

SPRINGBOARD PROFESSIONAL DEVELOPMENT FOR TEACHERS
IN THE
COLONIAL SCHOOL DISTRICT
NEW CASTLE, DE

by

Katelyn Lea Johnson

An education leadership portfolio submitted to the Faculty of the University of Delaware in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership

Fall 2017

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ABSTRACT

Preparing students to be successful in high school AP courses and exams begins at the middle school level. SpringBoard is a program created by the CollegeBoard to bridge content expected in high school with the current middle school curriculum. SpringBoard was introduced and piloted in the Colonial School District during the 2014-2015 school year and has been used in all three middle schools since. Currently, there are few implementation expectations and no professional development offered for SpringBoard teachers in the district. For students to get the most out of an educational program, teachers must first be prepared to deliver the program with fidelity.

This portfolio examines the relationship between online and face-to-face professional development modules and changes in teachers' practices and understandings as captured and analyzed through online and face-to-face discussions, real-time classroom observations, and feedback garnered through surveys and focus groups. I created online professional development modules, using the platform Schoology, for six SpringBoard teachers from three different middle schools in the district. I used best practice literature to create engaging professional development, which augmented the commonly used, one-time professional development training session with no follow-up support. I modeled my online modules around the "SpringBoard Train the Trainers" conference I attended in April of 2016, where I was officially titled as a SpringBoard trainer who could provide professional development.

I used a number of instruments to determine if my professional development improvement strategy was successful. I collected data through participant surveys, walkthrough observations, post-observation debrief sessions, and online discussions to determine if the professional development modules had any positive relationship on teachers' SpringBoard instructional practices. I observed and held post-observation debriefing sessions for each teacher two times; once before any professional development was given, and once after they completed the Schoology modules. Through these meaningful conversations with participants during my data collection, I was able to gain knowledge on their performance and use the time to give support and suggestions.

Overall, data analyses show that there was a positive relationship with my professional development modules and improvement in teachers' practices and understandings. Using the walkthrough observation tool, almost all (5/6) participants improved in multiple areas from the first to second observation. Similarly, participants' testimonials provided evidence that the professional development modules were professionally enriching and supported implementation of SpringBoard. After implementation of professional development, there were an overwhelming number of successes and a relatively small number of continuing instructional challenges faced by the SpringBoard teachers.

My recommendations to the district are; to revise the professional development modules I created and make it mandatory for all SpringBoard teachers to complete, determine expectations for SpringBoard teachers and provide adequate planning time,

create a teacher network group using Schoology for SpringBoard teachers to collaborate, provide support at the building level, and create a quality control system to hold SpringBoard teachers and students accountable and provide a feedback loop for continuous improvement. If implemented with fidelity, SpringBoard can very likely be leveraged to serve the original purpose of improving student achievement on AP scores.

Chapter 1

INTRODUCTION

General Approach

I began teaching SpringBoard three years ago. The curriculum, created by the CollegeBoard, is targeted at bridging the gap between middle and high school expectations for students who enroll in Advanced Placement (AP) courses. The reason my district adopted this curriculum was to combat the extremely low AP test scores the students in the district produced over the recent years. The problem of students not being successful on AP exams can be contributed to many factors. For my ELP, I focused on professional development for teachers using the SpringBoard curriculum in their middle school classrooms. Working with colleagues has always been a passion of mine, as is creating and facilitating professional development modules. My hope was that by investing time and resources into teacher development, there would be a positive relationship with student success.

I was fortunate enough to attend the SpringBoard “Train the Trainers” conference in April of 2016, which gave me materials for the creation of my professional development modules. I decided to use the online platform, Schoology, to create my professional development modules because I worked with teachers from various schools and teachers reported that this format would be easier for them to complete. My modules were broken into three parts to mirror the outline of the

SpringBoard conference. In addition to the materials I was given in Atlanta, I added pertinent videos, readings, reflection questions, discussion boards, and content that I deemed helpful based on the literature review I conducted. I worked with the Supervisor of Curriculum in my district and had my professional development modules reviewed and accepted by him before I began working with participants.

To determine if my professional development modules, the treatment, had any positive relationship to participants' instructional practices and understandings, I worked closely with six participants from three different middle schools. I was able to observe them teach two lessons from the SpringBoard curriculum, before and after treatment. I met with each participant to conduct a post-observation debrief, which I was able to use for two purposes: (a) as a data collection tool and (b) a time to answer questions and discuss best teaching practices. I collected qualitative data and analyzed what relationship my treatment had.

Portfolio Organization

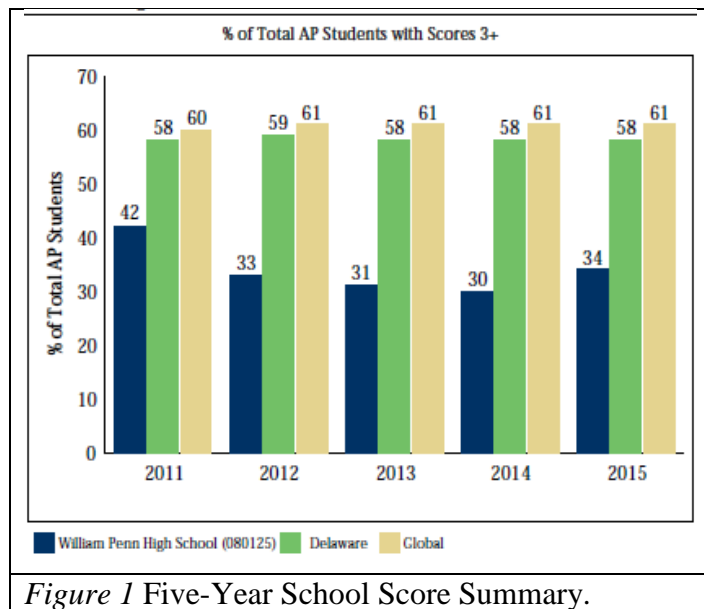
The remainder of my portfolio is organized into five additional chapters, references, and appendices. The chapters dive deeper into the problem I addressed, the rationale behind my professional development efforts, improvement strategies and results, and my own personal reflection as a leader through the process. My appendices include data collection tools/instruments, data analysis summaries, my ELP Proposal, and my literature review.

Chapter 2

PROBLEM ADDRESSED

Problem Statement

Problem Statement: Teachers are not adequately prepared to teach AP students, which is one reason that students are not prepared to be successful in AP classes and are underperforming on AP exams. SpringBoard is the curriculum created by the CollegeBoard to prepare middle school students for high school AP courses. The lack of professional development for SpringBoard teachers who are responsible for preparing middle school students who enroll in AP courses in high school is one root cause of the problem.



The state of Delaware is comparable to the rest of the globe in AP pass rates. However, students from Colonial School District are underperforming compared to state and national averages. For example, in order to meet the state average pass rate,

William Penn, the Colonial School District High School, would need to increase AP passing rates by at least 24%.

SpringBoard, as an instructional program for middle school teachers preparing students for AP coursework, was introduced to the district in 2014. Students who have been exposed to the SpringBoard curriculum should have improved performances in AP courses. Unfortunately, a positive increase in AP performances has yet to be achieved. One reason for this is attributed to the fact that middle school teachers are not adequately prepared to implement the SpringBoard curriculum program. Though SpringBoard was initiated across the district, teachers were not required to complete training or professional development, thus the SpringBoard program was never implemented with expectations or fidelity. Professional development needed to be provided for teachers to prepare them to use the SpringBoard program effectively. The support and knowledge gained in professional development modules would likely assist teachers and lead to better instructional practices and an increase in understanding about the SpringBoard curriculum. If teachers were better prepared, students would be able to take advantage of this support and there would likely be an increase in AP achievement as measured by exam scores.

In addition to the lack of professional development and limited teacher understanding of the SpringBoard curriculum, students' grades do not correlate with their AP exam scores seen in the district. That is, students have high grades, but low AP test scores. One explanation for the weak correlation is a lack of rigorous AP-related curriculum. The use of the SpringBoard curriculum will likely increase the

rigorous demands that middle school students experience and more adequately prepare students for future high school-level AP courses and exams.

Demographics

The Colonial School District is located in New Castle, Delaware, which is part of New Castle county. The district is comprised of fourteen schools, including eight elementary schools, three middle schools, one high school, and two special schools. The district serviced 9, 763 (“Delaware Department of Education”, 2017) in total in the 2015-2016 school year.

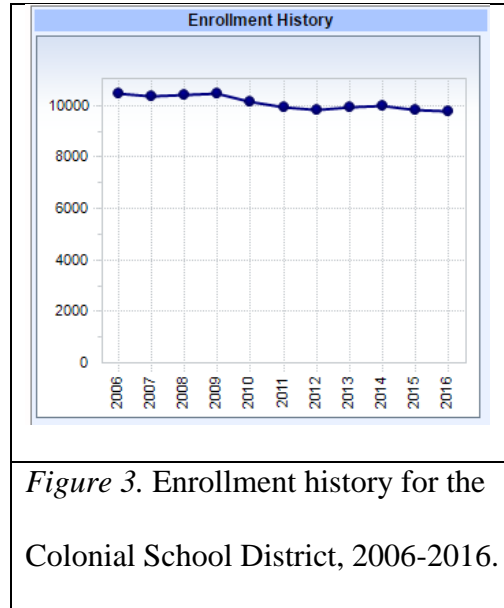
Students Who Reside in the District	
	2015-16
Number of Students in Public Schools (Non Charter)	9,763
Percent of Students in Public Schools (Non Charter)	87.2%
Number of Students in Non-Public Schools	1,437
Percent of Students in Non-Public Schools	12.8%

Figure 2. Students who reside in the Colonial School District.

Figure 2 shows the enrollment history from 2006-2016, taken from the Delaware Department of Education’s website (“Delaware Department of Education”, 2017). Approximately 87% of students in the district attend the public Colonial School District, while the remaining 13% are enrolled in private or charter schools.

Figure 3 below shows the enrollment history for the Colonial School District over the

past ten years. Overall, there has been a slight and steady decline of enrollment from 2006 to present day.



Demographic Information

Fall Student Enrollment By Grade and By Student Sub-Group										
Grade	N Students	% Male	% Female	% Hispanic	% African American	% White	% Other Minorities	% ELL	%Low-Income	% Stude
Pre-Kindergarten	145	63.4	36.6	21.4	40.0	32.4	-	-	18.6	
Kindergarten	763	55.0	45.0	18.2	42.5	31.5	7.9	-	52.0	
Grade 1	812	54.4	45.6	20.8	39.2	32.1	7.9	16.6	48.5	
Grade 2	816	51.0	49.0	21.0	39.8	33.1	6.1	16.8	47.2	
Grade 3	834	50.2	49.8	21.0	40.8	32.6	5.6	16.3	43.9	
Grade 4	840	49.0	51.0	21.9	39.5	32.5	6.1	15.2	45.6	
Grade 5	889	51.5	48.5	21.0	42.2	30.6	6.2	9.3	44.0	
Grade 6	804	48.3	51.7	21.5	41.3	32.0	5.2	5.1	44.0	
Grade 7	829	50.1	49.9	20.9	42.8	31.8	< 5.0	5.2	39.0	
Grade 8	844	51.5	48.5	19.7	45.4	30.2	< 5.0	5.2	36.8	
Grade 9	651	60.2	39.8	22.1	47.5	27.8	< 5.0	< 5.0	43.0	
Grade 10	586	52.7	47.3	17.7	49.1	28.3	< 5.0	< 5.0	38.2	
Grade 11	500	48.0	52.0	19.6	50.4	24.6	5.4	< 5.0	25.2	
Grade 12	450	51.3	48.7	18.9	49.3	27.3	< 5.0	< 5.0	28.0	
Total	9,763	51.9	48.1	20.5	43.2	30.8	5.6	8.8	41.9	

Figure 4. Fall Student Enrollment By Grade and By Student Sub-Group in the Colonial School District.

The demographics in the district are displayed above in Figure 4 for grades Pre-Kindergarten to twelfth grade. There is a higher percentage of males than females in all grades except for three (grades 4, 6, and 11). The highest race percentage in all grades is African American, with White being the second highest.

Organization Characteristics

Colonial School District's journey towards the "Power of We" began in 2011. The "Power of We" is an intentional movement that values the strengths of the collaboration of all district stakeholders. The goal was to create a collaborative environment that would empower stakeholders to work together for the common good of our students and district. This journey began in 2011 through Colonial's strategic planning process that was developed by administrators, teachers, parents, and other community stakeholders. Since that time, the district has focused its programs to help put all students on the pathway to become 21st century learners who are truly college and career ready.

As part of the Power of We movement, the district administration realized there needed to be a bridge between the learning and expectations taking place in middle and high school, specifically regarding Advanced Placement (AP) programs. Placing a focus on students mastering the skills that are necessary to be successful in high school AP programs need to be addressed at the middle school level. The Colonial School District recognized the gap of skill mastery in middle school students and adopted the SpringBoard program for Mathematics and English Language Arts. There are many programs to choose from, and the district decided to use SpringBoard

because it was shown to align with the Common Core State Standards ("Common Core State Standards", 2017). Colonial adopted the SpringBoard curriculum in 2014 to prepare students for AP coursework in high school.

Performance Data

Students at William Penn High School, the only high school in the Colonial School District, are not performing adequately on AP exams, compared to other school districts in Delaware and the nation. AP exams are scored on a scale of 1-5 and scores of 3+ equate to passing the exam. Students normally enroll in AP courses in High School and take the exam as a culmination assessment. Delaware is closely aligned to the total percentage of students with a score of a 3+ globally. However, William Penn's passing percentage rate is significantly lower and has shown an inconsistent pattern over the past five years. There was a steady slight decline until 2015 and there is still an 8% gap from the proficiency rate in 2011. This raises concern regarding the effectiveness of AP courses and preparation students receive. One concern is that teachers are not effectively prepared with professional development and training to use the SpringBoard program. Another concern is that students are not using the SpringBoard curriculum rigorously enough due to a lack of teacher preparation. Despite the fact that the number of students signing up for classes has both increased (school years 2013-2014) and decreased (school years 2015-2016) over the past five years, the scores do not parallel this movement (Judson & Hobson, 2015, p. 60). That is, in 2014, the percentage of students (29.5%) receiving a 3+ score went down even though enrollment went up. Then, the percentage of students (33.6%)

receiving a 3+ score went up, when enrollment went down (Judson & Hobson, 2015, p. 61). William Penn has had more students enroll in AP courses in 2013 and 2014, however, the scores do not reflect differently and remain flat. Figure 5 shows the number of student enrolled in AP courses and the percentage of passing scores.

	2012	2013	2014	2015	2016
William Penn High School (080125)					
Total AP Students	278	319	315	220	264
Number of Exams	429	629	550	319	399
AP Students with Scores 3+	91	100	93	74	95
■ % of Total AP Students with Scores 3+	32.7	31.3	29.5	33.6	36.0

Figure 5. Five-year summary report of students enrolled in AP courses and percentage of passing scores on AP exams.

In the Colonial School District, central office administration is constantly looking for ways to improve the AP exam scores. There is evidence of gaps between how students should be performing on AP exams and the results in the Colonial School District. Research supports the effectiveness of SpringBoard and the alignment of the Common Core State Standards. Kelleher (2004) states that “a huge variability in the proportion of exams that earn a 3 or greater should raise questions about the quality of instruction or educational resources provided in courses labeled Advanced Placement” (p. 10). Based on this literature, better implementation of SpringBoard will very likely lead to better student achievement on the AP exams. Improved implementation would involve teachers participating in SpringBoard training to learn how to properly teach the curriculum. For this reason, teachers need

to be properly trained in the SpringBoard program and need professional development opportunities to do so. The program needs to be taught with fidelity and embedded assessments need to be used with feedback from teachers provided, so that students are gaining the appropriate skills to perform at a higher achievement level on the AP exams and know their areas of strengths and weaknesses based on the embedded assessment rubric. A common rubric is used for all embedded assessments in the SpringBoard program.

History of SpringBoard Implementation in Colonial

The district has spent three years so far addressing the problems and invested time and money into adopting the SpringBoard curriculum. The only professional development provided to teachers using the program in their classroom was given prior to the pilot year to five teachers from each middle school. I developed professional development that can be accessed online for teachers using the SpringBoard program to better prepare them to teach the curriculum. I used Schoology as a platform for my professional development. To determine the effectiveness of my professional development online modules, I used a variety of data collection points. I used observations in the classrooms, along with surveys to collect data on teacher performance, and I used formative and summative assessment data from students enrolled in SpringBoard classes to measure growth.

Candidate Roles & Responsibilities

Role in Organization

I have been employed by the Colonial School District since August 2010. I began teaching at Gunning Bedford Middle School in seventh grade Social Studies. Beginning in 2014, I started teaching eighth grade Social Studies at Gunning Bedford. I have previously and currently had many roles in the organization in addition to being a Social Studies teacher.

I became the Social Studies department chair during my third year of teaching in 2012 and I currently still hold the position. During my tenure as the department chair, I have had the opportunity to attend numerous conferences on educational leadership and brought back information to share with my colleagues. I have presented to my department, school, and small groups during in-service days with pertinent information regarding Social Studies and educational leadership topics. Additionally, all department chairs are required to attend four Social Studies Leadership Council meetings in the district each year. At the school level, all department chairs are required to attend monthly School Success Plan meetings with the administration to discuss department updates and success seen in the classrooms. This is also the time we review the School Success Plan and how it is being implemented in each department.

I have been the team leader since my fourth year of teaching in 2013, beginning in seventh grade and the previous two years in eighth grade. As a team leader, my role included planning and collecting money for field trips, scheduling and leading parent teacher conferences, and holding weekly team meetings with the three other members on my academic team, including; the Science teacher, Mathematics

teacher, and English Language Arts teacher. This is a time to discuss any problems or successes we are seeing in our classroom as a group, as we all teach the same group of students.

Outside of the Social Studies department and academic team, I have also contributed to the school climate by coaching Girls on the Run and Cheerleading, and being the school Newspaper advisor. I have enjoyed getting to know students outside of the academic realm and have found that building positive relationships with my students outside of the classroom has been beneficial inside the classroom as well.

Role in Addressing the Problem

To address parts of the problem, I use the next section to explain my role in piloting and using the SpringBoard program to raise ELA achievement, as well as creating professional development modules to assist teachers in learning how to properly deliver SpringBoard.

As a Social Studies teacher, I previously taught Social Studies content during Enrichment at my school. Enrichment is a 40-minute class period each day dedicated to remediation and acceleration for all students in our school. Simultaneously to introducing SpringBoard, our school began using Response to Intervention (RTI) two years ago during the 2014-2015 school year in English Language Arts (ELA) and Mathematics during this Enrichment period. With a focus being on Math and ELA, teachers were asked to align their Enrichment class with either subject area of Math or ELA. The district realized that nothing was being offered to students who were excelling academically and decided to adopt the SpringBoard program to challenge

them. The district decided that it was adequately addressing the needs of students who required remediation, but not for students with needs for acceleration. I was asked in 2014 to take part in piloting the SpringBoard program at my school. Along with 14 other teachers from all three middle schools in my district, I attended a four-day training from a CollegeBoard representative in the district to prepare us for delivering SpringBoard. By using SpringBoard in the classroom, I have a role in helping to raise ELA achievement in middle school and teach students skills to be successful in AP courses in high school.

Additionally, during the summer of 2016 I worked with Dr. Nicholas Baker, the Curriculum Supervisor, in District Office for my internship with the University of Delaware. A large part of my internship was dedicated to figuring out the logistics of using the SpringBoard program as our district's gifted and talented program. Before this school year, the district had never implemented a gifted and talented program for students. Originally, the idea was to start the gifted and talented program in elementary school. However, at a meeting with the superintendent and assistant superintendent, I brought up the fact that we already use SpringBoard in our middle schools and this could be a program that would be suitable for the gifted and talented student. All parties agreed and we moved forward with the gifted and talented program, named the Colonial Acceleration Opportunity (CAO), utilizing SpringBoard as the core curriculum for Math and ELA. The use of SpringBoard has two goals. First, is to raise ELA and Math achievement scores measured with Reading Inventory scores, SmarterBalanced exams, and embedded assessments in the SpringBoard

program. Second, build a bridge between expectations for students in middle school and at the AP level in high school. This “bridge” includes teaching students skills that they need in high school to be in AP courses at the middle school level with SpringBoard as the vehicle.

An issue that occurred when the district adopted SpringBoard was the lack of professional development that teachers had with using the program with fidelity in the classroom. I spoke with teachers using the program that expressed the problem with not having any training prior to implementing the SpringBoard program. This was confirmed when I was sent to the national annual SpringBoard “Train the Trainers” conference in April of last year, 2016. It was a rigorous three-day training, where teachers were required to deliver a lesson in front of their peers and receive feedback. My goal was to take the training I received to share with other SpringBoard teachers by creating online modules using the online management system, Schoology. Delivering the professional development online enables SpringBoard teachers to better learn how to effectively implement the program. Since my SpringBoard Train the Trainers training, I secured permission from Dr. Baker to deliver my SpringBoard turn-around training to teachers in the Spring of 2017 and teachers received snow hours (similar to a stipend to make up for Snow Days) for participating in the modules.

Responsibilities

It is also my responsibility to create and deliver SpringBoard professional development modules for teachers. The teachers that were not involved in the pilot

training two years ago received no training at all and were simply given the SpringBoard student and teacher edition workbooks. I was asked by the supervisor of curriculum to create online modules using the platform Schoology to deliver the professional development. The district has been moving in a blended learning direction for students and teachers in the past few years to allow easier accessibility. I created a professional development plan for SpringBoard over the summer of 2016 as part of my internship. Additionally, I was asked to create a walkthrough observation tool to use to formally assess the practices of teachers using the SpringBoard program. This tool was not meant to be evaluative, but meant to provide formative feedback. The observation conferencing prompts within the tool are also tailored to the Colonial School District and SpringBoard. In addition, the post-observation debriefing tool was designed to be used by administrators, whether or not they themselves had SpringBoard training.

Contribution to Professional Growth

This portfolio contributed to my professional growth in numerous ways. First, I wanted to strengthen my ability to deliver the SpringBoard program effectively and productively in my own classroom. I wanted to receive feedback from administration regarding my delivery of the program. Secondly, I want to practice using data to make conclusions and inform decision-making. In my previous coursework, I analyzed SpringBoard data from my classroom alone. I wanted to take this opportunity in my portfolio to expand my data collection and analysis to other teachers in my school and district. I wanted to be able to determine any effectiveness SpringBoard is having on

ELA achievement in the district. I wanted to use data from the program itself, feedback from teachers and students, and high stakes assessment scores. I believed the more data points, the stronger my analysis of the SpringBoard program. Thirdly, I wanted to practice delivering and creating engaging and invigorating professional development for my colleagues. I had experience delivering professional development in my district, however, I wanted more practice with creating professional development modules online that are engaging and worthwhile. Lastly, I wanted to provide a program evaluation of SpringBoard to my district to help determine the strengths and challenges moving forward, in regards to ELA achievement and the Colonial Acceleration Opportunity for the gifted and talented students. With the new gifted and talented program being introduced this year, the program being used was reviewed for effectiveness and I wanted to provide pertinent information regarding SpringBoard, the professional development opportunities for teachers for the program, and the results. This professional development for better delivery of SpringBoard should contribute to a future improvement in AP exam scores at the high school.

Expectations of Organization

My expectations for this project began years before I started my ELP, by being a teacher of the SpringBoard program. I was asked to pilot the program during the 2014-2015 school year. An expectation for being a pilot teacher was to attend a four-day summer training, with a representative from the CollegeBoard, who traveled to a school in our district.

When I began my work with my portfolio, my expectations with the district changed. I worked very closely with my supervisor last summer (2016) to create instruments that would be able to be used by administrators conducting walkthrough observations and debriefs. It was also decided that SpringBoard would be the program the district would use for the new gifted and talented program, which would begin in middle school. I worked with my supervisor to create the state-mandated gifted and talented plan, which included my SpringBoard professional development modules to equip teachers with the necessary information to teach the program with fidelity. After the supervisor, assistant superintendent, and superintendent approved the modules and SpringBoard instruments, I was able to begin my practitioner action-oriented-research.

