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The Evolving Teacher
The Delta Kappa Gamma Bulletin

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Submissions to the Bulletin, a refereed publication, are reviewed by the Editorial Board and the Society editorial staff. Selection is based on relevance of the topics addressed, accuracy and validity, contribution to the professional literature, originality, quality of writing, and adherence to Submission Guidelines (see page 47). Editorial Board members evaluate each submission’s focus, organization, development, readability, and relevance to the general audience of Bulletin readers. Due to the diversity of the Bulletin audience, material that expresses a gender, religious, political, or patriotic bias is not suitable for publication.

Please send materials to bulletin@dkg.org or to Bulletin Editorial Staff, The Delta Kappa Gamma Society International, 416 W. 12th St., Austin, TX 7871-1817.
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Call for Submissions

Members are encouraged to submit manuscripts for consideration by the Bulletin Editorial Board. The Delta Kappa Gamma Bulletin: Journal accepts research-based articles including Action/Classroom Research, Qualitative Research, Quantitative Research, Reviews of Literature, Program Descriptions, Position Papers, and Book/Technology Reviews. The Delta Kappa Gamma Bulletin: Collegial Exchange accepts articles of a more practical, personal nature, including Classroom and DKG Practices/Programs, Viewpoints on Current Issues, Personal Reflections or Anecdotes, Inspirational Pieces, Biographies and Interviews, Book and Technology Reviews, and Creative Writing.

Submissions should be focused, well organized, effectively developed, concise, and appropriate for Bulletin readers. The style should be direct, clear, readable, and free from gender, political, patriotic, or religious bias. For more detailed information, please refer to the Submission Guidelines on page 47 and the Submission Grids on page 48.

Listed below are the deadlines and, where appropriate, themes. Although there is a suggested theme for each issue of the Bulletin: Journal, manuscripts on all topics are welcome. The Bulletin: Collegial Exchange is not theme-based.

Collegial Exchange (86-2; Print)
(Postmark deadline is August 1, 2019)

No designated theme

Journal: The Ways We Learn (86-3; Online)
(Postmark deadline is October 1, 2019)

Brain Research • How Individuals Think/Organize • Technology Impact • Storing and Processing Information • Models of Instructional Delivery • Formal/Informal Learning • Experimental Learning

Collegial Exchange (86-4; Online)
(Postmark deadline is December 15, 2019)

No designated theme

Journal: Evolving Nature of Schooling (86-5; Online)
(Postmark deadline is March 1, 2020)

Public Education in an Era of Change • Alternative Models • Charters • Home Schooling • Vouchers • Online Learning and Education • Responses to Social Issues • International Perspectives • Private Education

Submit all materials to:

Bulletin Editorial Staff
bulletin@dkg.org
At times, I have been intrigued by the romantic image of the earliest teachers—folks like Plato, Socrates, and Hippocrates—who, according to lore, would sit beneath a tree imparting wisdom to students gathered around them. Indeed, this image of the teacher as expert and sage imparting information and understanding to others has been deeply embedded in educational philosophy and policy over the centuries. In 2019, however, information is a very public commodity, available to one and all via the Internet, apps, and YouTube. Discussion about and sharing of information on virtually any topic is available via social media—and accessible not only at a desk but via a handheld device anywhere and anytime. As Lister (2016) poignantly and provocatively noted, “So in an age when you’re able to teach yourself anything, what is the point of a teacher?” This perhaps painful question raises the challenge embedded in the focus of this issue: the evolving teacher.

Trybus sets the stage for the issue with a consideration of the evolving role of teachers amid change. Her comments are based on an interview with Dr. Glenn Schlichting, a former superintendent who implemented a culture of shared leadership in his district. Noting that “teachers are the most significant factor that impacts student achievement,” Trybus and Schlichting focus on shared accountability, shared leadership via teams and professional learning communities, and teacher decision-making as key to the evolving teacher.

Other articles demonstrate how teachers are developing the agency suggested by Trybus and Schlichting. Macías Navarro explains initial research in her school to analyze the values need to promote peaceful coexistence. Her article illustrates both the idea that teachers are taking initiative to conduct action research and the idea that teachers have a key role in shaping the values of their students. Smith follows with a report on another action research effort assessing the value of a school-based pre-K program—the results of which challenge conventional thinking. Morris and Shockley report on field-based professional development that clearly consists of designing and facilitating a great learning experience for participants. The need to focus on the needs of each student is further illustrated by Adcock and Surface, who urge educators to explore options for helping young people prepare for college and careers. The issue closes with Pollard’s review of a book considering the POWER of teacher leaders, bringing the “discussion” in this issue full circle to the initial article.

Unequipped with modern technology, the ancient sages shared knowledge and, through their wisdom, provided guidance to the individual students before them. May members of Delta Kappa Gamma, as key women educators who pursue the same goals as the ancients, embrace the need for constant evolution in an ever-changing world. Doing so will keep the Society “forward moving ever.”

Judith R. Merz, EdD
Editor

Reference
The Evolving Role of Teachers Amid Change

By Margaret Trybus

This article continues a series initiated by members of the Bulletin’s editorial board. The goal of the series is to provide insight on a topic or work related to the theme of the issue. Here, editorial board member Trybus shares thoughts on the issue’s theme based in part on an interview with former superintendent Dr. Glenn Schlichting, LaGrange School District 105, LaGrange, Illinois.

The role of the teacher has changed. The complexities of teaching have expanded beyond the classroom and require knowledge and ways to address school and district improvement. Teachers are involved in the complex intricacies of curriculum, instruction, and pedagogy to reach diverse learners that show evidence-based results. Expectations that teachers can deal with the needs of multiple stakeholders—students, parents, administrators, community members, and federal and state governments—point to the demands that teaching entails. The primary role of today’s teachers is not only to educate students but also to be agents of change.

In order to survive in today’s schools, teachers are accountable for these multiple roles. Teachers have to reach high standards, possess highly effective communication skills, and build teams within professional learning communities while retaining up-to-date knowledge of their content areas. They have to understand diverse student learning styles because what worked with one group of students may no longer be effective. They have to be adaptable, ready to change, and part of shaping a professional climate that promotes investigation, collaboration, and shared leadership.

Establishing a culture of shared leadership is centered on the common belief that teachers are the most significant factor that impacts student achievement. The investment in teachers, therefore, is the critical role of leadership. Leadership takes many forms, not just centered on those in positional power such as the superintendent and principal. Teachers are emerging as leaders when they are in a system that promotes their development by setting common expectations that are understood.

In an interview with a successful school superintendent and principal, the issue of establishing a culture of “shared leadership” with teachers was discussed. This administrator offered insights into establishing a school culture that is the result of a mindset of shared accountability, shared leadership, and teacher decision-making.

Accountability is not just a function of formal power. This superintendent found that flattening the hierarchy was key. As a result of the many layers in education, the system is inefficient, and teachers work in isolation. Modeling after business where team members observe and help each other to improve, this superintendent believed that accountability could become an expectation when a culture of collaboration...
to be accountable was formed. To accomplish this, teachers at his district “wanted to influence and be influenced by each other.” They wanted to demonstrate growth in student learning, not because they had to be accountable, but because they were passionate to help each other teach in order to help students learn. They freely observed and provided performance feedback to each other. They were accountable to each other before they approached the district and state mandates.

The second insight expressed by the superintendent was establishing building leadership teams, composed of teachers working with administrators. A shared leadership model was created where ideas, challenges, and successes were freely discussed. Teachers saw serving on a leadership team as an opportunity to develop into a formal or informal teacher role. This strategy encouraged novice teachers to aspire to become leaders as opportunities to develop these new roles became available. Teacher leaders grew into professional developers as a “train the trainer” model showcased teachers sharing best practices. Colleagues trained each other without fear of failure, and a culture of camaraderie emerged. Administrators trusted teachers to show proficiency in research-based strategies, as well as results. Test scores were no longer feared and misunderstood…rather a “data safe culture” developed and became part of the professional learning communities that evolved. Teacher leadership was a goal for teachers who showed enthusiasm and results to accomplish the vision and strategic goals of the school. As emerging leadership gained momentum, the school culture encouraged innovation rather than the negativity that results when external forces demand change. The administrators understood the tension that results when teacher workloads become demanding without resources and support. The shared leadership model was a system that helped teachers improve

“The success of our schools and our children is increasingly dependent on the combined efforts of teachers, administrators, and families working together.”

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through collaboration, which became a required component of building a strong school culture. Without being collaborative, a teacher would not survive and was not a good “fit” in this school environment.

Teacher decision-making was the last insight shared by the superintendent. Shared leadership requires teachers not only to be collaborators but also facilitators and decision makers. In this district, teacher decision-making was seen as a way to produce a better school culture. The superintendent believed “teachers influence the whole school,” so teacher efficacy was a belief that change can only happen through the efforts of teachers. The teacher can make a difference in school systems when his or her decisions are considered, supported, and respected. To accomplish this, systems where teachers brainstormed solutions to problems were created. Teacher committees made decisions that resulted in teachers “stepping-up,” volunteering for projects, and freely coaching and mentoring each other. Shared decision-making empowered teachers to have their voices heard and led to their feeling of being included in any decisions to change. In this way, improving teaching and student learning was an accepted part of the teachers’ role and responsibility.

The success of our schools and our children is increasingly dependent on the combined efforts of teachers, administrators, and families working together. Teachers are not only called upon to interact with children but are expected to interact with each other in increasing measures. The future of school improvement and change rests with a mindset of shared leadership between teachers and administrators. It is a future of increasing demands that can be met when a school develops a culture of collaboration, teacher empowerment, and shared decision-making. The extent to which teachers are prepared to face these demands will require a personal investment in growth and the wisdom to embrace the complex and evolving role of being a teacher, which goes beyond the classroom.
The crisis of values in educational contexts makes coexistence hard. Therefore, educational institutions such as the Primary School “September 16th” in San Luis Potosi City, Mexico, where this research is developing, focus on relationship problems between students, teachers, and parents who coexist in the classroom. The applied research described in this article used a qualitative approach to diagnose issues related to coexistence at the school. One of the purposes was to identify the most essential values for a peaceful coexistence according to the perceptions of the participants, who were first, second, and third grade students with their respective parents and teachers. Research techniques included interviews and direct observation. The analysis of information indicated that the participants believed the absence of love dehumanizes and the lack of respect triggers violence between people; love is a value necessary to act correctly with others to allow a peaceful coexistence.

Introduction
At the Primary School “September 16th” in San Luis Potosi City, Mexico, an ongoing research project is focused on improving the coexistence of those in each classroom and the school as a whole. The first phase of this research described here has involved diagnosis of the perceptions of the individuals involved regarding what contributes positively to coexistence. Results have suggested that tolerance, friendship, respect, honesty, and love are values that the actors perceive as indispensable to be able to coexist peacefully. Sathya (2005) defined love as the value that gives us the resolution to act correctly with others, favoring respect in coexistence as love is essential for interpersonal relationships.

