM BUILDING INITIATIVE: DAY I

Lesson Debrief:

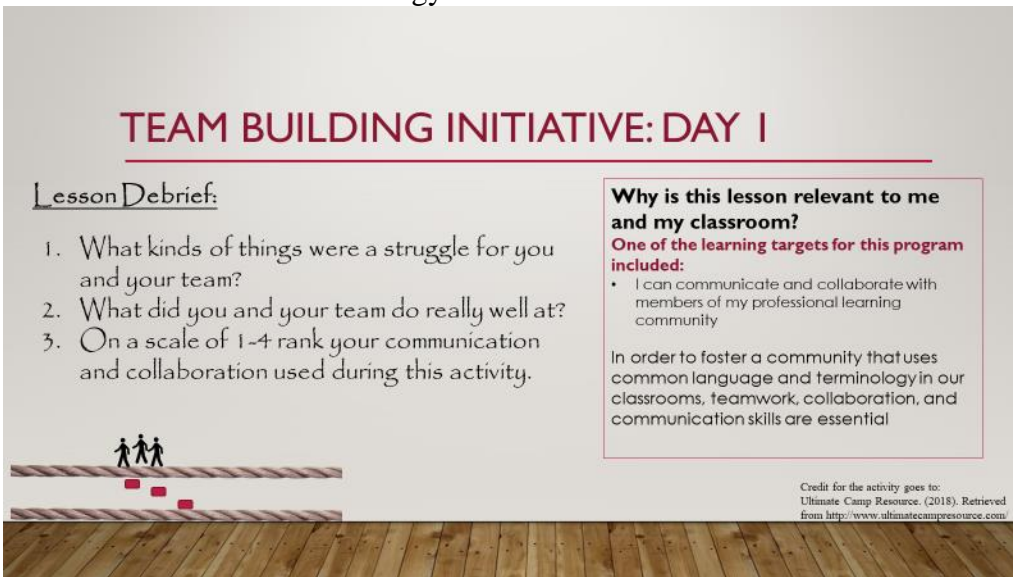
1. What kinds of things were a struggle for you and your team?
2. What did you and your team do really well at?
3. On a scale of 1-4 rank your communication and collaboration used during this activity.

Why is this lesson relevant to me and my classroom?
One of the learning targets for this program included:

- I can communicate and collaborate with members of my professional learning community

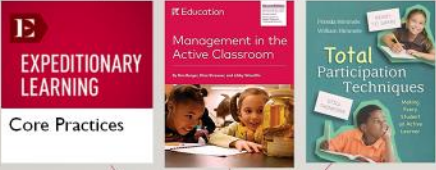
In order to foster a community that uses common language and terminology in our classrooms, teamwork, collaboration, and communication skills are essential

Credit for the activity goes to:
Ultimate Camp Resource. (2018). Retrieved from <http://www.ultimatecampresource.com/>



Note to the Trainer: Circle the group up, and ask them the three debrief questions. Discuss the relevance of the activity to the overall day and to the learning target set for the group regarding collaboration (see slide).

CORE PRACTICES-EL INSTRUCTION, TOTAL PARTICIPATION, AND EL PROTOCOLS



Jigsaw Activity

- Counting off by 3, we will break out into expert analysis teams to complete a Jigsaw Activity (also a classroom protocol you could use in your classroom)
- One of the 3 books will be distributed to your group. Each book has a section of text marked with a post-it note for analysis
- Together as a group you will be responsible for:
 - Teaching the rest of the group about your section using a poster, a presentation, or an activity.

References:

- Berger, R., Strasser, D., & Woodfin, L. (2015) Management in the Active Classroom New York, NY: EL Education
- Core Practices [PDF document]. (2011) Retrieved from <https://eleducation.org/resources/core-practices>
- Himmele, P., & Himmele, W. (2011). Total Participation Techniques : Making Every Student an Active Learner. Alexandria, Va: ASCD.

Note to the Trainer: Introduce the next activity as a Jigsaw, something that the teachers may decide to use in their own classroom for differentiation. Three different, leveled texts were selected for this activity. Each one will guide the teachers at different levels with instructional protocols for their classroom. For this activity, a teacher would use reading levels and/or interest/learning styles to select groups for students, however for this activity with teachers, we will count by 3's to form groups, also known as heterogeneous. Divide the groups up, and then provide each group with one of the 3 texts. Encourage the group to work together to select a protocol that they would like to learn about and teach the rest of the class.

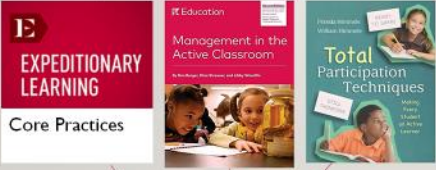
LUNCH TIME
11:00 am – 12:00 pm



Credit for this image goes to: Goossens, D. (2016). LunchIn. Retrieved from <https://www.lunchin.ca/blogs/news/85215043-the-importance-of-your-lunch-break>

Note to the Trainer: Please enjoy an hour for lunch.


CORE PRACTICES-EL INSTRUCTION, TOTAL PARTICIPATION, AND EL PROTOCOLS




Jigsaw Activity


Presentations

Note to the Trainer: Allow the groups to select who will present first. Following the activity, ask teachers to reflect on how the different protocols might be used in their classrooms.

Learning Target Check-in



Confident EL Teachers

- Core Practice of Instruction
- 7 EL Instructional Subcomponents
- Protocols and Total Participation



- I can evaluate my own confidence level teaching EL instruction, before and after participating in today's program
- I can actively participate in experiential learning opportunities
- I can investigate and explore the 7 subcomponents of EL instruction as a core EL practice
- I can differentiate between elements of the 7 subcomponents of EL instruction and sort them into appropriate categories
- I can explain how I can use the 7 subcomponents of EL instruction in my own classroom and practice
- I can communicate and collaborate with members of my professional learning community

Learning Target Check-in: Which of the Learning Targets do you feel you have made progress on, thus far?

Protocol for Discussion: Think-Pair-Share

- **Think** about which targets you have made progress on
- Turn to a **pair**, and **share** your thoughts, explain why

Note to the Trainer: Using a “think-pair-share” protocol, ask participants to think about which of the daily targets they believe they may have made some progress on so far today. Ask participants to think about their answer, then turn to a partner and share their thoughts.

EL INSTRUCTION: 7 SUBCOMPONENTS GALLERY WALK

Effective Lessons

Supporting All Students

Reflection and Structuring Revision

Culture of Reading


Culture of Writing

Culture of Mathematics

Integration of the Arts

In the hallway are 7 posters, each is one of the 7 subcomponents of EL Instruction, and a full description of each subcomponent, accompanied by images of practices, and examples of each practices as it should be implemented

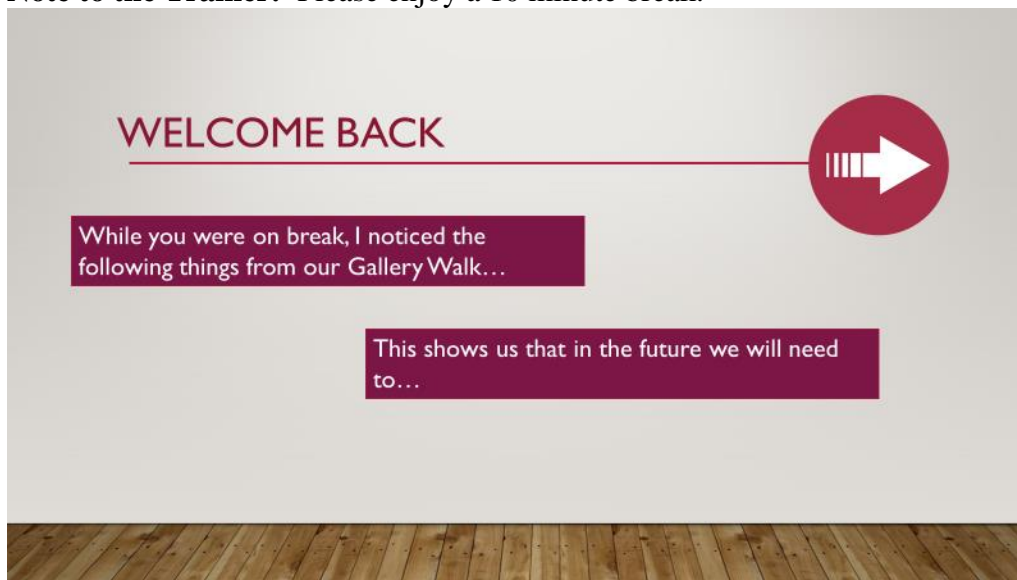
- Each poster has a 2 column chart hanging adjacent to it, with the subheadings of “Where or how is this happening?” and “What needs work”
- Take yourself on a **gallery walk** of the 7 subcomponents, analyze them, and interpret if you see components or elements of the subcomponent happening in your classroom or others, and record your thoughts on the table adjacent to the poster.



Note to the Trainer: Transition the group into the next activity and introduce this section of the program as the EL instructional segment, focused on building their confidence on the seven subcomponents of EL instruction. Next, outline the activity, a protocol called “gallery walk”, where each participant will walk through a gallery of the seven subcomponents which include full descriptions of the subcomponent and images of the practices being implemented. Next to each poster is a reflection sheet coordinated with each subcomponent. Model for participants how to use each prompt. For example, one prompt asks, “where or how is this happening.” Guide participants into how they might go about responding on the paper adjacent to each poster. Provide 30 minutes for the gallery walk. The walk will take place in the hallway. Ask participants to remain in the hallway following the gallery walk. Have them take turns sharing out some of the things written on the reflection sheets. Encourage participants to add on their own thoughts as each is begin discussed and form an organic conversation about the implementation of the seven subcomponents. The open conversation will guide participants into discovering what they might know, or possibly don’t know about the subcomponents, driving them to inquiry for our next lesson.



Note to the Trainer: Please enjoy a 10 minute break.



Note to the Trainer: While participants are on their break, review some of the responses left for each subcomponent of instruction. Take notice to what participants suggested need more work. Set these items as targets for the second half of the session by writing them on a piece of chart paper and hanging it in the front of the room.

Culture of Reading

EL INSTRUCTION-INTERACTIVE GROUP SORT

Culture of Writing

In 4 separate groups, you will complete an interactive sort...

Effective Lessons

Directions:
Your group has 7 small posters, all labeled with the 7 subcomponents of instruction. Each group also has a copy of the EL core practices. In an envelope, you will find examples of classrooms, teaching styles, instruction, protocols, meetings, differentiated instruction, etc. Each example belongs to one of the 7 EL instructional subcomponents. As a group, organize the images, lessons, ideas, and examples onto one of the 7 posters. Be prepared to justify your choices.

Reflection and Structuring/Revision

Supporting All Students

Culture of Mathematics

Integration of the Arts

Note to the Trainer: Divide the group into 4's. Direct the groups to head to a section of the room with supplies. Each group will be given 30 minutes to sort the instructional practices and examples of real-classroom examples, lessons, situations, etc. into one of the seven subcomponents; encouraging each group to think critically about the attributes of each practice. Provide each group with a copy of the Core Practices (2011).