Finally, additional expectations were demanded of me when I began collecting data for my ELP. The district expected me to use the data I collected to make decisions regarding SpringBoard in multiple ways. First, there was an expectation that I would collect data from my professional development modules to determine what changes need to be made for future participants. Second, the district expected me to use the data collected from the walkthrough observation tool to make any changes for replicating the tool moving forward, so that administrators can use the tool to hold teachers accountable for SpringBoard. This is extremely necessary, considering SpringBoard is the curriculum for the gifted and talented program. Lastly, with analysis of pre- and post-surveys and post-observation debriefing session data, I was expected to develop a list of next steps for the district to take with the SpringBoard

program. This project does not only help the district with providing professional development modules for teachers, but also serves as a program review for SpringBoard and provide insights into teachers' and students' perspectives of the curriculum implementation process.

Improvement Goal

Improvement Goal: Create and implement the professional development for SpringBoard teachers, which enables the district to utilize the SpringBoard program to prepare students at the middle school level for future high school-level AP coursework and exams.

Although SpringBoard was introduced to the district two years ago, no training has been provided for teachers and there were no previous selection processes for students to be in the program. My goal involved adequately preparing teachers by providing professional development modules on SpringBoard that participants can participate in online using the platform Schoology.

Professional Development for Teachers

Goal- 100% completion of modules by all teachers.

Teachers were required to complete professional development Schoology modules for Gifted Education Pedagogy and SpringBoard training. Dr. Baker, evaluated whether modules were completed by participants. The committee chosen by Dr. Baker, comprised of teachers, parents, and administrators, worked to ensure that there was 100% completion rate for all professional development. Below is the outline for the Schoology module and the description for each of the three modules I

created using the resources I received at the SpringBoard “Train the Trainers” conference and based on my review of the professional development literature (see [Appendix M](#)).

Topic (Module)	Learning Objectives	Time Needed	Materials Needed
Overview of SpringBoard	<ul style="list-style-type: none"> -Teachers will create a collaborative classroom for SpringBoard. -Teachers will explain backward design is and why it is used. -Teachers will explain the purpose Embedded Assessments. 	3-hour Schoology module.	Access to Schoology.
Purposeful Planning and Access to Rigor	<ul style="list-style-type: none"> -Teachers will use key SpringBoard unit planning resources in their lessons. -Teachers will use interactive models to understand Embedded Assessments as formative assessments, identify how an activity addresses the Learning Target, and examine how embedded learning strategies provide access to rigor. 	3-hour Schoology module.	Access to Schoology.
Understanding and Practicing Differentiated Instruction	<ul style="list-style-type: none"> -Teachers will explain the concept of differentiated instruction and provide collaborative practice in making strategic adjustments and support for learners. -Teachers will use interactive modeling to explore a differentiated approach to unpacking an Embedded Assessments and recognize opportunities for differentiation within lessons. 	3-hour Schoology module.	Access to Schoology.

Table 1. Schoology Module Topics and Descriptions.

Professional Development Participation

Teachers were required to participate in three SpringBoard modules on Schoology. In Table 2 below, the types of participation and assessments are outlined. There are purposely different types of participation and assessment to provide a clear image of participant completion and success. Instructional and assessment approaches were also purposely varied, so that participants remained engaged and were required to demonstrate their understanding in multiple ways.

Module	Type of Participation	Assessment
Overview of SpringBoard	-Participants will watch videos, read passages, and participate in discussions.	-Participants will be required to answer a discussion question and post an answer.
Purposeful Planning and Access to Rigor	-Participants will watch an example of using rigor in a lesson, read passages, and participate in discussions.	-Participants will analyze a lesson and explain how to ensure rigorous learning will take place with an action plan.
Understanding and Practicing Differentiated Instruction	-Participants will watch videos, read passages, and work on their own lesson plan.	-Participants will upload a lesson plan taken from SpringBoard that includes evidence of differentiation.
Owning a SpringBoard Activity	-Participants will choose a SpringBoard lesson to demonstrate understanding of appropriately delivering and implementing a SpringBoard lesson effectively.	-Participants will choose from the approved SpringBoard lessons and upload a video of themselves delivering the lesson.

Table 2. Outline for SpringBoard professional development topics.

Access to SpringBoard for Students

Implementation of the SpringBoard program is a critical part of the district's strategy to address low AP exam scores. Currently, the only district expectation for SpringBoard is that the program is used in all three middle schools. SpringBoard is provided for a select group of students, which was determined by the CAO committee, at all three middle schools in the district. The program is completed during semester classes (approximately eighteen weeks), during the 40-minute Enrichment period in each school. There were two classes of thirty students at each school, who have access to both the Math and ELA SpringBoard programs. Process data (data collected during implementation of the SpringBoard program) and outcome data (data collected after the implementation of the SpringBoard program) was collected and analyzed to determine the relationship between the professional development and teachers' implementation and understanding of the SpringBoard program.

Chapter 3

IMPROVEMENT STRATEGIES

Rationale

My rationale behind the program I decided to use for my portfolio, which area of the program I decided to focus on, and the means by which I carried out my project are outlined below. Each area has a different rationale, with the ultimate, long-term goal of helping the Colonial School District address the problem of low student achievement on AP exams. I focused on the pre-requisite goal of improving teachers' understanding and implementation of the SpringBoard curriculum and related instructional practices. I have described the rationale for the following; using SpringBoard, focusing on professional development, using Schoology as a professional development vehicle, and the instruments I used to collect data.

Rationale for Using SpringBoard Program

SpringBoard was created in 2009 by the CollegeBoard to prepare students for the rigor of AP courses and AP exams. SpringBoard offers accelerated programs in both English Language Arts and Mathematics. The SpringBoard Compendium of Research (2011) states that “researchers have been interested in examining Advanced Placement (AP) and SAT participation and performance trends of the graduating cohorts of students who have attended high schools that have purchased the SpringBoard curricula” (p. 1). Their research shows that there is a correlation between schools using the SpringBoard program and increased AP student achievement. The program is built on research on how students learn best. The Compendium of

Research explains, “in order to meet the needs of all students and to discover the most effective educational models for students who learn in different ways, researchers have investigated a variety of educational models, some empirical and some theoretical” (2011, p. 3).

SpringBoard has various strategies for teachers to use and incorporates challenging writing prompts to tailor skills for students. The program is aligned to the Common Core State Standards and holds students to the same rigorous expectations seen on AP exams in high school. Using SpringBoard as the vehicle for the gifted program provides students with the unique academic and social needs that gifted students usually have. SpringBoard reinforces critical thinking, disciplinary literacy, analysis, problem solving and application to real world situations within an English Language Arts and Mathematics context.

SpringBoard was already a program being used in the district I work in and I was a teacher of that program. I had invested interest in the livelihood of the program and wished to improve my own teaching practices through this process as well. I would have the opportunity to observe peers, discuss the program with colleagues, and gain knowledge for my own practice.

Rationale for Professional Development Focus

When I began this process, my goal was to use both teacher and student data to determine how effective the SpringBoard program was in preparing students for AP courses and exams in high school and whether or not there was a relationship between students who took SpringBoard and how well they performed on AP exams. I

realized, however, that this was too large of a data set to use for my ELP and the time period for data collection would necessitate multiple years of study, since SpringBoard is used in the middle grades and AP scores are not reported until students are nearing graduation from high school. I narrowed the focus on SpringBoard teachers, with the rationale that if teachers have a better understanding of how to implement the SpringBoard program, then this would likely yield better rates of student achievement as measured by AP exams.

To narrow my focus even further, I looked for gaps in how the program was currently being implemented in the Colonial School District. There was no professional development given to teachers who teach SpringBoard, unless they were a part of the initial pilot group of fifteen teachers in 2014, who had the opportunity to attend the summer institute with a CollegeBoard representative. I decided that, by focusing on professional development, I could accomplish many goals. First, I shared the knowledge I gained at the “Train the Trainers” conference with other teachers in my district, who were not able to attend. This was an expectation from my supervisor, that I would share what I learned with other teachers in my district. At this training, I received two training manuals; the Trainer Handbook and the Middle School Professional Learning Handbook. I utilized the “Agenda at a Glance” in the Trainer Handbook to organize my modules. This agenda outlined the three days of training I was a part of. I thought the best way to disseminate SpringBoard information would be to use the training manual as a resource for participants. The three Schoology modules mirrored the three days of training, outline in the Training Manual. I used

activities from both manuals in my modules, in addition to supplemental resources I found, which I thought would be beneficial to participant understanding. My second goal was to work closely with colleagues and see how SpringBoard was being delivered in their classroom. This led to my third goal, of determining whether my professional development modules had any positive relationship on my colleagues' delivery of the program. Lastly, I was able to be critically reflective of my professional development modules, to be able to make improvement changes for the district's continued use.

Professional development is used in our district in different ways. There are professional development days built into the calendar year (once a month) as a school or district. The agenda for these professional development days that are in-person are determined at the beginning of each school year, as guest speakers and locations need to be secured. My professional development efforts would not be able to be added to any of the district professional development days, because the number of teachers who teach SpringBoard is small in comparison to other groups. I realized that my professional development would need to be in the form of online modules and with the technology push in our district, it seemed to align well with technology goals.

Rationale for Using Schoology

As aforementioned, technology has had a huge impact on the Colonial School District, and the district has pioneered a lot of technology efforts in the state. The platform the district uses is Schoology. Schoology is an online learning management

system (LMS) that focuses on collaboration and multiple modes for learner choice and pace. The district adopted this LMS four years ago, during the 2013-2014 school year.

I chose to use Schoology as my platform for professional development because all teachers in the Colonial School District have access to the LMS. I knew that it would be easy for my colleagues to access and complete modules at their own leisure. Since having face-to-face professional development was not an option, I decided to use Schoology as my vehicle. This way, I could assure that all of the information I wanted participants to learn would be available on Schoology and the modules could be completed on teachers' own time. As the creator and administrator of the Schoology courses, I am able to view the progress of each participant, view and comment on discussion boards, and look at participants' reflection answers for each module.

I based the three Schoology courses off the three days of training I received in Atlanta, at the "Train the Trainers" conference. At this conference, I was given workbooks with the agenda for the three days I attended the conference. I used this as a format and outline for my own modules, while adding my own resources that I deemed helpful for participants based on my review of the professional development literature (see [Appendix M](#)). Additionally, I gathered stakeholder perspectives by giving participants a pre-survey about SpringBoard professional development. I added content to my Schoology modules that were necessary after collecting this participant data. For example, most participants did not know how to use the SpringBoard Digital component, so I added a section with information regarding its use. Additionally,

after conducting focus groups, I realized that some participants had no training on SpringBoard at all. To compensate for this, I added an introductory video to explain SpringBoard and the purposes behind the program. I also added “Teacher Tips” throughout my modules to help participants navigate using the SpringBoard program. Teachers stated that they would like more supplemental activities, so I uploaded graphic organizers that participants could print and use in their classrooms.

Rationale for Chosen Improvement Strategies

In addition to the professional development modules I created, I needed a way to determine the effectiveness of these modules and multiple instruments to collect enough data to analyze my efforts. My other data points include; focus group discussions, pre and post surveys, a walkthrough observation tool, post-observation debrief conferences, and discussions/reflections from Schoology modules.

I decided to start with focus group discussions ([Appendix A](#)) to gain knowledge of my participants, as there were some I had not previously worked with, and determine needs that would drive my professional development efforts. Table 3 shows participant demographics, with total years of teaching experience and years teaching SpringBoard. All participants have been exposed to using Schoology for the past three years, as this is when the LMS was adopted in Colonial. The reason the sample size is so small is because the size of total ELA SpringBoard teachers for the district is small. There are nine ELA SpringBoard teachers, including myself, in the district. My sample size for this project was six participants.

	Gender	Years Experience Teaching	Years Experience Teaching SpringBoard	Middle School of Employment
1	F	11	3	GB
2	F	11	3	GB
3	F	5	2	GR
4	M	12	3	GR
5	F	13	2	McC
6	F	5	3	McC

Table 3. Participant Demographics.

When conducting focus group discussions, two participants from one school were not able to meet with me in a group setting, so I needed to speak with them individually and separately on the phone. I was able to meet with the two participants from the other two schools as a focus group. The protocol questions ([Appendix A](#)) I used in the focus group helped me to secure demographic information on each participant (years of experience and training). Additionally, I was able to collect information about what struggles they had with SpringBoard and what successes they had seen. This helped inform what to include in my professional development modules.

To collect data on the SpringBoard modules and their effectiveness, I created a pre- and post-survey instrument ([Appendix B](#) & [Appendix C](#)), intended for participants to complete before and after completion of the modules. The pre- and post-survey were the same, to gain information on any changes that occurred as a result of the professional development. These surveys consisted of both open- and close-ended questions, regarding successes and challenges, student engagement, embedded assessments, and use of standards.

I knew I wanted to devote a large effort to being in the classroom with my participants to provide support and observe their instructional approaches with SpringBoard. I created a walkthrough observation tool ([Appendix D](#)), modeled around the expectations of SpringBoard and the Common Core State Standards literacy expectations of the district. I adapted preexisting walkthrough tools being used in the district, as well as the handbooks from the SpringBoard conference I attended to develop this instrument. I also used the same observation tool for both observations I conducted for each participant so that I could analyze any change I saw from the first observation to the second.

While observing teachers on my own was a way to collect valuable data, I also wanted to follow up with each teacher regarding what I had observed in their classroom. For this purpose, I developed a post-observation debriefing protocol ([Appendix E](#)). This protocol asked questions around planning, purpose of lesson, objectives, and intended outcomes. I met with each participant in person after each observation to debrief. This was a time where I was able to offer assistance and insight into how to implement the SpringBoard program with fidelity.

Lastly, I used the posts from the discussion boards ([Appendix F](#)) from my participants to determine what relationship the professional development had to the participants' developing understandings and instructional approaches. Based on my findings from my professional development literature review ([Appendix M](#)), I used discussion boards to create an environment of collaboration. Participants were able to

see what other course members posted, which served as an additional venue to provide support.

Best Practice Literature

Professional development (PD) has existed in education for many years. There has been research done on the most ineffective and effective ways to conduct PD. This research informed my decisions to use online modules and how to effectively work with participants virtually, in addition to speaking with them in person for observation debriefs. This research also helped me figure out how to create a collaborative environment in which participants could communicate with each other.

“Teacher professional development is one of the keys to improving the quality of improving U.S. schools” (Desimone, 2011, p. 68). Many education policies and reforms rely heavily on teacher professional development to foster changes in student achievement and teacher accountability. However, Desimone (2011) continues with stating that “for decades, studies of professional development focused mainly on teacher satisfaction, attitude change, or commitment to innovation, rather than professional development’s results or the processes that make it work” (p. 68). Evaluation of professional development is necessary in ensuring that efforts are worthwhile and effective.

Professional development is when teachers experience a vast range of interactions and activities that can increase their knowledge and skills, improve their teaching practice, and contribute to their personal, social, and emotional growth (Cohen, McLaughlin, & Talbert, 1993, p. 270). The format of professional

development can vary from teacher training in person to online modules. Professional development has changed over the years to best accommodate teachers and lead to growth in student achievement as a result. Standards have been created to help facilitate professional development efforts for schools and districts to provide the best models and experiences for all involved.

Too often in education, professional development is presented in a one-time, one-shot format, with little to no follow up or opportunity for feedback. This usually leads to unsuccessful professional development sessions, which, in turn, leads to unsuccessful implementation of the desired new practice. These formats of professional development are often presented as a districtwide design, and may be cost-efficient, but run the risk of leaving no impact for teachers and administrators. On the other hand, Guskey explains the alternative option for implementing professional development of the site-based design; “because decisions about professional development goals, content, models, and evaluation procedures are made at the school level, efforts are more likely to be contextually relevant” (2000, p. 29). When professional development efforts are site-based, more specific and realistic goals can be made and evaluated.

Zepeda (2011) explains that another model of professional development to use that is site-based is job-embedded learning (p. 75). She states that, “job-embedded learning occurs in the context of the job setting and is related to what people share about what they learn from their teaching experiences, reflecting on specific work experiences to uncover new understanding” (Zepeda, 2011, p. 75). Job-embedded

learning makes it easy for participants to take part in professional development, due to the convenience of location and time. Additional attributes to job-embedded learning is that professional development can be formal or informal, promotion of immediate application of what is learned, and a link between current information and previously learned information or misconceptions.

Implementation

After gaining the requisite approvals from my supervisor, assistant superintendent, and superintendent, I recruited participants from my district. I spoke with my building principal, and sent emails to the two principals from the additional two middle schools I would be working with, explaining my project and anticipated outcomes. I reached out to the SpringBoard ELA teachers at all three middle schools to find participants.

There was an impending second referendum in the district, after the first one failed, which caused a budget freeze. Paying participants a stipend was not an option, however, I was able to offer snow hours to participants instead. In Colonial School District, snow days are made up by teachers in the form of “snow hours”, which can be completed with professional development or working with students outside of the school day. I was able to offer each participant seven snow hours for the completion of all three modules and debriefing sessions.

Keeping the financial situation in mind, I reached out to teachers to ask them to be participants next. I knew both SpringBoard teachers at my school and spoke with them in person to describe my ELP and how much I would appreciate their

participation. I knew two SpringBoard teachers at McCullough Middle School and reached out to them via phone. They both agreed to be participants in my study as well. The SpringBoard teachers from George Read Middle School were not colleagues I had worked with before, so I sent them an email to introduce my project and myself. Two teachers responded and agreed to be participants. I had a total of six participants from three different middle schools, who taught different grades and subjects.

As seen in previously in Table 3, all participants had at least two years of experience with teaching and delivering SpringBoard. The total years of teaching vary from five to thirteen years, and participants represent all three middle schools in the district.

Before implementing my professional development modules, I needed to schedule a time to meet with all participants. In addition to introducing myself to some participants, I took this time to conduct my focus groups to gain information and give them the pre-survey. I also conducted my first round of observations and debriefing sessions with each participant in the month of March. I allowed participants to complete all modules during the month of April and most of May, observing them all at the end of May. Table 4 below shows the timeline of my data collection.

December 2016	January 2017	February 2017	March 2017	April 2017	May 2017	June 2017
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-Created protocols -Began creating Schoology modules	- Completed Schoology Module 1 - Completed Schoology Module 2	- Completed Schoology Module 3 - Introduced myself to participants and recruited six people as participants	-Pre-survey data collection -Made revisions to Schoology modules based on pre-survey data - Conducted focus groups and collected data -Made revisions to Schoology modules based on focus group data	-Finalized Schoology modules - Conducted first round of observations - Completed first observation debriefing sessions with all participants - Participants began Schoology modules after first observation	-All three modules were completed by participants -Began observation two -Began second round observation debriefing sessions	- Completed all second round observations - Completed all debriefing sessions - Participants completed post-survey
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Table 4. Data Collection Timeline.

Policies & Procedures

A policy in place for the near future is affected by SpringBoard, but did not affect my project at all. The state of Delaware mandated that all school districts in the state to have a gifted and talented program. This mandate, that took place last summer, forced Colonial to create a gifted and talented program, as none previously

existed. In a discussion with the superintendent and assistant superintendent, I suggested that we could use SpringBoard as the curriculum for the gifted and talented class. Generally, a gifted and talented program would begin in the elementary school, but there were no programs in place and it would take much longer to create an elementary curriculum. As a part of the gifted and talented plan that was due to the Delaware Department of Education last summer, teachers were required to be “gifted-certified”. As a part of this process, the district has agreed to use my professional development modules and gifted teachers will be mandated to complete the courses.

Chapter 4

IMPROVEMENT STRATEGIES

Data Analysis

Miles et al. (2014) describe qualitative research as, “in all of its complex designs and methods of data analysis, is guided by the philosophical assumptions of qualitative inquiry: To understand a complex phenomenon, you must consider the multiple “realities” experienced by the participants themselves—the “insider” perspectives” (p. 344). They go on to state that the best environment to perform qualitative data is in the natural environment, in this case, the classroom. After collecting the data from participants in the form of focus groups, surveys, interviews, observations, and online discussions, I needed to code the data to find possible similarities and differences with all participants. Johnny Saldana (2015) states that a “code” is “most often a researcher-generated word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 3). There are numerous coding methods a qualitative researcher can use, however, I chose only two that I felt worked best with my study. I analyzed each individual instrument using a protocol coding process (Saldana, 2015, p. 130) and a pattern coding process (Saldana, 2015, p. 152) for overall themes when I triangulated all data together to corroborate findings.

Saldana (2015) states that protocol coding is “a list of codes and categories provided by the researcher applied after his or her data collection” (p. 130). When analyzing each set of data, I determined coding themes after my data had been

collected and I found similarities between the responses or observations salient among participants.

“Qualitative analysis of text is often supplemented with other sources of information to satisfy the principle of triangulation and increase trust in the validity of the study’s conclusions” (Miles et al., 2014, p. 350). After I finished the protocol coding process, I moved on to a pattern coding process to triangulate my data and find common themes visible in all data sets from multiple instruments. Saldana (2015) describes pattern coding as, “a category label that identifies similarly coded data organizes the corpus into sets, themes, or constructs and attributes meaningful to that organization” (p. 152). I created two themes for my overall pattern coding; successes and challenges. I used the data collected from all instruments and organized it into the two themes for my pattern coding. This way, I was able to determine themes seen throughout my entire study, from all instruments to make conclusions about my data.

Individual Protocol Data Analysis

There were a total of five protocols/instruments I used for my project. Below, I have outlined the data collected from each protocol, along with an analysis for each one. I have grouped the data analysis charts by data collection instrument type. For example, I created one chart for both post-observation debrief sessions, to illustrate the similarities and differences from the first debrief to the second debrief.

- **Focus Group Data Analysis** ([Appendix G](#)): From analyzing these data for commonalities, I realized that all participants came into this experience with different needs and would need differing levels of support. This gave me

information to tailor my professional development modules to best meet their needs, as well as gave me insight into their professional experience and comfortability with using the SpringBoard program. For example, one participant attended the same training I did in Atlanta, “Train the Trainers”, and is equipped with the same information I received at that conference. Another participant had absolutely no training on SpringBoard, which gave me background to be able to assist the best I could. Looking at the demographics of the group of participants, it is evident that each person has a unique background, teaches different core subjects, and has had varying years of experience. I used this information in the creation of my Schoology modules and to set perimeters for when I met to discuss observations with them. Some similarities I found with the focus group discussions were that all participants had been teaching SpringBoard for at least two years. Participants found success with SpringBoard in their classrooms using collaborative groups, embedded assessments, and following the SpringBoard curriculum. A difference I found interesting was that there was no district expectation for utilizing embedded assessments (SpringBoard’s summative assessments); this was evident by learning that none of the participants used embedded assessments the same amount of times or in the same way, if used at all. There was differing levels of engagement in various classrooms and the support for SpringBoard was different in all three middle schools. Table 5 summarizes the overall similarities and differences with the focus group data.

Overall Similarities	Overall Differences
<ul style="list-style-type: none"> - Participants had 2-3 years experience with teaching SpringBoard and the program has been implemented in the district for 3 years. - There is a need for more planning time for SpringBoard, as none is built into the current schedules at any of the three middle schools. - Participants have found success with utilizing SpringBoard in their classrooms using collaborative groups, embedded assessments, and following the curriculum. 	<ul style="list-style-type: none"> - There are no district expectations for utilizing Embedded Assessments in the SpringBoard curriculum, and this is evident with no participants using Embedded Assessments the same amount of times or in the same way. - Participants feel that there are different levels of engagement in their classrooms. - Support for SpringBoard is different among participants and middle schools.

Table 5. Focus Group Data Summary.