Love has the virtues of kindness, tolerance, care, empathy, and compassion for those who live by one’s side. As Carvajal and Fierro (2002) noted, “The greatest virtue is Love.” However, simply generating experiences for the students in which considerate and respectful treatment is involved and mitigates mistreatment or discrimination is not the same as love. When love is practiced, there is no possibility of doing harm to anybody; rather, one seeks the well-being of the others (Carvagal & Fierro, 2002).

To meet the primary goal of education—learning—it is necessary to provide an adequate environment where the teaching-learning process flows. Lindstrom (2005) mentioned that the school environment is shaped by the physical and social environment, where interpersonal relationships are developed in daily coexistence. Therefore, to build an adequate environment, it is necessary to improve coexistence based on human values such as love, the cornerstone of the character that determines
the actions of people (Sathya, 2005). A person who acts with values can build a peaceful coexistence.

The environment that is visualized will be based on the value of love and its virtues to improve coexistence within a school. The values affect the behavior of individuals, change their ideas, and condition their feelings. Dynamic and chosen from various alternatives, the values determine the decisions to act. “It depends on what is internalized in the process of socialization, ideas and attitudes that we reproduce from different socializing instances” (Carreras, 2003).

**Purpose of the Study**

The purpose of this preliminary study was to diagnose values perceived by participants as key to peaceful coexistence. Information obtained from the participants will help researchers to analyze what values—such as respect, tolerance, honesty—have their origin in the value of love and the meeting points to promote a peaceful coexistence.

**Theoretical Bases**

For this limited research, values were studied from three perspectives: sociological, psychopedagogical, and philosophical. Heller (1995) addressed the sociological perspective, which recognizes values as cultural products of different human groups and has a basis in the theory of Vygotsky (1995), who considered the historical-cultural approach. Investigating the psychopedagogical perspective, Kohlberg (1998) considered the values studied as individual constructions that define life orientations, a mindset linked to the theories of Piaget (1985) relative to stages of children in their learning. The third perspective, developed by Sathya (2005), involves a philosophical approach and has been framed by many philosophers since ancient times. This ideology is based on the importance of the spiritual awakening of the human being and self-knowledge in order to express values in coexistence with the other. Sathya’s message to educators is the purpose of all education should be that students form a character that defines them as people with their own will to realize their life projects, because knowledge, skills, and virtues are of no use if they do not help one to be fulfilled in life.

Many classifications of values exist, but for this research, we adopted Sathya’s (2005) philosophy, which synthesizes all of them into five human values and their virtues:

1. **Love** (self-acceptance, patience, calm, self-control).
2. **Truth** (gratitude, sharing, friendship, tolerance, forgiveness, care of the environment).
3. **Righteousness** (responsibility, cleanliness, effort, initiative, respect, obedience).
4. **Peace** (sincerity, integrity, equality, reasoning, optimism, compliance).
5. **Nonviolence** (communication, brotherhood, respect for life, courtesy, service, teamwork).

Human values are needed in school coexistence. Furlan, Saucedo, and Lara (2013) mentioned, for example, the importance of “all those actions that allow individuals to live together through dialogue, mutual respect, reciprocity and putting in practice of democratic values and a culture of peace” (p. 56). Democratic values refer to the ways in which disagreements and conflicts that arise in the group are managed so
that agreements are always solved by peaceful, nonviolent means, reflecting values of communication, brotherhood, respect, and teamwork, among others. We cannot talk about a peaceful coexistence if there is no democracy and inclusion in school coexistence. Human values favor that personal and collective relationships are based on appreciation, respect and tolerance, prevention and attention to risky behaviors, the care of spaces and common goods, the repair of damage, and compliance with norms that the value of rectitude constitutes.

**Definition of the Study Problem**

A big concern for government and society is the increase in problems like drug addiction, vandalism, and corruption, among others. These issues show failure to practice the human values in society. Accordingly, peaceful coexistence has become an emerging issue for educational institutions because the lifestyles around educators promote very different ways of relating and living together.

The negative environment challenges schools to alleviate as much as possible the complex situations that affect teaching and learning in schools. So, what are the values that must be present in the coexistence so it becomes peaceful for students, teachers, and parents? Taking into account the opinion of the participants in the school was important in order to identify elements that would help values to be adopted in the daily practice of coexistence.

In Mexico, basic level schools have meetings (Technical School Councils) between teachers and management every last Friday of the month. The purpose of these meetings is to plan and resolve ways of working at school. In the Technical School Councils (CTE) at the research site, efforts have been coordinated to work on programs that address peaceful coexistence and values. However, these programs are not followed up properly or do not come to fruition. Some teachers report that the way they have approached the teaching of values has been through activities such as story reading, health care, and emotion management. Each of these is initiated by the individual teacher and not practiced by all; activities are chosen based on the consideration and relevance that the teacher assigns to such activities. In a situation of coexistence where values are not practiced, it can hardly be peaceful. The Reference Framework on the Management of School Coexistence from the Public School (Naime, 2015) mentions in this respect that

> How children will coexist will depend on the kind of adults they become. Children are not the future of the human community; adults are. We are the future of our children, because they will be as they live with us. The future is in our present. (Maturana & Dávila, 2006, p.56)

The new educational model proposed in the Framework also aims to improve educational quality, which is reflected in a coexistence where universal values are practiced, such as respect, honesty, and love.

According to the prescribed self-evaluation guide of school life, school coexistence is “a dynamic and under construction process that allows establishing democratic and inclusive relationships, therefore peaceful, between the actors of the school community, favoring learning spaces and the school climate” (Fierro et al., 2013, p. 2). Achieving peaceful coexistence requires the conjugation or fusion of certain values, such as the ability to maintain both personal and collective relationships sustained in appreciation, respect, tolerance, and prevention of and attention to risk behaviors. No less important is also the care of spaces and common goods and the
The repair of damage, which are related to the virtues that are included in the value of love according to the philosophy of Sathya (2005). A peaceful coexistence oriented in values improves all relationships, which in turn promotes and favors the teaching-learning processes.

**Methodology**

The paradigm that led this research was interpretive-hermeneutic, also known as a social-critical approach, which seeks to describe or explain the reality of a context. The focus of this paradigm was qualitative, with a type of applied research that aimed to resolve conflicts manifested in an educational institution. The purpose of a qualitative approach is descriptive based on the events in the life of the group, focusing on the social organization and on the behavior of each subject and his or her relationship with that of other members of the group (Martínez, 2007).

Applied research is closely linked to basic research, because it depends on the scientific principles of the latter for its execution. The application starts from the identification and diagnosis of an educational situation to promote changes or improve it. When applying the knowledge of a practical investigation, others approaches can be generated in such a way that there is that continuous flow between basic and applied research. According to Celaya (2014), there are three paths in applied research. This work corresponds to the third path, in which knowledge is generated in the first stage to apply it, systematize it, and evaluate its operationalization. Applied research requires a theoretical framework, which, in this case, selects a theory that is exposed in its central concepts and contextual features according to the identified problem situation.

Applied research forms a very close relationship between science and society based on the above. Applied knowledge is returned to the demand areas, located in the context, where the situation will be intervened, transformed, or improved. According to Padrón (2006), applied research is that type of scientific study aimed at giving answers to problems of daily life or controlling practical situations. For Civics and Hernandez (2007), applied research is distinguished by the way in which it analyzes social reality and applies its findings in the improvement of strategies and concrete solutions that allow creativity to develop for new and innovative proposals.

The purpose of this applied research was to improve the learning and teaching practices, the center structure and their dynamics, the involvement of the students, and other factors associated with meeting better results and educational quality. This improvement, said Martínez (2013), should arise from the need of the educational center, be contextualized, desired, and collaborative. To achieve this improvement, it is important to diagnose and identify educational needs. Also, it is important to determine at what level or phase of prevention the problem occurs to be able to intervene, either through empowerment (in which this research is located), elimination of causes, or alleviation of such situations.

**Information-gathering Techniques**

To obtain information, two research resources were used: interview and observation (see Figure 1). The interview was semi-structured (Figure 2). Its goal

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"To practice love in coexistence, one must give without expecting anything, unconditionally."
was to obtain information in a personal and direct way from students, parents, and teachers about the practice of values in school and family. Three semi-structured interview guides were adapted for the different categories of subjects. Participating subjects included 10 teachers and school personnel, 9 students, and 9 parents. The teachers’ sample was a matter of convenience because they were a great source of information; parents and students were available.

Direct observation recorded by video camera was also used (Figure 3). Boggino and Rosekrans (2004) reported that observation is used when the purpose is to change practices in schools and in the classroom. The observation must be focused on the facets that are intended to change, and the instruments must be consistent for the collection of information. The objective in this case was to observe in a direct way the coexistence in events in which most of the school’s population participated, such as festivals, celebrations, technical school councils, and so forth, as well as to identify the practice of values in the school. Participating subjects included the entire educational community (managers, maintenance personnel, students, parents, educational assistants, and everybody at the institution).

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Analytical Procedure</th>
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<tr>
<td>Interview: semi-structured</td>
<td>A script of questions that related to the category of study was elaborated:</td>
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<td></td>
<td>What are the key values for peaceful coexistence?</td>
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<tr>
<td>Video recording</td>
<td>The video recordings were in the classroom during an hour and in the festivals such as</td>
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<td>Mother’s Day and Day of the Child, each of which lasted an hour and a half.</td>
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<td>Narratives were elaborated considering the category of study that interested the</td>
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<td>researchers, which were in relation to the values that foster a peaceful coexistence.</td>
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Figure 1. Analytical procedures.

The same question for three different teachers interviewed:

**What are the values that you consider are key to a peaceful coexistence?**

Identification code D902:

“Respect, love, be tolerant, I believe that if we have love, I will not hurt you, but yes, those three, is respect, love and tolerance ...” (Fragment min.9:12)

Identification code D1002:

“The first is loyalty, you must be authentic, follow your convictions pursue what you really want to achieve ... loyalty if you do not have it to your work, to the family, you are not an authentic person. The last ... mmm ... well, friendship did not really make me think, but I’m from people who need friends, need strength and I take it from those people who nourish me, fill me, strengthen me, it’s a value that I have always been surrounded by people who motivate and strengthen me.” (fragment min.17: 50)

Identification code P702:

“The coexistence is very important, in our family is very important the coexistence every year we organize to be the whole family complete. Respect for parents that there is no need for violence, obedience to parents.” (fragment min.1: 16)

*Code of the interviewee: D902 (meaning of the code D = Teacher, 9 = number assigned in the list of teachers, 02 = category number). Date of interviews: May 26, 2017.

Figure 2. Samples of interview responses.
Interview Analysis

The first teacher (D902) refers to one of the values that undergirds the philosophy of Sathya (2005), which is “love.” Its deduction has to do with the idea that the existence of love excludes the intention to harm either oneself or others. Sathya (2005) says that “love is the source and the substance of all values.” The second teacher talks about friendship as the need to be supported, strengthened, and nurtured by people. In education, according to the philosophy of Sathya, love does not refer to an emotion nor a chemical reaction; rather it refers to a universal energy, the cornerstone for the sustenance of the whole creation, and from there all the other values emerge, such as friendship.