CHECKING YOUR COLLABORATIVE IDEAS:

Image:
Gaur, R. (2013) 5 Task Management Solutions For Improved Team Collaboration. Retrieved from <http://www.smallbiztechnology.com/archive/2013/09/5-task-management-solutions-for-improved-team-collaboration.html#Wq1rGajwbiU>

Note to the Trainer: Have the group read-aloud their sorted practices, and compare their responses with others as a whole group. When groups differ in opinion of where a practice goes, encourage them to justify why the practice should go into the component they chose. This will submerge participants into the depth and richness of the subcomponents. After comparisons have been made, reveal where each item should be categorized.

CLOSING:

Step #1: Did I meet each learning target? How?

Learning Targets:

- ❑ I can evaluate my own confidence level teaching EL instruction, before and after participating in today's program
- ❑ I can actively participate in experiential learning opportunities
- ❑ I can investigate and explore the 7 subcomponents of EL instruction as a core EL practice
- ❑ I can differentiate between elements of the 7 subcomponents of EL instruction and sort them into appropriate categories
- ❑ I can communicate and collaborate with members of my professional learning community

Step #2:

Exit Ticket:

1. Explain 3 things that you gained today that will help you in your instruction or planning.
2. Explain how you can use the 7 subcomponents in your own classroom practice and instruction

Use the notecards at the table.
Be ready to share in the closing circle

Final Learning Target:

- ❑ I can explain how I can use the 7 subcomponents of EL instruction in my own classroom and practice

Note to the Trainer: Have the group circle-up. Using a share-aloud protocol, read one learning target at a time and have the participants go around the circle, popcornning ways in which they or their peers may have met that specific target. Finally, provide participants with the exit-ticket and the final learning target. Ask them to complete the exit ticket before they dismiss for the day. The exit ticket will act as a formative assessment of the final target.

BUILDING CONFIDENT EL TEACHERS: IMPLEMENTATION OF EL INSTRUCTION FOR THE EXPEDITIONARY TEACHER

JAMIE M. ERICKSON
Professional Development Program

Day 2

Credit for the image goes to: DU&T Consulting (2018). QS Certified Training Professional. Retrieved from <https://www.dutconsulting.com/qs-certified-training-professional/>

Note to the Trainer: Greet each participant as they enter, prompt them to find a seat where a reading strip is located for the opening reading.

WELCOME

- Help yourself to breakfast and coffee
- Find a seat with a reading strip on it
- Grab any necessary materials for yourself for the day
 - Highlighter
 - Pen/pencil
 - Clipboard
 - Notepaper



Credit for the image goes to: Nathan. (2010).
Flickr. Retrieved from
<https://www.flickr.com/photos/90371939@N00/4344878104>

Note to the Trainer: Offer refreshments and necessary materials for the day.

TODAY'S OPENING READING



“Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.”

-(Core Practices, 2011, p. 5)

Note to the Trainer: Ask a volunteer to read the reading aloud to the whole group. Ask participants to think about what an “*alive classroom*” might look like to them.

TODAY'S OPENING GREETING

Memory Lane

Directions:

Stand up, and greet as many people as you can, while the music from "Back to the Future" is playing. While you are greeting them, share a time that you will never forget, when your own teacher differentiated a lesson, and why it stuck with you. Was it exciting and make the lesson come alive as described in our reading? Explain. When the music stops, have a seat.

"Hello, once when I was in school, my teacher differentiated by ___ and I'll never forget it because ___."



Today's Reading:

"Our classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement."

-(Core Practices, 2011, p. 5)

Note to the Trainer: Discuss the rules of the greeting protocol as seen on the slide. Remind participants to use positive language and respectfully participate (modeling how they would want to see their own students follow the protocol). Model the greeting with 2-3 participants to create a visual, remind participants that the meaning behind a greeting is to actually greet someone and start their day, so eye-contact is important. Allow 5 minutes for greetings before asking participants to head back to their seats.

DEBRIEF: READING AND GREETING

- What struck you from the reading as exciting, significant, or important
- Share something you heard another person in the group share, that struck you as a great way to differentiate a lesson?
- Take-aways
- What do you think that greeting goals were?



Credit for this image goes to: The Exhibitor. (2018). Retrieved from <http://the-exhibitor.com/what-should-a-good-debrief-session-contain/>

Note to the Trainer: Encourage participants after the greeting to reflect on what they took away and/or gained from the experience, and how they may use or modify this activity for their own classroom use.

DAY 2 AGENDA

Timeline:	Focus:
8:00 am - 8:30 am	Breakfast, Reading, Greeting
8:30 am - 9:00 am	Debrief, Research Findings, Agenda, Learning Targets/Program Goals
9:00 am - 9:20 am	Team Building Initiative/Debrief
9:20 am - 9:30 am	Break
9:30 am - 11:00 am	Differentiated Instruction: What is it? What does it look like in the classroom? Differentiated Stations- Investigation
11:00 am - 12:00 pm	Lunch
12:00 pm - 12:10 pm	Welcome Back/ Review Learning Targets
12:20 pm - 1:00 pm	6+1 traits of Writing: What is it? What does it look like in the classroom?
1:00 pm - 1:20 pm	Integration of Arts Gallery Walk: Chalk-Talk
1:20 pm - 1:30 pm	Break
1:30 pm - 2:20 pm	Reflective Practice using Learning Targets: Observe/Create
2:20 pm - 3:00 pm	Common Literacy and Math Terminology that every classroom can use
3:00 pm - 3:30 pm	Closing: Reflecting on the Learning Targets, Formative Assessment

Note to the Trainer: Discuss the day's agenda and activities. Provide each participant with a copy of the agenda.

INTRODUCTION: DAY 2

Why are we here?

- Research findings- what was discovered?


Research Findings/Teachers Shared:

- Inconsistent levels of confidence in teaching EL
- Specific requests for PD with regards to differentiated instruction, methods for reflective practice in the classroom, common reading, writing, and math terminology and procedures for all contents to use as a guide, new ways to integrate the arts
- A need to co-plan areas of content for consistent language in classrooms




Image credit goes to: Differentiated Instruction (n. d).
Retrieved from
<https://edpd593finalproject.weebly.com/flexible-groupings.html>

Note to the Trainer: Provide an overview of how the findings will be divided into 3 different categories for today, with each section focusing on helping teachers fill in gaps discovered by the data.



Confident EL Teachers: Day 2

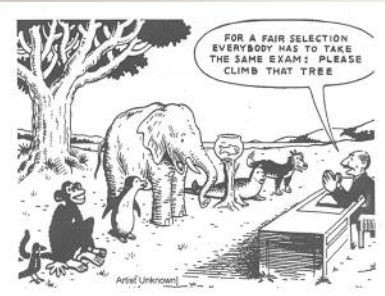
- Differentiated Instruction
- 6+1 traits of writing
- Common language between math and ELA-reading and math every teacher can integrate



LEARNING TARGETS

- I can evaluate my own confidence level teaching EL instruction, before and after participating in today's program
- I can actively participate in experiential learning opportunities
- I can investigate and explore different methods to differentiation in instruction
- I can identify what the 6+1 traits of writing are, and how they can be used in every classroom
- I can reflect on how revisiting learning targets is a form of reflective practice in the classroom
- I can use a chalk-talk to share ideas about how the arts can be integrated into content classrooms
- I can collaborate with my colleagues to determine how math and literacy can be consistent within all classrooms


Note to the Trainer: Ask a volunteer to read the learning targets aloud to the whole group. Ask the group if there are any questions or concerns about the targets they will be evaluated on. Allow for discussion of the targets to occur in small groups, and encourage participants to focus on targets that will be a challenge, and those that they feel they could master.



Credit for the image goes to: Robinson, S. (n.d.). Differentiated Instruction. Retrieved from <https://sarahstteachertoolbox.com/differentiated-instruction/>

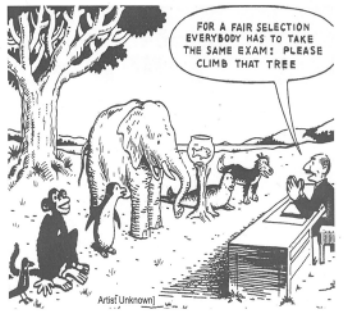
TEAM BUILDING INITIATIVE: DAY 2

This ping pong ball has to make it from one side of the room to the other. You can only use the materials provided to you. In groups of 3, create something to accomplish this task. You may form your own heterogeneous groups. You have 20 minutes for this initiative, and then we will test our results.



Materials:
 Ping pong ball
 10 pieces of paper
 Roll of tape
 String
 4 Paper clips
 10 index cards

Note to the Trainer: Today's team initiative will be focusing on the learning targets "I can communicate and collaborate with members of my professional learning community," "I can actively and respectfully participate," and "I can support my group members using teamwork and collaboration." Distribute the materials to each group. Discuss the rules of the initiative and encourage them to work together. Before giving the teams the go-ahead, provide them with 60 seconds to form a strategy.



Credit for the image goes to: Robinson, S. (n. d.). Differentiated Instruction. Retrieved from <https://sarahsteachertoolbox.com/differentiated-instruction/>

TEAM BUILDING INITIATIVE: DAY 2 DEBRIEF

➔ Similar to the animals in this picture, people cannot be asked to do the same task, when they are ill-equipped to do so

For example: you all approached the initiative in a different way to make sure that you were successful.

In our classrooms, students need opportunities to tackle the same challenges as everyone else, using their own methods.
 Each student should be able to find an entry point into the task.
 Debrief questions:

- What was your entry point?
- What did you decide to do to be successful?
- How did you tackle this differently than someone else in your own group or other groups?

Note to the Trainer: Circle the group up, and ask them the debrief questions. Discuss the relevance of the activity to the overall day and to the learning target set for the group regarding collaboration (see slide). Reflect on the significance of the image, and analyze how the image relates to daily instruction in the classroom.


BREAK TIME

9:20 am – 9:30 am



Credit for this image goes to: Clipart Panda. (2017). Retrieved from <http://www.clipartpanda.com/categories/break-clipart>

Note to the Trainer: Please enjoy a 10 minute break.



DIFFERENTIATED INSTRUCTION

“One size doesn’t fit all”

-Gregory and Chapman (2007)

Credit for the image goes to: Truitt, E. (n. d.). One Size Does NOT Fit All. Retrieved from <https://www.mrstruittspage.org/differentiated-instruction.html>


Note to the Trainer: Reflect on the significance of the image, and analyze how the image relates to daily instruction in the classroom.

WHAT IS AND ISN'T DIFFERENTIATED INSTRUCTION

Total Participation Protocol

1. Everyone write down an example of differentiated instruction on a slip of paper in front
2. Now, crumple it into a ball and toss it into the basket as I come around to you.
3. As I come back around, take a ball of paper from the basket, open it, and read it

- One at a time, read aloud your paper, so that I may write it on the board.
- After our intro today, you should have an answer as to if your mystery paper is an example of differentiated instruction or not



Credit for the image goes to: Bell, M. (2018) Crumpled Paper Clip Art. Retrieved from <http://weclipart.com/crumpled+paper+clip+art>

Note to the Trainer: Circle the group up, guide them through the lesson intro (see slide). Record the ideas of differentiation on a chart paper in front of the room. Save the chart for a later activity.