- Pre and Post Survey Data Analysis** ([Appendix H](#)): Participants completed the pre-survey before they completed the Schoology professional development modules and the post-surveys were finished when the modules were completed. I was interested in analyzing the changes between both surveys. My hope was that participants would report an increase in efficacy when using SpringBoard after completing the modules. I analyzed themes to determine if this change existed. I created seven coding themes that were found throughout both pre- and post-surveys; planning time, using assessments, changes/supplemental activities, technology, grade in class, referring to Schoology modules, and collaboration.
- A common theme that existed in both pre and post surveys was the lack of planning time teachers had for focusing on SpringBoard, it was nearly non-existent. All participants had experienced success in different capacities as determined by data collected through both pre and post surveys, however, by

the post survey, answers for successes were more strongly related directly to SpringBoard expectations (i.e. rigor, graphic organizers, literacy strategies, assessment, embedded assessment). Four out of six participants acknowledged and referenced the Schoology modules as a source of support that made them more successful in the classroom. Furthermore, five of six participants stated that the online modules were a source of help in their SpringBoard journey. Some differences I analyzed were that there were still varying levels of the types of support participants needed to continue SpringBoard. Table 6 summarizes the data collected from the pre- and post-surveys in regards to the six common coding themes.

Coding Theme	Pre-Survey	Post-Survey
<i>Planning Time</i>	- Lack of time for planning is a very common theme with concerns that participants have when implementing SpringBoard in the classroom, with 4/6 participants stating that time was a factor that concerned them.	- Throughout the entire survey, all participants minus one listed planning time as a problem. - There was no planning time available for any participant in their school set aside solely for SpringBoard.
<i>Using Assessments</i>	Assessments were not mentioned during the pre-survey.	Embedded assessments were mentioned by 4/6 participants in the post-survey.
<i>Changes/Supplemental Activities</i>	One participant mentioned using supplemental activities.	-Numerous participants stated that they supplement activities and do not follow the book directly.
<i>Technology</i>	-One person listed technology as an area of	-One person listed technology as an area of

	concern because it was not available.	concern because it was not available. -Additionally, one other person discussed using the SpringBoard Digital Component.
<i>Grade in Class</i>	-2/6 participants described not grading students as an obstacle in the pre-survey because student motivation can be effected by this and sometimes be low. - In all schools, SpringBoard is part of Enrichment, which is an ungraded class that meets for a half hour to forty minutes every day for a semester (2 marking periods).	-Both participants with grading concerns acknowledged that the modules impacted them positively with new strategies to help overcome the obstacles of motivation due to students not receiving a grade.
<i>Referring to Schoology Modules</i>	-No participants acknowledged any professional development that assisted them.	- By the post-survey, 4/6 participants acknowledged that the modules I created helped and provided them with support to make them more successful.
<i>Collaboration</i>	One participant discussed that they would like to have time to collaborate for ideas and discuss what works and what does not work with students.	-One different participant mentioned that they would like to have time to collaborate with other SpringBoard teachers.

Table 6. Pre- and Post-Survey data Summary.

- **Walkthrough (1 & 2) Observations Data Analysis** ([Appendix I](#)): To analyze walkthrough observations, I broke the protocol down into six categories; literacy strategies (strategies to assist with reading and writing), learning outcomes

(SpringBoard-developed objectives for each lesson), rigorous activities (student engagement, productive struggle, and collaboration), differentiation (students having the opportunity to demonstrate knowledge in multiple ways), assessment (formative and summative), and learning environment (students and teachers are respectful, classroom is organized, and students follow rules). These six categories are derived from the overarching SpringBoard topics that I used to design my observation protocol.

There are two categories I would like to elaborate on for further explanation. The category of rigorous activities contained the most points. There are fifteen points in this category because there are fifteen opportunities for teachers to show that students are completing rigorous activities, such as; exposing students to activities that address learning targets, aligns with Embedded Assessments, and Common Core Standards, questioning sequenced to guide students deeper, and student engagement with productive struggle. The last category, learning environment, is comprised of five sub-categories. Learning environment is the atmosphere that a teacher creates in her classroom and was the category I found the most change in during my observations. The five sub-categories are; (a) students are respectful of peers and teachers, (b) teacher is well-organized and all materials are prepared before lesson, (c) teacher is monitoring students, (d) students are engaged in lesson, and (e) teachers communicate learning expectations. I did not share the rubric with participants because I did not want participants to teach a lesson that just met the expectations

of the walkthrough tool. I wanted to observe a lesson that was planned solely by the teachers, with no influence from my walkthrough observation checklist.

Overall, I found both similarities and difference among participant performance. To begin with similarities, four out of six participants showed growth from the first to second walkthrough. I measured growth using the six aforementioned categories (as seen in [Appendix I](#)); literacy strategies, learning outcomes, rigorous activities, differentiation, assessment, and learning environment. Participants were able to earn points in each category for displaying evidence during their lesson in each category. If there was no evidence of the student or teacher completing the activity on the observation checklist, they would not earn any points. Table 7 shows the six categories and total amount of points teachers could earn during observations.

<u>Category 1</u> Literacy Strategies	<u>Category 2</u> Learning Outcomes	<u>Category 3</u> Rigorous Activities (Alignment to Learning Targets, Productive Struggle, & Student Engagement)	<u>Category 4</u> Differentiation	<u>Category 5</u> Assessment	<u>Category 6</u> Learning Environment
12 points	3 points	15 points	3 points	2 points	5 points

Table 7. Total points for each observation walkthrough using the frequency checklist.

Each of these participants showed growth in at least four of six categories, as mentioned above. Growth was measured by an increase in

frequency of observable decisions employed by the teachers, aligned with the six categories. While assessment was not observed, it was a discussion point in each debrief and all participants discussed using assessments to guide instruction. All participants increased their use of differentiation, which was a topic in the Schoology online modules. Most participants (all expect for one), increased their number of rigorous activities used during their lesson, which was another topic in Schoology. There were also differences in performance of instruction. One participant decreased in two of the six categories, maintained in three categories, and increased in only one category. This participant had students working on a group project, but was not involved in instruction at all. Similarly, one participant decreased effectiveness of classroom management (her point total decreased from the first to second observation), who told me they had just returned to school after a brief leave of absence. Table 8 summarizes the data collected with the walkthrough observation instrument.

Category	Overall Changes from W1 to W2
<i>Literacy Strategies</i>	-5/6 participants increased their use of literacy strategies. -The most commonly used literacy strategy was graphic organizers and all participants used graphic organizers in at least one of their observations.
<i>Learning Outcomes</i>	-4/6 participants increased the frequency that they articulated the learning outcomes with Embedded Assessments and checks for understanding. -Not all learning outcomes were posted, but most were verbally conveyed in at least one observation.
<i>Rigorous Activities</i>	-5/6 participants increased the frequency of use of rigorous activities (1- active participation, 2- sequenced questions, 3-

	productive struggle, 4- text complexity, 5- collaboration) by the second observation. -Students were expected to show understanding in multiple ways.
<i>Differentiation</i>	-All six participants used differentiation approaches in their second walkthrough, which was a change for two participants who did not use differentiation in their first walkthrough. - All six participants fulfilled all three categories/types of differentiation (1- opportunities to demonstrate learning in multiple ways, 2- strategic adjustments by teacher were made, and 3- collaborative practice was used).
<i>Assessment</i>	- Assessment was not observed, but discussed in 6/6 post-observation debriefs, where all participants shared that they used both formative assessment and the Embedded Assessments from the SpringBoard curriculum.
<i>Learning Environment</i>	-4/6 participants exhibited all five requirements of the learning environment category. - This category had the greatest variation across participants. One participant increased frequency of behaviors aligned with the learning environment categories and one person decreased frequency. Observable classroom management skills included: (1) students are respectful of peers and teachers, (2) teacher is well-organized and all materials are prepared before lesson, (3) teacher is monitoring students, (4) students are engaged in lesson, and (5) teachers communicate learning expectations.

Table 8. Walkthrough Observations Data Summary.

- Post-Observation (1 & 2) Debriefs Data Analysis ([Appendix J](#)):** To analyze the post-observation debriefing sessions, I broke the debriefing questions into four categories that encompassed all inquiries. The first lesson component was planning, which including lesson planning and lesson objectives. Most participants relied on using the SpringBoard curriculum teacher edition book for planning their lessons. Some participants added their own supplemental activities. After the second walkthrough, more participants aligned lesson objectives with embedded assessments.

The second lesson component was lesson delivery, which encompassed strengths, weaknesses, literacy strategies, and productive struggle. There were more examples of strengths from the lesson during the second debriefing sessions. The productive struggle students faced varied between teachers during both debriefing sessions and there was no relationship to that changing after participants completed the professional development modules.

The third lesson component was assessment, which includes both formative and summative assessment that took place during SpringBoard lessons. During the first debrief sessions, most participants alluded to formative assessment that took place in the classroom. Most frequently citing circulating the classroom as a formative assessment strategy. During the second debriefing sessions, more participants using the SpringBoard Embedded Assessment as a summative assessment that was both meaningful and engaging.

The last lesson component was any additional support that participants needed after completing their lesson or with logistics of using SpringBoard. After the first debriefing sessions, many participants mentioned planning and no grading as areas of problems they could use support with. After the modules were completed during the second debriefing sessions, I noticed that the areas of support coincided with the modules in my professional development. There was a module that explained SpringBoard Digital, and

this was mentioned twice by participants as an area in which they would like more support.

Overall, there were similarities and differences between all lesson components between the first and second walkthroughs during our debriefing sessions. I noticed that the answers were more in-depth from participants during the second debriefs and that topics from the online professional development modules were mentioned (i.e. graphic organizers, assessments, and grouping strategies). Table 9 below summarizes the data collected with the observation debriefing instrument based on the aforementioned four lesson components.

Lesson Component	Walkthrough 1	Walkthrough 2
<i>Planning</i> (Lesson planning and lesson objectives)	<ul style="list-style-type: none"> -Relied heavily on following lessons from curriculum as is. -Chose to use different graphic organizers from the book. -Only two participants acknowledged a specific learning objective, others listed activities. 	<ul style="list-style-type: none"> -Descriptions of planning connected to Embedded Assessments or projects. -More detailed explanations of planning, less reliance on SpringBoard curriculum book and more personal ideas. -More specific learning objectives listed, linked to assessments.
<i>Lesson Delivery</i> (Strengths, Weaknesses, Literacy Strategies, Productive Struggle)	<ul style="list-style-type: none"> -Overall, most felt the lesson went well, but wishes students engaged more and dove deeper into content. -Literacy strategies were used, mostly from SpringBoard curriculum book. 	<ul style="list-style-type: none"> -Felt that students were more engaged and listed multiple examples of learning strategies, such as groupwork, videos, PowerPoints, and assessment. -Multiple literacy strategies were used,

	-Productive struggle was based on content of lesson, some concepts were easier for students than others.	many graphic organizers (some from book and some personalized). -More examples of productive struggle and what teacher did to overcome this.
<i>Assessment</i> (Formative and Summative)	-Embedded Assessments were mentioned as something teachers sometimes get to, as in standalone assessments. -Not a lot of time given for feedback. -Walked around the room as a way of formally assessing students to gauge understanding and provide support if necessary.	-More discussion of formative assessments. -Using the Embedded Assessment as a rubric to provide feedback. -Added peer and personal evaluations to the Embedded Assessment. -Alignment of Embedded Assessment with English Language Arts curriculum. -Embedded Assessments were more important to teachers and more ways of using them were discussed.
<i>Additional Support Needed</i>	-More planning time. -More access to technology. -No grades are given. -More resources to use in addition to SpringBoard book.	-More planning time. -Online resources and materials. -More technology to access SpringBoard Digital. -Enjoys adding to lessons.

Table 9. Post-Observation Debrief Data Summary.

- **Overall Common Themes from All Protocols Data Analysis** ([Appendix K](#)):

Before participants began the professional development modules, there were two categories that were not mentioned at all; graphic organizers and self-reflection. The challenges greatly outweighed the successes, with the most challenges being associated with logistics and how the program should be implemented. The support varied between participants and some felt they had

no support at all. The biggest challenge was not having enough planning time and this was mentioned by almost every participant. There were no successes at all with technology, resources, or planning time.

During implementation of professional development, I saw some positive changes among participants in relationships to successes and challenges in these eleven categories. Participants mentioned all categories in some facet during the treatment and there was a much more even spread between successes and challenges. For example, there was evidence of self-reflection and a confidence with differentiating instruction after participating in Schoology modules. Planning time was still an issue, but there was less mention of it as a particular challenge. There was still one logistical challenge that remained, but now many logistical successes were seen as well. The most successes were seen with administering assessments and using graphic organizers. There were still needs in the resources category to help participants implement the program properly.

After implementation of the professional development modules, I saw many positive changes in the aforementioned categories. There were only challenges that existed in four categories now; logistics, resources, support, and planning. I do not have complete control over these categories, so I was not surprised to see that challenges still existed. There were numerous examples of self-reflection after completing the online modules, where participants had the opportunity to post about their journey during professional

development and working with me. Many participants referred back to the Schoology modules as an area of support and something they benefitted from and I noticed participants using SpringBoard terminology in their post-surveys and discussion posts. There were numerous successes in the assessment category and there was mention of SpringBoard terms from the online modules, such as “formative” and “short-cycle”. There seems to be a better understanding of the SpringBoard curriculum, as there were many successes with the SpringBoard curriculum and materials.

Overall Analysis of Common Themes

After viewing data from all data collection instruments, I created common themes for all of my data to analyze the growth or change I saw throughout the entire process ([Appendix K](#)). The two themes I chose were “successes” and “challenges”. I took data from all data collection instruments to sort into these two common themes. After selecting the themes, I chose eleven categories that I would use throughout my analysis. I created three analysis charts for before, during, and after my treatment (online SpringBoard professional development modules). I wanted to compare these eleven categories to describe any changes or growth along the process. The way I determined changes in successes and challenges was using data collected from various data collection instruments that I used with participants. I used a frequency count to determine which categories participants mentioned the most. Table 10 displays the

data summaries for before, during, and after professional development modules were completed.

	Before PD	During PD	After PD
<i>Data Used</i>	Pre-Survey, Focus Groups	Observations, Observation Debriefs, Schoology Reflection #2	Post-Survey, Final Schoology Reflection #3
<i>Overall Successes</i>	<ul style="list-style-type: none"> -Some teachers were able to use SpringBoard assignments as an English grade. -No one was new to teaching the program and some participants felt they had support at their schools. -Students are pretty good and participate in class, most students in SpringBoard are in the Honors class. 	<ul style="list-style-type: none"> -Success with giving formative and summative assessments. -Using graphic organizers. -Benefitted from professional development. -Better understanding of SpringBoard's design; backwards planning, using Embedded Assessments. 	<ul style="list-style-type: none"> -Students produce higher quality work. -Ability to group students differently to support needs. -Using technology to assist lessons; PowerPoint, Google Drive, SpringBoard Digital. -Enjoyment teaching SpringBoard. -Ability to differentiate using graphic organizers. -Modules gave strategies to help motivate students. -Student engagement in curriculum.
<i>Overall Challenges</i>	<ul style="list-style-type: none"> -Many logistical concerns with following a scripted curriculum and having a lack of planning time. -Students are not assigned grades, 	<ul style="list-style-type: none"> -Support is still needed to implement SpringBoard; planning time, technology, new workbooks. 	<ul style="list-style-type: none"> -Needs more online resources. -Needs more digital component training. -Needs novels for one unit and a new teacher edition

	which impacts motivation. -No professional development was given to some teachers, so there are questions about program expectations. - The most challenges are associated with logistics and how the curriculum should be implemented.	-No collaborative groups to work with in school. -No access to supplemental online activities.	SpringBoard workbook.
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Table 10. Data summary table before, during, and after professional modules were completed by participants.

Improvement Strategies Implementation Success

I feel very confident that the improvement strategies were implemented successfully. All participants completed all three courses of the Schoology SpringBoard modules and were active participants throughout the duration of my study. Using my coding system, I saw so much positive growth from the completion of professional development in numerous categories and overall comfort and success with implementing SpringBoard. There were no technical issues with SpringBoard and all participants were able to access readings, videos, and post discussions. I had two participants reach out to me that accidentally did not answer a quiz question and the quiz closed, but I was able to reopen the quiz for them to complete.

Outcomes

I believe that the improvement strategies had the intended outcomes I had envisioned. First and foremost, I wanted all participants to complete the professional development modules, so that I would be able to determine the relationship between PD and program implementation they had on classroom observations and self-answered questions on discussion boards and post-survey. When this was achieved, I was able to determine that, although challenges still existed, they were much fewer and more successes were evident after implementation of professional development. There was an overall comfortability with implementing SpringBoard and a decrease with the challenges that existed before professional development.

Chapter 5

IMPROVEMENT STRATEGIES

Success of Overall Approach

I felt very successful with the approach I used to address the problem and the positive relationship my intervention had with the improvement goal. I used a qualitative approach because I wanted detailed information from participants in my data analysis. Working one on one with teachers gave me the experience of being able to provide support through a coaching role. I built positive relationships with all six participants and would love the opportunity to continue to work with them in the future.

The improvement goal I set for myself for this project was to create and deliver professional development to help teachers understand and implement an enrichment curriculum (SpringBoard) toward the long-term goal of preparing students to perform better on AP exams. Specifically, in regards to professional development, my goal was to see an improvement in participants' instructional approaches and curricular understandings after completing the modules, as evidenced through document collection, online modules, observations and debriefing sessions. My hope was that teachers would find the professional development modules worthwhile and helpful for them using the SpringBoard curriculum. The data collection instruments and coding approaches enabled me to produce an analysis that confirms improvements in teacher practices and understandings.

Successes & Challenges

Throughout this journey, I was lucky enough to have many successes. As a teacher, I have always spent time developing relationships with my students, as I feel this is a way to build respect and appreciation for each other. One success I had with this project was building positive relationships with my colleagues. This began when I reached out to all participants via email, telephone, or in-person. These relationships were strengthened when I completed observations, viewed their Schoology responses, and spoke with them for post-observation debriefing sessions. The discussions, overall, were very powerful and positive. From viewing their responses in their post-survey, I was thrilled to see so many positive experiences with this process and project. One participant stated that they would “like to have continued professional development for SpringBoard”. Another participant referenced material learned in the modules that helped her reflect on her own teaching.

Another success I had was the ability to observe all teachers twice and have 100% participation in the completion of online modules and all project protocols. I saw a lot of growth from the first to second observation and I noticed our conversations were deeper and included more SpringBoard terminology during the second debriefs. Part of my improvement goal was for all participants to finish all modules, which was accomplished. I feel confident in the amount of data points I had and the data I collected and analyzed which led to meaningful recommendations for the district.

While I had many successes, I faced challenges as well. Time was a concern for me for many reasons. Being a teacher, and working during the same hours

participants did, made it difficult for me to schedule times to observe them. I ended up having to take two days off of work to be able to observe everyone twice. Another challenge I faced was being able to meet with participants in person to conduct the post-observation debriefs. I had to debrief over the phone with the four participants that did not work at my school. I found the debriefing sessions that I conducted in person at my school to be much more intimate and insightful. In-person debriefing sessions allowed me to see body language, personality, and access to their classroom. These sessions gave me more information regarding how the observations went and how participants felt about the process. On the other hand, when I conducted phone-debriefing sessions, it felt more rushed and as if I was disconnected because I could not see the person I was interviewing.

Another challenge I faced through this process, as a colleague, was that I did not have the power to address some of the concerns participants had. For example, one concern that all participants shared, was not having any planning time for SpringBoard and I agree with them on that concern. However, I do not have the power to be able to change this. I do have the responsibility to relay these concerns as part of the recommendation I give to district administration through this project.

In regards to the size of my study, another challenge was the sample size. I had six participants in total, out of a possible twelve in my district. I would have, ideally, liked to provide professional development for all teachers. In addition to English Language Arts SpringBoard, there is also a Mathematics SpringBoard program. This was an entirely different training in Atlanta, which I was not able to

attend. There are twelve more Math SpringBoard teachers in the district as well. It is hard to make generalizations when the sample size of teachers was so small.

Lastly, my study did not last long enough for me to determine if there were any relationships between students enrolled in the SpringBoard program and AP test scores. However, based on my recommendations to the administration and with support of district personnel this follow up study can be conducted and I hope to be a part of the process.

Changes & Factors Affecting Improvement Goal

One change with my project was the referendum passing. As mentioned earlier, Colonial tried to pass a referendum to raise property taxes to support the school district. When the referendum did not pass the first time, SpringBoard was a program that may be affected. I was also not able to give participants a stipend for completing the Schoology modules, due to the referendum failing. With the success of the second referendum in June, there was more certainty that the program would continue and professional development for SpringBoard could also continue.

Another factor that affects the future of the professional development modules I created is adopting the SpringBoard program as the curriculum for the gifted and talented program in our district. Teachers need to be “gifted certified”, and this would include completing the modules I made. While the gifted and talented program does not go into effect until next school year, the modules I created will now be required as part of the process for a teacher to become gifted certified.

Suggestions

There are a few things that I would change and advice I would give to someone else replicating a similar study to mine. While I could see improvements from the first to second observation, I would suggest that more observations are completed. If observations could be completed throughout the entire school year, more concrete evidence for change would be available and more opportunities for feedback via the post-observation debriefing conferences could potentially support teacher learning.

When analyzing my observation data, I realized I had one participant who decreased in the amount of observable behaviors tied to the observation checklist, based on walkthrough data after completing the professional development modules. When reflecting on this one participant, I wish I would have taken this opportunity to have a conversation with this person about what I noticed in her observation. One change I would have made was to speak with this participant and have a discussion, offering possible strategies to assist areas of need. Additionally, I would have liked to have an exit conversation with each participant, providing an overview of what I observed and what they learned throughout the process.

Concerning my walkthrough observation tool, I had one column (Assessment) that did not change from the first to second observation. The reason there was no change in this category was that no assessment was observed, however, this did not mean that assessment was not taking place. One change I would make to the tool is to change the Assessment category to reflect formative assessments I could easily observe, such as monitoring the classroom and making real-time observations. I could

also take the Assessment category out of my walkthrough observation tool and just use the debriefing session as a time to discuss summative assessments.

A change I would like to make with my walkthrough observations would be to conduct them with a district administrator. While my goal was not to provide evaluative feedback, I do think that evaluative feedback would be meaningful and if I conducted walkthroughs with an administrator, this type of feedback could be given to teachers.

Another change I would make, if possible, is to have more participants. I would like to have professional development modules made for the Math SpringBoard teachers as well. This way, all teachers would have access to SpringBoard training. The more teachers that have access to training, the more improvement should be seen in AP test scores, because teachers are better prepared to provide rigorous learning experiences for students to prepare them for future AP exams.

Depending on the length of time someone has for a similar study, I would suggest to use student data to determine if there was any relationship between the use of the SpringBoard curriculum and AP test scores.

Next Steps & Recommendations

As a district and the direction it is going with the gifted and talented program, I think it is important to continue using the SpringBoard program for both Mathematics and English Language Arts in all three middle schools. I think it would be beneficial to increase the amount of teachers using the program, so that more students can be a part of the program.

More specifically, I have eight recommendations for the district after completing my study for my Educational Leadership Portfolio. These recommendations are listed below;

- Make revisions to professional development Schoology modules, using data collected from this project (i.e. adding more videos displaying SpringBoard techniques and adding more ready-to-use graphic organizers to use with the SpringBoard curriculum), then implement professional development for all teachers who teach SpringBoard to students.
- District administrators speak with building-level principals to determine how to give planning time for SpringBoard teachers. This was a concern expressed by all participants that there was no planning time given for teaching SpringBoard. Teachers need additional planning time for SpringBoard, as it is another course they need to prep for. If possible, teachers who teach SpringBoard should have PLC time as well that takes the place of one of their core PLC during or after school meetings.
- Create a Schoology teacher network for SpringBoard teachers to join. In the group, there can be grade-level and content-level specific subgroups. Teachers can use this as a place to share resources, ask questions, and collaborate.
- Provide more support at the building level by involving coaches and administrators. Some participants felt that there was no support at their school. The more people that are familiar with the program, the more support teachers have.