Direct Observation of Events

From the direct observations, narratives of diverse events were made during the Day of the Child, Mother’s Day, closing event, teaching practices in the classroom, and so forth. Figure 3 provides an example of narrative of a class fragment:

Observation number 3. Nature exploration class, first grade, 11:00 am after recess

[... the teacher indicates the page number indicating each digit: “on page one, two, one: one hundred and twenty one of exploration in the green book.” Some child tells him that if he can write it on the blackboard to what the teacher says, “Do you understand it more on the blackboard? No problem, we write it on the board,” and she writes it affirming the number out loud. A girl tells her that she does not bring it and the teacher tells her that she feels next to her sister if she brings it. Some children cannot find the page but those who have already found it raise the book with the indicated page so they can see what the page is like...]

Figure 3. Example of direct observations.

Observation Analysis

The value of love has the virtue of kindness, empathy, care, and compassion (Sathya, 2005), which is implicit in the instruction of the teacher when she indicates the number of the page digit by digit and also attends to the other request of the student by writing it on the board. The students who found the page first showing the image in the book to the others is also a sample of empathy and kindness to the classmates and demonstrates at the same time that the teacher is a figure who influences with her acts as the students continue with the same attitude; she is the producer of that loving attitude that her students reproduce. In this brief example of analysis of teaching practice, the value of love is present. Although the opposite may have been true in other observation narratives, this study focused on what can happen when the value of love is put into practice in the classroom and how it comes to favor coexistence.

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such as respect, tolerance, honesty, and love. However, the observations made it clear that it would be desirable to practice these virtues if improvement was needed in coexistence. These values are essential for peaceful coexistence, but if one starts from the educational proposal of Sathya (2005)—“love is the origin of everything”—then this first value would have to be practiced so that the rest come in addition.

Although there are many constructs of the word “love,” as a value it is not linked to the romantic or passionate idea that the media emphasize; it goes beyond what one can express with words, and it is necessary to resignify it. To practice love in coexistence, one must give without expecting anything, unconditionally.

Unfortunately, too often in today’s world, love is being ignored or overshadowed by the growth of narcissism, where love is confused with selfishness and individualism. The lack of love unleashes pain because it hurts and becomes everything that destroys the human being, such as corruption, organized crime, and abuse towards others (children, the elderly, all vulnerable beings). Such counter values or anti-values make the development of the humanity of the person impossible and deviate from peaceful coexistence, resulting in the total violation of fundamental human rights.

It is imperative to start working with the value of love so that schools are places of coexistence where individuals learn to respect others, resolve conflicts peacefully, participate, and be responsible as members of a group and an institution. Values and school coexistence are complementary: values are taught to learn to live together, and values are acquired if one has the experience of living in an environment in accordance with them; both go hand in hand if one wants to achieve peaceful coexistence (Ballester, 2007).

Proposals that favor values such as respect, honesty, tolerance, and responsibility are all necessary; they originate from love, because love is a state of being that encourages doing

Conclusions

Overall, values that were considered key for peaceful coexistence included (a) respect, love, tolerance; and (b) honesty, solidarity, and justice.

In the interviews, the participants mentioned very important values such as respect, tolerance, honesty, and love. However, the observations made it clear that it would be desirable to practice these virtues if improvement was needed in coexistence. These values are essential for peaceful coexistence, but if one starts from the educational proposal of Sathya (2005)—“love is the origin of everything”—then this first value would have to be practiced so that the rest come in addition.

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Unfortunately, too often in today’s world, love is being ignored or overshadowed by the growth of narcissism, where love is confused with selfishness and individualism. The lack of love unleashes pain because it hurts and becomes everything that destroys the human being, such as corruption, organized crime, and abuse towards others (children, the elderly, all vulnerable beings). Such counter values or anti-values make the development of the humanity of the person impossible and deviate from peaceful coexistence, resulting in the total violation of fundamental human rights.

It is imperative to start working with the value of love so that schools are places of coexistence where individuals learn to respect others, resolve conflicts peacefully, participate, and be responsible as members of a group and an institution. Values and school coexistence are complementary: values are taught to learn to live together, and values are acquired if one has the experience of living in an environment in accordance with them; both go hand in hand if one wants to achieve peaceful coexistence (Ballester, 2007).

Proposals that favor values such as respect, honesty, tolerance, and responsibility are all necessary; they originate from love, because love is a state of being that encourages doing

Photos of classroom and schoolwide interactions provided support for observation of values implemented.
the right thing. Therefore, educational processes should seek spaces of love and care as learning factors and environments of peaceful coexistence.

Moving Forward

The work that continues based on the results of this initial diagnostic research has been the proposal of a program that considers values in its formation and, as the rudder of all of them, the value of love. The Sathya Sai’s program in Human Values Education (www.sathyasai.com) is being considered as a viable option because it is a manual that guides a process of self-discovery, i.e., of a conscious effort by teachers and students to flourish as authentic human beings who live in harmony in the same space. This program works values through music, literature, spiritual balance, and meditation and will favor the practice and experience of these values. A review of the results of the diagnosis, considering the needs of the context, will ultimately determine whether use of the model is appropriate. In a coordinated way, the participation of teachers and parents will be requested to make some adjustments to the model, with the intention that whatever is ultimately adopted comes from the involvement of all the actors.

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The Impact of School-Based Pre-K Programs on Kindergarten Readiness
By Tess R. Smith

The purpose of this research was to determine if a difference existed in the average growth from the beginning of the year to the end of the year of kindergarten for students who had been selected for and attended a school-based pre-K program versus those who were not. Although results varied from school to school, indicating the presence of multiple variables, overall district-wide data indicated no difference.

Introduction

The idea of readiness for public school can be approached from varying viewpoints. The parent often has a different definition of readiness than that of the teacher. Social and emotional aspects can be considered as well as the idea of basic maturity. The level of educational ability at the time of entry into the school setting must also be considered, as “where one begins” can have a massive influence on the actual impact of a program.

Considering such impacts, Magnuson, Meyers, Ruhm, and Waldfogel (2004) noted that “larger effects were obtained for children from disadvantaged backgrounds, who are most often the target of federal and state policies to promote early education” and that “because these estimates do not account for program quality, even larger gains may result from uniformly high-quality educationally oriented programs” (p. 142). Students from all backgrounds can benefit from early educational intervention. Magnuson et al.’s research essentially noted that the disadvantaged obtained the greatest effect, but if program quality could be determined and replicated, all students could be positively impacted.

In the state of Mississippi, pre-kindergarten is not required under the state compulsory attendance law, and very few school districts are able to offer some type of pre-kindergarten program. Similarly, kindergarten is not required under the state compulsory attendance law, but all public school districts in the state are required to offer full-day kindergarten programs. Students who enter kindergarten are assessed using the Mississippi Kindergarten Assessment Support (MKAS) at the beginning of the year and again at the end of the year.

The state has implemented Early Learning Collaboratives (ELCs), which are “partnerships among school districts, Head Start agencies, child care centers, and non-profit organizations” (JESTES, 2018, para 3) to address pre-K programming. One such ELC is used in a large district in the southern section of Mississippi to complete an academic and social-emotional screening tool to determine placement for each child applicant. Points are given accordingly, and then students are ranked from greatest need to lowest need; those with greatest need access the pre-K program. In this
research, I sought to explore to what extent a difference existed in the average growth from the beginning-of-year to the end-of-year administrations of the Mississippi Kindergarten Readiness Assessment (MKRA) between children in a south Mississippi school district who attended an ELC and those who did not.

**Review of Literature**

As an educator and infant researcher, I believe the concept of education should be ongoing. It should begin at birth and not end until life on Earth is over. Parents of young children struggle to find affordable child care, often not considering the academic impact. Funding is also an issue for public school districts. In states like Mississippi, where pre-K programs are not required, the funding struggle is critical. Districts must often seek external sources to fund pre-K programs. Competitive grants for such funds were offered by the U.S. Department of Education beginning in 2012 (Chesnut, Mosier, Sugimoto, & Ruddy, 2017). The district involved in this study was a recipient of this grant, which allowed the creation and sustainment of the ELC.

Significant data support the positive academic impact of attendance in an academic pre-K setting. According to Fuller, Bein, Bridges, Kim, and Rabe-Hesketh (2017), “academic-oriented preschool yields benefits that persist into the kindergarten year” (p. 10). These researchers were, however, unable to note a true influence on social development. Bassok, Gibbs, and Latham (2018) determined students who attended preschool were “associated with higher levels of externalizing behavior and lower levels of self-control through third grade” while also showing “that preschool participation is associated with higher literacy and math scores at school entry” (p. 31). Unfortunately, these scores faded as students advanced on their educational track. Their literacy performance suffered at an earlier rate than their math performance. Magnuson et al. (2004) essentially arrived at the same conclusion: “Children in a center-based preschool program in the year prior to school entry have better reading and math skills, and this advantage persists to the spring of the first grade” (p. 141).

Magnuson et al. (2004) raised some interesting points regarding students who are disadvantaged. Due to their home environments, these students potentially have the most chance to benefit. Things such as access to books, being read to, and having significant verbal stimulation are often taken for granted in more advantaged households. Magnuson et al. also noted parents considered disadvantaged may have easier access to preschool for their children due to government programs and provisions. “The distribution of quality child care across household income is U-shaped” (Magnuson et al., 2004, p. 143). In this case, U-shaped refers to the graphical representation of lower income and high income families possibly having easier access to these programs while middle class families may not.

It is clear that positive impact academically results from preschool participation. However, no clear explanation exists for why the positive impact fades almost equally by third grade. Such diminishment might be attributed to parent/school involvement and home environment. Future research should examine the quality of each program and teacher performance, as well as more data regarding individual home environment.

Mississippi Department of Education (MDE; 2017), in published documents, outlined the components of both the Mississippi K-3 Assessment Support System (MKAS2) and how the data would be used going forward. One key component is the Mississippi Kindergarten Readiness Assessment (MKRA). These documents showing assessment results (2018) were disseminated to educators and parents. The
later documents showed assessment results for those children attending the ELCs, and these data were used in the study.

**Description of Population**

In 2013, a large district in the southern region of Mississippi received the ELC grant. The funding allowed them to create four pre-K classes in three communities serving a total of 80 students. As of 2018, the program had expanded into all five communities and served 200 students.

In a school district with over 10,000 K-12 students and a $98 million budget, the pre-K student allotment is minimal at best. Because the number of students who can be accommodated is limited, students are selected through an application process that is advertised on the district’s and each school’s websites. If their child is selected, parents are contacted and asked to bring the child to the school to be screened on academic and social-emotional indicators. Points are given for each of the areas on the screener, and students are then ranked from greatest need to lowest need. Because the classrooms are blended (using Title I funds and grant money), special consideration must be given to students who are English Language Learners, special education, and/or homeless. These descriptors are integrated into the screening process, and points are given accordingly.