WHAT IS AND ISN'T DIFFERENTIATED INSTRUCTION

WHAT IS DIFFERENTIATED INSTRUCTION

- Uses student assessment/data and knowledge of the students and their learning styles for planning (Tomlinson, 2001)
- There are 3 methods for differentiation within a lesson:
 - ✓ Differentiating the *Content* that they learn
 - ✓ Differentiating the *Process* by which they learn
 - ✓ Differentiating *Product* from the student which exhibits acquired knowledge (Tomlinson, 2001, p. 51)
- Lessons are student-centered, where students come to their own knowledge through inquiry based learning (Tomlinson, 1999)
- Appeals to the learning styles of students (Gregory & Chapman, 2007).
- Congruent to the standards
- Methods to improve engagement (Tomlinson, 1999)

WHAT ISN'T DIFFERENTIATED INSTRUCTION

- Teacher-centered instruction
- Simple modifications within a lesson
- Changing the workload for students based on their abilities (i.e. less work for struggling students, more for advanced students)
- For some students and not others

Note to the Trainer: Guide the participants into an overview of what is and is not differentiated instruction, including common misconceptions, particularly those found in the data, such as lesson modifications and a shift in student-workload.

Edutopia: Differentiated Instruction Video



STATION ROTATION: DIFFERENTIATING INSTRUCTION TO REACH ALL STUDENTS

Edutopia (2017, October 3). *Station Rotation: Differentiating Instruction to Reach All Students*. Retrieved from <https://www.youtube.com/watch?v=Kq3BA1ggYIE>

Note to the Trainer: Instruct the group that inclusion of multi-media presentations, videos, and images is a means of differentiation, appealing to the learning styles of students. Then play the video on differentiated instruction for the participants, asking them to pay close attention to the groupings, and the interest of students.

CONTRIBUTORS TO DIFFERENTIATION

According to Gregory and Chapman (2007), many different things play a role in the full learning of a student. Such as:

- “Noise level
- Design structure
- Motivation and persistence
- Responsibility
- Structure
- Individual/Peer”

(Gregory & Chapman, 2007, p.26)

(Gregory & Chapman, 2007, p.25)
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Note to the Trainer: Pass out the “*contributors to differentiation*” chart to participants. Ask them to share-out any notices or wonders they have about the chart.

“Engagement happens when a lesson captures students’ imaginations, snares their curiosity, ignites their opinions, or taps into their souls”(Tomlinson, 1999, p. 38)

HOW DO TEACHERS DIFFERENTIATE IN THE CLASSROOM?

To maximize engagement, appealing to students learning styles through differentiated tasks is ideal. Gregory and Chapman (2007) suggest implementing a *Learning Inventory* evaluation, to assess what kind of learners make up your classroom.

(Gregory & Chapman, 2007, p.27)
*Authorized for reproduction


Would everyone at this time please complete the *Learning Inventory*.

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Note to the Trainer: Pass out the “*learning inventory*” worksheet. Go over the form, and ask participants to complete the form to determine what their learning style is in an instructional setting.


DIFFERENTIATING DIFFERENTIATED INSTRUCTION

In learning about the topic “*Differentiated Instruction*” You may choose from 3 differentiated stations to learn from. Use the Learning Inventory you just completed to help you select which station you would like to participate in.




Station#1
Video on differentiation in the classroom

Auditory Learner



Station#2
Maps, charts, pictures, short strips of text on how to differentiate in the classroom

Visual Learner



Station#3
Using provided books, articles, and computers, do your own investigation of what differentiated instruction looks like in a classroom

Kinesthetic Mobility Tactile

Image credit goes to: Langkjaer-Bain, R. (2011). Time to Rewrite the Rules of Research. Retrieved from <https://www.research-live.com/article/features/dme-to-rewrite-the-rules-of-research/id/4005880>

Image credit goes to: Differentiated Instruction. (n. d.). Retrieved from <https://edpd593finalproject.weebly.com/flexible-groupings.html>


(Gregory & Chapman, 2007, p.25)

Note to the Trainer: Using the “*learning inventory*” as a guide, ask participants to place themselves in a station that will teach them about differentiated instructional practices. Explain that their lesson on differentiation, is differentiated, in that the students will have choice, and the lessons are structured to appeal to their own personal learning style. Review the options and directions (see slide).

WHAT IS AND ISN'T DIFFERENTIATED INSTRUCTION

Total Participation Protocol

1. Everyone write down an example of differentiated instruction, that you learned in your station, on a slip of paper
2. Now, as the music is playing, find a new friend to share one thing you have learned about differentiation in the classroom. After each of you have shared, trade papers, and move on to another partner, switching papers each time,
3. When the music stops, have a seat
4. What new ideas about differentiation did you learn or acquire during the activity?



Note to the Trainer: Using a “tea-party” protocol, ask participants to write down on a notecard what they learned about differentiated instruction, for example “differentiated instruction is providing students with level-based texts”. Review the directions and set a timer for 3 minutes, allowing participants to mingle around the room, sharing and trading different examples of differentiated instruction. **Debrief** the activity by asking participants how the protocol to share provided them with more insight and knowledge about differentiated instruction.

WHAT IS AND ISN'T DIFFERENTIATED INSTRUCTION –EXIT TICKET

Total Participation Protocol

1. In the beginning of the session, you all wrote down ideas you had regarding what differentiated instruction was or looked like, and I wrote each idea down on chart paper
2. Now that you have learned more about what differentiated instruction is, let's sort out our previous notes



- One at a time, let's go through our examples from before.
- Give a thumbs-up if you think that the example is a means of differentiation, and a thumbs-down if you think it is not, and we will cross it off of the list

Credit for the image goes to: Bell, M. (2018)
Crumpled Paper Clip Art. Retrieved from
<http://weclipart.com/crumpled+paper+clip+art>

Note to the Trainer: Refer to the chart from the beginning of the lesson, filled with participant-examples of differentiated instruction. Allow the participants to decide if the initial examples, are in-fact methods of differentiated instruction. Share with participants that this protocol is a method to clearing out old misconceptions and can be used in the classroom.

LUNCH TIME


11:00 am – 12:00 pm



Credit for this image goes to: Goossens, D. (2016). LunchIn. Retrieved from
<https://www.lunchin.ca/blogs/news/85215043-the-importance-of-your-lunch-break>

Note to the Trainer: Enjoy your lunch.

**Learning Target
Check-in**
↓



Confident EL Teachers: Day 2

- Differentiated Instruction
- 6+1 traits of writing
- Common language between math and ELA-reading and math every teacher can integrate



- I can evaluate my own confidence level teaching EL instruction, before and after participating in today's program
- I can actively participate in experiential learning opportunities
- I can investigate and explore different methods to differentiation in instruction
- I can identify what the 6+1 traits of writing are, and how they can be used in every classroom
- I can reflect on how revisiting learning targets is a form of reflective practice in the classroom
- I can use a chalk-talk to share ideas about how the arts can be integrated into content classrooms
- I can collaborate with my colleagues to determine how math and literacy can be consistent within all classrooms

Learning Target Check-in: Which of the Learning Targets do you feel you have made progress on, thus far?
Protocol for Discussion: Think-Pair-Share

- Think about which targets you have made progress on
- Turn to a pair, and share your thoughts, explain why

Note to the Trainer: Using a “think-pair-share” protocol, ask participants to think about which of the daily targets they believe they may have made some progress on so far today. Ask participants to think about their answer, then turn to a partner and share their thoughts.

WHAT'S LEFT IN TODAY'S DAY AGENDA?

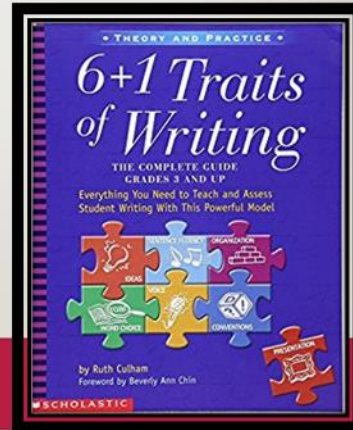
Timeline:	Focus:
12:20 pm – 1:00 am	6+1 traits of Writing: What is it? What does it look like in the classroom?
1:00 pm - 1:20 pm	Integration of Arts Gallery Walk: Chalk-Talk
1:20 pm – 1:30 pm	Break
1:30 pm – 2:20 pm	Reflective Practice using Learning Targets: Observe/Create
2:20 pm – 3:00 pm	Common Literacy and Math Terminology that every classroom can use
3:00 pm – 3:30 pm	Closing: Reflecting on the Learning Targets, Formative Assessment

Note to the Trainer: Review the remaining agenda.

6+1 TRAITS OF WRITING

Writing for every content and multiple purposes

Culham, R. (2003) *6+1 Traits of Writing: The Complete Guide Grades 3 and Up*. New York, NY : Scholastic



Note to the Trainer: Introduce the 6+1 Traits of Writing. Ask participants to raise their hands to collect information about how many have heard of the traits, and then how many use the traits.

6+1 TRAITS OF WRITING

According to Culham (2003) the 6 + 1 Traits of Writing include:

1. Ideas
2. Organization
3. Voice
4. Word choice
5. Sentence fluency
6. Conventions
- +1. Presentation



Secondary-Writing-Instruction: The Writing Traits (2018).
Retrieved from <https://secondary-writing-instruction.wikispaces.com/The+Writing+Traits>

(Culham, 2003, p. 11-12)

Note to the Trainer: Review the overall key components of the 6+1 Traits. Remind participants that consistent writing practices was a gap found from the data, and that the 6+1 Traits will provide structure to the teachers of the school for common practices.

Scholastic: 6+1 Traits of Writing Video



RUTH CULHAM ON 6+1 TRAITS OF WRITING


Scholastic. (2014). Ruth Culham on 6+1 Traits of Writing. Retrieved from <https://www.youtube.com/watch?v=23af-ASifr4>

Note to the Trainer: Introduce the traits through a video on the 6+1 Traits.

6+1 TRAITS OF WRITING

IDEAS

- *are clear & make sense
- *are interesting
- *"hook" my reader
- *include many strong supporting details



Coffin. (n.d.). Writing: 6+1 Writing Traits. Retrieved from <http://coffin5.weebly.com/61-writing-traits.html>

"Ideas make up the content of the piece of writing—the heart of the message" (Culham, 2003, p. 11)


1. **Ideas**
2. Organization
3. Voice
4. Word choice
5. Sentence fluency
6. Conventions
- + 1. Presentation
(Culham, 2003, p. 11-12)

Note to the Trainer: Walk participants through each of the seven total traits.

6+1 TRAITS OF WRITING

ORGANIZATION

- *a strong beginning
- *details are in an order that makes sense
- *details are connected
- *an ending that ties it all together



Coffin. (n.d.). Writing: 6+1 Writing Traits. Retrieved from <http://coffin5.weebly.com/61-writing-traits.html>

1. Ideas
2. **Organization**
3. Voice
4. Word choice
5. Sentence fluency
6. Conventions
- +1. Presentation

(Culham, 2003, p. 11-12)


“Organization is the internal structure of the piece, the thread of meaning, the logical pattern of ideas”
(Culham, 2003, p. 11)

Note to the Trainer: Walk participants through each of the seven total traits.