- Have more accountability for teachers and students in regards to the SpringBoard program. Currently, there are no expectations for teachers in any building from principals or district administrators. I think schools should continue with SpringBoard walkthrough observations, using the protocol I made, and continue post-observation debriefs with teachers. In the Colonial School District, tenured teachers are observed once during the year, with two walkthrough observations before and after this formal observation. For teachers who use SpringBoard, this could count as one of those walkthrough observations.
- The gifted and talented advisory board should determine a set of expectations for teachers using the SpringBoard program. Examples of these expectations could include, but are not limited to; using embedded assessments at least twice a marking period, providing feedback for students throughout program with progress monitoring reports, collaboration with colleagues, a way to assign grades to track progress, pace of curriculum, etc.
- Create professional development modules that mirror the current ELA Schoology modules, to provide Math teachers with information regarding using the SpringBoard program with fidelity.
- Ask for feedback from teachers at least twice a year, pertaining to needed materials, successes, and challenges. This could be in the form of a Google questionnaire or email. Building principals can collaborate to collect this feedback, as well as the gifted and talented advisory board.

CHAPTER 6

REFLECTIONS ON LEADERSHIP DEVELOPMENT

Development of Personal Skills as a Scholar

I have been a leader in my own classroom and have had leadership responsibilities that reached my entire school, but for this project, I had a problem that spanned the entire district. The magnitude of the problem I was handling shifted my role as a leader to reach a bigger audience. Previously, I had a lot of experience working with students in my profession and working with a small group of Social Studies teachers in my role as department chair for my school. I had not, however, worked with teachers from other schools and leaders in the administrative office to address a problem where I was the pioneer and leader for change.

To handle these responsibilities, I needed to increase my knowledge base for the topic I was addressing in this situation. To grow as a leader in my profession, I needed to increase my skills as a scholar. To begin, I completed research on the SpringBoard program in my doctorate classes and completed a program review. I wanted to be knowledgeable on the curriculum before I created professional development on the program.

I also did research on how to create professional development that is both beneficial and useful for adults. Teaching adults and children has some similarities, but many differences exist as well that I needed to address. To do so, I did a literature review that focused on professional development standards, models, and instruments of analysis before I created my professional development modules.

In addition to becoming a consumer of research, I also used data in planning for my professional development modules and overall approach to the problem. I used the AP scores and five-year summary that district released to collect data that helped defined my problem of not enough students being successful on AP exams in the Colonial School District. I was previously familiar with analyzing data from my students or subject area for DCAS (Delaware Comprehensive Assessment System), but had never analyzed data for the entire district. My personal skills grew as I became a leader who analyzed data that influences a much larger audience of students and, consequently, the district in many other facets. I worked with district officials, principals from multiple schools, and teachers from multiple schools, to try to collect enough data to make meaningful recommendations for the district moving forward.

Development of Personal Skills as a Problem Solver

After I felt confident with the research completed to give me credibility as a leader who would work with a larger audience in the district, I feel like role as a leader grew even more when it came time to decide how I would address the problem of students not being successful on the AP exams. I could have taken many avenues with addressing this problem. There are two groups of people directly participating in this area; students and teachers.

One way to analyze the problem would be to collect data on student achievement in middle school ELA classes, high school AP courses, and AP exams. The problem with this approach is that the study would need to span years to follow students from middle school to high school, and when they eventually take AP courses

and exams. Students in Delaware often opt to go to vocational technical high schools, which would make it even harder for me to track. Another student-driven route to take would have been to select a group of students enrolled in AP courses in high school and determine how well they were prepared for AP exams in the spring. I did not feel this would be a good decision because I do not teach at the high school and it would be difficult to collect data on student performance when I am so disconnected.

Instead of using student achievement and students as my participants, I decided that working with teachers would be more beneficial. With the limited number of AP courses in the Social Studies field, I did not have a large pool of teachers to work with. Additionally, each teacher teaches a different subject and it would be hard to compare student performance. Keeping all of these factors in mind, I decided to focus on a program that I worked very close with and felt connected to; SpringBoard. SpringBoard is the program used to prepare students for AP courses and exams. Since I teach SpringBoard and work with middle school teachers, I thought that focusing on this preparation program would be the best avenue to take.

Additionally, I needed to consider multiple perspectives when choosing my problem solving strategy. I took into consideration the perspectives of teachers, students, administration, parents, and district personnel. I knew that teachers usually appreciate support with a program that is generally new. Students would, hopefully, benefit from better instruction if teachers are better prepared and they deserve the best instruction possible. Parents would be interested in having their students prepared for high school and AP courses and exams by having opportunities to be involved in a

curriculum that equipped students with these skills. Lastly, district personnel do not want to invest in a program that does not yield positive results. The professional development modules I created would positively influence teachers and lead to better implementation of the program the district invested in three years ago.

All of these factors affected the approach I ultimately decided on. Previously, as a leader in my own classroom, the only perspectives I really took into consideration were my students and myself. This project has helped me grow as a leader in problem solving by using data, considering multiple perspectives, and how to collect data to provide recommendations. After selecting the avenue to take to address the problem of working with preparing teachers for SpringBoard, I was then able to select which protocols I would use to collect data and provide evidence of growth. Since I was using technology as a platform for my professional development modules, I was able to align my efforts with the district's technology efforts using Schoology.

Development of Personal Skills as a Partner

My skills as a partner in the district changed tremendously over the course of this doctoral program. When I began, I was a partner in the form of a teacher and department chair. I worked with small decisions in my classroom and department in my own school. While I was a part of curriculum efforts with Social Studies, I was not in a position to work with district personnel or other schools. Being in this program has broadened my horizons to larger issues that affect an entire district. My first experience with these large-scale problems was during the internship class, where I analyzed problems in other school districts. When I worked with my district

supervisor on different problems in the district, I had more experience working with issues that affected a larger group of people.

I felt prepared to take on my ELP with the experiences I gained in courses and the internship at the University of Delaware. I increased my sense of self-efficacy when working with district personnel to describe my improvement strategy efforts, teachers to help assist them with teaching a new curriculum, and ultimately, students, who were affected in my own classroom as I learned more about SpringBoard and in the classrooms of the teachers whom I was lucky enough to have as my participants.

In the future, I now feel confident to be a partner with the district in many different aspects, including being a teacher, department chair, liaison for SpringBoard, a member of the Gifted and Talented board, and able to deliver more professional development. Delivering professional development has always been my passion, and the irreplaceable experience I have gained through this journey has given me a sense of self as an established and accomplished leader that I could never have imagined.

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Appendix A

FOCUS GROUP PROTOCOL

Pre-Interview Protocol

Teacher Names in Focus Group:

1	Question: How long have you been teaching SpringBoard?
	Notes
2	Question: What training did you receive for SpringBoard?
	Notes
3	Question: What successes and challenges do you find when implementing SpringBoard?
	Notes

4	<p>Question: What types of support have been made available to you to help you implement SpringBoard? Have you accessed any of these supports? If so, what were your experiences? Was the support helpful? (Probe: opposite experiences).</p> <p>Notes</p>
5	<p>Question: Do you enjoy the SpringBoard program? Do you think your students enjoy the program? Why or why not? Give me some examples and/or share a story to illustrate your opinion.</p> <p>Notes</p>

6	Question: How would you describe the planning time you have for SpringBoard? What is working well? What changes are necessary to help you plan for SpringBoard?
	Notes
7	Question: How engaged do you feel your students are? What have you observed about students' engagement? (Probe: Time on task, completion rates, struggles, successes?). How can the learning environment be changed, if necessary? What is going well?
	Notes
8	Question: How often do you use Embedded Assessments? Why? Are they helpful to you? Why or why not? How do you analyze data from them, if at all? What does the data tell you? What prohibits you from using the data? What enables you to engage in data analysis and the use of data?
	Notes

9	<p>Question: Is there anything I should know about how SpringBoard is implemented in your class? Is there anything in particular I should pay special attention to? Is there a specific aspect of your practice and/or your students' engagement with SpringBoard that you would like to receive feedback about?</p> <p>Notes</p>
10	<p>Question: Are there any other concerns you have with SpringBoard? Is there any way I can provide additional support for you? Do you have any specific advice for other teachers who are implementing SpringBoard? Is there anything I should have asked, but did not?</p> <p>Notes</p>

Appendix B

PRE-SURVEY PROTOCOL

SpringBoard Pre-Survey

Grade Level:

Years of Experience Teaching:

Years of Experience Teaching SpringBoard:

Any Professional Development experience for SpringBoard?

If yes, please explain:

Part 1 - Close-Ended Questions. For the following items, please use the Likert-scale to answer each question or statement.

1. I feel that SpringBoard is easy to deliver and facilitate.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

2. I understand how to plan for SpringBoard using the backward design model.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

3. I know how to use SpringBoard's digital component.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

4. I know what an embedded assessment is.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

5. I know the purpose for using them in SpringBoard.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

6. I know how to unpack an embedded assessment using the QHT strategy.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

7. I feel comfortable delivering a SpringBoard lesson with high student engagement.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

8. I feel that I can create a collaborative environment in my classroom for SpringBoard.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

9. I feel that all of my students are on task during the SpringBoard program.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

10. I use literacy strategies from the History Literacy Common Core in conjunction with the SpringBoard program.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

11. I feel that I have support from teachers, coaches, administration, etc. in my building for using the SpringBoard program.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

Part II - Open-Ended Questions. Please answer the following questions.

12. What concerns do you have when you think about implementing the SpringBoard program in your classroom? (About time, students, implementation, planning, support, etc.).

13. What obstacles do you think you will need to address in order for your students to get the most out of the SpringBoard program?

14. My goal is to provide you with professional development and other types of support to help you make sense of and implement the SpringBoard program. What kinds of supports do you think would be useful to you?

15. What prior successes have you had using SpringBoard?

Appendix C

POST-SURVEY PROTOCOL

SpringBoard Post-Survey

Grade Level:

Years of Experience Teaching:

Years of Experience Teaching SpringBoard:

Any Professional Development experience for SpringBoard?

If yes, please explain:

Part 1 - Close-Ended Questions. For the following items, please use the Likert-scale to answer each question or statement.

1. I feel that SpringBoard is easy to deliver and facilitate.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

2. I understand how to plan for SpringBoard using the backward design model.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

3. I know how to use SpringBoard's digital component.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

4. I know what an embedded assessment is.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

5. I know the purpose for using them in SpringBoard.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

6. I know how to unpack an embedded assessment using the QHT strategy.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

7. I feel comfortable delivering a SpringBoard lesson with high student engagement.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

8. I feel that I can create a collaborative environment in my classroom for SpringBoard.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

9. I feel that all of my students are on task during the SpringBoard program.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

10. I use literacy strategies from the History Literacy Common Core in conjunction with the SpringBoard program.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

11. I feel that I have support from teachers, coaches, administration, etc. in my building for using the SpringBoard program.

5	4	3	2	1
Agree Strongly	Agree	Undecided	Disagree	Strongly Disagree

Part II - Open-Ended Questions. Please answer the following questions.

12. What concerns do you have when you think about implementing the SpringBoard program in your classroom? (About time, students, implementation, planning, support, etc.).

13. What obstacles do you think you will need to address in order for your students to get the most out of the SpringBoard program?

14. My goal is to provide you with professional development and other types of support to help you make sense of and implement the SpringBoard program. What kinds of supports do you think would be useful to you?

15. What prior successes have you had using SpringBoard?

Appendix D

WALKTHROUGH OBSERVATION TOOL PROTOCOL

SpringBoard Walkthrough Tool

I. Literacy Strategies

A. Students are using literacy strategies to support literacy comprehension, vocabulary, and connections to real-world events.

___ i. Students are using literacy strategies when reading text passages that deepen the understanding of the text.

- ___ a. Annotate text
- ___ b. Close Reading
- ___ c. Graphic Organizer
- ___ d. Other

___ ii. Students are working collaboratively or individually using literacy strategies.

- ___ a. Annotate text
- ___ b. Close Reading
- ___ c. Graphic Organizer
- ___ d. Other

B. Teacher models how literacy strategies are effectively used.

___ i. Teacher explains proper steps to using literacy strategies by demonstrating how to use them with an example or part of the text.

___ ii. Teacher leads a whole group modeling example or works individually with students to develop an understanding of using the literacy strategy correctly.

II. Learning Outcomes

A. Learning Outcomes for students align with the Embedded Assessments.

___ i. Learning outcomes are displayed or communicated to students so there is a purpose behind learning.

___ ii. Teacher establishes clear goals and engages students in discussion about goals.

B. Checks for Understanding

___ i. Teacher deliberately checks for understanding throughout the lesson and adapts the lesson.

III. Rigorous Activities

A. Teacher provides access to rigor by exposing students to activities that address:

- ___ i. Learning targets
- ___ ii. Align with Embedded Assessments
- ___ iii. Align with Common Core Standards.

B. Productive Struggle

___ i. Teacher provides all students with opportunities to engage in the work of the lesson.

___ a. Acts on knowledge of individual students to promote progress.

___ b. Encourages active participation.

___ c. Questions are sequenced to guide students in delving deeper into text.

___ d. Gives students time to grapple with key ideas.

___ e. Tasks and questions support delivery of content-area standards.

___ ii. Student Engagement with Productive Struggle

___ a. Students independently using text.

___ b. Text/Media complexity appears to be appropriate.

___ c. Students are collaboratively using text.

___ d. Actively engaged in the lesson.

___ e. Teacher using text.

IV. Differentiation

___ A. Students have opportunities to demonstrate understanding in multiple ways.

___ B. Strategic adjustments are made to support diverse learners.

___ C. Collaborative practice is demonstrated and students have the opportunity to work with each other.

V. Assessment

A. Students are assessed formatively during units.

B. Students are assessed summatively using the SpringBoard Embedded Assessments at the end of each unit.

VI. Learning Environment

___ A. Students are respectful of peers and teachers and listen attentively.

___ B. Teacher is well organized and all materials are prepared before lesson.

___ C. Teacher is monitoring students in the classroom and offering help when needed.

___ D. Students are engaged in lesson and demonstrate understanding.

___ E. Teachers communicate learning expectations to students and are consistent with expectations for all students.

Evidence:

Follow-Up Questions:

1. How do you assess students during instruction and make necessary changes to the lesson?
2. How do you formally assess students during lessons? Please provide an example.

3. How do you use the Embedded Assessment summative assessments? What have you found with the data and student achievement?
4. What literacy strategies do you find most successful? Please provide an example.
5. How do you incorporate Common Core expectations in your SpringBoard lessons? Provide an example if necessary.

Appendix E

POST-OBSERVATION DEBRIEF PROTOCOL

Post-Observation: Debrief Plan

Teacher observed:

Date:

1	Question: Can you walk me through your lesson planning process for today's lesson? How did you plan for this lesson?
	Notes
2	Question: What were the learning objectives for this lesson? What did you want students to understand and/or accomplish today?
	Notes
3	Question: How do you feel the lesson went? What were the strengths and weaknesses? What evidence do you count on to determine whether the lesson went well or not?
	Notes

4	Question: How did the skills that you were hoping students would acquire in this lesson align to the goals of the embedded assessment for this unit?
	Notes
5	Question: Which literacy strategies do you find most successful? Please provide an example.
	Notes

6	<p>Question: How would you describe the productive struggle your students went through during this lesson? Can you give an example? How do you determine whether or not a struggle is productive?</p>
	<p>Notes</p>
7	<p>Question: How do you formally assess students during instruction and make necessary changes to the lesson? What did you notice during the lesson? How did what you noticed impact your instructional decisions during the lesson? Did you deviate from your plans at all? Why and how?</p>
	<p>Notes</p>
8	<p>Question: Describe how you use Embedded Assessments as summative assessments, if at all? What have you found with the data and student achievement? What surprised you? What didn't surprise you?</p>


	Notes
9	Question: Describe how you incorporated Common Core literacy strategies in your SpringBoard lessons, if at all? Please provide an example if necessary.
	Notes
10	Question: What additional support would you need to continue SpringBoard? Please provide an example.
	Notes

Appendix F

SCHOOLGY DISCUSSION BOARD POSTS

Module 1:


SpringBoard Training: Module 1: Section 1 ▶ SpringBoard Training Module 1

 1.5 Reflection and Wrap-Up

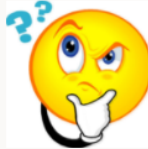
◀ Prev

Next ▶

Reflection




Congratulations on completing Module 1 of the SpringBoard Initial Training! Now that you have learned how to unpack lessons and embedded assessments, it is now time to reflect on what knowledge you have gained.



1. Consider the following key idea:
Authentic learning is recursive and reflective.
Support this claim with evidence from your own experiences as a learner outside of this training and evidence from today's training.
2. Choose a lesson from your SpringBoard curriculum and outline how you will unpack the lesson and embedded assessment to students.

Posted Wed Aug 10, 2016 at 10:06 pm



Tue May 9, 2017 at 10:06 am

1. Authentic learning is both recursive and reflective. When I gain a deep understanding of a topic or issue, more often than not, it is because I have performed a lot of repetition on the subject and I have created both space and time to reflect. I am definitely a hands on learner and I learn best by doing. For example, I have become a much better Springboard teacher after repeating certain lessons and reflecting upon what practices have worked well and what practices needed to be changed. Without this valuable repetition and reflection I would not have gained the insight that allows me to get through to the students in a relevant way.

Embedded Assessment: Write an argumentative essay in which you convince an audience to support your claim about a debatable idea. Use your research and experience or observations to support your argument

- Discuss and analyze unit goals
- Mark the text (assessment) by annotating key words to help students understand
- QHT
- Let the embedded assessment drive the learning as the end goal is always reflected upon.
- Check for student learning along the way by filtering learning through the lense of the embedded assessment.

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Thu May 4, 2017 at 8:26 am

The statement that Authentic learning is recursive and reflective is so true! When planning English in my regular education classes I struggle to make my lessons authentic because its important that students, even in ELA, its important that students are able to connect their learning in the classroom to the real world. Also, its important that they understand the importance of self reflection.

Their embedded assessment is to write a personal narrative that includes a well-told incident, a response to the incident, and a reflection about the significance of the incident.

1. Review the Embedded assesment.
 - paraphrase the assignment to check understanding
2. Make connections
 - Vocabulary-QHT
3. Provide authentic experiences to help with understanding of the task
 - Reading other narratives and breaking them apart for further understanding

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Tue May 9, 2017 at 9:21 pm

I agree with the above statement about authentic learning being recursive and reflective. I find that I personally reflect on each lesson I teach and look for ways to make it better the next time I teach it. It is also important for students to reflect on lessons and approaches that worked for them and maybe changes they need to make so they are able to get the most out of each lesson they are taught. Using similar strategies for graphic organizers and vocabulary review will help students to be more successful in the lessons.

Embedded Assessment: Write a story using dialogue, vivid verbs, and figurative language that captures a real or imagined experience and includes characters, conflict, and a plot with exposition, climax, and resolution.

1. Discuss the learning targets and unit goals
2. Read the Embedded Assessment; mark the assessment
3. Make connections- review vocabulary; QHT (have them highlight and mark the text)
4. In this specific example since students will have just finished writing a personal narrative we will discuss how a narrative is different than a short story. They will use a graphic organizer to organize their thoughts and ideas on the how they are alike and different.

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Module 2:

Reflection



Discuss what you did when you used the strategy of Marking the Text in the previous module titled "Literacy & Formative Assessments". Which of the four strategies was the most helpful in unpacking the SpringBoard activity? Why?

Posted Sun Feb 12, 2017 at 1:11 pm

Wed Apr 19, 2017 at 8:07 am

The activity that I used was Activity 4.2: Shakespeare in School. In this activity, students debate whether or not they should be required to read the original version of Shakespeare. The part that I felt helped my students the most when we unpacked the activity was the connections. We just finished Unit 4 in English, which ended with an argument Performance Task. Students were able to see the connections immediately and it helped them relate to the skills and concepts needed for the activity. It also decreased intimidation and increased engagement when approaching the activity.

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Mon May 15, 2017 at 8:21 am

I used activity 1.6. Students are reading various narratives in order to familiarize them with the parts of a narrative. Close reading has helped tremendously. They are starting to understand that rereading the text for different purposes is very helpful. Their narratives are turning out really well, because they examined so many different narratives and its parts/functions.

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Tue May 16, 2017 at 7:05 pm

The activity that I used was 1.13 Revisiting Simba's Story. In this activity students were asked to look at the elements of storytelling and how it relates to the overall Embedded Assessment of writing a short story. We had previously watched a clip from the Lion King when they were working on writing their personal narratives and now they are using the same story line to see how it relates to storytelling and short stories. We used the Stoplight Strategy for the literary terms exposition, rising action, climax, falling action, resolution, internal conflict, external conflict and plot. We worked through this strategy individually then in elbow partners and then as a whole group. After reviewing these terms we moved into the graphic organizer that looked at different clips and how they relate to Simba, his world, and his reaction to different events.

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Thu May 18, 2017 at 3:22 pm

The activity I used was 3.7- Exploring the Museum. In this activity students are assigned a category pertaining to the Holocaust, then use the information from the Holocaust Museum website to research the topic and present it to a group of students with different topics. They then come together and form one presentation to present to the whole class. In their English and Social Studies classes the students conducted informative writing projects and had to complete a research paper. They were able to connect the skills they learned in those classes to this activity. This helped the students focused more on the presentation aspect of the activity than the research aspect.

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Wed May 24, 2017 at 2:54 pm

While reading the "Drummer Boy of Shiloh", chunking the text was the best strategy that allowed my students to comprehend the text. The reading was advanced with many words that the students were unfamiliar with. We broke the reading into smaller chunks and it allowed us to gain a greater sense of what the story was portraying. For example, when we broke the first paragraph down, I asked questions such as what season does the story take place? Where does the story take place? In asking simple questions, students were able to track the story much better and gain a deeper understanding.

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Fri May 26, 2017 at 8:31 am

The activity I used was Activity 2.6: Evaluating sources. Students needed to understand the definitions of the words authority, accuracy, credibility, timeliness, and purpose/audience. Then they had to use that knowledge to actually evaluate the sources that were given to them in the book. Using connections really helped with this activity because they were able to connect this to lessons we had done in English class previously so that they could truly understand what we were doing.

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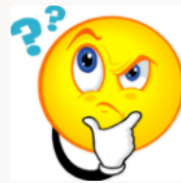
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Module 3:

Final Reflection



Congratulations on finishing Module 3 of the SpringBoard Initial Training!!! Now that you have learned how to provide students with differentiated in your classroom, it is time to reflect.



1. Consider the following key idea:

Authentic learning is recursive and reflective.

Support this claim with evidence from your own experiences as a learner outside of this training and evidence from today's training.

2. How has your level of expertise grown over the course of the institute?

3. What has contributed to this growth or change?

Mon May 15, 2017 at 12:24 pm

I know I'm supposed to or will cover this in my survey, but this course really did make me reflect on my teaching practices as a whole. Everything I learned in course is something that should and will be incorporated into my regular ed classes. I modules were very specific and gave me additional information on subjects that I just needed to know more about. I really enjoyed specifically the reflection about scaffolding and differentiation.

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Tue May 16, 2017 at 8:24 pm

This course allowed me to reflect on my lessons in Springboard. It allowed me to see if what I am currently doing is providing rigor and is being effective with my students. It provided me with additional resources and new ideas that I can implement in the classroom. I liked watching the videos and seeing other professionals demonstrate a lesson. It was beneficial to see that the lessons, activities, and strategies can be used in many different learning environments and that is a huge benefit. The lessons were well thought out with attention to detail and delivered a lot of useful information.

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Wed May 31, 2017 at 12:34 pm

Through this training I was provided with many strategies that I can use in the future to become not only a better Springboard teacher, but a more effective teacher. During this training, I was able to reflect on my own strategies that I currently use for Springboard and modify different lessons to meet the needs of a diverse learning population. After certain lessons, I use what works and and further develop those strategies. With some of the lessons that do not work well, I am able to implement other material that I have seen work in the past. I think this training has definitely helped me become a better teacher. Having the experience of teaching Springboard over the past three years has allowed me to use trial and error. When I see certain lessons work well, I continue to build upon them to make them more seamless and efficient. The training had many strategies that I am going to implement!