Upon entering kindergarten, the ELC students join other students from their cohort group. Although the other students may have received educational training at home or in other settings, for the purpose of this study they were considered non-ELC participants. The state of Mississippi requires that the MKRA be administered to all students twice in the kindergarten year. The first administration occurs within the first few weeks of school. Teachers review the results to create Individualized Reading Plans (IRPs) for students with the most need or those who fall into the lowest 25%. The test is administered again at the end of the year in order to determine academic growth of students over the course of the school year.

For the purposes of this study, the target group included the students who participated in the district’s pre-K ELC for the 2016-2017 school year. Their MKRA scores were reflected in the district’s 2017-2018 data. Five classes met the criteria: two Head Start classes and three district classes. Both pre- and post-MKRA scores were reviewed and compared from this group to those of other students in the same cohort in the district who did not participate in the ELC.

**Procedure**

The data platform that the district uses for the MKRA falls under the Star Early Learning program within Renaissance Learning. I learned that Renaissance Learning clears their data storage annually, so I had to contact the schools directly to request the data files and reports. Because the student reports were organized by teacher, this could allow for possible comparisons of teacher performance in future research.

According to a presentation by the MDE (2017, June), students are scored in 12 areas, including the state kindergarten standards. These areas include grade placement, scale score, alphabetic principle, concept of word, visual discrimination, phonemic awareness, phonics, structural analysis, vocabulary, sentence-level comprehension, paragraph-level comprehension, and early numeracy. The scale scores are then placed into the following literacy classifications: Emergent Reader (300 – 674), which includes Early Emergent Reader (300 – 487) and Late Emergent Reader (488 – 674); Transitional
The Evolving Teacher

Reader (675 – 774); and Probable Reader (775 – 900). The MDE set a scale score of 530 for entering kindergarten and 498 for exiting pre-K. These scores are associated with 70% mastery of the assessed early literacy skills and standards. Promotion and retention are not connected to the scores. The data are used by the classroom teacher, school, or district only. Reports are shared with parents.

Analysis of Results

The purpose of this study was to determine to what extent a difference existed in the average growth from the beginning-of-year to the end-of-year administrations of the MKRA between children in a South Mississippi school district who attended an early learning collaborative (ELC) pre-K program and those who did not. I reviewed the data from the 2017-2018 school year. At that time, the district consisted of four communities, three with one elementary school and one with two elementary schools. Each school had a pre-K program, resulting in five in total.

The five communities (Figure 1) are as varied as the children they serve. Only one area, Satsuma, is below the district’s average free and reduced (F/R) meal rate; the percentage of students receiving F/R meal rates generally indicates those in poverty. Satsuma, the fastest growing area of the district, is considered by families as “the” place to send their children to school in the district. Banana, with the highest F/R meal rate, is in an area of both extreme poverty and pride. Old and New Orange are in the middle, each having been the former “place to send their children to school” in the district. Plum, in a rural area, is growing and changing nearly as fast as Satsuma.

![Figure 1. Free and reduced meal percentages at schools of interest.](image)

Data for beginning- and end-of-year scores on the MKRA are captured in Figure 2 and are intriguing. For example, two schools had non-pre-K showing a higher level of readiness; Satsuma and Orange New have the lowest F/R percentage of the five schools. The other three programs, one of which is in the same community as Orange New, all showed that their pre-K students entered kindergarten with higher readiness. Although Orange Old and Orange New are in the same community, they serve varied populations. Orange New has a higher F/R rate and an increased migrant population.
Figure 2. Assessment results for beginning- and end-of-year MKRA.

Figure 3 shows the district pre-K participants began the year with higher kindergarten readiness than their non-pre-K counterparts by 7.8 points. The variance across all schools is shown in Table 1. According to Table 1 and Figure 3, students in three pre-K programs outperformed their non-pre-K peers on the end-of-year assessment: Orange Old, Orange New, and Plum. However, in overall growth for the year, the non-pre-K students surpassed their pre-K counterparts at each school site. It should also be noted that the Satsuma school, with the lowest F/R meal percentage (Figure 1) showed the highest performing students in the non-pre-K group (Figure 2). On the opposite end of the spectrum, Banana School, which had the highest F/R meal percentage, also showed the greatest gain of 233.1 points for their non-pre-K population.

Figure 3. District-wide comparison of non-pre-K and pre-K scores.

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Table 1

*Beginning and End of Year Kindergarten Readiness Assessment Differences*

<table>
<thead>
<tr>
<th></th>
<th>Banana (Non-Pre-K)</th>
<th>Banana (Pre-K)</th>
<th>Difference Between Non-Pre-K and Pre-K Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of Year Assessment</strong></td>
<td>514.5</td>
<td>543.7</td>
<td>+29.2</td>
</tr>
<tr>
<td><strong>End of Year Assessment</strong></td>
<td>747.6</td>
<td>738.3</td>
<td>-9.3</td>
</tr>
<tr>
<td><strong>Orange New (Non-Pre-K)</strong></td>
<td><strong>Beginning-of-Year Assessment</strong></td>
<td>553.3</td>
<td>532.1</td>
</tr>
<tr>
<td><strong>Orange Old (Non-Pre-K)</strong></td>
<td><strong>Beginning-of-Year Assessment</strong></td>
<td>534.0</td>
<td>553.0</td>
</tr>
<tr>
<td><strong>End-of-Year Assessment</strong></td>
<td>729.8</td>
<td>676.9</td>
<td>-52.9</td>
</tr>
<tr>
<td><strong>Satsuma (Non-Pre-K)</strong></td>
<td><strong>Beginning-of-Year Assessment</strong></td>
<td>539.2</td>
<td>495.1</td>
</tr>
<tr>
<td><strong>End-of-Year Assessment</strong></td>
<td>743.6</td>
<td>689.6</td>
<td>-54.0</td>
</tr>
<tr>
<td><strong>Plum (Non-Pre-K)</strong></td>
<td><strong>Beginning-of-Year Assessment</strong></td>
<td>502.9</td>
<td>559.0</td>
</tr>
<tr>
<td><strong>End-of-Year Assessment</strong></td>
<td>727.6</td>
<td>771.5</td>
<td>+43.9</td>
</tr>
<tr>
<td><strong>Average (Non-Pre-K)</strong></td>
<td><strong>Beginning-of-Year Assessment</strong></td>
<td>528.8</td>
<td>536.6</td>
</tr>
<tr>
<td><strong>End-of-Year Assessment</strong></td>
<td>732.9</td>
<td>718.9</td>
<td>-14.0</td>
</tr>
</tbody>
</table>
Overall, by the end of kindergarten, the growth of the non-pre-K participants exceeded that of their pre-K peers by 14 points (Figure 3). The highest overall growth for pre-K participants was observed at Plum School. The lowest was indicated at Orange New. The highest overall growth for non-pre-K participants occurred at Plum and the lowest at Orange New. It should also be noted that students at Banana School showed the second highest overall growth for the district while also being the district’s highest poverty group. The lowest poverty school, Satsuma, only ranked third overall in the district.

Conclusion and Recommendations

As an educator, I had expected that the data would show that the students who participated in the district’s ELC pre-K program would surpass their non-participating peers. This was truly a lofty hypothesis considering that students were selected for the ELC pre-K program based on need. Due to predetermined factors, those selected for the ELC are predicted to have greater struggles in the educational setting than their peers.

Certain challenges exist in any research study. In this particular study, the researcher determined the educational preparedness of all students involved through the MKRA pretest baseline data. The research potentially would have had even more value if I had been able to determine where and how each student was prepared for kindergarten; however, at the time of the study, no avenue was available to determine how the students obtained their academic preparedness outside the ELC. The district did not track that information. If that information had been available, I could have compared the success of other pre-K programs in the area against those students who remained in a non-educational pre-K setting. Although the point may not be a challenge or specific limitation, the additional information would certainly have added to the impact of the study. Another challenge involved the training, experience, and ability of the teachers in each kindergarten setting. This could affect the growth of students between the pre- and posttest. In short, because the data analysis did not consider multiple factors that impacted the initial scores of targeted students, the conclusions were limited. Future research should include a statistical analysis to account for the impact of other factors.

The data did show that the pre-K participants entered kindergarten with a higher district average score, but that growth distribution did not remain at the end of kindergarten. This could simply be that this group of students had prior exposure to the test format because students in the district programs had an opportunity to experience exact testing situations while their non-program peers did not have the same exposure. The district did show successful growth of all students overall from the beginning of kindergarten to the end of that grade.

Though some research (Bassok et al., 2018; Magnuson et al., 2004) predicted that the students with the highest F/R percentages would show diminished growth as the students progressed through school, this was not the case for Banana school. Banana school had the highest F/R rate but showed the second highest overall growth for the district. This anomaly could be attributed to the teachers’ experience and ability, which were not measured in this study.

As a recommendation, researchers should continue to the monitor the students through Grade 3 and the completion of the Grade 3 gate testing. These data, as well as teacher evaluation data, could be vital to the continuation and support of the ELC pre-K program.
References


The Benefits of Field Study to Elementary Social Studies Teachers

By Ronald V. Morris and Denise Shockley

The authors describe a professional development program involving an intensive field study experience for elementary social studies teachers. The article describes the insights gleaned and discusses how the in-service learning transferred to the classroom to improve the quality of instruction for students.

Twenty-three elementary social studies teachers from Ohio spent a week during June 2018 learning about Illinois through an intensive field study experience. They traveled primarily to Chicago and Springfield, Illinois (Appendix A). Some of the teachers earned graduate credit, while others earned professional development credit for licensure renewal. The field study was sponsored by the Gallia-Vinton Educational Service Center to support the teaching of elementary social studies. Teachers reported on the nature of their experiences. Analysis of their reflections provided insight into the participants’ perceptions of the experience as an in-service program for elementary social studies teachers. How did teacher in-service learning transfer to improve the quality of instruction for students?

Elementary social studies teachers participated in this professional development to help them understand more about the content they taught. They traveled to the sites to investigate places, people, and events. As they traveled, they considered the knowledge, skills, values, and dispositions they wished to share with their students in the coming year. Their in-service experience consisted of 2 days of preparation in February and then 7 days in the field interacting with people and the environment. Teachers defined concepts in their in-service work and engaged in direct experiences illustrating how to teach them.

Background

Elementary social studies teachers need in-service training in their content area, and many engage in professional development across the summer months. Some engage in inquiry experiences by reading the landscape, using physical structures and cultural arrangements of the landscape to determine a sense of place (Morris, 2017). Elementary social studies teachers also connect with historical sites and travel to visit significant historical places, where they learn in-depth content and develop the disposition to teach about it. Upper elementary social studies teachers use graphics and images in their teaching to help students develop skills to interpret information, and, accordingly, other professional development opportunities help teachers learn to use such visual literacy in social studies text materials for upper elementary grade students (Brugar & Roberts, 2017). Teachers use images to develop social studies...
conceptual knowledge. Social studies teachers develop insights from field experiences and from collecting images in the field to enhance their classroom practices. In all these ways, teachers use the summer to engage in professional development directly tied to their classroom instruction.