6+1 TRAITS OF WRITING

VOICE

- *my writing sounds like me
- *my personality shines through what I write
- *it shows I care about what I write



Coffin. (n.d.). Writing: 6+1 Writing Traits. Retrieved from <http://coffin5.weebly.com/61-writing-traits.html>

1. Ideas
2. Organization
3. **Voice**
4. Word choice
5. Sentence fluency
6. Conventions
- +1. Presentation

(Culham, 2003, p. 11-12)

“Voice is the soul of the piece. It’s what makes the writer’s style singular, as his or her feelings and convictions come out through the words”
(Culham, 2003, p. 12)

Note to the Trainer: Walk participants through each of the seven total traits.

6+1 TRAITS OF WRITING

WORD CHOICE

- *choose words carefully
- *use "pizzazzy" words to spice up my writing
- *avoid "tired" words
- *my words paint a picture

Coffin. (n.d.). Writing: 6+1 Writing Traits. Retrieved from <http://coffin5.weebly.com/61-writing-traits.html>

1. Ideas
2. Organization
3. Voice
4. Word choice
5. Sentence fluency
6. Conventions
+1. Presentation
(Culham, 2003, p. 11-12)

"Word choice is at its best when it includes the use of rich, colorful, precise language that moves and enlightens the reader"
(Culham, 2003, p. 12)

Note to the Trainer: Walk participants through each of the seven total traits.

6+1 TRAITS OF WRITING

SENTENCE FLUENCY

- *sentences begin differently
- *use a mix of short and long sentences
- *sentences flow
- *use a variety of types of sentences

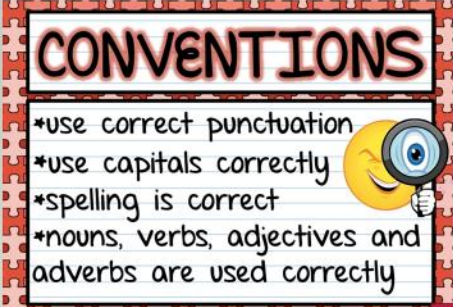
Coffin. (n.d.). Writing: 6+1 Writing Traits. Retrieved from <http://coffin5.weebly.com/61-writing-traits.html>

1. Ideas
2. Organization
3. Voice
4. Word choice
5. Sentence fluency
6. Conventions
+1. Presentation
(Culham, 2003, p. 11-12)

"Sentence fluence is the flow of the language, the sound of word patterns-the way the writing plays to the ear, not just to the eye"
(Culham, 2003, p. 12)

Note to the Trainer: Walk participants through each of the seven total traits.

6+1 TRAITS OF WRITING



Coffin, (n.d.). Writing: 6+1 Writing Traits. Retrieved from <http://coffin5.weebly.com/61-writing-traits.html>


1. Ideas
2. Organization
3. Voice
4. Word choice
5. Sentence fluency
- 6. Conventions**

+1. Presentation
(Culham, 2003, p. 11-12)

“Conventions represent the piece’s level of correctness- the extent to which the writer uses grammar and mechanics with precision”
(Culham, 2003, p. 12)

Note to the Trainer: Walk participants through each of the seven total traits.

6+1 TRAITS OF WRITING



Credit for the image goes to: Shannon, (2018). American Heroes: Close Reading and Opinion Writing. Retrieved from <http://life-between-summer.com/2018/01/10/american-heroes-close-reading-opinion-writing/>

1. Ideas
2. Organization
3. Voice
4. Word choice
5. Sentence fluency
6. Conventions
- +1. Presentation**

(Culham, 2003, p. 11-12)

“Presentation zeros in on the form and layout- how pleasing the piece is to the eye”
(Culham, 2003, p. 12)

Note to the Trainer: Walk participants through each of the seven total traits.



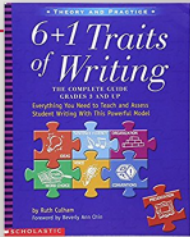
**EXPEDITIONARY
LEARNING**

**CORE
PRACTICES**

According to Core Practices (2011), "Teachers have a common understanding and language for teaching elements of quality writing (e.g., 6 + 1 writing traits)" (p.38).

Note to the Trainer: Refer participants to the Core Practices (2011), and discuss how the Core Practices recommend the use of the 6+1 Traits for consistency within the culture of literacy.

ADVANTAGES AND USES OF 6+1 TRAITS OF WRITING:



The findings showed that as a school, writing across all curriculums and use of the **writing process** was being attempted, however many asked for consistent practices, and demonstrated that a coherent model for each content to follow was necessary, as was PD in training the staff on use of it.

Culham (2003) suggested that using the 6+1 traits will improve the writing process by students in the classroom, "these traits allow both the reader and writer to note strengths and weaknesses in the work as it moves through the writing process" (p.12-13)

As an EL school, the Core Practices suggest that 6+1 writing traits are a recommended format for composition and revision of writing.

Note to the Trainer: Review the findings from the study (see slide), and discuss how the 6+1 traits can be used in each classroom to fill in the gap discovered in the data.

PRACTICE USING 6+1 TRAITS OF WRITING

“Me, Myself and I
I LOVE MYSELF
 With all my flaws
 In my Beautifulness,
 In my mistakes,
 In my weakness,
 In my darkness.
 I love myself, because I am worth it.
 I am a high power person who can move mountains with my love, thoughts and dreams
 I am good, kind, funny, full of life and love, contagious with my explosive energy
 Some things may be equally essential but nothing is more important than loving oneself
 And at this moment the love I have for myself goes above and beyond. It could reach the end of the universe if I just unwrap it I love me in my inane, craziest, sanest, beautiful twisted, darkest and funniest way
 I love me in a way that no one does...”

1. Ideas
2. Organization
3. Voice
4. Word choice
5. Sentence fluency
6. Conventions
- +1. Presentation

(Culham, 2003, p. 11-12)

↑

Let's discuss the traits of this piece

Image credit goes to: Chalkboard. (2018). GTO: Great Teacher Onchuta. Retrieved from <https://www.pinterest.com/pin/519039925783787022/>


Ooolywoo. (2016). Me, Myself and I. Retrieved from <https://hellopoetry.com/poem/1785970/me-myself-and-i/>

Note to the Trainer: Provide practice to participants in experiencing the 6+1 Traits. Reference the cited poem (see slide) and ask participants to verbally discuss the traits used in the poem. One at a time, ask participants to seek out ideas, voice, etc. While participants share, record the ideas they share on the board, circling and noting where each component of the traits was found.

PRACTICE USING 6+1 TRAITS OF WRITING

Using the 6+1 traits, create your own “I Am” poem.

I Am




Ideas	What are your ideas? Who are you? List the ideas you have describing yourself.
Organization	How will you organize your ideas? Are there personal qualities that you want first? As the poem unfolds, do you want to reveal more about yourself?
Voice	What features will you use to make sure that you have a strong voice? Capital letters? Bold text?
Word Choice	What kinds of words will be powerful in describing fully, who you are?
Sentence fluency	Does your poem flow? Or is it choppy, similar to the character you want to represent?
Conventions	Is your grammar and are your words used correctly?

Image credit goes to: Chalkboard. (2018). GTO: Great Teacher Onchuta. Retrieved from <https://www.pinterest.com/pin/519039925783787022/>

(Culham, 2003, p. 11-12)

Note to the Trainer: Participants will now be asked to create their own I AM poem, using the 6+1 Traits as a guide for composition.

PRACTICE ANALYZING 6+1 TRAITS OF WRITING



- Find a partner, and share poems.
- Allow your partner to read your poem.
- Each person should analyze their partner's poem for the 6+1 traits and follow the praise, question, suggestion protocol for feedback-to encourage improvements that tie with the 6+1 traits.

For example:

Praise: "Your voice is really strong, especially when you used powerful words, like 'robust' and 'tenderness'"

Question: "Is there a way to use a thesaurus to change a few words to make this more powerful? Word choice?"

Suggestion: "To improve fluency, try adding to the rhythm of your poem such as using meters or rhyming"


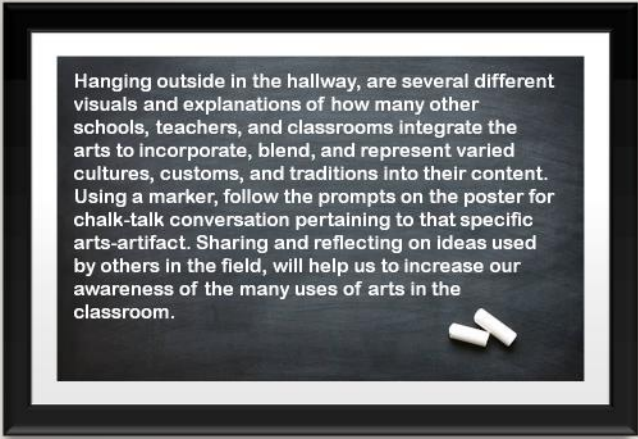


Image credit goes to: Chalkboard. (2018). GTO: Great Teacher Onchuta. Retrieved from <https://www.pinterest.com/pin/519039925783787022/>

(Culham, 2003, p. 11-12)

Note to the Trainer: Ask participants to partner-up, and share their poem by handing it to their partner. Partners will analyze the poems for the 6+1 Traits, and record where and how each trait was used. Encourage participants to offer the traditional EL evaluation/feedback of "Praise, Question, Suggestion." Debrief the activity by asking participants what they gained throughout the activity, what they noticed about their partner's poems, and how they might use the activity in their own classrooms.



INTEGRATION OF THE ARTS: CHALK-TALK

Image credit goes to: Chalkboard. (2018). GTO: Great Teacher Onchuta. Retrieved from <https://www.pinterest.com/pin/519039925783787022/>

Note to the Trainer: Lead participants in a brief "chalk-talk" protocol, designed to increase awareness of how the arts can enrich content areas, and how all arts should be incorporated (an element found within the data to be lacking in some lessons (as perceived by the teachers studied). Discuss the relevance to the findings and provide a model for participants in the hallway, of how to do a chalk-talk, responding to questions, prompts, and thoughts posted on each poster.

DEBRIEF INTEGRATION OF THE ARTS: CHALK-TALK

- What kinds of arts were represented or on display during the activity?
- How did teachers integrate arts to bring depth and richness their content?
- What was an “ah-ha” moment for you?
- What would you like to try, moving forward in your own classroom, pertaining to integration of arts?






Image credit goes to Chalkboard. (2018). GTO: Great Teacher Onchuta. Retrieved from <https://www.pinterest.com/pin/519039925783787022/>

Note to the Trainer: Debrief the activity using questioning (see slide).


**Learning Target
Check-in**





Confident EL Teachers: Day 2

- Differentiated Instruction
- 6+1 traits of writing
- Common language between math and ELA-reading and math every teacher can integrate



- I can evaluate my own confidence level teaching EL instruction, before and after participating in today's program
- I can actively participate in experiential learning opportunities
- I can investigate and explore different methods to differentiation in instruction
- I can identify what the 6+1 traits of writing are, and how they can be used in every classroom
- I can reflect on how revisiting learning targets is a form of reflective practice in the classroom
- I can use a chalk-talk to share ideas about how the arts can be integrated into content classrooms
- I can collaborate with my colleagues to determine how math and literacy can be consistent within all classrooms

Learning Target Check-in: Which of the Learning Targets do you feel you have made progress on, thus far?