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Appendix G

FOCUS GROUP DATA ANALYSIS

Focus Groups Pre-Observation/Demographic

Demographic Data:

	Gender	Years Experience Teaching	Years Experience Teaching SpringBoard	Middle School of Employment
1	F	11	3	GB
2	F	11	3	GB
3	F	5	2	GR
4	M	12	3	GR
5	F	13	2	McC
6	F	5	3	McC

Focus Groups:

	1	2	3	4	5	6
Q1 (Experience)	3 years	3 years	2 years	3 years	2 years	3 years
Q2 (Training)	None	Summer One Day Training	Summer One Day Training	Initial 3-Day Summer Training	None	Atlanta Train the Trainers
Q3 (Successes & Challenges)	S- kids get interested	S- aligns with units in the fall for Grade 6 ELA	S- kids are generally pretty good and participate in class	S- found success using collaborative groups	S- personal heroic narratives -fun to see kids get creative and end results	S- picks and chooses what she wants
	C- motivation, no grade	C- not aligned to MP3 and MP4 for ELA	C- she is not an ELA teacher and needs to make sure she is prepared	C- book is dry	C- curriculum is heavily dependent on technology, and tech is not always available	C- to cut things out to fit everything in one marking period
Q4 (Support)	-None from school -New workbooks from district	-ELA Coach has provided support if asked	-Reading specialist if ask for help	-Ms. Colby is instrumental in getting books and DVDs -Ms. Cento	-None -Nancy Gallagher (ELA Coach) has books for novel studies	-Chats with literacy coach -Does not reach out - Conference in

				does SpringBoard and they have collaborated formally and informally		Atlanta gave new opportunities
Q5 (Enjoyment)	-Yes, aligned with ELA curriculum - Narrative / Mythology	-As the years go on, it has been more enjoyable - Dependent on teacher energy -Pick out what is beneficial, adaptive	-Yes she enjoys teaching it	-Enjoys it, considers himself an ELA person -Feels like he has figured it out with book work, using posters helps -Figured out what they like	-Her: Yes -Students: 60/40 Yes/No	-Teacher: Yes -Students: It is challenging and they have opinions about Enrichment, which puts their own spin on time
Q6 (Planning)	Non-existent	-None -A challenge to teach course	-None	-None -Has to use PE planning	-None, non-existent	-Minimal to none -Needs to be done outside of school
Q7 (Engagement)	Varying levels of engagement	Some are engaged	-Yes, students are generally engaged	-Yes, students are engaged and like to debate -Teacher needs to be active, "Go to	-60/40 Yes/No	-Depends on the group of students

				page 124..." does not work -No grade		
Q8 (Embedded Assessments)	Use them with the curriculum in book	Only EAs that align to ELA curriculum (one paper)	-Follow in the book -About two per MP	-Uses EAs as a grade for ELA -EAs take a couple of days	-Does one per unit -Follows along in book -Does not get to Holocaust EA	-One per marking period -Touches on some ELA parts of EAs -Does not use data, but uses informal observations
Q9 (Anything to Know Prior)	N/A	N/A	Not an ELA teacher	- Engagement is up and down -Makes own questions about readings -Uses activating strategy to stay on track	-Relationships she has built with students	-Was able to be selective about current SpringBoard group, made changes from when she had the same group MP2
Q10 (Concerns)	-No new teacher edition for workbooks for Grade 7 - Different movies	- Planning time - Students work hard, but receive no grade	-No concerns, taught 6 th past year and now this year so feels comfortable	-Might be cool to have a network or PLC to talk about what we're doing and get ideas	-Need for more technology -Would be nice to have a set of tech for each SpringBo	-No grades given for SpringBoard, wishes there was an opportunity for grades

	in student and teacher workbook			from other people -Formal PLC to collaborate -Always ways to get better -Figure out what works and what does not work	ard teacher -Smaller class sizes -More criteria/ expectations -Need for an incentive (earn college credits, grades)	
--	---	--	--	--	---	--

Similarities:

- Participants had 2-3 years experience with teaching SpringBoard and the program has been implemented in the district for 3 years.
- There is a need for more planning time for SpringBoard, as none is built into the current schedules at any of the three middle schools.
- Participants have found success with utilizing SpringBoard in their classrooms using collaborative groups, embedded assessments, and following the curriculum.

Differences:

- There are no district expectations for utilizing Embedded Assessments in the SpringBoard curriculum, and this is evident with no participants using Embedded Assessments the same amount of times or in the same way.
- Participants feel that there are different levels of engagement in their classrooms.
- Support for SpringBoard is different among participants and middle schools.

Themes for each question:

Q1:

- All participants have taught SpringBoard for at least two years.

Q2:

- No consistency in training among participants.

Q3:

- 5/6 participants have found success with students using SpringBoard.

- Only one participant found personal success as a teacher using SpringBoard.
- All participants found challenges with implementing the curriculum in different ways.

Q4:

- 2/6 participants felt they receive no support from school or district.
- 4/6 participants feel they can ask for support from their school's ELA coach.

Q5:

- All participants enjoy the curriculum to some extent.
- 2/6 participants explain how students feel about Springboard, both are split.

Q6:

- All participants agree that there is no planning time for SpringBoard.

Q7:

- Both participants from GR feel that students are engaged.
- The remaining participants, 4/6, agree that there are varying levels of engagement.

Q8:

- No consistency between participants in using Embedded Assessments.

Q9:

- Two participants did not acknowledge anything that I should know prior, both of these participants were from GB.
- 4/6 participants acknowledged something for me to know prior to my observations, none of them were similar.
- Varying responses, including confidence in themselves as an ELA teacher to positive relationships built with students leading to success.

Q10:

- 3/6 participants were concerned that no grade is given for students enrolled in SpringBoard.
- One participant had no concerns at all.

One participant would benefit from having a collaborative PLC group for SpringBoard teachers.

Appendix H

PRE- AND POST-SURVEY DATA ANALYSIS

Pre-Survey / Post-Survey Close-Ended Questions Analysis

	1 Pre	Post	2 Pre	Post	3 Pre	Post	4 Pre	Post	5 Pre	Post	6 Pre	Post
Q1	4	5	4	4	4	5	3	4	4	4	4	4
Q2	4	5	2	4	2	4	4	5	4	4	4	5
Q3	4	4	2	3	1	4	3	2	1	3	3	4
Q4	5	5	4	4	4	5	5	5	5	4	5	5
Q5	5	5	4	4	4	5	5	5	5	4	5	5
Q6	2	4	2	4	3	4	5	5	1	4	5	5
Q7	4	4	4	4	4	5	5	5	4	4	5	5
Q8	4	5	4	4	4	4	5	5	4	4	5	5
Q9	3	4	2	2	4	5	5	5	3	4	4	5
Q10	2	3	2	2	3	3	2	1	5	2	3	3
Q11	3	4	3	4	4	4	4	3	3	4	3	3

Themes:

Q1:

- All participants agreed or agreed strongly that SpringBoard was easy to facilitate in both the pre and post surveys.
- 3/6 participants increased their comfort with delivering the SpringBoard curriculum from the pre to the post survey.

Q2:

- All participants were comfortable with planning for SpringBoard using the backwards design model by selecting agree or strongly agree on both pre and post survey.
- 5/6 participants increased their comfort with using the backward design model from the pre to the post survey.

Q3:

- 4/6 participants increased their knowledge on the use of SpringBoard's digital component.
- One participant remained the same (agree) between the pre and post survey.
- One participant decreased their knowledge of using SpringBoard's digital component from the pre to post survey by selecting Undecided in the pre and Disagree in the post.

Q4:

- 4/6 participants strongly agreed that they knew what an embedded assessment was in the pre-survey.
- One participant decreased their knowledge of an embedded assessment from pre to post.

Q5:

- All participants acknowledged that they knew the purpose of using embedded assessments in SpringBoard in both the pre and post surveys.
- 4/6 participants did not change their answers from the pre to the post.
- One participant decreased their knowledge of the purpose for embedded assessments between the pre and post survey.

Q6:

- 4/6 participants did not know how to unpack an embedded assessment using the QHT strategy in the pre-survey.
- Of those four participants, all four chose “Agree” on the post-survey, indicating that they learned how to unpack embedded assessments using the QHT strategy during the SpringBoard Schoology Modules.
- In the post-survey, all participants indicated that they agree or strongly agree with being able to unpack an embedded assessment using the QHT strategy. This was a part of the Schoology Modules.

Q7:

- All participants agreed or strongly agreed that they feel comfortable delivering a SpringBoard lesson with high student engagement.
- 5/6 participants did not change their answer from pre to post.
- One participant increased their feeling of comfortably delivering a SpringBoard lesson with high student engagement from pre to post, after the Schoology modules.

Q8:

- This question had the highest number of participants keeping the same answer from pre to post.
- All participants agreed or strongly agreed that they could create a collaborative environment in their classroom for SpringBoard.
- One participant increased their ability to create a collaborative environment from pre to post.

Q9:

- Half of the participants felt undecided or disagreed that all of their students are on task during the SpringBoard program in the pre-survey.

- By the post-survey, only one participant felt that not all students were on task during the SpringBoard program.

Q10:

- This question asked specifically about Social Studies standards (Common Core History Literacy Standards), but not all teachers are Social Studies content teachers like myself. In fact, only one teacher also teaches Social Studies.
- 5/6 participants disagreed or were undecided as to whether they used literacy strategies from the History Literacy Common Core Standards in conjunction with the SpringBoard program on the pre-survey.
- By the post-survey, 5/6 participants were still undecided or disagreed that they used History Literacy strategies. I did not include this in the modules, and this question should be removed or edited.

Q11:

- In regards to feeling like they receive support from teachers, coaches, administration, etc. in their buildings, 4/6 people were undecided in the pre-survey. By the post-survey, 2 of those 4 participants changed their answer to agreeing that they felt they received support.
- Overall, by the post-survey, 4/6 participants felt they received support from people in their buildings, while two participants felt undecided about whether or not they receive support.

Similarities:

- There was a commonality with all participants agreeing or strongly agreeing that they felt comfortable with 8/11 questions (the exceptions being #s 3, 9, & 10).

Differences:

- There were a lot of differences with how each participant rated themselves from pre to post-survey.
- 2/6 participants increased a majority of their answers from pre to post.
- 2/6 participants stayed the same in answering a majority of their questions from pre to post.
- 2/6 actually decreased their comfortability with the SpringBoard program from pre to post in three areas.

Pre-Survey / Post-Survey Open-Ended Questions Analysis

	1	2	3	4	5	6
Q1 2 Pre	-Student motivation is the	-High # of students in classroom.	-Worried about covering all of the	-Some lessons are not engaging	-Lack of technology	-Time and planning. -Only teacher in

	only concern.	-No support with planning time. -No extra time to plan for SB.	content due to time constraints. -Hopeful to meet as many learning objectives as possible.	for students. -In order to combat that, he changes lessons and uses alternate strategies with SB curriculum.	-Lack of planning time. -Meant to be an ELA curriculum. -No grades are given, so student incentive is low.	building who teaches 6 th ELA SB, would like to collaborate.
Post	-Having the correct teacher manual.	-Planning is still a problem. - Understands the layout of the curriculum much better.	-Timing and scheduling are still concerns.	-That some of the lessons will be dry directly from the SB curriculum.	-Still in need of novels to go along with units she is teaching.	-Time is still a concern, but modules helped with strategies to use. -Would like to collaborate with other teachers.
Q1 3 Pre	-How to motivate students when a grade is not given.	-Planning: it is a scripted curriculum, but to effectively teach it, there needs to be more time to plan.	-Since students do not receive a grade, it is sometimes hard to motivate them.	- Takes extra time to plan and add supplemental materials. -Teaching only SB curriculum would not be enough for engagement.	- Technology. -Not having tech when needed in sequence with curriculum.	-Making the time to continue to plan meaningful lessons.
Post	-Student motivation	-Better understanding	-After taking	-Trying to make it	-Many of the	-Focusing on content,

	n, but feels modules have given some strategies .	ng of layout of curriculum. -A lot of obstacles have been removed.	modules, rigor and relevance are concepts she wants to address.	interesting and relevant to students and what they are going through.	activities require technology , which she does not always have access to.	process, and product for planning rigorous lessons.
Q1 4 Pre	-More information about the digital component.	- Navigating and understanding the curriculum. -Planning and collaborating for ideas of what works and what did not.	-Access to supplemental activities to address different learning objectives.	-Having a few hours of PD a year. -Observing other teachers who teach SB.	-More access to technology . -A clearer understanding of using SB Digital.	-Resources, new strategies, tools, and other support for implementation.
Post	-More digital component training.	-Online modules was a huge support!	-Since taking modules, she knows how to access online tools, which will help with supplemental activities.	- Collaborating with other SB teachers. -Continued PD and webinars on SB.	- Technology . -Access code to get online. -Novels that go along with units being taught.	-Found everything in the modules to be useful, from the videos to articles and self-guided activities.
Q1 5 Pre	-Students are usually more engaged than they expect to be.	-Students enjoy the lessons where movie clips are a part of the lesson.	-Overall enjoyment with 6 th grade curriculum . - Narratives.	-Students are always engaged and have rich discussions .	-Students are interested in the heroic unit. -Students are interested	-Many successes, putting own spin on curriculum increases

			<ul style="list-style-type: none"> -Short stories. -Work relatively hard to complete activities and assessments. 	<ul style="list-style-type: none"> -“Giver” unit is popular. -Success with students making PPTs. 	in the Holocaust unit, it intrigues them.	engagement.
Post	-Students really enjoy the Mythology part of the curriculum.	<ul style="list-style-type: none"> -Embedded assessments. -Assignments from book. 	<ul style="list-style-type: none"> - Narratives and short stories. -Really enjoys teaching the curriculum. 	<ul style="list-style-type: none"> -Students have been engaged in the curriculum. -Have written quality embedded assessments. -Have done excellent group work, projects, and presentations. 	<ul style="list-style-type: none"> -Students are interested in the heroic unit. -Narrative writing. -Holocaust unit and researching the topic. 	<ul style="list-style-type: none"> -After modules, has more success with rigor, formatives, and differentiation as she continues to use SB.

Open-Ended Coding Themes:

Color	Theme
Purple	Planning and time is a concern.
Green	Using assessments.
Blue	Making changes and supplementing activities.
Yellow	Technology.
Red	Not receiving a grade for class.
Gray	Referring to Schoology online modules.
Gold	Collaboration with others.

Themes:

Q12:

- Lack of time for planning is a very common theme with concerns that participants have when implementing SpringBoard in the classroom, with 4/6 participants stating that time was a factor that concerned them. Throughout the entire survey, all participants minus one listed planning time as a problem.
- There was no planning time available for any participant in their school set aside solely for SpringBoard.
- Only one participant discussed a lack of technology as a problem.

Q13:

- Half of the participants discussed lack of planning time as an obstacle they felt they needed to overcome for students to get the most out of SpringBoard in the pre-survey.
- 2/6 participants described not grading students as an obstacle in the pre-survey because student motivation can be effected by this and sometimes be low. Of these two participants, both acknowledged that the modules impacted them positively with new strategies to help overcome the obstacles of motivation due to students not receiving a grade. In all schools, SpringBoard is part of Enrichment, which is an ungraded class that meets for a half hour to forty minutes every day for a semester (2 marking periods).
- 2/6 participants had the same obstacles from the pre to post-survey.
- Again, only one person listed technology as a concern. There was not technology available in any of the classrooms I visited that would accommodate all students.

Q14:

- Answers varied greatly in what supports people felt they needed when it comes to making sense of and implementing SpringBoard.
- Every person stated a different need they had in the pre-survey, with no common theme. Answers included; information regarding the SpringBoard digital component, navigating and understanding the curriculum, collaboration with other teachers, more professional development, observing other teachers, supplemental activities, technology, and additional resources.
- By the post-survey, 4/6 participants acknowledged that the modules I created helped and provided them with support to make them more successful.

Q15:

- All six participants have experienced success with the SpringBoard program and have had success stories in different capacities.
- By the post-survey, half of the participants said that they had success with some type of assessment, whether it was formative or an embedded assessment. There was a module on assessments in Schoology that they completed. None of these participants listed assessments as a success story in their pre-survey.

Similarities:

- I found a lot of common themes in the answers that participants gave in the surveys. There were many similar concerns with planning, student motivation, and engagement.
- Numerous participants stated that they supplement activities and do not follow the book directly.

- Two participants wanted to work in a more collaborative environment, with having time to talk to other teachers that deliver the same grade and content SpringBoard program.
- 5/6 participants discussed the online modules as a source of help in their SpringBoard journey.
- There is a need for more professional development, specifically on the SpringBoard Digital component. I did not have the access code that would have unlocked more in the SpringBoard Digital website, which I would like to achieve and share with participants.

Differences:

- The biggest difference lies in what types of support participants need to implement and continue SpringBoard. I would like to be a source of support for them in the future, which is why I included this question. Although there was positive feedback when it came to the post-survey in regards to my modules, there is still support that is needed. I am hopeful that with SpringBoard becoming the Gifted and Talented program curriculum, a lot of these problems will be alleviated. For example, the class will be graded and there should be more planning time given.
- There were differences in the successes that people felt they had in SpringBoard in both the pre and post-survey. This is not a bad difference, but there was not a common success. Some people listed specific units or concepts, some talked about assessments, and one person described how they liked teaching the SpringBoard curriculum as a teacher. One teacher talked about a particular novel and one teacher

talked about using video clips as a source of engagement and success with students when using the SB program.

- Only one person discussed having access to technology as a problem and was adamant about the issue.

Appendix I

WALKTHROUGH 1 & 2 OBSERVATIONS DATA ANALYSIS

	I. Literacy Strategies		II. Learning Outcomes		III. Rigorous Activities		IV. Differentiation		V. Assessment		VI. Learning Environment	
1	W1 2/12	W2 8/12	W1 2/3	W2 3/3	W1 2/15	W2 13/15	W1 2/3	W2 3/3	W1 2/2	W2 2/2	W1 5/5	W2 5/5
2	W1 1/12	W2 6/12	W1 1/3	W2 3/3	W1 9/15	W2 14/15	W1 0/3	W2 3/3	W1 2/2	W2 2/2	W1 4/5	W2 5/5
3	W1 6/12	W2 9/12	W1 1/3	W2 2/3	W1 4/15	W2 8/15	W1 2/3	W2 3/3	W1 2/2	W2 2/2	W1 5/5	W2 5/5
4	W1 3/12	W2 10/12	W1 2/3	W2 2/3	W1 8/15	W2 10/15	W1 2/3	W2 3/3	W1 2/2	W2 2/2	W1 4/5	W2 5/5
5	W1 4/12	W2 4/12	W1 1/3	W2 1/3	W1 8/15	W2 7/15	W1 2/3	W2 3/3	W1 2/2	W2 2/2	W1 5/5	W2 3/5
6	W1 2/12	W2 8/12	W1 1/3	W2 3/3	W1 2/15	W2 12/15	W1 1/3	W2 3/3	W1 2/2	W2 2/2	W1 5/5	W2 5/5

SpringBoard Walkthrough Observations (W1 & W2) Analysis

Themes:

I. Literacy Strategies:

- 5/6 participants increased their use of literacy strategies from W1 to W2.
- One participant did not increase or decrease their use of literacy strategies from W1 to W2.
- The most commonly used literacy strategy was graphic organizers. All participants used a graphic organizer in one of the observations.

II. Learning Outcomes

- 4/6 participants increased aligning learning outcomes with Embedded Assessments and checking for understanding.
- 2/6 participants did not increase or decrease aligning learning outcomes and checks for understanding between both observations.

III. Rigorous Activities

- 5/6 participants increased the rigorous activities completed in W2.
- 1/6 participants decreased their use of rigorous activities in W2.

IV. Differentiation

- All six participants increased using differentiation in their second walkthrough.
- All six participants fulfilled all three categories (opportunities to demonstrate learning in multiple ways, strategic adjustments by teacher were made, and collaborative practice was used) in the Differentiation section of the walkthrough tool.

V.

- Assessment was not observed, but discussed in 6/6 post-observation debriefs, where all participants shared that they use both formative assessment and the Embedded Assessments from the SpringBoard curriculum in some capacity.

VI. Learning Environment

- 4/6 participants maintained fulfilling all five requirements of the learning environment category. The five categories are:
 - A. Students are respectful of peers and teachers and listen attentively.
 - B. Teacher is well organized and all materials are prepared before lesson.
 - C. Teacher is monitoring students in the classroom and offering help when needed.
 - D. Students are engaged in lesson and demonstrate understanding.

- E. Teachers communicate learning expectations to students and are consistent with expectations for all students.
- This category had the biggest differences. One participant increased their learning environment and one person decreased the productivity of their learning environment.

Similarities:

- 4/6 participants showed a lot of growth from Walkthrough 1 to Walkthrough 2. Each of these 4 participants showed growth in 4 out of the 6 categories.
- Assessment was not observed, but a discussion point in each post-observation debrief.
- All participants increased their use of differentiation, which was a section in the Schoology Modules.
- Most participants (5/6) increased their use of rigorous activities, which was also a section in the Schoology Modules.

Differences:

- One participant decreased in two categories, maintained in three categories, and increased in only one category. This participant had students working on a group project, but was not involved at all.
- One participant show a decrease in classroom management and participation. This participant told me they had just returned from a brief leave of absence.