Furthermore, elementary social studies teachers profit from developing historical empathy. For example, one use of documentaries examining civil rights is to promote historical thinking and empathy triggered by seeing the conditions of others. The purpose of using such documentaries is increased engagement and promotion of historical thinking while examining civil rights. The idea of historical empathy is very interesting to elementary social studies teachers, but it is not well defined in the literature (Brooks, 2009). Teachers use documentaries comprised of reenactment, historical footage, still photographs, and interviews (Buchanan, 2014). Citizens view the documentaries and see how others take actions to improve the community using social studies knowledge and skills. Brooks (2009) and Buchanan (2014) both described teachers engaged in professional development who learned about historical empathy in order to enhance their classroom instructional practices.

Perspective-taking is another skill that teachers develop to enhance their classroom instructional practices. Perspective-taking is a central skill for issues analysis in a pluralistic democratic society. Multiple perspective-taking is an important skill for student engagement in civic practices (Ciardiello, 2012). Democratic ideas are important to champion and celebrate when they work and to remember and improve upon when society falls short of those ideals. Students learn perspective-taking by comparing fiction texts. On the surface, this does not sound as if there are implications for social studies educators; however, perspective-taking requires social content (Dray, 2018). As an important social studies skill, perspective-taking is essential for teachers to develop in their classrooms. Perspective-taking is a skill that future citizens need to develop.

Perspective-taking parallels role-taking in elementary school; teachers ask students to engage in role-taking to examine perspectives in history-based lessons. Student engagement in classrooms is sometimes problematic, but cognitive role playing incorporates reciprocal teaching and complex instruction (Herrenkohl, 2006). This application of role-play combines group work and perspective-taking. The interaction of peer discussion also is important for learning in elementary social studies classes. Students engage in enhanced discussions to promote interdependence (Chou & Lin, 2015). Student assignments require students to engage in discussion to answer questions to prevent their avoiding discussions.

Agency is another important teacher skill. It involves the power to take action and who is using that power. Agency encompasses a political awareness for teachers as professionals and is important for efforts in finding paths for social change. People use their voices in examining controversial issues, creating relationships, and extending those interactions to form collaborative partnerships (Lawrence, 2017). Professionals use their networks to engage in controversial issues when they form connections,
partnerships, and interactions. When teachers become a driving force in what they want to learn and how they learn it, they are exercising agency. When teachers engage in academic development, it is powerful for both them and their students (Roxa & Martensson, 2017). Historically, professionalism has been displayed by political engagement. Professionalism requires teachers to use their connections to help shape public policy on contentious issues. Agency is the process of giving voice to teachers who have a role in improving the commonweal.

**Traveling with Teachers**

In this professional development initiative, teachers aligned their field study in-service learning with Ohio elementary social studies standards (Appendix B). The standards reflect civics conceptual content about making choices, economics conceptual content addressing goods and services, geographical content including physical features, and historical skills content using primary sources. Prior to going into the field study, teachers received model unit plans that supported instruction of these standards and assessment tasks to evaluate students’ learning of the materials.

This in-service program tried to avoid the common problems associated with fieldwork travel. When traveling, the teachers were tempted to try to see and do everything too fast, leading to superficial understandings of issues or ideas. The attempted solutions for this problem were teacher discussions at meals, evening programs to develop deep conceptual understanding, and commentary to provide context about the events. However, the teachers were tempted to find stories of the people who were traveling in the group rather than finding stories of others. The attempted solution was a great representation of diversity in the selection of stops to represent minorities not included in the local population of teachers. Finally, there was the temptation to be limited by energy; sitting for long periods on a bus or at large meals tends to make a group lethargic. The solution was to seize the day and use every minute to get all possible adventures out of a trip; the teachers would not be back to these places for a long time; they needed to make their visits count.

**Gathering Information**

Teachers gathered information such as books and photos based on their own perceived needs for their classrooms throughout the field experience. Teachers acquired materials they located in the field. The teachers always ravaged the gift shops wherever they traveled to find materials they could bring back for their classrooms. “I plan on using the book I bought on my trip, *Who is Abraham Lincoln?*, as a read out loud” (C. Nelson, personal communication, June 28, 2018). Teachers used discretion in purchasing materials they knew they would use with their students. Gift shops associated with historical sites have teaching materials of which teachers generally are unaware.

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Teachers transferred photos of their experiences into vicarious experiences for their students. They took photos of landscapes, historic structures, exhibits, maps and images, and primary sources to bring visual materials into their classrooms.

“I took a lot of pictures that I plan to share with my upcoming classes. This will enhance their learning and get them even more excited about the context of the story. Without this trip, I probably would not have gotten the opportunity to do so otherwise.” (H. Myers, personal communication, June 28, 2018)

Teachers used discretion in selecting items to photograph that they knew they would use with their students. As teachers viewed the land, sites, and people, they became aware of what they would need to use to instruct their students. The teachers selected the materials rather than someone giving the materials to the teacher and expecting the teacher to use them.

Teachers had a common experience that drew them together in the professional development program. Teachers developed professional relationships. These professional relationships enhanced the camaraderie of a cohort of professionals trying to determine how to enhance their instructional practices in a region with limited resources for educational attainment. “The collaboration among us is important and has helped to build professional and personal relationships” (J. Tenney, personal communication, June 28, 2018). Teachers developed both cross-grade and cross-district relationships with peer teachers; they traveled and worked together to learn historic content, skills, values, and dispositions. By reducing their anxiety, teachers became uninhibited about sharing with people who were more colleagues than strangers.

Teachers engaged in collegial discussions. These discussions took the participants out of their classrooms, grade levels, schools, and districts to examine how other teachers across the region explored education. “The discussions among this group of educators from various districts and grade levels have given me ideas and strategies” (M. Norman, personal communication, June 28, 2018). Teachers talked about how they could work with students, share information, and improve instructional practices. They talked while engaging with the site, as they gathered resources, and at meals to debrief their experiences. They received the community wisdom of multiple teachers from multiple places with a variety of different student experiences.

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Teachers had time to think of applications of their new knowledge. Using information they recently acquired, teachers planned how they could use this information with their students.

The second lesson I would teach would be on Lincoln’s assassination. The focus of this lesson would be the use of primary sources. Our school will be implementing Social Emotional Learning (SEL) this year; during this lesson I plan on focusing on emotions, appropriate and inappropriate ways of acting/reacting, using Lincoln’s and his wife’s depression. Concluding with Robert Lincoln’s story, a strange twist of fate when Edwin Booth saved his life .......... brother of John Wilkes Booth who assassinated President Lincoln. (C. Nelson, personal communication, June 28, 2018)

Teachers thought about their needs and the needs of their students in consideration of upcoming school initiatives. Teachers planned to help their students make connections with content recently learned from field studies. In addition, teachers reflected methods and content referenced in field studies, such as the use of primary sources and the stories of historical coincidences.

Teachers used information they gathered to encourage their students to engage in perspective taking. By helping their students take a role, the teachers hoped the young people would develop historical empathy.

I plan to take the resources that I purchased, photos, and notes to create slides and documents for my student to use as they create and develop a story from the viewpoint of one of these cultures. They can be a child, male or female, warrior, hunter, or whatever they decide based on this additional information. They will be able to tell each other about the hunting, farming, and/or survival skills that they used. (M. Norman, personal communication, June 28, 2018)

Teachers used sources gathered from field studies to help their students examine a new perspective. This experience led to using the new perspective and the child creating a story about his or her character. As students explored a different culture, they investigated being a different character and the skills that person would practice.

The teachers developed an interest in role-playing. They saw opportunities for the use of first-person historical presentations in their classrooms as either a teaching method or as an instructional practice for their students:

One of my favorite experiences from the field study was the learning from impersonators. Once on the field study we enjoyed an Abraham Lincoln impersonator and another time two Chicago mobsters; each informed us about experiences during their time. I thought it would be a great hands-on teaching tool to bring to the classroom by either dressing up myself or having the students do the same. It was a different teaching approach that I believe would be very beneficial to the 4th grade curriculum and just another way to differentiate in the classroom. (A. Hankins, personal communication, June 28, 2018)

Teachers helped their students to develop historical empathy through such role-playing experiences. Students raised questions, looked
at ideas from a discipline area, questioned sources, and communicated results as part of the inquiry arc. Students engaged in inquiry to display their research in the community before their peers and multiple generational audiences.

Trends

Themes emerged from analyzing the reflections of the teachers at the conclusion of the trip. These themes illustrated how teachers learned and gained new perspectives from their experiences in the field study as a teacher in-service program. The themes included teachers purchased materials, took photos, developed personal relationships, engaged in professional discussions, applied their experiences to the classroom, engaged in perspective taking, and developed role-playing experiences. The interests of the teachers enhanced their receptivity to the professional development as they encountered additional experiences through the field study.

The themes rolled into three trends, which included resources for classroom applications, abolition of provincialism, and historical empathy. Teachers found new ideas for classroom lesson applications. By combining their new experiences and their newly acquired information from purchases, they created new learning experiences for their students. “After going to the Oriental Institute, the Field Museum and the Cahokia Mounds, I thought of creating an archeological dig for the students with a few of my purchases” (D. Lemponen, personal communication, June 28, 2018). The direct purchases transferred directly into enhanced student learning opportunities. Moreover, teachers used the knowledge they had gathered through photos to create their lesson applications.

I will use the photographs I have taken when discussing these topics with my students . . . I am thinking this year that I will create a Powtoon video with the pictures and narrate the video so that students can understand the Cahokian Culture without me lecturing. I also bought a video and a booklet about the Cahokia civilizations and a few of the native instruments so that students could touch and see what/how Cahokians made music. I will use the information/pictures/videos to help teach the Americas to my students. (D. Tenney, personal communication, June 28, 2018)

This professional development relied on teacher agency in selecting how they would apply content to their students and how the teacher would deliver content to the students. The teachers followed their professional philosophies to develop the types of experiences they thought were most important. Teachers mediated their acquisition
Teachers engaged in both discussions and relationships with their peers from the region. This core group of learners looked beyond the provincialism of their classrooms to see regional trends and initiatives. “We also got to fellowship with other teachers from Southeastern Ohio and enjoy each other’s company throughout the week” (H. Myers, personal communication, June 28, 2018). Teachers abolished provincial perspectives to see the possibilities by collaborating with their peers. They conferred with multiple people from different schools, districts, or grades to decide what solution they should select for themselves. They put together a cogent argument as to why it would be the best choice for them considering their students and their situation.

Teachers directed their students to engage in perspective taking and role-playing experiences to help them to develop historical empathy skills. Historical empathy skills helped the students to understand what life might have been like in the past. “I hope to have the students research a person from the past and then portray the person to the class as their presentation” (N. Lanier, personal correspondence, June 28, 2018). Students engaged in telling a story to an audience after conducting research about a character from the past. Teachers constructed role-taking experiences to convey social history and women’s history or empathize with people in difficult events. Students used first-person presentation, scripted drama, or open-ended scenarios to encounter people in different times and places.