Protocol for Discussion: Think-Pair-Share

- Think about which targets you have made progress on
- Turn to a pair, and share your thoughts, explain why

Note to the Trainer: Using a “think-pair-share” protocol, ask participants to think about which of the daily targets they believe they may have made some progress on so far today. Ask participants to think about their answer, then turn to a partner and share their thoughts.

BREAK TIME
1:20 pm – 1:30 pm




Credit for this image goes to: Clipart Panda. (2017). Retrieved from <http://www.clipartpanda.com/categories/break-clipart>

Note to the Trainer: Please enjoy a 10 minute break.

COMMON LITERACY AND MATH TERMINOLOGY THAT EVERY CLASSROOM CAN USE

The research indicated that almost every teacher sees the need for consistency with reading, writing, and math in every classroom. However, many feared that integrating another teacher's content methods or content skills would cause confusion for students



According to the Core Practices (2011)

- "Teachers regularly integrate reading into all subject areas to teach content and develop skills" (p.36)
- "Teachers select a variety of texts to develop students' knowledge of a topic: multiple genres, leveled texts, data sets, primary sources, and texts representing differing perspectives on the topic" (p.36)
- "Teachers integrate math outside of math time (e.g., crew meetings, community meetings, service learning work) to reinforce and develop foundational facts and number sense, and to model mathematical application. Students are involved in math every day-in dedicated classes and outside of math class" (p.41)
- "Teachers regularly address math in professional development and faculty meetings-exploring staff perceptions and mindset, discussing teaching strategies, supporting each other's ongoing learning about math, and analyzing student math data" (p.41)

Image credit goes to: UNSW Sydney Engineering. (2018). Postgraduate Research. Retrieved from <https://www.engineering.unsw.edu.au/computer-science-engineering/courses-programs/postgraduate-research>

Note to the Trainer: Discuss research findings from the study prompting this next section of instruction. Guide participants into what the Core Practices (2011) suggest as ways to develop consistent math and literacy cultures throughout content areas. Ask different participants to read a different bullet.

COMMON LITERACY AND MATH TERMINOLOGY THAT EVERY CLASSROOM CAN USE


According to the Core Practices (2011):

1. "Teachers regularly integrate reading into all subject areas to teach content and develop skills" (p.36)
2. "Teachers select a variety of texts to develop students' knowledge of a topic: multiple genres, leveled texts, data sets, primary sources, and texts representing differing perspectives on the topic" (p.36)
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4. "Teachers regularly address math in professional development and faculty meetings-exploring staff perceptions and mindset, discussing teaching strategies, supporting each other's ongoing learning about math, and analyzing student math data" (p.41)

Group A	Group B
<p>ELA and other reading-based contents, such as SS, Spanish, Health and Music-group up</p> <p>Task #1: Discuss the 1st two points above taken from the Core Practices of EL instruction. Then come up with ideas for all teachers in every content, including those not in your group, to build literacy in their content, using the recommendations from the Core Practices (2011). Create a poster displaying your ideas.</p> <p>Task #2: Create an anchor chart of terminology and strategies for every teacher to copy and place in their room, to demonstrate consistency between all language used between content areas, promoting literacy (reading and writing strategies). For example, terminology that students might use to find the "central idea" of a science problem or "text-code" a SS article.</p>	<p>Math and other computation-based contents, such as Tech, P.E., and Science-group up</p> <p>Task #1: Discuss the 2nd two points above taken from the Core Practices of EL instruction. Then come up with ideas for all teachers in every content, including those not in your group, to build use of mathematical practices according to the recommendations from the Core Practices (2011). Create a poster displaying your ideas.</p> <p>Task #2: Create an anchor chart of terminology and strategies for every teacher to copy and place in their room, to demonstrate consistency between all mathematical language used between content areas. For example, terminology that all teachers can use, such as "calculate" a solution to Jane's conflict in the story.</p>

Note to the Trainer: Divide the groups up into math- and literacy-based groups. Explain each task (see slide for directions) and provide groups with chart paper, markers, and the core practices, as well as copies of the CCSS for math and ELA.

COMMON LITERACY AND MATH TERMINOLOGY THAT EVERY CLASSROOM CAN USE



According to the Core Practices (2011):

1. "Teachers regularly integrate reading into all subject areas to teach content and develop skills" (p.36)
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4. "Teachers regularly address math in professional development and faculty meetings-exploring staff perceptions and mindset, discussing teaching strategies, supporting each other's ongoing learning about math, and analyzing student math data" (p.41)

Note to the Trainer: Guide groups in presenting their ideas for common and consistent use of vocabulary to enrich the cultures of math and literacy throughout the school, as well as to provide consistent practices throughout the school in all classrooms.

CLOSING:

Step #1:

Learning Targets:

- I can evaluate my own confidence level teaching EL instruction, before and after participating in today's program
- I can actively participate in experiential learning opportunities
- I can investigate and explore different methods to differentiation in instruction
- I can identify what the 6+1 traits of writing are, and how they can be used in every classroom
- I can reflect on how revisiting learning targets is a form of reflective practice in the classroom
- I can use a chalk-talk to share ideas about how the arts can be integrated into content classrooms
- I can collaborate with my colleagues to determine how math and literacy can be consistent within all classrooms

Step #2:

Exit Ticket:

1. In what ways do you plan to use common math and literacy terminology, differentiated instruction, and integration of arts in your own classroom and practice?
2. Provide an example for one, that you are most excited to integrate.
3. How can learning target check-ins be a form of reflective practice in the classroom?
Use the notecards at the table.
Be ready to share in the closing circle

Final Learning Target:

- I can explain how I can use common math and literacy terminology, differentiated instruction, and the arts in my own classroom and practice

Did I meet each learning target? How?

Note to the Trainer: Have the group circle-up. Using a share-aloud protocol, read one learning target at a time and have the participants go around the circle, “popcorn” ways in which they or their peers may have met that specific target. Finally, provide participants with the exit-ticket and the final learning target. Ask them to complete the exit ticket before they dismiss for the day. The exit ticket will act as a formative assessment of the final target.

BUILDING CONFIDENT EL TEACHERS: IMPLEMENTATION OF EL INSTRUCTION FOR THE EXPEDITIONARY TEACHER

JAMIE M. ERICKSON
Professional Development Program

Day 3

Credit for the image goes to: <https://www.dtuconsulting.com/igs-certified-training-professional/>

Note to the Trainer: Welcome everyone to day 3 of PD.

WELCOME BACK- DAY 3

- Help yourself to breakfast and coffee
- Find a seat with a reading strip on it
- Grab any necessary materials for yourself for the day
 - Highlighter
 - Pen/pencil
 - Clipboard
 - Notepaper



Credit for the image goes to:
<https://www.flickr.com/photos/90371939@N00/4344878104>

Note to the Trainer: Offer refreshments and necessary materials for the day.

TODAY'S OPENING READING

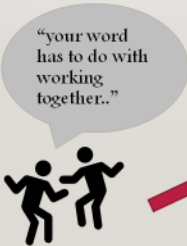
- **Learning is active.** Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.
- **Learning is challenging.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.
- **Learning is meaningful.** Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.
- **Learning is public.** Through formal structures of presentation, exhibition, critique, and data analysis, students and teachers build a shared vision of pathways to achievement.
- **Learning is collaborative.** School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the school culture.

The above text was a direct quote, taken word for word directly from Core Practices (2011) Manual.

Note to the Trainer: Ask volunteers to read the reading aloud to the whole group. Ask participants to focus on the many components of learning as they are discussed.

TODAY'S OPENING GREETING

Directions:
Each of you has a word taken from today's reading, taped to your back. You must mingle around, and have others provide you clues as to what your word is, without telling you exactly what the word says.



Today's Reading:

- **Learning is active.** Students are scientists, urban planners, historians, and activists, investigating real community problems and collaborating with peers to develop creative, actionable solutions.
- **Learning is challenging.** Students at all levels are pushed and supported to do more than they think they can. Excellence is expected in the quality of their work and thinking.
- **Learning is meaningful.** Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.
- **Learning is public.** Through formal structures of presentation, exhibition, critique, and data analysis, students and teachers build a shared vision of pathways to achievement.
- **Learning is collaborative.** School leaders, teachers, students, and families share rigorous expectations for quality work, achievement, and behavior. Trust, respect, responsibility, and joy in learning permeate the school culture.

(Core Practices, 2011, p. 1)

Note to the Trainer: Discuss the rules of the greeting protocol as seen on the slide. Remind participants to use positive language and respectfully participate (modeling how they would want to see their own students follow the protocol). Model the greeting with 2-3 participants to create a visual, remind participants that the meaning behind a greeting is to actually greet someone and start their day, so eye-contact is important. Allow 5 minutes for greetings before asking participants to head back to their seats.

DEBRIEF: READING AND GREETING

- Take-aways
- What do you think that greeting goals were?
- What message did the reading present to you as you engaged in the vocabulary activity?
- How can you see yourself using this activity in the classroom?
- Did the reading present any additional ideas that you think could be more present in the school/classrooms?





Image credit to: Painter, S. (2014). Teamsteps: Keep Calm and Debrief On. Retrieved from <http://teamstepswg.blogspot.com/2014/08/keep-calm-and-debrief-on.html>

Note to the Trainer: Encourage participants after the greeting to reflect on what they took away and/or gained from the experience, and how they may use or modify this activity for their own classroom use.


DAY 3 AGENDA	
Timeline:	Focus:
8:00 am - 8:30 am	Breakfast, Reading, Greeting
8:30 am - 9:00 am	Debrief, Research Findings, Agenda, Learning Targets/Program Goals
9:00 am - 9:10 am	Break
9:10 am - 9:30 am	Team Building Initiative "Pass the Plate"
9:30 am - 10:00 am	Planning for a Culture of Literacy: Collaborative Break-out Session-Team Planning
10:00 am - 10:10 am	Break
10:10 am - 11:10 am	Developing Differentiated Instruction
11:10 am - 12:10 pm	Lunch
12:10 pm - 12:20 pm	Welcome Back/ Review Learning Targets
12:20 pm - 1:20 pm	Developing Differentiated Instruction Lesson Engagement and Debrief
1:20 pm - 1:40 pm	What is the Annual IR? Previous Annual Reviews/Current Problem?
1:40 pm - 2:00 pm	Break
2:00 pm - 3:00 pm	IR Data for Professional Growth/Student Achievement
3:00 pm - 3:30 pm	Closing: Reflecting on the Learning, Targets, Program Evaluation

Note to the Trainer: Discuss the day's agenda and activities. Provide each participant with a copy of the agenda.



Confident EL Teachers: Day 3

- Co-planning for common terminology-getting our hands dirty
- Differentiated Instruction
- How can future Implementation Reviews guide my professional practice?