Appendix J

POST-OBSERVATION DEBRIEF SESSIONS (W1 & W2) DATA ANALYSIS

Post-Observation Debriefs (W1 & W2)

	1	2	3	4	5	6
Q1 <i>W1</i>	-Read through the lesson prior to teaching it.	-Added graphic organizers. -Gives examples and models. -Not good with things on the fly, so she plans ahead of time.	-Students are visual learners, so she uses Google Slides to document classwork (students can see other work from other classes as well). -Uses a lot of graphic organizers. -Works for kids to process information.	-Switched around a few things. - Activating students from the beginning of lesson. -Does warm up activities before lesson to get them moving around. -Decided not to use the graphic organizer from book because he had a lot of success with using posters and group roles.	-Followed the lesson plan/ guidelines in the book.	-Activity 4.1 and 4.2 in Grade 6 ELA SB. -Spin-off of that, adds her own materials to the bookwork. -Talked about the topic in the lesson and what they previously knew about it.
<i>W2</i>	-Looked through the book. -Realized that she had to	- SpringBoard lessons have a script that leads you	-To plan for this lesson, she used a Google Doc slide	-They had just finished the EA. -He was out for a	-Students had to present an oral presentation	-This was the week before the performances for

	<p>explain questions.</p> <p>-Student needs were taken into consideration for what she needed to help with.</p>	<p>through questioning.</p> <p>-Necessary to add additional materials for her class, for students that may need to be challenged.</p> <p>-Adding real world examples or adding additional clips could assist them with lightbulb moments.</p>	<p>of the graphic organizer for the video of “The Lion King”.</p> <p>-Had the clips ready to go and they completed the graphic organizer as a class as they were watching the video clips.</p>	<p>week on paternity leave, so he was not sure how much the sub got through.</p> <p>-Unit 2 dealt with ethos, logos, and pathos.</p> <p>-Followed along in book and added own warmups.</p>	<p>on on the Holocaust.</p> <p>-Students were put into groups of four and given a topic, they got to select which subtopic to focus on.</p> <p>-Students were provided with different graphic organizers and concept maps from Buehl.</p>	<p>Shakespeare.</p> <p>-Wanted to encompass everything they had learned in the unit.</p> <p>-Gallery walk for everything they learned in a different way.</p> <p>-Took top 2 responses from each question and discussed them.</p> <p>-Use them for next year.</p>
Q2 WI	<p>-Figured out what they needed to do for the EA.</p>	<p>-Understanding change.</p> <p>-Obj: define concept of change and write about change in graphic organizer.</p>	<p>-Big idea: leading up to personal narrative on change.</p> <p>-Sequence of events, putting events in order.</p>	<p>-Reading from “The Giver” and discussion utopias and dystopias.</p>	<p>- Demonstrate speaking and listening and effective communication.</p> <p>- Collaborative pairs.</p>	<p>-Learning Obj: “Should teachers expect students to read Shakespeare in original text?”</p> <p>-Formed thoughts and ideas about both sides.</p>

						<ul style="list-style-type: none"> -Students were assigned a random side. -Students read articles and choose a side, giving three reasons from story to support their claim.
W2	<ul style="list-style-type: none"> -Analyze an argumentative essay. 	<ul style="list-style-type: none"> -Wanted students to have an understanding of internal and external forces and to be able to distinguish the difference between them. Additionally, she wanted students to be able to identify these forces in 	<ul style="list-style-type: none"> -Learning Objs: Explain how a character responds to change. Describe how a story's plot develops. -She wanted them to recognize the elements of a story and be able to describe both the internal and external change. 	<ul style="list-style-type: none"> - Informational texts: reviewing ethos, logos, and pathos. -Gathering evidence from text. -Breaking down text. 	<ul style="list-style-type: none"> - Presenting information through multiple forms. -Research skills. -Comprehending literacy. 	<ul style="list-style-type: none"> - Questions: How can one reflect on improvements and achievements from the marking period? -Also wanted to see how knowledge has grown and what has been learned.

		their own lives.				
Q3 W1	<ul style="list-style-type: none"> -Felt the lesson went well. -S: students were interested and willing to discuss. -W: students know it is not going to be graded. 	<ul style="list-style-type: none"> -S: has high expectations for students. -Engaged when talking about themselves. -W: wants kids to dive deeper. -Intros are longer. 	<ul style="list-style-type: none"> -S: bookwork completion and participation. -Read out loud as a group. -No weaknesses. 	<ul style="list-style-type: none"> -S: used what was successful before with groupwork. -Reads book out loud with students. -W: sometimes the book is dry, so he does not always follow it as is. 	<ul style="list-style-type: none"> -Majority of students were working on it. -Some students put on a show. -People participated and understood the material. 	<ul style="list-style-type: none"> -Watched a class video of a debate, and they took note of how it was organized. -Students participated in a debate and teacher was the mediator. -Everyone had an index card, so all students were included and participated.
W2	<ul style="list-style-type: none"> -Felt it went okay. -Students generally understood what to do. -Needed to help students with the word "occasion". 	<ul style="list-style-type: none"> -S: felt the lesson went well; students were willing to volunteer and take risks to answer questions or talk with peers if they did not have 	<ul style="list-style-type: none"> -Felt like the lesson went really well. -The students, of course, liked to watch the video clips. -Since it is a familiar story, they were easily able to 	<ul style="list-style-type: none"> -S: telling stories to connect and hooks them in. -Attentive during lesson and when peers were reading. -Up and moving around for warmup. 	<ul style="list-style-type: none"> -S: kids were engaged and interested in the topic. -Okay with presenting it because they were interested. -W: would have liked to create a 	<ul style="list-style-type: none"> -S: the lesson went really well. -Management with groups went really well and they were able to move around

	-Did work in groups of 4.	the answer.	identify the conflicts and elements of the story. -They did need to spend a little bit of time reviewing the elements of the story, but once they started identifying them, they were successful in the lesson.	-W: words that students don't know, they look for the root of the word to diffuse the word. Getting students back on track after being out, he felt students' behavior was a little off	Schoology course. Guidelines for PowerPoints.	successfully. -W: Some students finished early, and some took longer. Thinking about how to deal with students who finish early.
Q4 <i>WI</i>	-Find out what was needed for EA.	-Be successful with filling out graphic organizers.	-Skills and organizers would hopefully help them with narrative.	- Identifying perspectives and conflict. -Compare/Contrast utopias and dystopias.	-They will eventually be writing a narrative.	- Reflection questions from the debate for students to think about after: 1. How did working with a group help your debate? 2. How did hearing the other side affect

						<p>your opinion?</p> <p>3. How would the debate further prepare someone about Shakespeare?</p> <p>4. What did you most enjoy?</p>
W2	<p>-Have to take an argumentative text and analyze before they can write it themselves .</p>	<p>-The EA for the unit was to write a narrative and include the internal/ external forces that the character faces.</p>	<p>-Since the EA is to write a short story, this lesson allows them to focus on elements of storytelling and types of conflict.</p> <p>- Understanding this will help with their own short stories.</p>	<p>-EA: write an essay that compares utopia and dystopia.</p> <p>-How an antagonist or protagonist changes.</p> <p>-Showed clips from “Mulan”, using the same graphic organizer.</p> <p>- Analyzing an essay about heroes.</p>	<p>-This was the EA.</p>	<p>- Performances of the Shakespeare plays was the EA.</p> <p>-The 6 questions students were answering during the lesson were about the skills related to the EA.</p>
Q5 WI	<p>-Collaborative discussion.</p> <p>-Having to go back to</p>	<p>-Use of graphic organizers.</p> <p>-Thinks half of her</p>	<p>-Novel study: uses “Walk Two Moons” and follows</p>	<p>-Uses literacy strategies in the book and</p>	<p>-Graphic organizers .</p>	<p>-Used the SB book for close reading and</p>

	the text for evidence.	kids could come up with it themselves .	lessons in book accordingly. -Looking at two perspectives. -Analyzing different perspectives.	whatever has worked for him in the past.	- Brainstorm ideas. - Prewriting . -Students need to have structure.	different colored pencils to underline different concepts. -Asked questions after reading for comprehension.
W2	-Used the SOAPStone graphic organizer. -Working in groups.	-The literacy strategy used most has to do with vocabulary instruction, for example: with “Walk Two Moons”, they looked at some of the vocabulary prior to reading and talked about the connotative and denotative meaning.	-She liked the stoplight strategy she learned in the Schoology modules. -This helped with figuring out what students knew and what they needed help with. -Helps both students and herself focus on the concepts of the lesson needed to be emphasized.	-Reading aloud-pairs isn’t as good, and individual reading they can’t be held accountable. -Close reading. -Marking text, underline them and circling words.	-The concept map from (SS) Buehl was the most helpful.	- Notecards. -Gallery Walk.

Q6 W1	<ul style="list-style-type: none"> -Concepts are not too difficult. -The workload is a lot. 	<ul style="list-style-type: none"> -50/50 for the struggle. -Some things are easy and some are more challenging. 	<ul style="list-style-type: none"> -Not easy, but not a struggle either. 	<ul style="list-style-type: none"> -Can be challenging, kids sometimes express that they are confused and do not get it. -Some stuff is a breeze. -When things in the book are wordy, he breaks things down for kids and talks them through it, which he has found to be helpful. 	<ul style="list-style-type: none"> -A mix depending on the students. -Some students can be pushed more than others and some cannot handle it. 	<ul style="list-style-type: none"> -For sure, there is a productive struggle, especially with Shakespeare. -Very challenging and none had participated in a debate before.
W2	<ul style="list-style-type: none"> -Students struggled with the word "occasion". -Some of the students needed help with deciphering what the questions were asking. 	<ul style="list-style-type: none"> -Students face a productive struggle when they have to apply something to their own life. For example, one student talked about the 	<ul style="list-style-type: none"> -Students didn't really struggle with this particular lesson. -They liked the video clips & were easily able to identify internal and 	<ul style="list-style-type: none"> -A lot of good discussions. -Creation of utopian and dystopian societies. -Have to sometimes bring it back. -Some struggle with 	<ul style="list-style-type: none"> -Not a lot of struggle with this EA and topic. -They are used to reading informative text. -PPT: they need to stop writing paragraphs and start 	<ul style="list-style-type: none"> - Shakespeare was a productive struggle in general. -Buy-In: She used movies, clips, and pictures to spark an interest in students. -For text that was

		external force that led him to twisting his ankle, but it was a force he had no control over. To compensate for this misunderstanding, they reviewed what internal and external factors were, accompanied by example.	external conflicts.	content and that struggle leads to growth.	doing bullet points.	difficult in Shakespeare, she would focus on the words they know, the larger message being conveyed, and the figurative language they were familiar with.
Q7 <i>WI</i>	-Walk around to listen to discussions. -Noticed that concepts for this lesson came easily to students.	-Observing while walking around the room.	-Walking around classroom. -Using a Google Doc to record answers and discussions in class to refer back to if students need it.	-Use of posters that hang on walls for students to refer back to. -Likes to have an active classroom, where students are participating and	- Observing by monitoring the classroom and walking around. -Having classroom discussions.	- Classroom observations.

				moving around. -Walks around classroom to observe.		
W2	-Walked around and monitored the classroom. -Repeated what “occasion” meant. -Listening to answers, and corrected them when need be.	-Can formally assess students during instruction with some of the questions provided by SpringBoard. During this lesson, she did not have to deviate from lesson plan SpringBoard provided. She will deviate from lessons in curriculum if she finds students do not understand .	-There are times when she deviates from the lesson to help students find relevance. -Always reads their responses and gives feedback. -Feels like all of the concepts come together when they get to the EA at the end of the unit.	-Do a lesson, then complete a quickwrite . -He would tweak the writing prompt if necessary. -Provides scaffolding as needed. -A lot of students needs the extra support. - Observing by walking around.	- Classroom observations. -They share their PPTs with her so that she can monitor their progress and makes recommendations and changes.	-She circulated the room while students were taking part in the gallery walk. -Peer evaluations and performance expectations. -Feedback from teacher and students. -Looked at their evaluations to determine what they could have done different and reflect on own performance.

Q8 W1	<ul style="list-style-type: none"> -When she gets to them in the book. -Goes in order of the units in textbook. 	<ul style="list-style-type: none"> -When they come up in the book. -Not a lot of time for feedback. 	<ul style="list-style-type: none"> -When they appear in the book. -Feedback is not given on all EAs. 	<ul style="list-style-type: none"> -Uses EAs as a grade for their ELA class, others not in SB are just excused. -Leads student-teacher conferences after he looks at each EA to discuss what he sees with students. 	<ul style="list-style-type: none"> -When they come up in the curriculum, she uses them. 	<ul style="list-style-type: none"> -The debate was the EA, so students were prepared very well to perform successfully on it.
W2	<ul style="list-style-type: none"> -Did not get to the Embedded Assessment for this unit due to time constraints at the end of the year. 	<ul style="list-style-type: none"> -Has certainly used EAs as a summative assessment. -SpringBoard has been aligned to coincide with the ELA Common Core curriculum, and is meaningful to her class. -Surprised by how quickly 	<ul style="list-style-type: none"> -When they have written short stories in the past, she did a lot of previewing with them and completing checklists to make sure they have all of the necessary elements. -Complete peer edits and reviews before they 	<ul style="list-style-type: none"> -Made copies of the rubric for the EA, so students could write on the rubric. -He reads the EAs and looks at the criteria from the rubric and grades them based on their grades off of that. -Has used a Google Doc, so it 	<ul style="list-style-type: none"> -No feedback was given because of time restraints at the end of the year. -Would have liked to meet with each student to discuss their group PPT work. 	<ul style="list-style-type: none"> -She graded them using the Embedded Assessment rubric from the book. -She also had them complete peer evaluations based on performance expectations. -They looked at their evaluations and

		students refer back to what they learned in SpringBoard to class and sometimes teach other students who are not enrolled in the SpringBoard class.	write the final drafts of the stories.	is easy to track changes and provide feedback. -Tells them expectations and shows them examples of each one from past students. -Has a one-on-one conference with each of them after the EA.		reflected on what they could have done differently .
Q9 <i>WI</i>	-More background on characters from mythology . - Supplements activities for more info when needed.	-Common Core standards: speaking and listening. -Novel: choice of 12 options. -Create and present makes things easier.	-Common Core standards: reading. -Pretty much follows the book as is, makes some things a group activity instead of individual or pairs.	-Has used graphic organizers to break down difficult concepts.	-Mostly follows the book as is and does not include additional Common Core activities.	-Added research, so that students could find information for their side of the Shakespeare debate.
W2	-No, none at all.	-Uses vocabulary	-None.	-Common Core	-Doug Buehl	-Uses English

		instruction, looking at connotative and denotative meaning of words in stories.		standards: close reading, graphic organizers, and feels the book has good organizers.	strategy of using a concept map.	strategies she uses in her ELA class. -i.e. text sets, chunking, paired reading, & highlighting using different colors.
Q10 W1	-Pretty content with everything.	-Planning time. -No grades are given.	-Content with program, feels comfortable teaching, as it is her second year teaching 6 th grade ELA SB.	-Would like a network to talk about things. -Always looking to get better. -Would like to get ideas from other people in a formal PLC setting.	-Access to more technology.	-To be given more resources for SB book.
W2	-Getting the code for SB Digital. -Updated teacher version of the SB book.	-More time to plan. -Loves adding to lessons when possible, because of the knowledge she has of the students she is	-Any online resources and supplemental materials for lessons.	-Informal interactions with Chorus teacher who also teaches SB, but would like more collaboration. -Phone conference	-Does want more technology.	-No new books for the following school year, has to recycle current books. - Benefitted from the PD in Atlanta.

		working with.		s with other teachers. - Resources for workbooks.		-Would prefer access to more technology.
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Appendix K

OVERALL COMMON THEMES FROM ALL PROTOCOLS DATA ANALYSIS

Themes & Coding Scheme

BEFORE (Pre-Surveys, Focus Groups)

	Challenges	Successes
Assessment	<ul style="list-style-type: none"> -Does not use Embedded (EA) data. -Only uses EAs that align to ELA curriculum, which is one. -Not able to get to all EAs, due to time constraints. -It is a very scripted curriculum. 	<ul style="list-style-type: none"> -Uses EAs as a grade for ELA. -Use them with the curriculum in book.
SB Curriculum & Materials	<ul style="list-style-type: none"> -Book is dry. -The SpringBoard program is meant to be an entire ELA curriculum, not done in the manner it is in the district. 	<ul style="list-style-type: none"> -Personal heroic narratives.
Grouping Strategies		<ul style="list-style-type: none"> -Found success using collaborative groups. -Was able to be selective about current SpringBoard group, made changes from when she had the same group MP2.
Graphic Organizers		
Logistics	<ul style="list-style-type: none"> -Needs to cut things out to fit everything in one marking period. -Would like smaller class sizes. -Having a few hours of PD a year. -Resources, new strategies, tools, and other support for implementation. -No new teacher edition books for 7th grade curriculum in one school. -Needs more criteria/expectations for program. 	<ul style="list-style-type: none"> -No concerns with program, has taught for two years and feels comfortable.

	<ul style="list-style-type: none"> -Different movies in SpringBoard teacher and student edition books. -High number of students in the classroom. -Not able to cover all of the content. 	
Motivation & Engagement	<ul style="list-style-type: none"> -Low motivation, no grade. -Varying levels of engagement. -Some are engaged. -Engagement is up and down. - Students work hard, but receive no grade. -No grades given for SpringBoard, wishes there was an opportunity for grades. -Need for an incentive (earn college credits, grades) 	<ul style="list-style-type: none"> -Kids get interested. -Fun to see kids get creative and end results. -Kids are generally pretty good and participate in class. -Yes, students are generally engaged. Has found success putting own spin on content to increase engagement.
Technology	<ul style="list-style-type: none"> -Curriculum is heavily dependent on technology, and tech is not always available. -More information about the digital component. -Need for more technology. 	
Resources	<ul style="list-style-type: none"> -No new teacher edition for workbooks for Grade 7. -To combat the dry book, changes need to be made and alternative strategies need to be used in addition to the SpringBoard curriculum. 	
Support	<ul style="list-style-type: none"> -None from school -Is the only 6th grade ELA SpringBoard teacher in the school, so there is no collaborative support. 	<ul style="list-style-type: none"> -ELA Coach has provided support if asked. -Reading specialist if ask for help. -Ms. Colby (ELA Coach) is instrumental in getting books and DVDs.
Planning Time	<ul style="list-style-type: none"> -Non-existent. - Has to use PE planning. - None, non-existent. -Minimal to none. 	

	- Needs to be done outside of school. -No extra time for planning.	
Self-Reflection		

Analysis:

- No mention of graphic organizers or self-reflection.
- Many challenges widespread with other topics.
- The most challenges are associated with logistics and how the curriculum should be implemented.
- Planning time is not adequate or non-existent.
- Support varies between participants.
- No successes with technology, resources, or planning time.
- Overall, there are a lot of challenges with implementing SpringBoard and minimal successes.

DURING (Observations, Debriefs, Reflections #2)

	Challenges	Successes
Assessment	-When it comes to assessments, I really need to do a better job using assessments to drive my instruction. I want to be able to effectively help our students in achieving higher learning goals. -No feedback was given because of time restraints at the end of the year. Would have liked to meet with each student for a conference to discuss EAs.	-Has used EAs as a summative assessment. -SpringBoard EAs have aligned to ELA Common Core curriculum and has been used in her English classes as well. -Completed peer edits of EAs before submitting to teacher. -Reads the EAs and looks at criteria from the rubric and assigns a grade based off of that rubric. -Peer evaluations. -Completed self-evaluations by looking at the rubric and assigning themselves a grade. -Has had students complete EAs using a Google Doc, this way it is easy to track changes and provide feedback, -Tells them expectations and shows them model exemplars of students from the past.

SB Curriculum & Materials	-Individual reading is difficult, because students cannot be held accountable.	-Not good with doing things on the fly, so having a scripted curriculum helps.
Grouping Strategies	-Hard to keep individual student accountability when they are not working in pairs or groups.	-With the use of writing groups, students can collaborate and their writing can become not only more creative, but better thought out. -Had success having students work in groups. -A lot of good group discussions.
Graphic Organizers	-Decided not to use the graphic organizer from the book because he had more success creating posters.	-Adds graphic organizers. -Gives examples and models. -Liked the stoplight strategy graphic organizer from the online modules. -Added a concept map graphic organizer (SS Beuhl addition). -Close Reading. -Gallery Walk. -Notecards. -Marking the text and underlining. -Used the SOAPStone graphic organizer.
Logistics	-I would like to adjust my teaching to use more strategies within the classroom that promote rigor.	-Used guiding questions from book and realized that she had to explain questions further. -Walked around and monitors student progress. -Uses classroom observations as a way to collect data on achievement.
Motivation & Engagement		-Activates students from the beginning of lesson by doing warm-up activities to motivate and engage students. -Students are visual learners, so she uses Google Slides to help organize and engage students.
Technology	-Does need more technology. -Would prefer more access to technology.	

	-Getting the code for SpringBoard Digital.	
Resources	-Access to online resources is not currently available. -No access to supplemental materials for lessons currently. -No new books for the following year, has to recycle current books. -Does not have an updated teacher version of the SpringBoard textbook.	-Adds her own materials as a spin-off to the bookwork. -Has used movies, clips, and pictures to spark an interest in students and create buy-in.
Support	-There is no PLC or collaborative environment to work with other SpringBoard teachers.	-Benefitted from the PD in Atlanta.
Planning Time	-Needs more planning time.	
Self-Reflection		-Took student needs into consideration for planning what they would need help with.

Analysis:

- All categories were mentioned during this time period.
- More even spread of successes and challenges.
- Less mention of planning time being an issue.
- One challenge with logistics remained, now there are successes with logistics as well.
- A lot of successes with assessments and graphic organizers when discussing classroom observations I saw.
- A lot of needs with more resources to help implement the program.

AFTER (Post-Survey, Final Reflection #3)

	Challenges	Successes
Assessment		-After modules, has more success with formative assessments. -Have written quality embedded assessments. -Success with students making PPTs. -Formative assessments give useful data and I will start to use more short-cycle assessments to

		guide my instruction and give/get immediate feedback.
SB Curriculum & Materials		<ul style="list-style-type: none"> -Really enjoys teaching the curriculum. -Students are interested in the heroic unit. -Students really enjoy the Mythology part of the curriculum. -Has had success with differentiation as she continues to use the SpringBoard curriculum. -After modules, has a better understanding of the layout of the SpringBoard curriculum and a lot of obstacles have been removed.
Grouping Strategies		-Have done excellent group work, projects, and presentations.
Graphic Organizers		-Really enjoyed the differentiation graphic organizer. Plans on using that in other classes, in addition to SpringBoard class.
Logistics	<ul style="list-style-type: none"> -Still in need of novels to go along with units she is teaching. -One thing I haven't been doing in revisiting the norms. 	-Revisiting and constantly modifying norms is extremely important.
Motivation & Engagement		<ul style="list-style-type: none"> -Students have been engaged in the curriculum. -Although student motivation can always be an issue, feels modules have given some strategies to help motivate and engage students. -Making things relevant to students has increased engagement.
Technology		-Since taking modules, she knows how to access online tools, which will help with supplemental activities.

Resources	-Needs more online resources.	-Has learned new strategies to use. -Liked watching other professionals demonstrate a lesson in the videos. -Modules provided her with additional resources and new ideas that can be implemented in the classroom.
Support	-Needs more digital component training.	-Online modules were a huge support. -Would like more PD throughout the year. -Would be interested in observing other SpringBoard teachers. -Found everything in the modules to be useful, from the videos to articles and self-guided videos. -Would like continued PD and webinars on SpringBoard. -Thinks this training has definitely helped me become a better teacher. -Training had many strategies that they are going to implement.
Planning Time	-Needs to use content planning time. -Would like more planning time.	-Time is still a concern, but modules helped with strategies to use.
Self-Reflection		-Was able to reflect on own strategies that were currently being used in the classroom and modify different lessons to meet the needs of a diverse population. -The online courses really did make me reflect on own teaching practices as a whole. -This course has helped me better understand the layout of the SpringBoard lessons as a whole. One thing I haven't been doing is revisiting the norms.

		-Revisiting and constantly modifying norms is important and something that I was reminded of in the modules. -Short-cycle assessments give useful data and I will start to use more to guide my instruction and give/get immediate feedback. -The videos, resources, and self-guided practices while completing the courses contributed to the growth and change.
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Analysis:

- Only challenges in three categories; logistics, resources, support, and planning.
- There was numerous examples of self-reflection in this time period, mostly coming from the final discussion post on Schoology, where participants reflected on their experiences with the courses.
- Many participants referred back to the Schoology modules as an area of support and something they benefitted from.
- There seems to be a better understanding of the SpringBoard curriculum, as there were many successes with the SpringBoard curriculum and materials.
- Assessment showed a lot of successes. There was mention of SpringBoard terms from the online modules, such as “formative” and “short-cycle”.

Appendix L
ELP PROPOSAL DOCUMENT

ELP Proposal:
SpringBoard Professional Development for Teachers

Katy Johnson

University of Delaware

EDUC 880, Fall 2016

Organizational Context

Organization Description

The Colonial School District is located in New Castle, Delaware, which is part of New Castle county. The district is comprised of fourteen schools, including eight elementary schools, three middle schools, one high school, and two special schools. The district serviced 9, 763 (Delaware Department of Education) in total in the 2015-2016 school year.

Students Who Reside in the District	
	2015-16
Number of Students in Public Schools (Non Charter)	9,763
Percent of Students in Public Schools (Non Charter)	87.2%
Number of Students in Non-Public Schools	1,437
Percent of Students in Non-Public Schools	12.8%

Figure 1. Students who reside in the Colonial School District.

Figure 1 shows the enrollment history from 2006-2016, taken from the Delaware Department of Education's website. Approximately 87% of students in the district attend the public Colonial School District, while the remaining 13% are enrolled in private or charter schools. Figure 2 below shows the enrollment history for

the Colonial School District over the past ten years. Overall, there has been a slight and steady decline of enrollment from 2006 to present day.

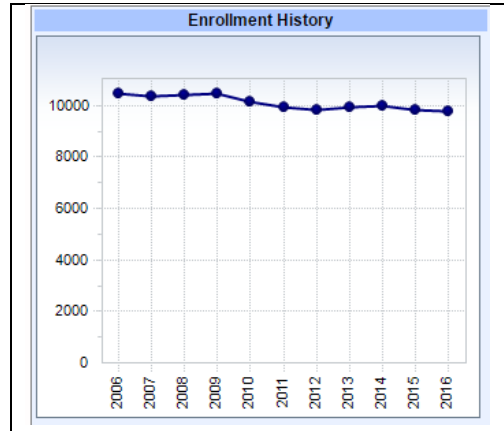


Figure 2. Enrollment history for the Colonial School District, 2006-2016.