Conclusions

This in-service experience helped teachers to deepen their content knowledge and think about how this information connected to their standards, how they might assess understanding, and how they might incite their students to learn the material. The field experience helped the teachers to learn about places outside of their communities. It provided them with the experience of meeting people who were not from their community. The teachers engaged in conversations with people who were teaching in similar situations to exchange ideas about classroom practices. The short duration of the trip required the teachers to make every moment count.

Teachers exercised their professional judgement as they discerned how and what to bring home to document their trip. Teachers gathered resources from their field experiences to share with their students when they returned to the classroom. They examined resources found in museum gift shops and compared them with other resources they could find online. They purchased books and manipulatives as they found them; in addition, they also created their own media resources by capturing their experiences on film. They gathered images of places they knew they would want to share with their students and images that students could use in projects.

Teachers developed agency as they interacted with their peers, and they engaged in peer discussions. First, teachers engaged in professional relationships that cut across grade levels, school districts, and counties. Then teachers engaged in collegial
discussions about curriculum issues and about strategies to engage students in elementary social studies. The relationships and conversations occurred without compulsion as interested practitioners were learning together about their passion for education. Moreover, teachers took time to think. They utilized their new knowledge to create new applications for their classrooms and reflected on the methods and materials discovered in the field that they could use with their students.

Teachers acquired new perspectives through their travels. Teachers desired that their students also engage in accruing new perspectives regarding people and events; new perspectives and new dramatic play were some results of the professional development. Furthermore, teachers parlayed their interest in perspective-taking into a desire to engage in role-playing as a result of their experiences. Their dramatic experiences might include first-person presentation or dramatic play. Each of these ideas reflected the subtrends of purchase materials, create photos, develop personal relationships, engage in professional discussions, apply their experiences to the classroom, engage in perspective taking, and develop role-playing experiences.

The trends that resulted from the professional development experience illustrate teachers’ interests and how they learn in new situations. The trends include resources for classroom applications, abolition of provincialism, and historical empathy. Teachers gathered materials for their classrooms and had experiences that broadened their understanding of the world. Teachers developed historical empathy as they developed an interest in perspective-taking when they considered their new knowledge. All these ideas emerged from meaningful professional development based on field study.

References


Appendix A: Schedule

Illinois: The Land of Lincoln

Sunday, June 17, 2018
- **Rio Grande, Ohio** Depart
- **Chicago**
  Best of The Second City: [https://www.secondcity.com/tickets/](https://www.secondcity.com/tickets/)

Monday June 18, 2018
- Millennium Park
- Art Institute of Chicago: [http://www.artic.edu/](http://www.artic.edu/)
- Untouchables Tour: [https://gangstertour.com/](https://gangstertour.com/)

Tuesday June 19, 2018
- Museum of Science and Industry: [https://www.msichicago.org/](https://www.msichicago.org/)

Wednesday June 20, 2018
- Grant Park
- Field Museum: [https://www.fieldmuseum.org/](https://www.fieldmuseum.org/)
- **Bloomington, IL**
  David Davis Mansion: [https://www2.illinois.gov/ihpa/Experience/Sites/Central/Pages/David-Davis.aspx](https://www2.illinois.gov/ihpa/Experience/Sites/Central/Pages/David-Davis.aspx)
- **Springfield, IL**

Thursday June 22, 2018
- Illinois State Capitol: [https://cyberdriveillinois.com/departments/physical_services/captioltours.html](https://cyberdriveillinois.com/departments/physical_services/captioltours.html)
- Lincoln Visitor Center: [https://www.nps.gov/liho/index.htm](https://www.nps.gov/liho/index.htm)
  Film Home Tour
- Historic State Capitol: [https://www2.illinois.gov/ihpa/Experience/Sites/Central/Pages/Old-Capitol.aspx](https://www2.illinois.gov/ihpa/Experience/Sites/Central/Pages/Old-Capitol.aspx)
- Dana-Thomas House State Historic Site: [https://www2.illinois.gov/ihpa/Experience/Sites/Central/Pages/Dana-Thomas-House.aspx](https://www2.illinois.gov/ihpa/Experience/Sites/Central/Pages/Dana-Thomas-House.aspx)
- Oak Ridge Cemetery: [https://www2.illinois.gov/ihpa/Experience/Sites/Central/Pages/Lincoln-Tomb.aspx](https://www2.illinois.gov/ihpa/Experience/Sites/Central/Pages/Lincoln-Tomb.aspx)
Friday, June 22, 2018
• Cahokia, IL
  Cahokia Mounds SHS: https://cahokiamounds.org/

• Hartford, IL
  Lewis and Clark: http://www.campdubois.com/
  US Grant NHS: https://www.nps.gov/ulsg/index.htm

Saturday, June 23, 2018
• Vandalia Statehouse Illinois State Historic Site: https://www2.illinois.gov/ihpa/Experience/Sites/Southwest/Pages/Vandalia-StateHouse.aspx
• Arrive Rio Grande, Ohio

Appendix B: Ohio Social Studies Standards

1.3. The way basic human needs are met and have changed over time.
1.5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).
1.6. Families interact with the physical environment differently at different times and places.
1.7. Diverse cultural practices address basic human needs in various ways and may change over time.
1.11. Wants are unlimited and resources are limited. Therefore, people make choices because they cannot have everything they want.
1.13. People trade to receive the goods and services they want.
1.14. Currency is used as a means of economic exchange.
2.2. Changes over time can be shown with artifacts, maps, and photographs.
2.4. Biographies can show how people’s actions have changed the world in which we live.
2.10. Personal accountability includes making responsible choices, taking responsibility for personal actions, and respecting others.
2.15. Most people around the world work in jobs where they produce specific goods and services.
2.17. People earn income by working.
School to College to Career: The Need for Seamless Transitions
By Phyllis K. Adcock and Jeanne L. Surface

Educators are keenly aware that high school students need guidance to prepare for college and careers. A multitude of options are available to help students, such as dual enrollment, remediation and advanced coursework, and the use of college readiness assessments to determine the desired and necessary pathway. What educators have not yet addressed is how to create successful transitions to meet the needs of each student.

A tale of two young girls, both in their sophomore year of high school, can paint a picture of why some students are successful in their transition to college and later careers and others are not. Katie is from a single-parent family that struggles financially. It is difficult for Katie to find the time and money to pay for extracurricular activities, such as cheerleading and cross-country. She does, however, belong to the speech and debate team because the program will aid her ultimate goal of going to college. Katie works nearly 30 hours a week at a local steakhouse, on school nights and weekends until late. Katie would like to contribute financially to help her family, but her mother insists that she save her money so that she can attend college and live a different life than her mother’s. Katie is frequently in the guidance counselor’s office seeking scholarships and mapping her plans for the remainder of her high school years. College entrance exams are on Katie’s priority list, and she has already begun to study and is prepared to take the exams multiple times. A new program from the local community college offers college credit to students who want to get a head start into college. Katie takes advantage of this opportunity, and by her senior year, she has completed 18 credit hours toward college. One day a recruiter from the Naval Academy stops by the guidance counselor’s office and invites Katie to join them. The counselor tells the recruiter about Katie’s high grade-point average and the steps that she has taken to get into college. The recruiter invites her and her mother to visit the Naval Academy with all expenses paid. The recruiter offers Katie a full tuition scholarship along with living expenses and a car. Katie realizes that she has an opportunity that most of her peers do not. Katie attends the Academy and earns her bachelor of science degree in nursing. In the next few years, she continues her education, earns a master’s degree, and becomes a nurse practitioner.

Jessica is from a middle-class, two-parent family. Her dad has a bachelor’s degree and works in an accounting firm, and her mom is a dental assistant. Her parents assume that their daughter will attend college, but they do not regularly talk about Jessica’s future. Jessica is very social, works a few hours each week at a department store, and spends her earnings on shoes, clothing, and going out with friends. Jessica
does not like sports and is not involved in school activities. She enjoys going to school but does just enough work to pass her classes and does not take any advanced courses. Jessica and her peers have shown no interest in college and have not looked at possible financial aid or considered college entrance tests. Finally, during her senior year, Jessica’s dad tells her that she must take the placement exam for college. Her scores are low, and her parents become concerned. Jessica graduates from high school and enrolls in the university as an unclassified student. At the end of her first semester, she drops out and goes back home. She goes back to her job at the clothing store and works 25 hours a week.

These two stories differ in the girls’ focus on their goals and their individual struggles. Society often expects students from low socioeconomic status to be the ones who will not make it in schools, colleges, and careers, and many times that is the case. Students face problems with future goals because their commitment to education when in high school may not support further education and careers. Graduates coming out of high school hope to be successful so they can get a good career. However, today’s students need to have more discussion and a better understanding about what success is and the different ways in which to achieve it. Are parents and schools not taking the time to expose their children to the opportunities and the challenges that they will encounter in trying to achieve their goals? As was discussed in the opening scenario, the two girls are individuals with different needs and therefore require different approaches in guidance to help support them for future success. Finding success comes in numerous ways, including support, readiness, advanced coursework, remediation if needed, and dual enrollment. The possibilities are endless, but a little effort in these areas will make a significant difference for students regardless of their backgrounds.

Support for Transition from School and College to Career

“The United States economy and 21st-century workforce is increasingly demanding more citizens with college degrees, suggesting high school students need to enter college with the requisite skills to demonstrate that they will be successful securing college credentials” (Bragg & Taylor, 2014, p. 994-995). Focus on transitions between these institutions has grown, and, during the past few years, research on school-to-college-to-career readiness has had the attention of many educators (Darling-Hammond, Wilhoit, & Pittenger, 2014). Conley (2011) defined college readiness as “the level of preparation a student needs to enroll and succeed without remediation in a credit-bearing course at a postsecondary institution” (Bragg & Taylor, 2014, p. 995). It used to be that a student’s grade-point average (GPA), attained during his or her final years of high school, was the guide many institutions use to determine if a student was ready for higher education. Researchers in this topic have shared that leaders at all levels of education believed that students with a high GPA could complete college successfully and acquire a good career. Today, GPA
is not enough to be successful in college and, later, in careers. Therefore, college-to-career readiness needs further scrutiny about what readiness means and how to determine whether students are ready.

GPA is an indication of metacognitive skills, time-management skills, and the ability or commitment to learn and to reach conclusions that indicate the focus on study and persistence to reach educational goals (Conley, 2014). Keeping this thinking in mind, Conley stated, “Not every student needs the same knowledge and skills to be college and career ready. A student’s college and career interests help identify the precise knowledge and skills the student needs” (p. 15). For example, a first-generation minority student who has a high GPA may be limited in the other skills needed to navigate the college system and be overwhelmed when trying to understand how to build a successful college life. Therefore, to help students move beyond the basic goal of achieving a high GPA, educators need to help students set goals for developing a good transcript and striving for strong readiness profiles (Conley, 2014).

Policymakers at both the state and federal levels must realize the changing horizon in colleges and the students in attendance (Karp, 2012). For many years, policymakers relied solely on data collected involving students seeking college degrees to develop different strategies for determining college readiness. This attitude created the one-size-fits-all policies that were instituted in schools and colleges (Barnes & Slate, 2013). The results of this approach showed that students were not graduating from high school. Students who did start college were not prepared for college and dropped out before the second semester. Such data indicated that these students were not college-ready, let alone career-ready.