LEARNING TARGETS

- I can evaluate my own confidence level teaching EL instruction, before and after participating in today's program
- I can communicate and collaborate with members of my professional learning community
- I can actively participate in experiential learning opportunities
- I can create differentiated learning opportunities for my students
- I can develop literacy-rich lessons for my students, using 6+1 Traits of Writing and common terminology established by my colleagues
- I can investigate and explain what annual Implementation Reviews assesses, why the assessment is important, and how the assessment reviews can guide my personal instruction.

Note to the Trainer: Ask a volunteer to read the learning targets aloud to the whole group. Ask the group if there are any questions or concerns about the targets they will be evaluated on. Allow for discussion of the targets to occur in small groups, and encourage participants to focus on targets that will be a challenge, and those that they feel they could master.


BREAK TIME
9:00 am – 9:10 am



Credit for this image goes to: Clipart Panda. (2017). Retrieved from <http://www.clipartpanda.com/categories/break-clipart>

Note to the Trainer: Please enjoy a 10 minute break.

TEAM BUILDING INITIATIVE: DAY 3



“Pass the Plate”

- Every one take a paper plate and write down your name in the middle.
- Stemming off of your name, write one thing you think you contribute to the group (ex: kindness, hard work, knowledge, etc.)
- Then pass your plate around to the next person in the circle. Each person to receive your plate, will write down, stemming from your name, something that they believe you contribute to the group. When your plate makes it back to you, hold onto it and read the comments written around your name.

Credit for the image goes to: Amazon (2018) Paper Plates. Retrieved from <https://www.amazon.com/Nicole-Home-Collection-Everyday-Dinnerware/dp/B0053KORAQ>

Note to the Trainer: This will need to take place in a large setting, such as the gymnasium or outside. Today’s team initiative will be focusing on the learning targets “I can communicate and collaborate with members of my professional learning community,” “I can actively and respectfully participate,” and “I can support my group members using teamwork and collaboration.” Discuss the rules of the initiative and encourage them to work together. Before giving the teams the go-ahead, provide them with 60 seconds to form a strategy.

TEAM BUILDING INITIATIVE: DAY 3

Lesson Debrief:

- What did you learn about yourself through the eyes of others?
- How can you see yourself doing this in the classroom?
- What kinds of things would have to be in place before attempting this with students?

Why is this lesson relevant to me and my classroom?

One of the learning targets for this program included:

- I can communicate and collaborate with members of my professional learning community

In order to foster a community that uses common language and terminology in our classrooms, teamwork, collaboration, and communication skills are essential!

Note to the Trainer: Circle the group up, and ask participants the three debrief questions. Discuss the relevance of the activity to the overall day and to the learning target set for the group regarding collaboration (see slide).

CULTURE OF LITERACY: COLLABORATIVE BREAK-OUT SESSION-TEAM PLANNING

E

EXPEDITIONARY
LEARNING

Core Practices

- Form collaborative teams with your grade-level or specialty area, once formed, partnering up within your group will be most effective
- Using the EL Core Practices (2011) manual, and the anchor charts made by the literacy team in yesterday's session, co-plan a Math, Science, Social Studies, Tech, Art, and Music lesson- integrating in the terminology, and literacy strategies for creating an enhanced culture of reading and writing in classrooms
- Be ready to share elements of the lessons you create.
- Use the current/relevant topic from your content
- The team should encourage one another to use the Core Practices (2011), 6+1 Traits of Writing, and the literacy anchor charts available.
- I will be walking around to offer support, facilitate conversations, and encourage a strong culture of literacy

Note to the Trainer: Explain to participants that today they will attempt to put into practice some of the strategies they have learned the last few days. One of the major findings of the study was that EL instruction was not fully being implemented in classrooms, and that teachers were not all fully confident in teaching EL instruction. Providing a “planning and instructional practice day”, may encourage confidence levels to rise, and planning for activities to be less difficult. Guide participants in the planning break-out sessions (see slide for guidance).

CULTURE OF LITERACY: COLLABORATIVE BREAK-OUT SESSION-TEAM PLANNING



EXPEDITIONARY
LEARNING

Core Practices

- Using the EL Core Practices (2011) manual, and the anchor charts made by the literacy team in yesterday's session, co-plan a Math, Science, Social Studies, Tech, Art, and Music lesson- integrating in the terminology and literacy strategies for creating an enhanced culture of reading and writing in classrooms

Share-out

Briefly describe the lesson you co-planned with your team, emphasizing the components that foster a culture of literacy

Note to the Trainer: Ask participants to share-out the lessons they co-planned with teams that focus on creating a culture of literacy, utilizing the anchor charts created the day before.

BREAK TIME

10:00 am – 10:10 am



Credit for this image goes to: Clipart Panda. (2017). Retrieved from <http://www.clipartpanda.com/categories/break-clipart>

Note to the Trainer: Please enjoy a 10 minute break.

DIFFERENTIATED INSTRUCTION IN MY OWN CLASSROOM

In order to fully understand how to begin planning differentiated instruction in your own classroom, you first know how to plan it!



- Count off by 4's
- Each corner of the room is labeled with a number 1-4, after counting off, please report to the appropriate corner that marks your number
- In each corner, is a topic and standards that must be taught in one lesson.
- With your team, collaborate to design a truly differentiated lesson (lasting 30 minutes) for a classroom of 3 to 4 students (your colleagues), all with varying abilities in reading, math, and assorted learning styles.
- Use the materials and notes from yesterday's session, any available computers, etc. for development of your lesson.

Credit for the image goes to: Truitt, E. (n. d.). One Size Does NOT Fit All. Retrieved from <https://www.mrstruittspage.org/differentiated-instruction.html>

Note to the Trainer: Guide the participants into the next interactive planning activity (use the slide for guidance).


LUNCH TIME

11:00 am – 12:00 pm




Credit for this image goes to: Goossens, D. (2016). LunchIn. Retrieved from <https://www.lunchin.ca/blogs/news/85215043-the-importance-of-your-lunch-break>

Note to the Trainer: Please enjoy your lunch break.



Confident EL Teachers: Day 3

- Co-planning for common terminology-getting our hands dirty
- Differentiated Instruction
- How can future Implementation Reviews guide my professional practice?




LEARNING TARGETS

- I can evaluate my own confidence level teaching EL instruction, before and after participating in today's program
- I can communicate and collaborate with members of my professional learning community
- I can actively participate in experiential learning opportunities
- I can create differentiated learning opportunities for my students
- I can develop literacy-rich lessons for my students, using 6+1 Traits of Writing and common terminology established by my colleagues
- I can investigate and explain what annual Implementation Reviews assesses, why the assessment is important, and how the assessment reviews can guide my personal instruction.

Note to the Trainer: Bring the group back together. Using a “think-pair-share” protocol, ask participants to think about which of the daily targets they believe they may have made some progress on so far today. Ask participants to think about their answer, then turn to a partner and share their thoughts.

DIFFERENTIATED INSTRUCTION IN MY OWN CLASSROOM

In order to fully understand how to begin planning differentiated instruction in your own classroom, you first know how to plan it!



Engagement

Present your differentiated lesson to a different group, and allow them to complete the lesson you planned. You will be completing the lesson a different group planned for you.

Debrief:

What: What was beneficial to planning this lesson? What was beneficial getting to experience a differentiated lesson?

So What: Why is differentiation even important?

Now What: What will change in your classroom?

Credit for the image goes to: Truitt, E. (n. d.). One Size Does NOT Fit All. Retrieved from <https://www.mrstruittspage.org/differentiated-instruction.html>

Note to the Trainer: Guide groups in presenting their differentiated lesson plan to the rest of the class by engaging them into the lesson planned. Each group should have 30 minutes or less for this activity. Following the activity, follow the debrief protocol questions (see slide).

WHAT IS THE ANNUAL IMPLEMENTATION REVIEW?

Annual implementation reviews evaluate the EL program implementation of 5 Core Practices. IR's are completed at each EL school in full-implementation status of the EL learning Model, like us. Each year, throughout the year, we partake in surveys, are observed, students are measured, and a wholistic score is produced as seen in the following figure from 2013.

Dimension	Practice	Score
Instruction	1 Effective Lessons	2
	2 Supporting All Students	2
	3 Reflecting & Structuring Revision	4
	4 Culture of Reading	4
	5 Culture of Writing	3
	6 Culture of Mathematics	3
	7 Integrating the Arts	2

(EL Internal Implementation Review, 2013)

Dimension	Practice	Score
Curriculum	1 Mapping Skills & Content	2
	2 Case Studies	3
	4 Projects & Products	3
	6 Learning Expeditions	4
Instruction	1 Effective Lessons	2
	2 Supporting All Students	2
	3 Reflecting & Structuring Revision	4
	4 Culture of Reading	4
	5 Culture of Writing	3
	6 Culture of Mathematics	3
	7 Integrating the Arts	2
Assessment	1 Learning Targets	3
	2 Assessment For Learning (AFL)	2
	3 Quality Assessments	2
	4 Communicating Student Achievement	2
	5 Analyzing Assessment Data	2
Culture & Character	1 Learning Community	3
	2 Crew	4
	3 Fostering Character	3
	4 Engaging Families	4
	5 Beautiful Spaces	2
Leadership	1 School Vision	4
	2 Using Data	2
	3 Supporting Planning, Assessment, & Instruction	2
	4 Positive School Culture	4
	5 Professional Learning	2

Note to the Trainer: Transition the group into the next area of concern, discovered in the data of the study; Implementation Review goals, scores, and school-wide goals determined by the Implementation Reviews. Guide participants into the breakdown of the Core practices into the actual assessment, focusing on instruction as the key practice to improve.

WHAT IS THE ANNUAL IMPLEMENTATION REVIEW? PREVIOUS ANNUAL REVIEWS?

Overview of just instructional subcomponents over the last 4 academic years

Notice, over the last 4 years, no subcomponent has reached above level 4 to the exemplary status.

EL Implementation Review Scores of Instruction, 2013-2016
A bar graph displaying four academic years of EL implementation review data on instruction, collected internally at the study site, School A (EL Internal Implementation Review, 2013; EL Internal Implementation Review, 2014; EL Internal Implementation Review, 2015; EL Internal Implementation Review, 2016).

Instructional Core Subcomponent	2013	2014	2015	2016
Effective Lessons	2	2	2	2
Supporting All Students	2	2	2	2
Reflecting & Structuring Revision	3	3	3	3
Culture of Reading	4	4	4	4
Culture of Writing	3	3	3	3
Culture of Mathematics	3	3	3	3
Integrating the Arts	2	2	2	2

Note to the Trainer: Discuss previous annual IR data and noticeable trends.

WHAT IS THE ANNUAL IMPLEMENTATION REVIEW?

Dimension	Practice	Score
Instruction	1 Effective Lessons	4
	2 Supporting All Students	3
	3 Reflecting & Structuring Revision	3
	4 Culture of Reading	4
	5 Culture of Writing	3
	6 Culture of Mathematics	3
	7 Integrating the Arts	3

(EL Internal Implementation Review, 2016)

In comparing the 2013 EL Implementation Review score to the most recent 2016 score, overall, the school has made huge improvements. However, Instruction, as a Core practice has been inconsistent over the last 4 years, with some subcomponents staying the same, and some only improving marginally; where other Core Practices subcomponents have developed to level 5.