Demographic Information

Fall Student Enrollment By Grade and By Student Sub-Group										
Grade	N Students	% Male	% Female	% Hispanic	% African American	% White	% Other Minorities	% ELL	%Low-Income	% Stude
Pre-Kindergarten	145	63.4	36.6	21.4	40.0	32.4	-	-	18.6	
Kindergarten	763	55.0	45.0	18.2	42.5	31.5	7.9	-	52.0	
Grade 1	812	54.4	45.6	20.8	39.2	32.1	7.9	16.6	48.5	
Grade 2	816	51.0	49.0	21.0	39.8	33.1	6.1	16.8	47.2	
Grade 3	834	50.2	49.8	21.0	40.8	32.6	5.6	16.3	43.9	
Grade 4	840	49.0	51.0	21.9	39.5	32.5	6.1	15.2	45.6	
Grade 5	889	51.5	48.5	21.0	42.2	30.6	6.2	9.3	44.0	
Grade 6	804	48.3	51.7	21.5	41.3	32.0	5.2	5.1	44.0	
Grade 7	829	50.1	49.9	20.9	42.8	31.8	< 5.0	5.2	39.0	
Grade 8	844	51.5	48.5	19.7	45.4	30.2	< 5.0	5.2	36.8	
Grade 9	651	60.2	39.8	22.1	47.5	27.8	< 5.0	< 5.0	43.0	
Grade 10	586	52.7	47.3	17.7	49.1	28.3	< 5.0	< 5.0	38.2	
Grade 11	500	48.0	52.0	19.6	50.4	24.6	5.4	< 5.0	25.2	
Grade 12	450	51.3	48.7	18.9	49.3	27.3	< 5.0	< 5.0	28.0	
Total	9,763	51.9	48.1	20.5	43.2	30.8	5.6	8.8	41.9	

Figure 3. Fall Student Enrollment By Grade and By Student Sub-Group in the Colonial School District.

The demographics in our district are displayed above in Figure 3 for grades Pre-Kindergarten to twelfth grade. There is a higher percentage of males than females in all grades except for two. The highest race percentage in all grades is African American, with White being the second highest.

Vision/Mission

Colonial School District's journey towards the "Power of We" began in 2011. The "Power of We" is an intentional movement that values the strengths of the collaboration of all district stakeholders. The goal is to create a collaborative environment that empowers stakeholders to work together for the common good of our students and district. This journey began in 2011 through Colonial's strategic planning process that was developed by administrators, teachers, parents, and other community stakeholders. Since that time, the district has focused its programs to help put all students on the pathway to become 21st century learners who are truly college and career ready.

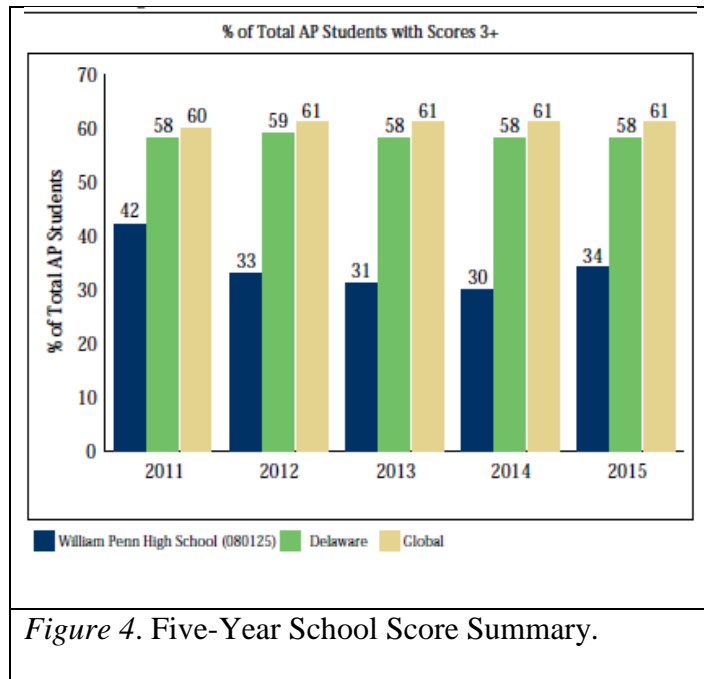
As part of the Power of We movement, the district administration realized there needed to be a bridge between the learning and expectations taking place in middle and high school, specifically regarding Advanced Placement (AP) programs. Placing a focus on students mastering the skills that are necessary to be successful in high school AP programs needs to be addressed at the middle school level. The Colonial School District recognized the gap of skill mastery in students in middle school and adopted the SpringBoard program for Mathematics and English Language Arts. There are many programs to choose from, and the district decided to use

SpringBoard because it was proven to align with the Common Core State Standards.

It was determined to align with the Common Core Standards and provide rigorous lessons for students to build and master skills necessary for high school. Colonial adopted the SpringBoard curriculum in 2014 to prepare students for AP coursework in high school.

Performance Data

Students at William Penn High School, the only high school in the Colonial School District, are not performing adequately on AP exams, compared to other school districts in Delaware and the world. AP exams are scored on a scale of 1-5 and scores of 3+ equate to passing the exam. Students normally are enrolled in AP courses in High School and take the exam as a culmination assessment. Figure 1 displays the five-year score summary for William Penn, Delaware, and the globe. The passing rate is determined by the number of AP exams administered in total and the number of passing scores.



Delaware is closely aligned to the total percentage of students with a score of a 3+ globally. However, William Penn’s passing percentage rate is significantly lower and has shown an inconsistent pattern over the past five years. There was a steady slight decline until 2015 and there is still an 8% gap from the proficiency rate in 2011. This raises concern regarding the effectiveness of AP courses and preparation students receive. One concern is that teachers are not prepared with professional development and training to use the SpringBoard program effectively. Another concern is that students are not using the SpringBoard curriculum rigorously enough due to a lack of teacher preparation. Despite the fact that the number of students signing up for classes is both increased and decreased over the past five years, the scores do not reflect this movement (Judson & Hobson, 2015). William Penn has had more students enroll in

AP courses in 2013 and 2014, however, the scores do not reflect differently and remain flat. Figure 5 shows the number of student enrolled in AP courses and the percentage of passing scores.

	2012	2013	2014	2015
William Penn High School (080125)				
Total AP Students	278	319	315	220
Number of Exams	429	629	550	319
AP Students with Scores 3+	91	100	93	74
■ % of Total AP Students with Scores 3+	32.7	31.3	29.5	33.6

Figure 5. Five-year summary report of students enrolled in AP courses and percentage of passing scores on AP exams.

In the Colonial School District, central office administration is constantly looking for ways to improve the AP exam scores. There are multiple avenues to take to improve scores and Colonial has decided to implement the program created by the College Board, called *SpringBoard*, to target students in Middle School and improve literacy and math skills to better prepare them for AP courses and exams in High School. There is evidence of gaps between how students should be performing on AP exams and the results in the Colonial School District. Research supports the effectiveness of SpringBoard and the alignment of the Common Core State Standards. Kelleher (2004) states that “a huge variability in the proportion of exams that earn a 3 or greater should raise questions about the quality of instruction or educational resources provided in courses labeled Advanced Placement” (p. 10). I believe that

better implementation will lead to better student achievement on the AP exams. Better implementation would involve teachers participating in SpringBoard training to learn how to properly teach the curriculum. For this reason, teachers need to be properly trained in the SpringBoard program and need professional development opportunities to do so. The program needs to be taught with fidelity and embedded assessments need to be used with feedback from teachers provided, so that students are gaining the appropriate skills to perform better on the AP exams and know their areas of strengths and weaknesses based on the embedded assessment rubric. There is a common rubric that is used for all embedded assessments.

Program Description

SpringBoard was created in 2009 by the CollegeBoard to prepare students for the rigor of AP courses and AP exams. SpringBoard offers accelerated programs in both English Language Arts and Mathematics. The SpringBoard Compendium of Research (2011) states that “researchers have been interested in examining Advanced Placement (AP) and SAT participation and performance trends of the graduating cohorts of students who have attended high schools that have purchased the SpringBoard curricula” (para. 1). Their research shows that there is a correlation between schools using the SpringBoard program and increased AP student achievement. The program is built on research on how students learn best. The Compendium of Research explains, “in order to meet the needs of all students and to discover the most effective educational models for students who learn in different

ways, researchers have investigated a variety of educational models, some empirical and some theoretical” (para. 3).

SpringBoard has various strategies for teachers to use and incorporates challenging writing prompts to tailor skills for students. The program is aligned to the Common Core State Standards and holds students to the same rigorous expectations seen on AP exams in High School. Using SpringBoard as the vehicle for the gifted program provides students with the unique academic and social needs they have. SpringBoard reinforces critical thinking, disciplinary literacy, analysis, problem solving and application to real world situations within an English Language Arts and Mathematics context.

The Problem

Teachers are not well prepared to implement SpringBoard; the academic support program intended to boost students’ ability to perform well on AP exams. Teachers are not prepared to adequately teach the new SpringBoard program and students are not prepared with the necessary skill set to be successful in an AP environment. Adopting the SpringBoard program is one step necessary to raising AP exam scores, but professional development needs to be provided to assist teacher s in delivering the program effectively.

History of SpringBoard Implementation in Colonial

The district has spent three years so far addressing the problems and invested time and money into adopting the SpringBoard curriculum. The only professional development provided to teachers using the program in their classroom was given

prior to the pilot year to five teachers from each middle school. I plan on developing professional development that can be accessed online for teachers using the SpringBoard training to better prepare them to teach the curriculum. I will be using Schoology as a platform for my professional development. To determine the effectiveness of my professional development online modules, I will use a variety of data collection points. I want to use observations in the classrooms, along with surveys to collect data on teacher performance and I want to use formative and summative assessment data from students enrolled in SpringBoard classes to measure growth.

Organizational Role

Role in Organization

I have been employed by the Colonial School District since August 2010. I began teaching at Gunning Bedford Middle School that year in seventh grade Social Studies. Beginning in 2014, I started teaching eighth grade Social Studies at Gunning Bedford. I have previously and currently had many roles in the organization in addition to being a Social Studies teacher.

I became the Social Studies department chair during my third year of teaching in 2012 and am currently still currently hold the position at Gunning Bedford. During my tenure as the department chair, I have had the opportunity to attend numerous conferences on educational leadership and brought back information to share with my colleagues. I have presented to my department, school, and small groups during in-

service days with pertinent information regarding Social Studies and educational leadership topics. Additionally, all department chairs are required to attend four Social Studies Leadership Council meetings in the district each year. At the school level, all department chairs are required to attend monthly School Success Plan meetings with the administration to discuss department updates and success seen in the classrooms. This is also the time we review the School Success Plan and how it is being implemented in each department.

I have been the team leader since my fourth year of teaching in 2013, beginning in seventh grade and the previous two years in eighth grade. As a team leader, my role includes planning and collecting money for field trips, scheduling and leading parent teacher conferences, and holding weekly team meetings with the three other members on my academic team, including; the Science teacher, Mathematics teacher, and English Language Arts teacher. This is a time to discuss any problems or successes we are seeing in our classrooms, as we all teach the same students during the day.

Outside of the Social Studies department and academic team, I have also contributed to the school climate by coaching Girls on the Run and Cheerleading, and being the school Newspaper advisor. I have enjoyed getting to know students outside of the academic realm and have found that building positive relationships with my students outside of the classroom has been beneficial inside the classroom as well.

Role in Addressing the Problem

To address parts of the problem, I will explain my role in piloting and using the SpringBoard program to raise ELA achievement, as well as creating professional development modules to assist teachers in learning how to properly deliver SpringBoard.

As a Social Studies teacher, I previously taught Social Studies content during Enrichment at my school. Enrichment is 40-minute class period each day dedicated to remediation and acceleration for all students in our school. Simultaneously, our school began using Response to Intervention (RTI) two years ago during the 2014-2015 school year in English Language Arts (ELA) and Mathematics during this Enrichment period. With a focus being on Math and ELA, teachers were asked to align their Enrichment class with either subject area of Math or ELA. The district realized that nothing was being offered to students who were excelling academically and decided to adopt the SpringBoard program to challenge them. The district decided that it was adequately addressing the needs of students who required remediation, but not for students with needs for acceleration. I was asked in 2014 to take part in piloting the SpringBoard program at my school. Along with 14 other teachers from all three middle schools in my district, I attended a four-day training from a CollegeBoard representative in the district to prepare us for delivering SpringBoard. By using SpringBoard in the classroom, I have a role in helping to raise ELA achievement in middle school and teach students skills to be successful in AP courses in high school.

Additionally, this summer I worked with Dr. Nicholas Baker in District Office for my internship with the University of Delaware. A large part of my internship was dedicated to figuring out the logistics of using the SpringBoard program as our district's gifted and talented program. Before this school year, the district had never implemented a gifted and talented program for students. Originally, the idea was to start the gifted and talented program in Elementary School. However, at a meeting with the superintendent and assistant superintendent that I attended, I brought up the fact that we already use SpringBoard in our Middle Schools and this could be a program that would be suitable for the gifted and talented student. All parties agreed and we moved forward with the gifted and talented program, named the Colonial Acceleration Opportunity (CAO), utilizing SpringBoard as the core curriculum for Math and ELA. The use of SpringBoard has two goals. First, is to raise ELA and Math achievement scores measured with Reading Inventory scores, SmarterBalanced exams, and Embedded Assessments in the SpringBoard program. Second, build a bridge between expectations for students in middle school and at the AP level in high school. This "bridge" includes teaching students skills that they need in high school to be in AP courses at the middle school level with SpringBoard as the vehicle.

An issue that occurred when the district adopted SpringBoard was the lack of professional development that teachers had with using the program with fidelity in the classroom. I spoke with teachers using the program that expressed the problem with not having any training prior to implementing the SpringBoard program. This appeared extremely true when I was sent to the national annual SpringBoard Train the

Trainers conferences in Atlanta in April of last year, 2016. It was a rigorous three-day training, where teachers were required to deliver a lesson in front of their peers and receive feedback. My goal was to take the training I received and create online modules using the online management system, Schoology, that teachers delivering SpringBoard can access to better learn how to use the program effectively. Delivering the professional development online will enable SpringBoard teachers to better learn how to effectively implement the program. Since my SpringBoard Train the Trainers training, I have secured permission from Dr. Baker to deliver my SpringBoard turn-around training to teachers this coming Spring 2017 and teachers will receive snow hours for participating in the modules. I want to meet face-to-face, as needed, to follow up with any questions. Additionally, I plan to have teachers practice delivering a lesson, similar to the process I underwent to demonstrate my competency at the SpringBoard annual conference.

Responsibilities

My responsibilities include helping to raise ELA achievement at the middle school level by using the SpringBoard program in Enrichment with fidelity and creating online professional development modules for teachers in my district. I am responsible for teaching SpringBoard to two groups of students for two marking periods during Enrichment, which is equivalent to one semester or half of the school year. This is my third year teaching students SpringBoard during Enrichment. To collect data on their performance, I administer the Embedded Assessments that are part of the SpringBoard program to my students enrolled in the SpringBoard class. I

also use their SmarterBalanced assessment scores, marking period grades, and Reading Inventory scores to determine if there is any ELA achievement growth. It is my responsibility to use input and output data to determine the effectiveness of the program, at the middle school level. I can also use AP exam scores to determine if the SpringBoard program has helped raise AP exam scores at all. This responsibility of delivering the SpringBoard program is shared with six other teachers at my school, and 18 teachers total in the district who use SpringBoard during Enrichment for students.

It is also my responsibility to create and deliver SpringBoard professional development modules for teachers. The teachers that were not involved in the pilot training two years ago receive no training at all and are simply given the SpringBoard student and teacher edition workbooks. I was asked by the supervisor of curriculum to create online modules using the platform Schoology to deliver the professional development. The district has been moving in a blended learning direction for students and teachers in the past few years to allow easier accessibility. I created a professional development plan for SpringBoard over the summer as part of my internship. Additionally, I was asked to create a walkthrough observation tool to use to formally assess the practices of teachers using the SpringBoard program. This tool is not meant to be evaluative, but meant to provide feedback. The observation conferencing prompts within the tool are also tailored to the Colonial School District and SpringBoard. Also, the post-observation debriefing tool was designed to be used by administrators, whether or not they themselves had SpringBoard training.

Contribution to Professional Growth

This portfolio will contribute to my professional growth in numerous ways. First, I want to strengthen my ability to deliver the SpringBoard program effectively and productively in my classroom. I want to receive feedback from administration regarding my delivery of the program. Secondly, I want to practice using data to make conclusions and inform decision-making. In my previous coursework, I have analyzed SpringBoard data from my classroom alone. I would like to take this opportunity in my portfolio to expand my data collection and analysis to other teachers in my school and district. I want to be able to determine the effectiveness SpringBoard is having on ELA achievement in the district. I want to use data from the program itself, feedback from teachers and students, and high stakes assessment scores. I believe the more data points I use will strengthen my analysis of the SpringBoard program. Thirdly, I want to practice delivering and creating engaging and invigorating professional development for my colleagues. I have had experience delivering professional development in my district, however, I want more practice with creating professional development modules online that are engaging and worthwhile. Lastly, I want to provide an program evaluation of SpringBoard to my district to help determine the strengths and deficiencies moving forward, in regards to ELA achievement and the Colonial Acceleration Opportunity for the gifted and talented students. With the new gifted and talented program being introduced this year, the program being used will be reviewed to effectiveness and I would like to provide pertinent information regarding SpringBoard, the professional development opportunities for teachers for the program,

and the results. This professional development on better delivery of SpringBoard should contribute to an increase in AP exam scores at the high school.

Problem Statement

Statement of the Problem

Problem Statement: Teachers are not adequately prepared to teach AP students, which means that students are not prepared to be successful in AP classes and are underperforming on AP exams. The lack of professional development for SpringBoard teachers who are responsible to preparing middle school students who will enroll in AP courses in high school is one root cause of the problem.

Students and teachers are not prepared for AP coursework for High School. As referenced previously, there is gap in how students should be performing on AP exams and how the students in the Colonial School District have been performing in recent years. Colonial School District should be performing on the same level as the other high schools in the state of Delaware. This would mean William Penn would need to increase AP passing rates by at least 24% to address the deficit. The state of Delaware is comparable to the rest of the globe in AP pass rates.

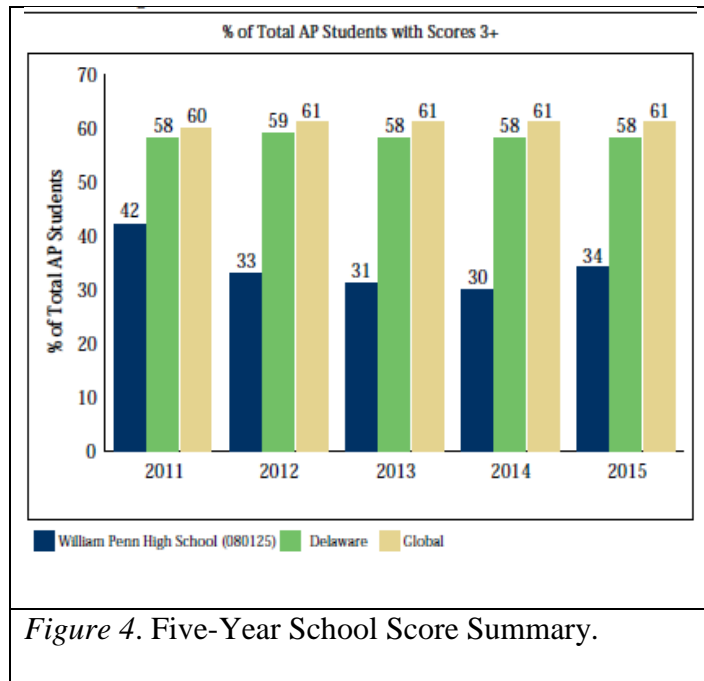
SpringBoard, as an instructional tool for middle school teachers preparing students for AP coursework, was introduced to the district in 2014 to better prepare students for AP coursework. Student performance in the SpringBoard class and AP courses should show an increase in achievement after implementation of the program. However, middle school teachers are not adequately prepared to teach AP courses, nor have they had adequate training on SpringBoard. With the implementation of

SpringBoard, teachers were not prepared to deliver the curriculum with fidelity. There was no professional development requirement for teachers who use the program. I believe this led to the relationship between inadequate teaching and underperformance. Professional development needs to be provided for teachers to prepare them to use the SpringBoard program. The support and knowledge gained in professional development modules will assist teachers and lead to better teaching in the classroom. If teachers are better prepared, students will be able to take advantage of this support and there will likely be an increase in AP achievement as measured by exam scores.

Students' grades do not correlate with their AP exam scores seen in the district. That is, students have high grades, but low AP test scores. I believe that the lack of rigorous curriculum is one reason the gap exists between student achievement in class and on AP exams. I believe that SpringBoard is a curriculum will increase the rigor of AP coursework and better prepare students for the AP exams at the middle school level.

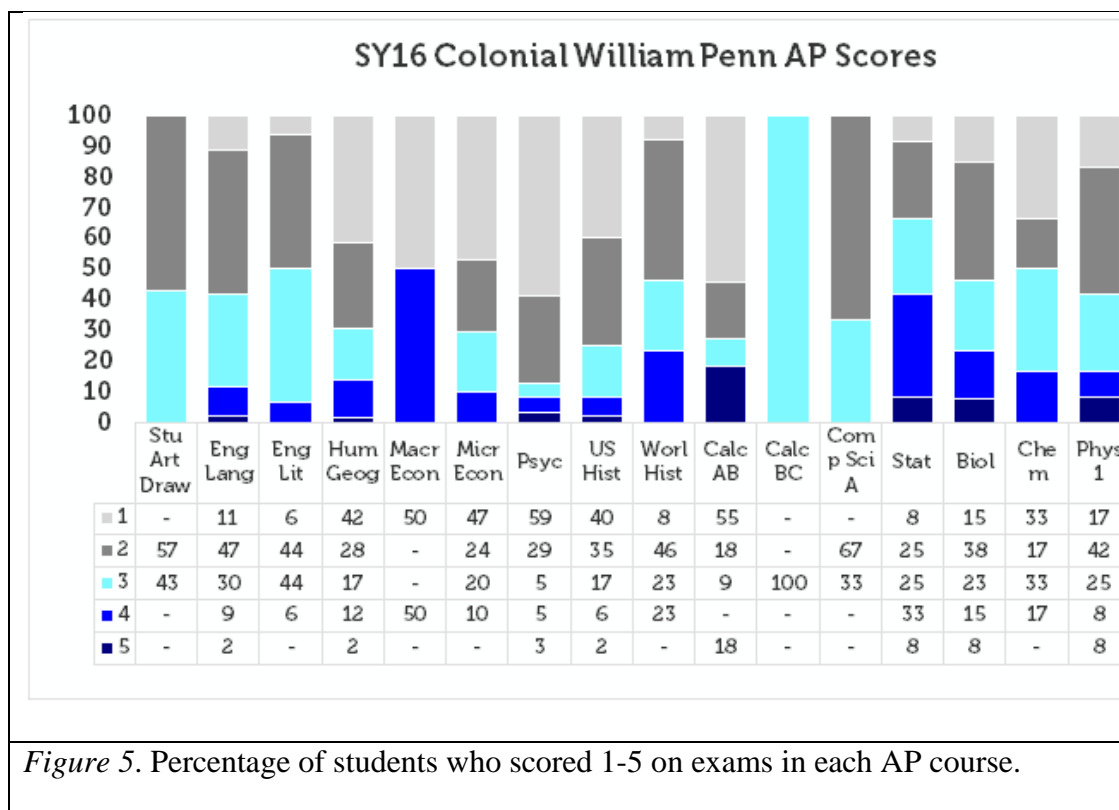
Empirical Evidence

Figure 4 displays the results of the AP performance at William Penn High School in the Colonial School District for the past five years.