In fact, in 2013, the National Assessment of Education Progress (NAEP) report suggested that adolescent trends were discouraging relative to college readiness (Radcliffe & Bos, 2013). NAEP’s statistics painted a negative picture of the dropout rate and the unpreparedness of high school graduates when it came to entering and staying in college (Karp, 2012). The report stated that approximately 71% of high school students graduated on time, with only approximately 50% of minority high school students graduating on time (Radcliffe & Bos, 2013). Researchers have also shared that only 25% of high school students were successful in basic language, mathematics, and science curricula. Looking at this statistic another way, what is more sobering is that 75% would fail in their college attempt at higher education (Bragg & Taylor, 2014). However, there are strategies that can be used to increase college and career readiness.

**Elements of College and Career Readiness**

In the future, increasing numbers of students will be competing as productive members of society, locally and globally; therefore, it is even more critical for students to enter and complete some form of postsecondary institution to study a path that can contribute to their goals (Barnes & Slate, 2013; Conley, 2014). Conley shared that the “…implications of this transition to a high-skills knowledge economy where essentially everyone needs to keep learning beyond high school” (p. 13) provide valuable guidance for those entering secondary schools.

Radcliffe and Bos (2013) began a 7-year study that involved a cohort of adolescents, starting in Grade 6 and continuing through high school. The thinking was, to benefit students, college and career readiness should be initiated sooner in the
early secondary school years. Radcliffe and Bos shared strategies that build college and career readiness. For example, campus tours are usually done by someone who is a good spokesperson for the college in general, but the tour guide is not necessarily interested in the same field as the visitor. Pairing student visitors with preservice teachers in their field of study would give a strong connection to the campus visitor and the college. As Radcliffe and Bos also shared, a prospective college student could benefit a great deal from having a mentor be the guiding support for helping to find his or her path to succeed in college and a career.

These prospective college students must be educated about college and career readiness beyond the field they want to pursue. They must also be educated about developing the necessary skills for becoming a successful college student, which are sometimes overlooked. Many students from middle and lower socioeconomic status and some minorities need help in learning to migrate through the process of becoming a college student with the policies and steps that follow that process. They also need to develop an understanding of financial aid and scholarships and how to maneuver through many different avenues that can benefit a prospective student.

Prospective college students need not only to be able to select and enroll in courses but also to understand how to determine a major that is in line with the goals they have set for themselves. This can be overwhelming for some students because they have had limited experience in setting future goals, let alone in choosing courses to take or deciding on a college major (Darche & Stam, 2012; Karp, 2012).

**Remediation for Readiness**

Various states such as California have been working to improve students’ chances for success at educational institutions. These states are operating with the concept that intervention at the high school level is needed to reduce the dependence on remediation (Camara, 2013). An example of this is the Early Assessment Program (EAP) in California that involves early readiness testing in the junior year of high school and supplemental materials for high school seniors who are not college ready (Bragg & Taylor, 2014). Bridge programs such as EAP offer acceleration and support services in learning and knowledge on how the college community functions. These bridge programs jump-start the student’s success for the first few years of college.

Illinois college-and-career-readiness models include a college-readiness analysis in student recruitment, academic intervention, support services, and alignment of the courses between levels of learning institutions. For example, the College Success Initiative (CSI) fosters the transition for students from high school to college with such activities as parent orientation nights at local high schools, local community college placement tests, and commitment to be in the CSI program (Bragg & Taylor, 2014). Through this program, the students are provided with informational handouts discussing study aids, multiple learning styles, and how to manage their time in the various demands of being a college student. This initiative even offers a drop-in program several days during the week, in which students can get assistance from college professors (Bragg & Taylor, 2014). Faculty from both the local community colleges and high schools provide focus groups for support in basic core subjects such as math and language through writing labs and other forms of support. This support takes the student through the demands of college courses and college life with guidance from professionals from the two institutions of learning. Students who attend the CSI programs on college campuses experience the dimensions of college
life and learning. Being able to have this experience during the summer before college starts in the fall gives authenticity to the students’ transition, which in turn builds efficacy that allows them to take on the role of a college student and experience the demands of college in a somewhat supportive environment (Bragg & Taylor, 2014.).

An innovative program for struggling students has shown success in Texas. These students, who were at risk of not completing high school, are now benefiting from an accelerated pathway to college completion in several schools in Texas. For example, starting in 2015, 193 students between the ages of 16 and 18 began their first semester at The University of Texas at El Paso (UTEP) as college juniors. These students were typically first-generation college students who came from low-income families where English was not their first language. Mission Early College High School (ECHS) and UTEP developed a collaboration that incorporated academic and social supports that integrated college courses with high school requirements starting in ninth grade (Hoffman & Lundy-Wagner, 2016). Characteristics of their “seamless system” (p. 2) include:

- Students are exposed incrementally to the academic and social expectations of college starting in the ninth grade. This exposure consists of a class called Mastering Academic Writing, which includes writing, note-taking, study skills, and time management.
- Support services and guidance include significant logistical help such as learning how to register, understanding how to secure financial aid, and planning coursework. Students have a venue to ask questions, seek tutoring, and learn to manage time and take notes. The students also understand the planning required for an efficient program of study.
- High expectations and pride exist among students, teachers, and administrators with an attitude of “you can do it” no matter the high poverty rates and the challenge of the community.

**Dual Enrollment and Readiness**

Dual enrollment is one of the educational options that has received a great deal of attention in past years because it is seen as a path to accelerated learning within a specific focus or area of study (Khazem, & Khazem, 2012). Dual enrollment differs from other accelerated options such as International Baccalaureate (IB), Advanced Placement (AP), and College Board Examination (CBE) in that dual enrollment offers authentic learning experiences through courses or programs in the high school student’s chosen field, which is referred to as Early College. Dual enrollment is seen a great deal in the fields of teaching, nursing, and social work (Darche & Stam, 2012).

Dual enrollment has added value in that, although the student is still in high school,
he or she is treated like a college student, receives credit in both institutions, and has dual access on both the high school and college campus for support and services. For example, the student can use the college library if he or she wants to have access to a broader resource base than what is offered in the high school library (Khazem & Khazem, 2012). Dual enrollment courses and programs also act as socializing agents in the transitioning of high school students to becoming college students. Through the process of being in a college course, the student learns the tenets, dispositions, and normative rules of behavior of a successful college student. Later, when that student enters college, he or she has already adopted the role of a college student and is ready to deal with expectations of faculty, administration, and college life (An, 2015).

Dual enrollment helps in that a student who is taking college courses in high school builds the momentum for the transition to college. Studies show that pre-college experiences are essential in the transition to college and completion of a degree (An, 2012, 2015). Also, one sees a change in the disposition of students in a dual enrollment course or program. These students have higher expectations for themselves and the work they do while in high school because these courses are related to their future success. Because dual enrollment courses are related to their focus of study, students are more serious in their learning than they are in their general education courses. Typically, students in their senior year of high school tend to feel less focused, and when they enter college in the fall, they can be overwhelmed. Students in dual enrollment courses, on the other hand, have learned self-accountability and can deal with academic expectations. This has been supported in studies that show students who were in dual enrollment courses were more academically successful in college than those who were not in dual enrollment courses or programs (An, 2012; Karp, 2012).

Regarding a dual enrollment academy, Darche and Stam (2012) noted that the program “…established high expectations for its students: every student would be prepared for the full range of postsecondary education opportunities, and for the world of work” (p. 21). Many such academies exist in secondary schools. These academies help students see the importance of completing secondary school and then moving on to postsecondary education that will lead to success in their chosen careers. Students who investigate their niche as early as middle or junior high school will be able to

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move further through high school and beyond (Darche & Stam, 2012).

Such bridging of secondary courses to higher education keeps students interested in their field and shows them how they can be successful at each level of education. It gives them experience in the world of college even before they enter college, which builds familiarity and a basic understanding of how colleges and universities operate. This experience can build confidence so these students can manage the demands of higher education. They can learn not only about how colleges function but also about the specifics of housing, tuition, financial aid, and special programs that can support them in their college life (Karp, 2012).

Ideally, the courses that prospective college students complete while in high school should not be taken just because they are on the list of requirements; rather, courses should be taken that give authenticity to the learning experiences. Dual enrollment courses that provide a valuable experience to prospective college students in secondary school and later college lend authentic support for their future careers. Quality experiential programs and courses support the students’ needs for long-range goals in education and create a fit for the student in the modern-day societal and economic world (Darche & Stam, 2012).

As Khazem and Khazem noted, “Dual enrollment is a successful acceleration learning mechanism...[that] reduces the average time-to-degree and increases the likelihood of graduation...[all the while increasing] academic performance and educational attainment” (2012, p. 106). Dual enrollment operates through articulation agreements between the high school and the postsecondary schools. In these programs, there must be ongoing communication between the institutions to ensure continuity and that the bridge to early college learning is efficacious.

Hofman and Vochoz stated that dual enrollment could develop in such a way “to make the border between high school and college more permeable (rather than better policed)” (2012, p. 103). While high schools are struggling to determine what can be done to make sure students are college-ready through key competencies, colleges struggle with what college teaching should look like in dual enrollment courses and programs. What should the rigor of the content be, what should the specific courses be in a particular area of study in dual enrollment, and what type of scaffolding or support should be offered for these early-college students?

The curriculum and instruction in secondary schools and through college need to include more authentic delivery, assessments, and professional development so that students can have a smooth bridge throughout their education leading to a career. The success of school-to-college-to-career programs ultimately can be seen through students’ competency in their chosen careers, and for some students, this may be the first time in their lives that they feel real success (Darche & Stam, 2012). Student success increases the efficacy for them to remain motivated and continue in courses even though challenging.

**Conclusion**

Considerable disparity seems to exist between high school completers and non-completers. What about those who attend college and those who do not? When one looks at the cultural differences between various groups, it becomes more disheartening for racial and ethnic groups whose percentages of success are less than half of what White and Asian students experience (Bragg & Taylor, 2014) when it comes to education. For example, something as simple as trying to get themselves
to campus can be a problem for high school students in lower economic situations because their lifestyle does not support their need for transportation to school, let alone to the local community college, even if the student wanted to enroll in college classes.

The beginning story of two girls who come from different backgrounds and had different goals in life when it came to education and careers emphasizes the value of college and career readiness. Katie was the student from a lower socioeconomic status; statistics would suggest she would be the one not to finish school or go to college and later find a successful career. However, Katie worked hard in high school and pursued avenues to be able to go to college so that she could become the nurse that she envisioned as her career goal. Katie found support in her high school counselor and worked hard to become successful in school, then college and a career.

Jessica came from a medium socioeconomic status with a parent who was a professional, but her expectations and goals were very different than what her parents hoped for her. Jessica was expected to enroll in college but later did not succeed and had to drop out of college to work as a store clerk. Jessica seemed to have many of the advantages in her home life that should support her to do well in school and college, which turned out not to be the case. Does this suggest that culture, personal stamina, and “just life” are what happened to these two girls in their pursuits—or was this an issue with college and career readiness?

It is apparent that Katie had a support system in her high school counselor and the benefit of taking advantage of the educational advancement program at her local community college to gain college-level courses while still in high school. Also, her opportunity to connect with a recruiter from the Naval Academy further supported her in her transition from high school to college and a future career. In contrast, Jessica was not thinking about college and made mediocre grades in high school. For a successful transition, Jessica could have benefitted from initiatives designed to help students to explore possible goals and programs and to support those goals much earlier than her senior year of high school. Jessica could have had help investigating what she wanted for her future and what college could do to support her in her goals during her freshman and sophomore years in high school. A student without a clear goal toward which to work and without the support of college and career readiness will flounder in school, college, and possibly in his or her career.

Successful school and college experiences lead to successful careers. Students need to understand how to do well academically and be educated to navigate the waters of college. Although there are many roadblocks along the way, career and college readiness is possible. Success in education comes from realizing that “one size does not fit all.” Every student is unique academically, socially, culturally, and financially. Once educators implement programs that capitalize on each student’s strengths, success will be much more likely.

References


The Evolving Teacher


Teacher leadership as defined by Marcus Conyers and Donna Wilson (2016) “happens when excellent teachers reach beyond their classrooms to improve teaching and learning for children in their schools, districts, and communities” (p. 11). Other researchers cited in this groundbreaking work provide similar definitions, all with the underlying theme of improving education. How then do we help teachers move into leadership roles? Conyers and Wilson provide what they call the POWER framework to meet this objective.

The POWER framework consists of five basic concepts: (a) Plasticity and potential, (b) Opportunities, (c) Work, (d) Encouragement, and (e) Results. Conyers and Wilson tell readers that the old saying “you can’t teach an old dog new tricks” is not true because of neuroplasticity. They encourage veteran teachers to change their mindsets, allowing themselves to learn new things without forgetting about the potential of the younger colleagues.

Not only does neuroplasticity play a role in moving into leadership, but so does our desire to be social beings. Conyers and Wilson emphasize collaboration as a pathway to successful leadership. They also explain that opportunities are around us every day; we need only look at what is happening in our schools to see those opportunities and take advantage of chances to collaborate with colleagues, administrators, parents, and the community at large.

Dr. Nora Pollard, newly elected first vice president of New Jersey State Organization, has been an active member of DKG since 2004. She has served Lambda Chapter as chair of many committees, communications/newsletter editor, secretary, vice president, and president. At the state organization level, she has served as recording secretary, leadership development chair and co-chair, initiation co-chair, and co-editor of the state newsletter. Pollard attended the 2010 Golden Gift Leadership/Management Seminar and currently serves at the international level as a member of the editorial board. She is a senior disability policy specialist for Educational Testing Service. nora.pollard@att.net

This article continues a series initiated by members of the Bulletin’s editorial board. The goal of the series is to provide insight on a topic or work related to the theme of the issue. Here, editorial board member Pollard reviews a book that explores the evolving role of teacher leaders.
Conyers and Wilson then encourage us to work smarter by using metacognitive strategies. Each teacher should develop the strengths that will help her become a leader in the school community. By providing encouragement, the teacher leader can help to create a school climate that is accepting of change and that will likely lead to improvement in the education of all students. Finally, one should not be afraid to seek out the results of other teacher leaders and try these ideas in his or her own school.

Throughout the book, Conyers and Wilson provide examples of how classroom teachers from around the world are successfully taking on the mantle of leadership. This easy to read yet POWERful book can help readers learn that leadership begins with small steps that lead to greater things.
Bulletin Submission Guidelines

Submissions from members will be accepted for review provided that:

• The submission is not being considered concurrently in whole or substantial part by another publisher.
• The Bulletin has exclusive option of possible publication for a period of 6 months following receipt of the submission.
• The author assumes responsibility for publication clearance in the event the submission was presented at a professional meeting or is the direct product of a project financed by a funding agency.
• Authors are responsible for accurately citing all quoted and bibliographic materials and for obtaining permission from the original source for quotations in excess of 150 words or for tables or figures reproduced from published works.
• Co-authors are permitted. At least one author must be a Delta Kappa Gamma member.

Manuscript Preparation

• Although there is a suggested theme for each issue of the Journal, manuscripts on all topics are welcome. The Collegial Exchange is not theme-based.
• Manuscripts should be focused, well organized, effectively developed, concise, and appropriate for Bulletin readers. The style should be direct, clear, readable, and free from gender, political, patriotic, or religious bias. Topic headings should be inserted where appropriate.
• Please see Submission Grid on the following page for specific requirements of the types of manuscripts appropriate for publication.
• Double space the entire manuscript, including quotations, references, and tables. Print should be clear, dark, and legible. Pages must be numbered.
• References should refer only to materials cited within the text. Nonretrievable material, such as papers, reports of limited circulation, unpublished works, and personal communications, should be restricted to works absolutely essential to the manuscript.
• Abbreviations should be explained at their first appearance in the text. Educational jargon (e.g., preservice, K–10, etc.) should be defined as it occurs in the text.
• Place tables and figures on separate pages at the end of the manuscript. Use Arabic numerals and indicate approximate placement in the text.
• Photos, graphics, charts, etc. that may enhance the presentation of the manuscript may be included. Contact the editorial staff (bulletin@dkg.org) for information regarding the use of photos.

Submission

• One submission per author per issue.
• Submit electronically, in Microsoft Word format, to bulletin@dkg.org. Do not submit PDF files. For a manuscript, include definitive abstract, photo of author(s) [see below], and biographical information. Biographical information must include author(s) name(s), occupational position(s), Society and professional affiliations (list offices held), address(es), phone number(s) and e-mail address(es).
• Electronic/digital photo files must be saved in JPG or TIFF format and must be a minimum of 1.5” x 1.5” with a 300 dpi resolution. For photos submitted to enhance text, include caption/identification information.
• For poems and graphic arts, submit name, address, and chapter affiliation. A photograph is not required.
• All submissions will be acknowledged and assigned a review number within 2 weeks. Contact the editor at bulletin@dkg.org if you do not receive timely acknowledgement of your submission.

Publication of Submissions

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• The editorial staff reserves the right to make changes of a nonsubstantive nature.
• Published authors will receive five complimentary copies of the Bulletin in which their article appears.
# Bulletin Submission Grid

<table>
<thead>
<tr>
<th>Publication</th>
<th>Submission Type and Description</th>
<th>Word Length</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journal</strong></td>
<td>Action/Classroom Research: Organized, systematic, and reflective analysis of classroom practice with implications for future practice in teaching and learning.</td>
<td>1,500-4,000</td>
<td>Abstract; documentation; bio; photo</td>
</tr>
<tr>
<td><strong>Journal</strong></td>
<td>Qualitative/Quantitative/Mixed Methods Research: Essentially narrative with nonstatistical approaches and a focus on how individuals and groups view and understand the world and construct meanings from their experiences (Qual)/Gathers and analyzes measurable data to support or refute a hypothesis or theory through numbers and statistics (Quan)/Utilizes both qualitative and quantitative data to explore a research question (Mixed).</td>
<td>1,500-4,000</td>
<td>Abstract; documentation; bio; photo</td>
</tr>
<tr>
<td><strong>Journal</strong></td>
<td>Position Paper/Viewpoint: Defines an issue; asserts clear and unequivocal position on that issue, provides data and references that inform that position, and argues directly in its favor.</td>
<td>1,000-1,500</td>
<td>Abstract; documentation; bio; photo</td>
</tr>
<tr>
<td><strong>Journal</strong></td>
<td>Review of Literature: Presents supporting and nonsupporting evidence to clarify a topic and/or problem of interest and value to educators; synthesizes and critiques the literature; draws conclusions; mentions procedures for selecting and reviewing literature; may include narrative review, best evidence synthesis, or meta-analysis.</td>
<td>1,500-3,000</td>
<td>Abstract; documentation; bio; photo</td>
</tr>
<tr>
<td><strong>Journal</strong></td>
<td>Program Description: Provides an overview and details of a single program in an educational setting. Goals, resources, and outcomes are included. No marketing or promotion of a program is allowed.</td>
<td>1,500-2,000</td>
<td>Abstract; documentation; bio; photo</td>
</tr>
<tr>
<td><strong>Journal</strong></td>
<td>Book/Technology Review: Combines summary and personal critique of a book, Web site, or app on an educational topic or with educational relevance.</td>
<td>400-700</td>
<td>Introduction; documentation; bio; photo</td>
</tr>
<tr>
<td><strong>Collegial Exchange</strong></td>
<td>Classroom Practice/Program: Describes practice or initiative used in a classroom to advance educational excellence</td>
<td>700-1,200</td>
<td>Bio; photo</td>
</tr>
<tr>
<td><strong>Collegial Exchange</strong></td>
<td>DKG Chapter/State Organization Practice/Program: Describes a practice or initiative used by a chapter or state organization to advance the purposes of DKG</td>
<td>700-1,200</td>
<td>Bio; photo</td>
</tr>
<tr>
<td><strong>Collegial Exchange</strong></td>
<td>Viewpoint on Current Issue: Defines and addresses an issue related to education, women, children, or DKG</td>
<td>700-1,200</td>
<td>Bio; photo</td>
</tr>
<tr>
<td><strong>Collegial Exchange</strong></td>
<td>Personal Reflection or Anecdote: Shares a personal experience that provides insight to the human condition, particularly related to educators and women</td>
<td>500-700</td>
<td>Bio; photo</td>
</tr>
<tr>
<td><strong>Collegial Exchange</strong></td>
<td>Inspirational Piece: Provides transcript of speech delivered at chapter, state, regional, or international events</td>
<td>700-1,200</td>
<td>Bio; photo</td>
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<tr>
<td><strong>Collegial Exchange</strong></td>
<td>Bio and/or Interview: Shares the story or thoughts of a key woman educator or leader in education, women’s issues, or children’s issues</td>
<td>700-1,200</td>
<td>Bio; photo</td>
</tr>
<tr>
<td><strong>Collegial Exchange</strong></td>
<td>Book Review: Combines a summary and personal critique of a textbook, resource, or book (fiction or nonfiction) related to education or to women and children</td>
<td>400-700</td>
<td>Bio; photo</td>
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<tr>
<td><strong>Collegial Exchange</strong></td>
<td>Technology Review: Combines a summary and personal critique of an educational application, program, or piece of hardware that is useful in the classroom or that is useful in the life of an educator</td>
<td>400-700</td>
<td>Bio; photo</td>
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<tr>
<td><strong>Journal or Collegial Exchange</strong></td>
<td>Letter to the Editor: Responds to items previously published in the Bulletin</td>
<td>200-300</td>
<td>Author’s name; chapter/state</td>
</tr>
<tr>
<td><strong>Journal or Collegial Exchange</strong></td>
<td>Poetry/Creative Work: Original expressions in any creative format</td>
<td>NA</td>
<td>Bio; photo</td>
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