The question becomes:
How can we improve our instructional practices?
Step #1: Training in areas of weakness
Step #2: Use the reviews and review goals to guide personal instructional practices (next)

Note to the Trainer: Compare the scores between 2013 and 2016 to show where improvements need to be made and to inform participants about why the program was relevant for future practice in the classroom.

BREAK TIME

1:40 pm-2:00 pm

Help yourself to snacks and refreshments available in the front of the room.

Credit for this image goes to: Clipart Panda. (2017). Retrieved from <http://www.clipartpanda.com/categories/break-clipart>

Note to the Trainer: Please enjoy a 10 minute break.

Step 2:

HOW DO WE USE THE REVIEWS AND REVIEW GOALS TO GUIDE PERSONAL INSTRUCTIONAL PRACTICES


Last year's IR building-wide goals for personal instruction were:

- Creating a Culture of Math (Core Practice: Instruction)
- Creating Beautiful Spaces (Core Practice: Culture & Character)

Results from this study showed that only 1 out of 12 teachers at this school knew what the current (last year's-during the time of the research) goals for the building were.

This year's IR building-wide goals for personal instruction are:

Does anyone know what this year's IR goals are?



Note to the Trainer: Discuss with participants that one of the gaps determined by the study was teacher-knowledge of school-wide goals developed from the IR each year. Guide participants into challenging themselves to state the current goals.

Step 2:

HOW DO WE USE THE REVIEWS AND REVIEW GOALS TO GUIDE PERSONAL INSTRUCTIONAL PRACTICES

Last year's IR building-wide goals for personal instruction were:

- Creating a Culture of Math (Core Practice: Instruction)
- Creating Beautiful Spaces (Core Practice: Culture & Character)

Results from this study showed that only 1 out of 12 teachers at this school knew what the current (last year's-during the time of the research) goals for the building were.

This year's IR building-wide goals for personal instruction are:

- Use of Strategic Questioning within a lesson (Core Practice: Instruction- subcomponent of Structuring Revision)
- Vocabulary Instruction (Core Practice: Instruction-subcomponent of Culture of Reading)

Does anyone know what this year's IR goals are?

**note that both goals are from the Core Practice of Instruction, where we have been shown to need the most focus, support and growth*

Note to the Trainer: Reveal the answer. Explain to participants that the goals are set to improve professional practices of all teachers in the school in specific targeted areas for future growth on IRs.

Step 2:

HOW DO WE USE THE REVIEWS AND REVIEW GOALS TO GUIDE PERSONAL INSTRUCTIONAL PRACTICES

What do the Core Practices say about Strategic Questioning in instruction?

This year's IR building-wide goals for personal instruction are:

- Use of Strategic Questioning within a lesson (Core Practice: Instruction-subcomponent of Structuring Revision)

C. Using Strategic Questioning

1. Teachers' lesson plans include strategic questions-pre-planned questions that promote critical thinking and extend student understanding of the skill or concept at hand.
2. Teachers support students in formulating their own strategic questions.
3. Students ask questions of themselves and others to monitor and increase their understanding of the skill or concept at hand.
4. Teachers use checking for understanding strategies during lessons to ensure that all students are accountable during questioning (e.g., cold call, no opt-out)

-Block of text directly taken from the Core Practices (2011) manual.
Core Practices [PDF document]. (2011). Retrieved from <https://eeducation.org/resources/core-practices>

Note to the Trainer: Walk participants through the goal and what Core Practices (2011) suggest for teachers to follow for implementation in the classroom.

Step 2:

HOW DO WE USE THE REVIEWS AND REVIEW GOALS TO GUIDE PERSONAL INSTRUCTIONAL PRACTICES

What do the Core Practices say about Vocabulary in instruction?

This year's IR building-wide goals for personal instruction are:

- Vocabulary Instruction (Core Practice: Instruction-subcomponent of Culture of Reading)

"Vocabulary, both general academic and discipline-specific technical vocabulary, is celebrated across the school in lessons, crew, meetings, and displays" (Core Practices, 2011, p.37)

"Teachers guide students in analyzing models and exemplars to help them understand quality and format as well as build vocabulary associated with a project or specific product" (Core Practices, 2011, p. 54)

"Students use the vocabulary and reasoning skills of the discipline to discuss social studies concepts" (Core Practices, 2011, p.44)

"Teachers invite guest experts to visit the classroom to critique student work. Teachers prepare experts to focus on specific learning targets, model the classroom/school norms for communication, and build vocabulary and standards of the profession" (Core Practices, 2011, p.55)

"All case studies are rich in literacy learning-reading, writing, speaking, listening, research-and vocabulary development" (Core Practices, 2011, p.20)

Note to the Trainer: Walk participants through the goal, and what Core Practices (2011) suggest for teachers to follow for implementation in the classroom.

HOW CAN WE STRENGTHEN OUR VOCABULARY INSTRUCTION AND OUR USE OF STRATEGIC QUESTIONING?

EL Education has some suggestions... We will be watching two videos produced by EL

- Students Unpack a Learning Target and Discuss Academic Vocabulary
- EL Education-Student Achievement

Notice	Wonder

During each video, we will be using a "notice/wonder protocol" to take notes on our thoughts

Note to the Trainer: In order to improve our practices, and work towards current goals, the group will watch two videos presented by EL on the two concepts of *vocabulary instruction* and *strategic questioning*. Present to them the note-catcher for concepts and ideas to be recorded on during the videos.

EL EDUCATION-STUDENT ACHIEVEMENT: VIDEO

EL Education. (2018). *Teaching Students to Prove their Mathematical Thinking through Questions, Charts, and Discourse*. Retrieved from <https://eleducation.org/resources/teaching-students-to-prove-their-mathematical-thinking-through-questions-charts-and-discourse>

Asking Questions

We chart out, we kinda plan out

Note to the Trainer: Play video 1 on questioning in the classroom. Model catching notes on a chart on the wall throughout the videos. Encourage participants to think about how questioning was used to guide the lesson and learning of students.



Note to the Trainer: Play video 2 on vocabulary in the classroom. Model catching notes on a chart on the wall throughout the videos. Encourage participants to think about how vocabulary was used to guide the lesson and learning of students.

HOW CAN WE STRENGTHEN OUR VOCABULARY INSTRUCTION AND OUR USE OF STRATEGIC QUESTIONING?

I will record your thoughts on chart paper

- What did you notice about the video?
- What did you wonder?
- What kinds of things do you think you could incorporate into your own practices with regards to vocabulary instruction? Strategic questioning?

Notice	Wonder

• Students Unpack a Learning Target and Discuss Academic Vocabulary
• EL Education-Student Achievement

Note to the Trainer: Share-out of ideas, notices, wonders regarding the video. Record responses on chart paper and prompt participants using questioning (see slide)

CLOSING:

Step #1:

Did I meet each learning target? How?

Learning Targets:

- I can evaluate my own confidence level teaching EL instruction, before and after participating in today's program
- I can communicate and collaborate with members of my professional learning community
- I can actively participate in experiential learning opportunities
- I can create differentiated learning opportunities for my students
- I can develop literacy-rich lessons for my students, using 6+1 Traits of Writing and common terminology established by my colleagues
- I can investigate and explain what annual Implementation Reviews assesses, why the assessment is important, and how the assessment reviews can guide my personal instruction.

Exit Ticket:

- Why is the annual implementation review important to the school and what does it evaluate each year?
- In what ways do you feel the IR-based, school-wide goals will influence your personal practice?

Use the notecards at the table.
Be ready to share in the closing circle

Final Learning Target:

- I can explain what annual Implementation Reviews assesses, why the assessment is important, and how the assessment reviews can guide my personal instruction.

Think Pair Share

Note to the Trainer: Have the group circle-up. Using a share-aloud protocol, read one learning target at a time and have the participants go around the circle, popcornning ways in which they or their peers may have met that specific target. Finally, provide participants with the exit-ticket and the final learning target. Ask them to complete the exit ticket before they dismiss for the day. The exit ticket will act as a formative assessment of the final target.

BUILDING CONFIDENT EL TEACHERS: IMPLEMENTATION OF EL INSTRUCTION FOR THE EXPEDITIONARY TEACHER

Please complete the program evaluation form as you leave- there is one located at each table

Professional Development Program
Jamie M. Erickson

Thank you for your time and participation.

Building Confident EL Teachers: Implementation of EL Instruction for the Expeditionary Teacher
Professional Development Program with Jamie M. Erickson
Program Evaluation

- Did you meet all or most of your daily learning targets? Explain why you believe you did or did not meet them.
- When you started this program, what was your confidence level Teaching EL instruction? _____ After the program? _____
- What did you learn or participate in that was most valuable?
- What did you learn or participate in that was least valuable?
- What do you know now about the 7 subcomponents of instruction that you did not know before?
- What was your "take-away" with the differentiated instruction lessons of this program?
- How can the 6+1 Traits of writing affect your overall daily practices and consistency of literacy skills within the school?
- Please leave feedback for the program/developer in the form of praise, question, suggestion.

Praise:
Question:
Suggestion:

Note to the Trainer: Have the group complete the program evaluation forms, pass one out to each participant. Review the form with those who have questions. Collect all forms as participants exit for the day.

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Appendix B: Observational Checklist

Instruction as a core practice of Expeditionary Learning (EL)

How many years has this teacher been teaching?

- 1 year or less
 2 to 5 years
 More than five years, less than 10 years
 More than 10 years, less than 20 years
 More than 20 years

How many years this teacher been teaching at an Expeditionary school?

- 1 year or less
 2 to 5 years
 More than five years, less than 10 years
 More than 10 years, less than 20 years
 20 or more years

1. Instructional Subcomponent: Effective Lessons

Elements of Effective Lessons	Evident in the instruction					Fieldnotes and Reflections:
Teacher utilization of learning targets, unpacking learning targets, often going back to the target to guide the lesson. Students use learning targets for progress monitoring.	Very evident 5	4	Somewhat evident 3	2	Not evident at all 1	
Implementation of total participation or multi-step protocols (such as Socratic seminars)	Very evident 5	4	Somewhat evident 3	2	Not evident at all 1	
Utilization of different types of lesson formats, such as workshops, lectures, integration of teaching	Very evident 5	4	Somewhat evident 3	2	Not evident at all 1	

technology (videos), labs, or interactive learning competitions						
Teacher offers opportunities for inquiry and engagement.	Very evident		Somewhat evident		Not evident at all	
	5	4	3	2	1	

2. Instructional Subcomponent: Supporting all Students

Elements of Supporting All Students	Evident in the instruction					Fieldnotes and Reflections:
Evidence of flexible student groupings	Very evident		Somewhat evident		Not evident at all	
	5	4	3	2	1	
Evidence of use or implementation of differentiated instruction	Very evident		Somewhat evident		Not evident at all	
	5	4	3	2	1	
Scaffolded support for students to meet their needs	Very evident		Somewhat evident		Not evident at all	
	5	4	3	2	1	
Teacher uses strategic materials within the lesson (graphic organizers, building background knowledge techniques, lesson modifications)	Very evident		Somewhat evident		Not evident at all	
	5	4	3	2	1	