There is a steady decrease in performance from 2011-2014, with a slight increase in 2015. Evidence shows that there are gaps between the performance at William Penn High School and the rest of the state of Delaware.

Figure 5 below shows the passing rate for each AP subject area, with each course showing scores from 1-5 on the AP exam. There is a higher failure rate four 14 of the 18 AP courses.



Problem Presented in Organization

With high school selection being a crucial decision in eighth grade students' lives, it is important that William Penn High School is seen as a competitive school. Students in Delaware have the choice to attend the district's high school, or select public and charter schools in other districts. If the community notices that Penn does not perform well on AP exams, William Penn will fail to attract the best and brightest student population, a population that is critical to the vitality of the school.

Problem Presented in Organization for Teachers

In regards to teachers being unprepared, the Colonial School District's vision states that teachers will be part of a collaborative community; "The goal is to create a

collaborative environment that will empower stakeholders to work together for the common good of our students and district”. The lack of professional development and support for teachers using the SpringBoard program does not live up to the expectation of creating a collaborative community that will support students learning to the fullest extent. This can become a problem because neither teachers nor students have the support to be successful with the SpringBoard program.

Policy Discussion

Students in the Colonial School District should be performing at, or above, the same level as other high schools in the state of Delaware. There is district policy for teachers to adequately deliver the SpringBoard program in all three middle schools. While there is not a state policy to support the SpringBoard program specifically, there is a policy regarding instruction for a gifted and talented program for each school district in the state.

The implementation policy for SpringBoard just recently changed and I am excited to be a part of the new policymaking process. The Colonial School District recently was required to create an action plan for a gifted and talented program for the district. This program will target students who will enroll in AP courses in high school. The original idea was to begin the program in elementary school and gradually move the program to middle and high school. The decision was made to use SpringBoard as the vehicle for the gifted and talented program in our district. SpringBoard will now be part of a larger policy for gifted and talented education. To

have a gifted and talented program, teachers need to be gifted certified and using SpringBoard would be a lot more feasible at the middle school level and would not require extra units like it would to create a gifted program in elementary school. The Delaware Department of Education created a regulatory implementing order for gifted and talented plans January of 2016. It states, “The Secretary of Education seeks the consent of the State Board of Education to establish 14 DE Admin. Code 902 Gifted or Talented Education Plan” (para. 1). This requirement forces districts in Delaware to create a gifted and talented plan. The policy will be determined at both the district and state level. The action plan for the gifted and talented program has been created at the district level and will need to be approved by the state of Delaware Department of Education to move forward in the district with using SpringBoard as the gifted and talented program.

In regards to best practice, it would be helpful for teachers to have a support system in the form of a Professional Learning Community (PLC), created specifically for teachers who use the SpringBoard program to prepare students for AP coursework. PLCs are used in all content areas currently in the district and members are required to meet for 90 minutes a week with people that teach the same subject. This PLC time is used to collaborate on best practices in the classroom, learning strategies, and using data to garner information. I think teachers would benefit from a virtual PLC through Schoology for support from others teaching the same curriculum.

Improvement Goal

Improvement Goal

Improvement Goal: The district will utilize the SpringBoard program to prepare students at the middle school level for AP coursework and exams and I will provide training for teachers to use the program effectively.

Although SpringBoard was introduced to the district two years ago, no training has been provided for teachers and there was no previous selection process for students to be in the program. There are two objectives in the goal I have for the district involving the SpringBoard program. The first part of my goal involves adequately preparing teachers by providing professional development modules on SpringBoard that participants can participate in online using the platform Schoology. The second part of the goal is to provide access to the SpringBoard curriculum for students in the district. With the district using SpringBoard as the gifted and talented program in middle school, there will be more access for students with a selection process. There is no program for gifted and talented at the high school level, other than SpringBoard, meaning that students having access to SpringBoard in middle school is the only opportunity to prepare them to be successful in their future high school AP courses.

Professional Development for Teachers

Goal- 100% completion of modules by all teachers.

Teachers will be required to complete professional development Schoology modules for Gifted Education Pedagogy and SpringBoard training. Dr. Baker, will evaluate whether all modules were completed by participants. The committee chosen

by Dr. Baker, comprised of teachers, parents, and administrators, will work to ensure there is 100% completion rate for all professional development. Below is the outline for the Schoology module and the description for each of the three modules I created using the resources I received at the SpringBoard Train the Trainers conference I attended.

Table 1.0 – Schoology Module Topics and Descriptions

Topic (Module)	Learning Objectives	Time Needed	Materials Needed
Overview of SpringBoard	<ul style="list-style-type: none"> -Teachers will learn how to create a collaborative classroom for SpringBoard, establish norms, and evaluate prior knowledge. -Teachers will become familiar with backward design. Backward design will be explained, which is the basis of the SpringBoard program. -Teachers will understand the purpose of Embedded Assessments and be provided with insight into the student and teacher experience of unpacking an Embedded Assessment. 	3-hour Schoology module.	Access to Schoology.
Purposeful Planning and Access to Rigor	<ul style="list-style-type: none"> -Teachers will be introduced to key SpringBoard unit planning resources to be able to develop an overview of the learning outcome of the units' Embedded Assessments. -Teachers will use interactive models to understand Embedded Assessments as formative assessments, identify how an activity addresses the Learning Target, and examine 	3-hour Schoology module.	Access to Schoology.

	how embedded learning strategies provide access to rigor.		
Understanding and Practicing Differentiated Instruction	<ul style="list-style-type: none"> -Teachers will analyze the concept of differentiated instruction and provide collaborative practice in making strategic adjustments and support for learners. -Uses interactive modeling to explore a differentiated approach to unpacking an Embedded Assessments and recognize opportunities for differentiation within lessons. 	3-hour Schoology module.	Access to Schoology.
Owning a SpringBoard Activity	<ul style="list-style-type: none"> -Teachers will learn how to apply SpringBoard planning resources and knowledge of best practices and student needs to continue planning rigorous activities that meet the needs of all learners. -Teachers will demonstrate their understanding of how to deliver a SpringBoard lesson through a video upload showing a lesson from the SpringBoard curriculum, and receive feedback. 	3-hour Schoology module.	Access to Schoology.

Professional Development Participation

Teachers will be required to participate in three SpringBoard modules on Schoology. In Table 2 below, the types of participation and assessments are outlined. There are purposely different types of participation and assessment to provide a clear image of participant completion and success. Instructional and assessment approaches are purposely varied, so that participants remain engaged and are required to demonstrate their understanding in multiple ways.

Module	Type of Participation	Assessment
Overview of SpringBoard	-Participants will watch videos, read passages, and participate in discussions.	-Participants will be required to answer a discussion question and post an answer.
Purposeful Planning and Access to Rigor	-Participants will watch an example of using rigor in a lesson, read passages, and participate in discussions.	-Participants will analyze a lesson and explain how to ensure rigorous learning will take place with an action plan.
Understanding and Practicing Differentiated Instruction	-Participants will watch videos, read passages, and work on their own lesson plan.	-Participants will upload a lesson plan taken from SpringBoard that includes evidence of differentiation.
Owning a SpringBoard Activity	-Participants will choose a SpringBoard lesson to demonstrate understanding of appropriately delivering and implementing a SpringBoard lesson effectively.	-Participants will choose from the approved SpringBoard lessons and upload a video of themselves delivering the lesson.

Access to SpringBoard for Students

Implementation of the SpringBoard program is a critical part of the district's strategy to address low AP exam scores. SpringBoard will be provided for a select group of students, that will be determined by the CAO committee, at all three middle schools in the district. The program is completed during semester classes (approximately eighteen weeks), during the forty-minute Enrichment period in each school. There are two classes of thirty students at each school, who have access to both the Math and ELA SpringBoard programs. Process (data collected during implementation of the SpringBoard program) and outcome data (data collected after

the implementation of the SpringBoard program) will be collected and evaluated for the success of students in the SpringBoard program.

Artifacts

Number	Artifact	Type	Audience	Description	Action Steps	Plans For IRB
1	PD Plan	PD Products	Participants	A plan outlining the SpringBoard training for teachers with content and assessment types.	Created this over the summer with the gifted plan for the district.	
2	Schoology Modules	PD Products	Participants	There will be three Schoology modules to train teachers in using SpringBoard. Teachers will complete these for snow hours.	Began working on the modules over the summer. I have completed one of three.	
3	Pre/Post Schoology Survey	PD Products	Participants	To determine growth with the understanding of SpringBoard, participants will complete a pre/post survey.	I have worked on a preliminary survey. I need to align the questions with the goals of the program.	Yes
4	SpringBoard Walkthrough Tool	PD Products	Participants & Administrators	An observation tool to collect data on teacher performance when utilizing SpringBoard in the classroom.	I created this tool during my summer internship.	Yes
5	Gifted Plan	Strategic Plan	District	The district needed to develop a gifted plan. We are using SpringBoard as the gifted curriculum in the middle school. I want to include this to show the reason for needing training for SpringBoard.	The gifted plan was submitted to the State of Delaware and suggestions for edits were sent back.	
6	Embedded Assessment Performance	Data Analysis Reports	Students	I will collect data on the progress students make on the Embedded Assessments during the SpringBoard class.	I am collecting the embedded assessments from students during this semester and next semester.	
7	Reading Inventory Performance	Data Analysis Reports	Students	I will view and compile an inventory for Reading Inventory (formerly Scholastic Reading Inventory, SRI) scores from the district for all middle school students enrolled in SpringBoard.	I spoke with the data specialist for the district about how to collect this data.	

8	SmarterBalanced Assessment Performance Data	Data Analysis Reports	Students	I will view and compile an inventory of SmarterBalanced scores from the district for all middle school students enrolled in SpringBoard.	I spoke with the data specialist for the district about how to collect this data.	
9	Program Evaluation of SpringBoard	Program Evaluations	District	Process and outcome data will be analyzed for academic achievement in English Language Arts for students enrolled in SpringBoard. This will inform me for	I will collect data in the classroom and work with the district's data specialist to collect data to evaluate the program districtwide.	
10	Needs Assessment	Needs Assessment	Teachers	I want to create a survey to compile a list of needs from teachers regarding training for the SpringBoard program to use with follow-up for participants in my SpringBoard Schoology modules.	I will create and administer to SpringBoard teachers in the district this year.	

Appendix M
LITERATURE REVIEW

Literature Review: Professional Development
Katy Johnson
University of Delaware

Evolution of Professional Development

“Teacher professional development is one of the keys to improving the quality of U.S. schools” (Desimone, 2011, p. 68). Many education policies and reforms rely heavily on teacher professional development to foster changes in student achievement and teacher accountability. However, Desimone continues with stating that “for decades, studies of professional development focused mainly on teacher satisfaction, attitude change, or commitment to innovation, rather than professional development’s results or the processes that make it work” (p. 68). Evaluation of teacher learning outcomes tied to professional development is necessary in ensuring that efforts are worthwhile and effective.

Quality professional development is typified when teachers’ experience a vast range of interactions and activities that likely lead to an increase in their knowledge and skills, improve their teaching practice, and contribute to their personal, social, and emotional growth (Cohen, McLaughlin, and Talbert, 1993). The format of professional can vary from teacher training in person to online modules. Professional development has changed over the years to best accommodate teachers and lead to growth in student achievement as a result. Standards have been created to help facilitate professional development efforts for schools and districts to provide the best models and experiences for all involved.

Professional Development Standards

With a focus in education being on standards for learning, it was inevitable that standards were created for professional development as well. In 2015, the Professional

Learning Association, *Learning Forward*, created the “third iteration of standards outlining the characteristics of professional learning that lead to effective teaching practices, supportive leadership, and improved student results” (para. 1). These standards are not a prescription for how professional learning and development should be framed, but are guidelines to keep in mind when creating adult learning experiences that are successful. Table 1 displays all seven standards and an explanation for each one. I have chosen to elaborate on the three standards that I believe affect my professional development project most greatly.

Professional Learning Standard	Explanation of Standard
<i>Learning Communities</i>	Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
<i>Resources</i>	Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
<i>Learning Designs</i>	Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
<i>Outcomes</i>	Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
<i>Leadership</i>	Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create

	support systems for professional learning.
<i>Data</i>	Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
<i>Implementation</i>	Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Table 1. Professional Learning Standards from Learning Forward website.

One standard for professional learning is data: “Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning” (Learning Forward, date). Various data, such as needs assessments, achievement data, and baseline data, are important for determining goals for professional development. These data can be used to set the purpose for learning and guide the development of specific metrics and reasonable benchmarks as a result of the professional learning experience.

Another standard for professional learning is learning communities: “Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment” (Learning Forward, 2017). Learning communities have been a focus in education for the last ten years. The idea is to have a group of accountable teachers or professionals in a group, or

community, to create common goals in their area of study. A professional learning community provides support and encouragement for teachers. These learning communities can be effective with professional development experiences if there are questions or concerns, or exemplars of success. Cochran-Smith & Lytle (1999) speak to how teacher learning can happen in multiple ways, one being knowledge in practice; “a conception that is prominent in various initiatives that enhance what teachers know and improve classroom practice” (p. 262). Furthermore, the researchers explain to “improve teaching, then, teachers need opportunities to enhance, make explicit, and articulate the tacit knowledge embedded in experience and in the wise action of very competent professionals. Facilitated teacher groups, dyads composed of more and less experienced teachers, teacher communities, and other kinds of collaborative arrangements that support teachers’ working together to reflect in and on practice are the major contexts for teacher learning in this relationship” (p. 262-263). Teachers have the opportunity to learn from each other when they have the ability to work in collaborative communities.

One last standard for professional learning is learning designs: “Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research and models of human learning to achieve its intended outcomes” (Learning Forward, 2017). It is important to select the best learning design for professional development opportunities to benefit the participants. When professional development is given during one sitting with no follow up, the material learned is easily forgotten and the purpose of having professional

development is lost. Depending of the location of participants, online modules may be used for convenience. Online learning allows participants to complete activities at their own pace, without traveling or leaving their homes.

Principles of Adult Learning

Adults and children do not learn the same way. For teachers, setting up a professional development session with the same mindset as a classroom lesson may not yield the same expected results. Zepeda (2012) explains that adult learning theory “integrates action learning, experiential learning, self-directed, and project-based learning” (p. 47). Furthermore, she explains that for professional development to be effective, it should be built on ownership, appropriateness, structure, collaboration, internalization, reflection, and motivation (p. 47). Adult learning is driven by intrinsic motivation and reflection on practice. Ryan and Deci (2000) introduce the self-determination theory, describing it as “is an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation” (p. 68). Furthermore, they cite intrinsic motivation as the inherent tendency to seek out new challenges and novelty. However, “despite the fact that humans are liberally endowed with intrinsic motivational tendencies, the evidence is now clear that the maintenance and enhancement of this inherent propensity requires supportive conditions, as it can be fairly readily disrupted by various nonsupportive conditions” (Ryan & Deci, 2000, p. 70). While intrinsic motivation cannot be forced, the conditions under which adult

learners make decisions can provide a supportive environment where they are motivated to participate. In this case, learners have the opportunity to increase their practice with the SpringBoard program. The collaborative atmosphere will help adult learners connect and feel a purpose for participating in professional development. Jean Lave (1992) discusses the importance of learning in a collaborative environment; “Knowledge and skill are always to be found in practice in communities of practice. The commitment, sustained effort, engagement, history, and immediacy of deep knowledgeability are part of what communities of practice are, and partly what practitioners are, but each is part of the other. There are interesting avenues of research to pursue in order to explore the conditions and possibilities of deep knowledgeability in communities of practice” (p. 3). People thrive when they work in communities because they can build knowledge from each other and each become one part of a larger community.

Dallello and Martinez (1988) describe five principles of adult learning to consider when creating professional development experiences (p. 48), as seen in Table 2 below.

Principle of Adult Learning
1. Adult-learning is more “self-directed” and the impetus of learning is to share information to generate one’s own need for learning.
2. Adults seek knowledge that applies to their current life situation; they want to know how this new information will help them in their development.
3. Life experiences shape their readiness for learning.
4. Adults have differing levels of readiness to learn.
5. Staff who voluntarily attend in-services, workshops, and seminars usually are those who have determined that they want to learn more.

Table 2. Principles of Adult Learning.

The first principle is that adult-learning is more “self-directed” and the impetus for learning is to share information and to generate one’s need for learning. The second principle is that adults seek knowledge that applies to their current life situation and they want to know how new information will help in their development. A strategy to engage learners with these two principles is to give opportunities to apply new knowledge to what they already know or have experienced, to contextualize their learning in an authentically valuable way. The third principle is to consider life experiences adult learners have had and how that shapes their readiness for learning. All adult learners, especially teachers, have different years of experience and in different environment. David Ausubel (1960) proposed the meaningful learning theory, suggests that “to learn meaningfully, learners must relate new knowledge (concepts and propositions) to what they already know” (p. 267). Learners’ readiness to learn or acquire new information is based on prior knowledge and experiences. Furthermore, professional development should be differentiated and provide choice to adapt to all learners participating. An extension of the previous principles, the fourth principle takes into account the different levels of readiness to learn that adults have. To determine readiness for my SpringBoard professional development, I will collect data prior to participation in professional development to tailor modules to meet the needs of all learners. The last principle is that staff who voluntarily attend in-services, workshops, and seminars usually are those who have determined that they want to learn more. Funding is not always available for workshops and professional

development, so participation may depend on whether or not people volunteer to be a part of it. In this case, participants volunteered to participate in my professional development, which shows that they have intrinsic motivation to learn more and increase their teaching effectiveness.

The principles of adult learning connect to Victor Vroom's expectancy theory. Victor Vroom (1964) describes the expectancy theory as "behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and minimize pain" (p. 789). According to Vroom, "expectancy can be defined as a momentary belief followed by a particular outcome. The range of expectancy can be from zero to one...an expectancy of one is a person's subjective certainty that his act will be followed by an outcome" (p. 790). In this case, participants who agree to take part in my professional development are expecting a positive outcome when teaching the SpringBoard program.

One way to determine if adult learning principles have been followed and accounted for is to assess participants' learning at the end of the professional development session or workshop. Guskey (2000) explains that "true professional development should be a learning experience for all" (p. 121). The purpose of professional development for adult learners is to have an impact on their current practice and real-life situations, which can be done through collecting evidence and assessing professional development against the adult learning goals.

Designing Professional Development

When designing professional development, various models can be used. Guskey (2000) describes seven distinct models of professional development; training, observation/assessment, involvement in a development/improvement process, study groups, inquiry/action research, individually guided activities, and mentoring. Training is the “most common form of professional development and the one with which educators have the most experience” (Guskey, 2000) p. 22. Training is the usually the most cost-effective, especially with large groups of educators, which professional development in schools is typically focused on (citation).

In a different approach to professional development, observations can be used. Guskey explains, “one of the best ways to learn is by observing others, or by being observed and receiving specific feedback from that observation” (p. 23). Observations present a unique opportunity to discover elements of a lesson that may have gone unnoticed. Closely related to observations, is the idea of coaching. Zepeda (2011) explains that “the purpose of coaching remains clear and consistent: to improve instructional practices of teachers in order to increase student learning” (p. 143). Coaching involves colleagues working with teachers in their classrooms to observe, and debriefing afterwards to improve teacher practice and student achievement (Zepeda, 2011, p.143). Some schools have instructional content coaches who work with teachers, and some school use peer coaching, where teachers observe and debrief with colleagues. Coaching provides a unique opportunity to observe and give feedback informally to improve practice and student achievement.

Effective Professional Development

Too often in education, professional development is presented in a one-time, one-shot format, with little to no follow up or opportunity for feedback (citation). This usually leads to unsuccessful professional development sessions, which then leads to unsuccessful implementation of improved practice. These formats of professional development are often presented as a districtwide design, and may be cost-efficient, but run the risk of leaving no impact for teachers and administrators (citation). On the other hand, Guskey explains the alternative option for implementing professional development of the site-based design; “because decisions about professional development goals, content, models, and evaluation procedures are made at the school level, efforts are more likely to be contextually relevant” (2000, p. 29). When professional development efforts are site-based, more specific and realistic goals can be made and evaluated (citation).

Zepeda (2011) explains that another model of professional development to use that is site-based is job-embedded learning (p. 75). She states that, “job-embedded learning occurs in the context of the job setting and is related to what people share about what they learn from their teaching experiences, reflecting on specific work experiences to uncover new understanding” (Zepeda, p. 75). Job-embedded learning makes it easy for participants to take part in professional development, due to the convenience of location and time. Additional attributes of job-embedded learning include features such as, formal or informal learning contexts, promotion of immediate application of what is learned, and a link between current information and previously learned information or misconceptions.

Evaluating Professional Development

Guskey (2000) explains that while evaluating professional development is not a new topic in education, “only in rare instances, have these evaluations been particularly insightful or informative” (p. 40). Similar to the various options of professional development models, there are numerous ways to evaluate the professional development for active participation, knowledge gained from professional development, and changes seen in classroom implementation. Guskey suggests that evaluation should be systematic and formal, by relying on data collected during professional development efforts. Evaluation, which is systematic, can take place with action research and assessment in professional development to use quantitative data to determine effectiveness. Fullan (1982) warns of the difficulty of the process of systematic data collection: “There are three major interrelated problem areas that seem to plague any program evaluation: what information to collect, how to gather it, and above all, how to use it” (p. 247). So what does the literature say about how to address these issues – I can send you some teacher action research literature if that is helpful?

Alternatively, McNamara (2007) offers a more streamlined and practical definition of program evaluation: “Program evaluation is carefully collecting information about a program or some aspect of a program in order to make necessary decisions about the program. Don’t worry about what type of evaluation you need or are doing—worry about what you need to know to make the program decisions you need to make, and worry about how you can accurately collect and understand that information” (p. 6). Zepeda (2011) adds that “program evaluation is an iterative

process and program evaluation related to professional development in particular, requires examination of program goals, duration of professional development activities, levels of implementation, change in beliefs and practices, and myriad factors including the professional developer” (p. 22). This evaluation approach can be qualitative, relying on survey and study groups relating to the professional development efforts. I think that collecting qualitative data is the best solution to evaluating a program because it gives a breadth of information that can be used to make necessary program decisions.

Regardless of the evaluation system used, the purpose is to evaluate whether the goals of the professional development efforts were met. If the goals for the professional development were not met, reflection needs to take place to determine future changes and adaptations.

Summary

In conclusion, there are many professional development models available for adult learners and many options for evaluating professional development. I decided to use online professional development, which caters to the adult learning principle of being “more ‘self-directed’ and the impetus for learning is to share information and to generate one’s own need for learning” (Daleliew & Martinez, 1988, p. 48). Online professional development modules allow participants to move at their own, self-directed pace. To evaluate the professional development modules, I will collect data through observations and by collecting qualitative data through conversations with participants to determine any relationship between my professional development

modules and an increase in teacher effectiveness when delivering the SpringBoard program.

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Appendix N

IRB APPROVAL LETTER



RESEARCH OFFICE

210 Hullen Hall
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DATE: February 6, 2017

TO: Katelyn Johnson
FROM: University of Delaware IRB

STUDY TITLE: [1001785-1] SpringBoard Professional Development for Teachers

SUBMISSION TYPE: New Project

ACTION: APPROVED
APPROVAL DATE: February 5, 2017
EXPIRATION DATE: February 4, 2018
REVIEW TYPE: Expedited Review

REVIEW CATEGORY: Expedited review category # (7)

Thank you for your submission of New Project materials for this research study. The University of Delaware IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All sponsor reporting requirements should also be followed.

Please report all NON-COMPLIANCE issues or COMPLAINTS regarding this study to this office.

Please note that all research records must be retained for a minimum of three years.

Based on the risks, this project requires Continuing Review by this office on an annual basis. Please use the appropriate renewal forms for this procedure.

If you have any questions, please contact Nicole Farnese-McFarlane at (302) 831-1119 or nicolefm@udel.edu. Please include your study title and reference number in all correspondence with this office.