3. Instructional Subcomponent: Reflection and Structuring Revision

Elements of Reflection and Structuring Revision	Evident in the instruction			Fieldnotes and Reflections:	
Teacher offers opportunities where students internalize and implement what	Very evident		Somewhat evident	Not evident at all	

has been learned. The teacher debriefs the lesson.	5	4	3	2	1	
Students reflect on their own performance and set goals for progress. Students evaluate their own quality of work	Very evident 5	4	Somewhat evident 3	2	Not evident at all 1	
Teacher or students are setting goals for student progress	Very evident 5	4	Somewhat evident 3	2	Not evident at all 1	
Peer revisions/ peer feedback is taking place	Very evident 5	4	Somewhat evident 3	2	Not evident at all 1	

4. Instructional Subcomponent: Culture of Reading

Elements of Culture of Reading	Evident in the instruction					Fieldnotes and Reflections:
Evidence exists that reading is taking place in all contents, across curriculums.	Very evident 5	4	Somewhat evident 3	2	Not evident at all 1	
Students select from multiple genres to read	Very evident 5	4	Somewhat evident 3	2	Not evident at all 1	
Teacher utilization of protocols such as conversation café, Socratic seminar, etc. to discuss texts.	Very evident 5	4	Somewhat evident 3	2	Not evident at all 1	

Students show evidence of using multiple reading strategies for comprehension.	Very evident	Somewhat evident			Not evident at all
	5	4	3	2	1

5. Instructional Subcomponent: Culture of Writing

Elements of Culture of Writing	Evident in the instruction					Fieldnotes and Reflections:
Evidence exists that writing is taking place in all contents, across curriculums	Very evident	Somewhat evident			Not evident at all	
	5	4	3	2	1	
Evidence that daily writing is taking place, for multiple purposes	Very evident	Somewhat evident			Not evident at all	
	5	4	3	2	1	
Students are engaged in the <i>writing process</i> .	Very evident	Somewhat evident			Not evident at all	
	5	4	3	2	1	

6. Instructional Subcomponent: Culture of Mathematics

Elements of Culture of Mathematics	Evident in the instruction					Fieldnotes and Reflections:
Evidence exists that authentic math experiences are taking place in all contents, across curriculums	Very evident	Somewhat evident			Not evident at all	
	5	4	3	2	1	
Evidence exists of student proficiency in understanding math terminology and vocabulary in all contents	Very evident	Somewhat evident			Not evident at all	
	5	4	3	2	1	
Evidence of cross-curricular connections with math	Very evident	Somewhat evident			Not evident at all	
	5	4	3	2	1	

7. Instructional Subcomponent: Integrating the Arts

Elements of Integrating the Arts	Evident in the instruction					Fieldnotes and Reflections:
Evidence exists of opportunities for students to complete assignments that connect to other content areas and expeditions.	Very evident		Somewhat evident		Not evident at all	
	5	4	3	2	1	
Evidence of lessons that develop the skills of students in evaluating art of all styles exists in all contents, across curriculums.	Very evident		Somewhat evident		Not evident at all	
	5	4	3	2	1	
Evidence of opportunities for student interaction or observation of arts from vast backgrounds through extensive experiences outside of the classroom	Very evident		Somewhat evident		Not evident at all	
	5	4	3	2	1	
Evidence of project-based learning exists in all contents, across curriculums.	Very evident		Somewhat evident		Not evident at all	
	5	4	3	2	1	

Appendix C: Questionnaire Questions- Teachers

#1. How many years have you been teaching?

- 1 year or less
- 2 to 5 years
- More than five years, less than 10 years
- More than 10 years, less than 20 years
- More than 20 years

#2. How many years have you been teaching at an Expeditionary Learning (EL) school?

- 1 year or less
- 2 to 5 years
- More than five years, less than 10 years
- More than 10 years, less than 20 years
- 20 or more years

#3. How confident do you feel implementing EL instruction?

- Extremely confident
- Very confident
- Confident
- Somewhat confident
- Not confident

#4. Please identify as many subcomponents or elements of instruction as an EL core practice as possible?

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#5. How often do you address, unpack, or discuss the learning targets throughout a lesson?

- Very Frequently
- Frequently
- Occasionally
- Rarely
- Very rarely
- Not at all

#6. Do you feel students use learning targets to monitor their own progress?

- Very often
- Often
- Occasionally
- Rarely
- Very rarely
- Not at all

#7. How often do you feel it is possible to use total participation or multi-step protocols (such as Socratic seminars) in your lessons?

- Every lesson or nearly every lesson
- 2-3 times a week
- Occasionally
- Rarely
- Very rarely
- Not at all

#8. In response to #7, please describe why you feel it is possible to implementation total participation or multi-step protocols to the extent that you selected:

#9. How often do you *feel* different types of lesson formats, such as workshops, lectures, integration of teaching technology (videos), labs, or interactive learning competitions *should* be used in the classroom?

- Every lesson or nearly every lesson
- 2-3 times a week
- Occasionally
- Rarely
- Very rarely
- Not at all

#10. How often do you feel it is necessary to offer and implement opportunities for inquiry and engagement in lessons?

- Every lesson or nearly every lesson
- 2-3 times a week
- Occasionally
- Rarely
- Very rarely
- Not at all

#11. How often do you feel flexible groupings in the classroom are necessary?

- Every lesson or nearly every lesson
- 2-3 times a week
- Occasionally
- Rarely
- Very rarely
- Not at all

#12. Please describe how you differentiate instruction in your classroom and how often:

#13. Please select your level of agreement to the following statement:

All students at this school are taught to the highest ability possible, through use of research-based practices identified to meet their unique needs.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

#14. Do you feel that there is sufficient time allotted for collaborative teams to plan and support students in need? Please describe your answer below.

#15. Please describe your use of reflection in the classroom; specifically, debriefing of lessons with students in order to set goals for their own progress.

#16. How often do you believe students should peer-edit work?

- Very Frequently
- Frequently
- Occasionally
- Rarely
- Very rarely
- Not at all

#17. How often do students complete assignments that require multiple drafts where specific feedback is given for revision and advancement?

- Very Frequently
- Frequently
- Occasionally
- Rarely
- Very rarely
- Not at all

#18. In response to #17, please describe why assignments requiring multiple drafts, revision and feedback are completed to the extent that you selected:

#19. If applicable, please describe your comfort level in teaching reading through your content (such as social studies, science, math, technology, art, etc.)

#20. How often do you feel it is necessary to offer different or multiple genres, leveled texts, and texts that show multiple perceptions of people (authors)?

- Very often
- Often
- Occasionally

- Rarely
- Very rarely
- Not at all

#21. Do you teach students reading through your content?

- Yes
- No
- Occasionally

#22. If you answered yes, or occasionally to question #20, please answer the following.

*Do you use **multiple** strategies to teach students how to read in your content? If you do, please describe the strategies you use to teach reading in your content.*

#23. Please indicate the likelihood of you utilizing protocols such as conversation café, Socratic seminar, etc. in your classroom to discuss **texts** on a **regular** basis.

- Not likely
- Somewhat likely
- Very likely

Additional comments:

#24. Please indicate your comfort level in integrating writing, fully, into your content where students use the writing process for revision and final product development.

- Very comfortable
- Moderately comfortable
- Comfortable
- Slightly comfortable
- Not comfortable

#25. How frequently do you feel students should write in your classroom for multiple purposes?

- Very often
- Often

- Occasionally
- Rarely
- Very rarely
- Not at all

#26. Please indicate your comfort level in integrating mathematics and mathematical thinking and/or problem solving into your content or curriculum.

- Very comfortable
- Moderately comfortable
- Comfortable
- Slightly comfortable
- Not comfortable

#27. Do you feel that math strategies are and should be taught in every classroom, and in every content? Explain your response.

#28. How frequently do you integrate any form of art (connected to expeditions, research, or projects) into the content you teach?

- Very often
- Often
- Occasionally
- Rarely
- Very rarely
- Not at all

#29. In response to #26, please describe why you integrate any form of art to the extent that you selected, and describe which arts you include, if applicable.

#30. Do you feel art is used, often, in the school to connect varied cultures and/or used to celebrate the diversity of others?

- Strongly Agree
- Agree
- Undecided
- Disagree

Strongly Disagree

#31. Please describe how the annual implementation review and review reports guide your personal development in instruction each year.

#32. Please identify what you can about the following:

What are the school objectives for improvement, following the 2015-2016 implementation review report? And how have those objectives been supported this academic year?

#33. To what extent do you feel EL- based professional development is currently implemented?

- Very often
- Often
- Occasionally
- Rarely
- Very rarely
- Not at all

#34. To what extent have you engaged in professional development focused on post implementation review objectives this academic year?

- Very often
- Often
- Occasionally
- Unsure
- Rarely
- Very rarely
- Not at all

#35. Please describe your perceptions on the impact of EL instruction on student achievement.

Appendix D: Interview Protocol

Script: This is an interview designed to determine teachers' perceptions of instruction as a core EL practice and an element of the annual implementation review. Throughout this interview, I will be audio-taping our conversation and transcribing notes throughout our discussions. Audio-taping will be done to protect you, the participant, and to maintain integrity of the data recorded. No information will be shared or used to identify you in anyway outside of this study. Today's interview will start off with several questions where you are welcome to share a response as honestly and openly as possible. Following several pre-scripted questions, I will move on to discuss elements of your lesson as it was observed today using follow-up questions scripted during or just after the observation.

I. Pre-scripted Interview Questions:

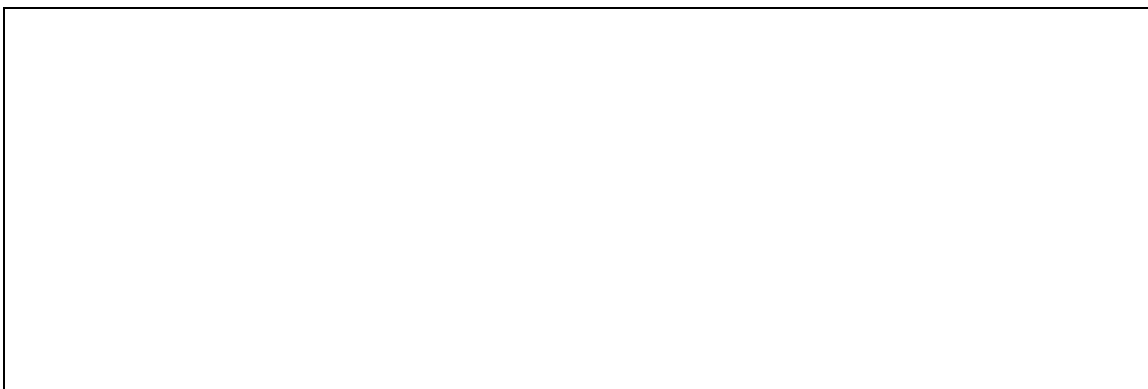
1. What are your perceptions regarding instruction as a core Expeditionary Learning (EL) practice?

2. What are your perceptions regarding instruction as an element of the annual implementation review?

3. What are your perceptions regarding the impact of EL instruction on student academic achievement?

4. What are your perceptions regarding the seven subcomponents of instruction as a core practice?

II. Post observation follow-up Questions



III. Transcription of additional notes/additional field notes: