

Theses and Dissertations

---

2018

**The exploration of student shadowing and school-based instructional rounds on deeper learning in the middle and high school classroom: a transformative approach discussing professional learning with teachers and administrators**

Regina Kloes-Corwin

Follow this and additional works at: <https://digitalcommons.pepperdine.edu/etd>

---

**Recommended Citation**

Kloes-Corwin, Regina, "The exploration of student shadowing and school-based instructional rounds on deeper learning in the middle and high school classroom: a transformative approach discussing professional learning with teachers and administrators" (2018). *Theses and Dissertations*. 936. <https://digitalcommons.pepperdine.edu/etd/936>

This Dissertation is brought to you for free and open access by Pepperdine Digital Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Pepperdine Digital Commons. For more information, please contact [Katrina.Gallardo@pepperdine.edu](mailto:Katrina.Gallardo@pepperdine.edu), [anna.speth@pepperdine.edu](mailto:anna.speth@pepperdine.edu), [linhgavin.do@pepperdine.edu](mailto:linhgavin.do@pepperdine.edu).

Pepperdine University  
Graduate School of Education and Psychology

THE EXPLORATION OF STUDENT SHADOWING AND SCHOOL-BASED  
INSTRUCTIONAL ROUNDS ON DEEPER LEARNING IN THE MIDDLE AND HIGH  
SCHOOL CLASSROOM: A TRANSFORMATIVE APPROACH DISCUSSING  
PROFESSIONAL LEARNING WITH TEACHERS AND ADMINISTRATORS

A dissertation submitted in partial satisfaction  
of the requirements for the degree of  
Doctor of Education in Educational Leadership, Administration and Policy

by

Regina Kloes-Corwin

May, 2018

Martine Jago, Ph.D. – Dissertation Chairperson

This dissertation, written by

Regina Kloes-Corwin

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

Doctoral Committee:

Martine Jago, Ph.D., Chairperson

Linda Purrington, Ed.D.

Margery Ginsberg, Ph.D.

© Copyright by Regina Kloes-Corwin (2018)

All Rights Reserved

## TABLE OF CONTENTS

	Page
LIST OF TABLES.....	viii
LIST OF FIGURES .....	ix
DEDICATION.....	x
ACKNOWLEDGEMENTS .....	xi
VITA.....	xiii
ABSTRACT .....	xiv
Chapter 1: Introduction.....	1
Chapter Overview .....	1
Background of the Study .....	1
Problem Statement .....	4
Purpose Statement.....	5
Importance of the Study .....	5
Definition of Terms.....	7
Theoretical Framework.....	8
Research Questions .....	9
Limitations .....	9
Delimitations.....	9
Assumptions.....	10
Positionality .....	11
Organization of the Study.....	15
Chapter Summary.....	15
Chapter 2: Literature Review .....	16
Chapter Overview .....	16
Conceptual Framework.....	16
History of Education Reform.....	17
What History Tells Us.....	19
Professional Growth and Staff Development .....	22
Defining 21st Century Learning.....	28
Deeper Learning.....	31
What About the Teachers?.....	39
Student Shadowing.....	42
Instructional Rounds / School-Based Instructional Rounds .....	46
Instructional Rounds.....	46
School-Based Instructional Rounds .....	51
Adult Learning Theory .....	53

	Page
Transformative Learning Theory .....	54
Chapter Summary.....	55
Chapter 3: Research Methodology .....	57
Chapter Overview .....	57
Introduction.....	57
Research Design.....	58
Design Validity .....	59
Setting and Sample.....	60
Human Subject Considerations.....	63
Instrumentation .....	64
Data Collection.....	66
Data Management .....	68
Data Analysis .....	69
Chapter Summary.....	69
Chapter 4: Presentation of Findings.....	71
Chapter Overview .....	71
Context.....	71
Methodology Overview .....	72
School-Based Instructional Rounds .....	73
Shadow a Student Challenge .....	104
Summary of Key Findings.....	126
Chapter Summary.....	127
Chapter 5: Findings and Conclusions .....	128
Chapter Overview .....	128
Introduction.....	128
Discussion of Key Findings.....	129
Conclusions.....	149
Implications for Practice.....	150
Evaluation of the Study .....	156
Recommendations for Further Research .....	158
Chapter Summary.....	159
REFERENCES .....	160
APPENDIX A: School-Based Instructional Rounds/Peer Observations Interview Questions... 172	172
APPENDIX B: Shadow a Student Challenge Interview Questions .....	174
APPENDIX C: Request for Permission to Conduct Research in Schools.....	176

	Page
APPENDIX D: Informed Consent.....	177
APPENDIX E: IRB Approval.....	180

## LIST OF TABLES

	Page
Table 1. Participants in School-Based Instructional Rounds .....	73
Table 2. Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds: Research Question-Opening Prompt .....	74
Table 3. Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Prompt 1) .....	77
Table 4. Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Prompt 2) .....	82
Table 5. Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Prompt 3) .....	84
Table 6. Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Prompt 4) .....	87
Table 7. Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Question 5) .....	90
Table 8. Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Question 6) .....	92
Table 9. Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Question 7) .....	96
Table 10. Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Question 8) .....	99
Table 11. Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Question 9) .....	101
Table 12. Shadow a Student Challenge Toolkit .....	106
Table 13. Bloggers' Demographics .....	108



## LIST OF FIGURES

	Page
Figure 1. Conceptual framework .....	17
Figure 2. A four-step process .....	50
Figure 3. Demographics of participants' schools in the United States .....	109
Figure 4. School-Based Instructional Rounds and the Shadow a Student Challenge blended in practice.....	155

## DEDICATION

This dissertation study is dedicated to the d.school at Stanford University, Peter Worth of School Retool at Hasso Plattner Institute of Design at Stanford d.school, Dr. Denise Pope of the Graduate School of Education at Stanford University, and Dr. Lee Teitel at Harvard Graduate School of Education. Through the expertise of these wonderful and generous individuals, I was given the gift of their time through personal meetings, institutes, and training seminars in discovering what it means to “hack,” embrace student voice, and collaborate with leaders and educators in an inquiry-based culture that not only helped me as an adult learner but also gave me the tools and inspiration to lead others toward an “educational practice” focused on student learning.

## ACKNOWLEDGEMENTS

First and foremost I would like to thank my husband Patrick for believing in me and always encouraging me to pursue my goals and dreams. You are my rock and my number one cheerleader in life. You willingly took roads trips with me to Stanford and flew with me across the country to Harvard University to make my dream for this research study a reality. I am forever grateful. To my two sons Cristian and Ashton, thank you for being so understanding throughout these last 3 years. I know how many weekends were lost for us having fun as a family while I wrote day and night at the dining room table well beyond midnight only to wake up and find me once again in the same place writing in the early morning hours, asking me, “Mom, when will it all be over?” I started this journey when you two were in elementary and middle school and now you are approaching your 8th-grade and 11th-grade years. Now it is time play, travel, and enjoy our weekends as a family once again. Thank you for your patience and encouragement, as I know it was a sacrifice for our entire family. What my professors had said at the beginning of LATTE was true; earning a doctorate is a family commitment. To my sister Raquel, words cannot express how grateful I am to have you as my sister and to have had a co-pilot throughout this process. You helped me to brainstorm ideas when I became overwhelmed with data and needed an extra pair of eyes to see through the forest. I could not have accomplished all of this without your help and guidance. Thank you! To my mom, thank you for always believing in me and pushing me to continue to chase my dreams. To Cohort C-13, what a journey this has been. Thank you for all your encouragement through phone calls and group text messages throughout this process and for your friendship. To Keisha and Michelle, I have found two lifelong friends. Michelle, thank you for always believing in me and encouraging me to reach for more than I ever thought I was capable of accomplishing. Keisha, thank you for being

my study partner, the one that helped me to stay the course. We had a goal and we made it through together! Dr. Margery Ginsberg, thank you for your willingness to be on my committee and for your expertise in the development of the research questions asked of the participants in this research study. Your passion through your work has brought a voice to the many students and teachers across this country who believe in the importance of putting students first by walking in their students shoes in seeing what is relevant and important in lives of students today. Dr. Linda Purrington, thank you for your guidance and for all of the resources you have offered to me throughout this journey. The empathy you showed toward me at LATTE when I became ill at the start of the ELAP program and your continued care in making sure I had everything I needed regarding deadlines throughout this process has helped me accomplish my goal of being the first person in my family to earn a doctorate. You pushed my thinking and that of our cohorts throughout our ELAP coursework and have always demonstrated integrity and compassion in the work you share with others who dream of making a difference in K-12 districts and in higher education institutions. Thank you for being my committee member. Dr. Martine Jago, this experience has been like none other, and without you as my chair, I would have been completely lost in this process. From our first class together in ELAP, I saw your organization, patience, humor, and wit as the perfect recipe for everything I needed in a chair for my committee. Thank you for your honesty, guidance, and expertise. I could not have done this without you in my corner, encouraging me and giving me the space to grow throughout this journey. I am forever grateful for the opportunities that are yet to come in my life and my families because of the time you committed in helping me to pursue my doctoral degree.

## VITA

**ACADEMIC POSITIONS**

PALOS VERDES PENINSULA UNIFIED SCHOOL DISTRICT Physical Education, Palos Verdes Intermediate School, Palos Verdes Estates, CA	2002-Present
PENINSULA EDUCATION FOUNDATION Principal, PEP Summer School, Palos Verdes Estates, CA	2017 -2018
BEVERLY HILLS UNIFIED SCHOOL DISTRICT Physical Education/Health, Beverly Hills High School, Beverly Hills, CA	1997-2002
CLOVIS UNIFIED SCHOOL DISTRICT, Fresno, CA Physical Education/Health, Clovis West High School	1996- 1997

**EDUCATION**

Pepperdine University, Malibu, CA Doctorate of Education, Educational Leadership, Administration and Policy	2018
National University, Los Angeles, CA Administrative Service Credential	2000
Fresno State University, Fresno, CA Masters of Arts-Kinesiology	1997
National University, Clovis, CA Teaching Credential	1996
Fresno State University, Fresno, CA Bachelor of Science-Kinesiology	1994

## ABSTRACT

Professional learning environments and professional development practices among educators throughout the United States have experienced a great deal of attention in the need for changes toward collaborative learning models and professional learning opportunities that engage in hands-on work focused on student learning and the growth of teachers' practice to help students develop their ability to think critically. This qualitative phenomenological study explored middle and high school teachers' and administrators' previous professional learning experiences through the practice of School-Based Instructional Rounds and Student Shadowing. The research focused on exploring the impact, if any, on transforming teaching strategies that provide deeper learning experiences for students in college and career readiness. A transformative framework under the theory of Mezirow's transformative learning theory and Knowles's adult learning theory using a constructivist paradigm and grounded theory approach informed the exploration of worldviews from the data of this research study.

The participants who took part in School-Based Instructional Rounds included 8 high school and middle teachers and administrators in 3 school districts representing 4 Southern California schools. In-person interviews support the research findings in this study. The participants represented in the Shadow a Student Challenge consisted of school leaders and a teacher who work in public and private middle and high school districts in the states of Ohio, Pennsylvania, Virginia, and Rhode Island. Document analysis and personal interviews support the research findings of this study. Professional learning experiences of School-Based Instructional Rounds and Student Shadowing were explored within the lived experiences of teachers and administrators professional learning practices. Perceptions of deeper learning opportunities in middle and high school classrooms were examined, connecting professional

development and the transformation of deeper learning instructional practices. This study will contribute to the body of literature on the value of implementing School-Based Instructional Rounds and the Shadow a Student Challenge as hands-on professional learning practices for teachers and administrators toward supporting the adoption of engaging, meaningful, and relevant strategies for 21st century learning skills in middle and high school classrooms.

## **Chapter 1: Introduction**

“If you want to build a ship, don’t drum up people to collect wood and don’t assign them tasks and work, but rather teach them to long for the endless immensity of the sea.”

–Antoine de Saint-Exupéry

### **Chapter Overview**

The opening chapter provides an orientation to the research study. The subject area is introduced, the problem statement and purpose statement are outlined, and the importance of the research is discussed. Following a list of key terms with definitions, the theoretical and conceptual frameworks contextualize the investigation. The guiding research question and sub-questions are given in a separate section. Limitations, delimitations, assumptions, and positionality are acknowledged. The chapter concludes with sections on the organization of the study and a chapter summary.

### **Background of the Study**

Through a variety of independent research studies (Bill and Melinda Gates Foundation, 2014; Hirsh & Killion, 2009; Reinhorn, Johnson, & Simon, 2015) a cross-section of schools within the United States have brought to the attention of educational leaders, teachers, and researchers the need for changes in professional learning environments and professional development (PD) to assist teachers in developing effective practices for instructional learning. Eighteen billion dollars are spent annually on PD and a typical teacher spends 68 hours each year—more than a week—on professional learning activities directed by districts (Bill and Melinda Gates Foundation, 2014). In addition to these findings, Jacques, Behrstock-Sherratt, Parker, and Bassett (2017) reported that the largest 50 school districts in the United States are spending \$18,000, per teacher, annually on teacher development, which would amount to an



estimated \$8 billion expended leading up to the 2017 school year. It is important to take notice of the funding that is invested and the number of individuals who are affected by district-led professional staff development. A recent report from the National Center for Education Statistics published a summarized, mandated, congressional report on *The Condition of Education 2017*, highlighting the trends and developments of schools across the United States. The report projected a total of 3.5 million teachers would be teaching in public and private school systems and an estimated 55.6 million students would be enrolled in schools ranging from pre-kindergarten through grade 12 by 2016. Considering the magnitude of these numbers, one can see how millions of teachers and students have been directly impacted by the outcomes of district directed professional learning (McFarland et al., 2017).

According to the Alliance for Excellent Education (2012), the infrastructure that currently exists today is not able to support the much-needed changes required to meet the demands of students in a world that no longer requires individuals to sit passively and take direction from a teacher who was once the direct source of all knowledge and information. Teachers who practice whole-class lectures where students take copious notes among straight rows of desks and only answer questions that come directly from the teacher are a reflection of a century of schools throughout the nation (Lampert, 2015). Schleicher (2017) emphasizes that the world is continuously changing at rates never imagined 50 years ago. The technological advancements and global opportunities to be connected place limitless knowledge at our fingertips. As a result, keeping the attention and curiosity of learners today requires teachers to shift their practices from replicating that same knowledge and begin teaching students how to “understand, interpret, create and communicate what they have learned” (Schleicher, 2017, para. 13) to prepare them for the challenges of tomorrow. Lampert (2015) described the “culture of instruction” (p. 4), which

represents the way teachers intentionally create opportunities to interact with students as learners and the classroom culture which are shared by cultures and norms, has the capability of determining a student's desire to either achieve a mindset of success or a mindset of failure.

The development of collaborative learning models and professional learning networks is becoming more of interest as a solution to the isolation educators are reporting throughout the research (Fallon & Barnett, 2009; Reinhorn et al., 2015). However, in contrast, evidence shows that educators seem to have made individual choices to maintain some level of isolation and privacy, shielding themselves from reflective inquiry and criticism (Fallon & Barnett, 2009). One of the most current models of PD being offered is one-time workshops (Gulamhussein, 2013). However, Gulamhussein (2013) argued that the most effective PD must focus on student learning and the growth and development of teachers' own practice to help students develop their own ability to think critically. Likewise, the Bill and Melinda Gates Foundation (2014) provide supporting views based upon interviews and surveys with over 1,300 stakeholders who agreed that the investments put forth in PD are not offering meaningful and relevant learning opportunities. Consequently, districts are missing the mark in terms of connecting the work of teachers around assisting their students in learning.

At the national level, an extensive research study as part of the School Redesign Network at Stanford University concluded that the current practices regarding PD have failed in the U.S. regarding establishing the support of the more than 40 states who committed to creating highly effective professional learning for educators based on standards that were adopted to transform schools and improve academic achievement (Darling-Hammond, Chung Wei, Andree, Richardson, & Orphanos, 2009). With the implementation of the Common Core State Standards (CCSS) and the need to redesign instruction for deeper learning, students and teachers need to be

engaged in relevant and challenging work. Active learning in PD gives teachers a personal sense of the direct style of learning that brings forth hands-on experiences that can offer a focus on making improvements by using real examples of student curriculum and immersing teachers in learning environments that help conceptualize ideas for their students' learning (Darling-Hammond, Hylar, & Gardner, 2017). According to Phillips (2014), "Districts control the vast majority of spending on professional development, and reallocating that spending toward formats, topics, and providers that teachers themselves say better meet their needs, should be a core priority for schools and districts alike" (para.15).

A study by the Learning Policy Institute at Stanford University reviewed 35 experimental studies on the impact of PD related to student learning stated when it comes to best practices, "active learning is better than passive learning, job-embedded learning is better than isolated learning, and sustained learning is better than one-shot learning" (Noonan, 2017, para. 3). Although the transformation of professional learning is at the forefront of the implementation of the new CCSS, there remains a challenge in supporting and engaging job-embedded professional learning (Leaning Forward, n.d.). Without understanding how one might prepare skills that are deemed necessary for students' future career pathways, the status quo of instruction and PD in education will continue.

### **Problem Statement**

Currently in the United States, the quality and methods used to deliver effective PD are in question as to the assistance that they are providing educators with the best possible outcomes to develop their professional learning. A gap in the literature exists as to the specific practices that can offer educators support in professional learning through peer observation (Reinhorn et al., 2015). A limited number of studies have focused on the benefits of student shadowing and the

opportunities this practice may offer to teachers and administrators as a transformative learning practice toward deeper learning experiences within the middle and high school classroom setting. What is not known is what deeper professional learning experiences teachers and administrators receive based upon their participation in School-Based Instructional Rounds and Student Shadowing. Progress needs to be made in terms of re-envisioning and building educators' PD opportunities that will not only impact their professional learning but also create deeper learning experiences for all students to prepare them for college and career readiness. Therefore, an opportunity and need exists to study the ways in which Student Shadowing and School-Based Instructional Rounds create opportunities to offer relevant hands-on professional learning and awareness to provide deeper learning instruction within middle and high school classrooms.

### **Purpose Statement**

This qualitative phenomenological study explored middle and high school teachers' and administrators' previous professional learning experiences in the practice of School-Based Instructional Rounds and Student Shadowing. This research project focused on exploring the influence, if any, on transforming teaching strategies that provide deeper learning experiences for students in college and career readiness.

### **Importance of the Study**

The analysis and findings of this study will be used to help guide educational leaders and teachers determine the role School-Based Instructional Rounds and Student Shadowing can play in enhancing and deepening professional learning experiences for teachers and administrators, transforming teaching strategies to create deeper learning instructional practices in preparing students for college and career readiness. Changing current practices from a top-down approach regarding professional staff development has the ability to create opportunities for teachers to

harness the expertise and knowledge among their fellow peers. Utilizing the collective knowledge of teachers across content areas offers opportunities for teachers to generate a shared practice in the development of instructional strategies to support students' academic needs. This study is important in adding new knowledge to the professional literature and for teachers, site level administrators, and school districts, helping to cultivate meaningful and relevant work in teachers' professional growth. Deeper learning strategies are a requirement of the new CCSS and 21st-century learning competencies that students need to support their college and career pathways.

Now more than ever, teachers will need the support of their colleagues to collaborate and leverage their knowledge in implementing the work around deeper learning. According to Phillips and Hughes (2012), teacher collaboration will be the critical component in the implementation of the CCSS. Their study further acknowledges educators describing the work established in collaborative teams as being the best part of their PD experiences.

The potential application of the study concedes the possibility of the value of using School-Based Instructional Rounds and student shadowing to support teachers as a PD practice as well as creating on site professional learning teams to share the expertise and knowledge that exists within any given organization. Initiating changes in professional staff development among district and school administrators and using the resources that exist among the wealth of knowledge acquired by teachers offers schools and districts the opportunity to create a new approach to educating students in the 21st century. Designing curriculum and materials tailored to a student's need based on peer observations, student shadowing, and shared knowledge among professional teams of teachers allows for the development of differentiated instruction that will best support student learning.

The results of this study may contribute to the development of deeper professional learning experiences and conversations for teachers and administrators through the practice of School-Based Instructional Rounds and Student Shadowing, creating opportunities that encourage purposeful and intentional interactions among students, teachers, and administrators. Constructing an environment that supports educators to learn from one another through parallel practice with their peers and students alike may conceivably create new connections and strategies to retool ways in which educators engage in conversations with students around the work, explore and connect to their students' different learning styles, and develop an awareness of what is relevant in instruction.

The Southern Regional Education Board (SREB, 2013) references Tom Dewing's theory of the "knowing-doing gap" in which he states, "Teachers must find a way to bridge the gap between what they *know* about good instruction and what they *do* in the classroom" (p. 2). With the intention of making the necessary changes toward developing engaging, meaningful, and relevant learning needed to support instructional strategies for 21st-century learning and college and career readiness, Noonan (2017) asserted that understanding what makes the learning experiences of teachers impressionable and enduring, regardless of time and location spent on PD, is essential in identifying what works.

### **Definition of Terms**

- *21<sup>st</sup> Century Learning Skills*: Essential skills needed to be competitive in 21<sup>st</sup> century work: problem solving, communication, teamwork, technology use, and innovation. (Trilling & Fadel, 2009).
- *College and Career Readiness*: "A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses leading to a

baccalaureate or certificate, or career pathway-oriented training programs without the need for remedial or developmental coursework” (Conley, 2012, p. 1).

- *Common Core State Standards (CCSS)*: “A set of high-quality academic standards in mathematics and English language arts/literacy (ELA)” (Common Core State Standards Initiative, n.d., para. 1).
- *Deeper Learning*: “An umbrella term for the skills and knowledge that students must possess to succeed in 21st-Century jobs and civic life. These are competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job” (William Flora and Hewlett Foundation, 2013a, para. 1).
- *Hacking*: For the purpose of this study, hacking will be defined as “scrappy little experiments that are built on research-based practices” (P. Worth, personal communication, Worth, October 10, 2016).
- *Student Shadowing*: A process by which educators follow a student through all or part of a school day to gain insight into what he or she experiences within the school setting (Ginsberg, 2015).
- *Transformative Learning*: The process of effecting change in a frame of reference. (Mezirow, 1997).

### **Theoretical Framework**

Two different theoretical frameworks informed this study: Mezirow’s (1997) transformative learning theory and Knowles’s adult learning theory, based on professional learning experiences in professional staff development practices. Using a constructivist paradigm and a grounded theory approach, based on teachers’ and administrators’ lived experiences

through the practice of School-Based Instructional Rounds and Student Shadowing, the researcher explored worldviews on staff development and allow for the exploration of theories emerging from the data.

### **Research Questions**

The following research questions guided this study:

- Question 1: What are the experiences of teachers and administrators participating in School-Based Instructional Rounds in professional learning?
- Question 2: What are the experiences of teachers and administrators participating in the Shadow a Student Challenge around professional learning?

### **Limitations**

This study may not be generalized to an entire population, as only three school districts in Southern California were studied. Scheduling and locations for interviews to be conducted in person or online through Face Time maybe challenging as the researcher must travel up to a minimum of 2 hours should the interviews be requested to be conducted in person. Participants had the option to withdraw at any time. Recollection of previous professional learning experience in School-Based Instructional Rounds and/or Student Shadowing may have been limited due to participants' past practice from the 2016-2017 school year. Shadow a Student Toolkits have not yet been shown to be effective in data collection, since the initiative was only in its second year. It is assumed that participants were truthful in their interviews.

### **Delimitations**

Delimitations of this study are the boundaries set by the researcher, and included the following in this study.



**Shadow a Student Challenge.** The delimitations established by the researcher included recruiting previous participants in the Shadow a Student Challenge Campaign from the 2016-2017 school year. The individuals sought to participate in this study were teachers and administrators who submitted blog posts published by the d. school at Stanford. The researcher requested the opportunity to ask follow-up questions relating to the overarching question in the study. Potential participants came from schools throughout the United States. Participants also included those who have not submitted blog postings, but did take part in the Shadow a Student Challenge. The study took place over a 2-month period with interviews being conducted online, by personal conversations via telecommunication, or by documents provided through Survey Monkey.

**School-Based Instructional Rounds.** The delimitations with reference to the focus of School-Based Instructional Rounds explore Southern Californian public middle and high schools established in suburban communities. Each district and school selected by the researcher has provided lead teachers and teachers on special assignment (TOSAs) to conduct the organization of peer observations on each school site. Teachers and administrators must have had prior experiences in the practice of School-Based Instructional Rounds. No participants were excluded from the study due to number of years of teaching experience and or years of administrative experience.

### **Assumptions**

The assumptions of the researcher in this study include the following: (a) interview questions were answered by participants honestly, to the best of their ability, and had the potential to reflect their candid views as contributors to the research; (b) collected data reflected accurate responses from the participants; (c) confidentiality was and will continue to be upheld

by the researcher; (d) participants would be knowledgeable in 21st-century learning competency and college and career readiness; and (e) participants would be knowledgeable of the practice of deeper learning instruction.

### **Positionality**

As an educator who has taught for 21 years in the public school system throughout elementary, middle, and high school levels, I understand and am mindful of the variety of professional learning opportunities offered to teachers across curriculum levels and departments. Some have been from my own experiences whereas educators and administrators whom I have met from districts around the country through my continuing education coursework at various universities and educational conferences have shared others. Acknowledging my potential biases and considering my past experiences in professional staff development, my positionality as an educator stems from having an exceptional support system in my first year as a student teacher to collaborate with others inside and outside of my department to improve my instructional practices. My interest in exploring the practice of School-Based Instructional Rounds and Student Shadowing in my research stems from a void of meaningful professional learning experiences over the span of my professional career. I have spent my last 5 years in education reinventing myself and investing time and money into my own education in pursuit of my passion to help others in my profession. I encourage others to see that sometimes there is a need to *lead up*, regardless of one's position or title, in order to make the necessary changes needed for the students that we serve.

As I began my journey of becoming a teacher 21 years ago, I was selected to teach at a high school in the Central Valley of California. Being a recent college graduate I was excited to become a part of a network of teachers who loved being around kids and cared about making a

difference in the lives of their students education. Although I was a new teacher in the Physical Education Department, I knew I had more to offer other teachers outside of my expertise. I loved the enthusiasm of my five master teachers and enjoyed the lessons and strategies they were generously sharing with me. Those days of student teaching were undeniably some of the best learning opportunities and experiences in my teaching career. Collaborating with others as a professional learning practice allowed me to grow as a teacher and an aspiring administrator.

Three months after completing my first year of student teaching, I was hired to teach and coach in a Southern California high school. After settling into my first job and attending my first department and staff development meeting, I soon realized not everyone was as enthusiastic about attending as I was. Although I was part of a close-knit group of professionals, the previous spark and enjoyment of assisting and collaborating with one another as I experienced at my previous school site was almost non-existent in my new position. It was during those first few months of teaching that I realized how much we are alone in our profession. The support of my colleagues was not the same as I had experienced during my student teaching, and the thirst for new knowledge among the majority of my colleagues had faded away many years ago. Very few teachers were meeting voluntarily and sharing their expertise with one another. The apathy of teachers toward receiving a top-down model of mandated PD meetings, arranged by district administrative leadership teams, lacked the sense of engagement, purpose, and adult learning experiences that I had once known. The agenda for staff development resembled a cookie cutter approach to learning. Professional learning in one department was believed to be suitable for every department and what had been deemed relevant for the professional learning experience of first-year teachers was believed to be appropriate for all teachers, regardless of years of service and expertise. I had decided at the end of my second year of teaching that my personal and

professional values would revolve around developing personal and professional relationships. I believed strongly in creating an environment where students felt challenged, regardless of their academic aptitude. Placing students first and educating well-rounded individuals became my highest priority and continues to be to this day.

After my second year of teaching, I knew I wanted to become an administrator. I wanted to help lead the change in finding a practice that could be meaningful, relevant, and engaging for everyone, regardless of teachers' years of service. I believed that my colleagues and I deserved better. We had a plethora of knowledge and expertise all around us. I thought, why were we not using it to our advantage? I learned early in my career that our students are the direct recipients of our professional learning experiences. If these experiences were not assisting in our professional learning, how could we be effective in our delivery of instruction and teaching strategies in the classroom?

I have chosen to explore two practices of professional learning in my current research study: School-Based Instructional Rounds and Student Shadowing. Based on my past participation with the Principal's Center of Professional Development Programs at Harvard Graduate School of Education and attending workshops through the d. school at Stanford University, I discovered a newfound passion for learning. My desire to be challenged in professional learning had not been met to my satisfaction within my district. I knew if I wanted to obtain meaningful professional staff development as a teacher and an aspiring administrator, I would need to look to other universities. I wanted to collaborate with others, share best practices, and learn from those who had a willingness and desire to share their expertise. The experiences were invaluable and gave me hope in knowing that there were practices that could be

implemented to create the much-needed shift teachers were seeking in their professional learning.

My time spent in professional learning seminars at Harvard Graduate School of Education and Stanford University helped guide my quest to explore School-Based Instructional Rounds and Student Shadowing as professional learning practices. My training in Instructional Rounds with Dr. Lee Teitel and my time spent connecting with Peter Worth and Dr. Susie Wise of the Stanford d. school led me to my connection with the Deeper Learning Conference at High Tech High in San Diego. The issues of equity and empathy toward student learning piqued my curiosity. Moreover, the offering of a space where teachers all over the world could explore and share deeper learning practices helped guide me toward my focus of this study. Students, teachers, and administrators deserve opportunities to think deeply and experience hands-on professional learning among their peers.

My position on the issue of providing relevant professional learning experiences has never changed. In fact, my position has only grown stronger in my pursuit to understand how teachers and administrators perceive meaningful professional learning. I believe our past learning experiences shape our future instructional practices, and without meaningful professional learning opportunities, students will continue to receive the same top-down learning experiences that their teachers and administrators experience. Although potential biases had the potential to affect this study due to my current position as a teacher and part time administrator, I believe I was able to adopt a subjective lens and offer a contribution to the gap in the literature by analyzing and interpreting the qualitative data as a researcher, regardless of personal values and approaches to my own teaching and leadership practice.

## **Organization of the Study**

This research study is presented in five chapters. Chapter 1 provides a background of the study and identifies the theoretical research gap that exists around the practice of School-Based Instructional Rounds and Student Shadowing. Chapter 2 gives an overview of the current literature on PD during the 20th century and identifies the historical findings through research relating to instruction in American classrooms. Chapter 2 will discuss the theoretical literature review of Mezirow's (1997) transformative learning theory by Mezirow and Knowles's adult learning theory. The chapter will also provide empirical literature research around perceptions of PD. Chapter 3 will outline methodology procedures, including the research design, population, sample, sampling procedures, human subjects considerations, measures and data collection, procedures, and analytical techniques. Chapter 4 addresses the analysis and findings of the study followed by a summary. Chapter 5 gives an overview of the findings, conclusions, and recommendations.

## **Chapter Summary**

The research study was selected to pursue and understanding of the professional learning of teachers and administrators and its influence on deeper learning within middle school and high school classrooms through the practice of School-Based Instructional Rounds and Student Shadowing. Chapter 1 segues into the literature review of Chapter 2. An all-inclusive review of the literature will detail previous studies related to School-Based Instructional Rounds and Student Shadowing with an extensive overview of school reform efforts throughout the history of the United States education system.

## **Chapter 2: Literature Review**

### **Chapter Overview**

Chapter 2 presents an overview of the history of education reform followed by current literature structured around four specific categories: (a) professional staff development, (b) Instructional Rounds and School-Based Instructional Rounds, (c) Student Shadowing, and (d) deeper learning. These key professional practices were examined in the context of improving staff development, professional learning, and deeper learning instructional practices in middle and high school classrooms. Throughout a chosen number of studies and select sources of literature, valid inferences are drawn concerning current practices being considered or used to develop relevant and meaningful professional learning experiences.

The focus of this study will reside in examining the quality and methods used to deliver PD with the best possible outcomes to develop relevant hands-on professional learning among teachers and administrators in middle and high school classrooms. The variables, which will be explored in this study, are School-Based Instructional Rounds and Student Shadowing. A discussion will follow around the theoretical literature of Mezirow's (1997) transformative learning theory and Knowles's adult learning theory. Chapter 2 will also include empirical literature research focusing on PD. In conclusion, a chapter summary will be provided at the end of the chapter.

### **Conceptual Framework**

The constructs around which the conceptual framework is organized capture the practice of School-Based Instructional Rounds and the Shadow a Student Challenge, with the intention of analyzing teachers' and administrators' lived experiences as a result of the two hands-on learning practices. Examining professional learning environments and PD opportunities within these

practices as they relate to adult learning and transformative practice contribute to exploring the instructional practices of college and career readiness opportunities by identifying deeper learning experiences for students in the middle and high school classrooms (see Figure 1).

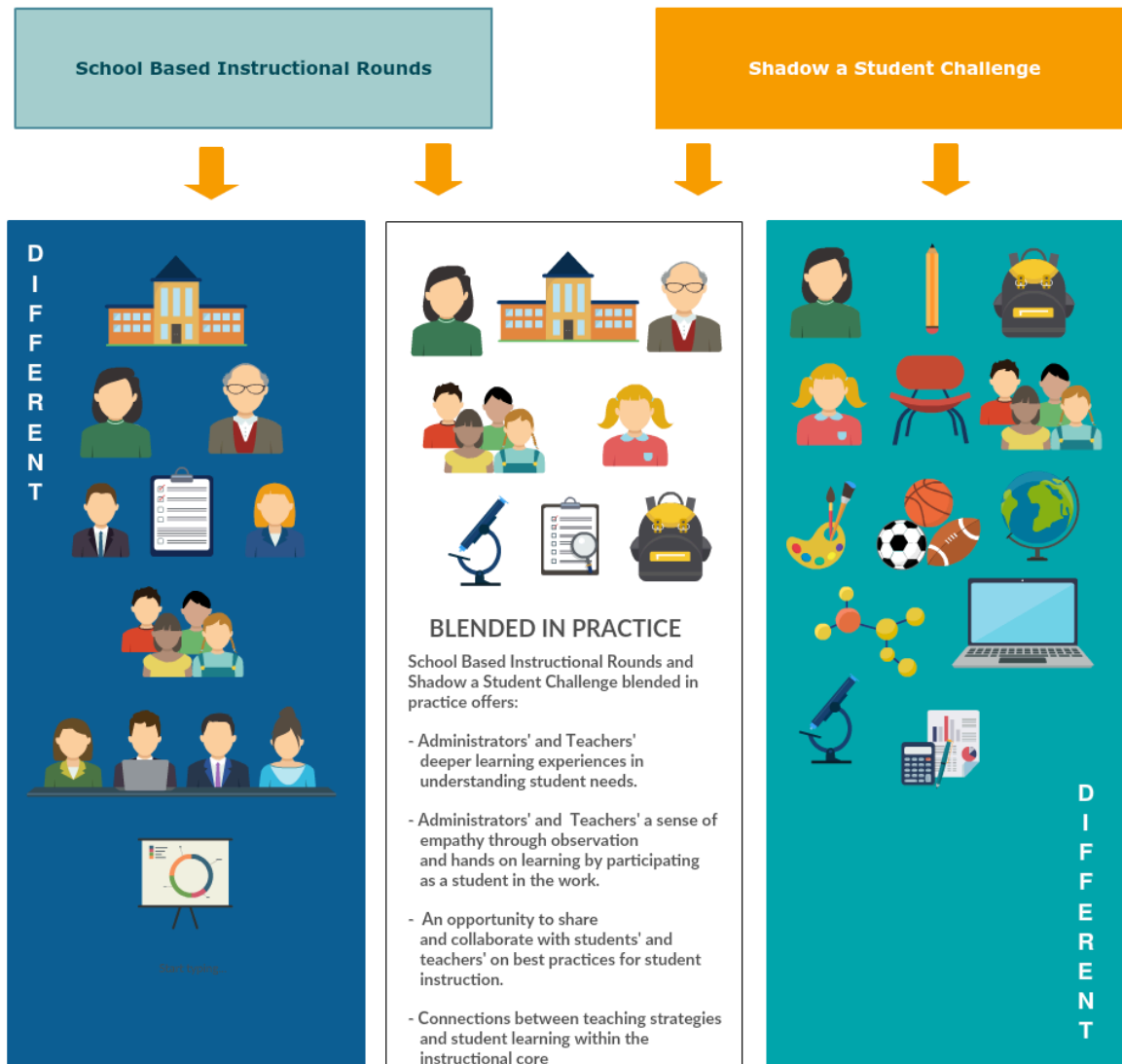


Figure 1. Conceptual framework.

## History of Education Reform

History often has a way of repeating itself, and sometimes learning from past mistakes is easier said than done. Over the past 100 years, education reformers have sought to create a better education system than previous generations. Since the Progressive Era of the 20s and 30s when



illiteracy and underfunding of education were the focus of concern, to the early 60s when the Elementary and Secondary Education Act of 1965 began to federally fund schools and forbid a national curriculum, each presidential election has brought forth a new effort to tackle the perceived problems the nation has faced with regard to education. The hope of transforming the quality of education and accountability of school systems is repeatedly undertaken by creating new policies to help close achievement gaps that exist among students throughout the United States. Unfortunately, these efforts seem to fall short each presidential term in making the progress that is hoped to be achieved.

Cycles of reform efforts appear to repeat, exclude, and or build upon prior ideas of former administrations, leaving undesired results. Regrettably, with each presidential term, new policies and education reform pass along new challenges into classrooms. Once more, bringing educators to become disillusioned and confronted with navigating new test preparations, new textbooks aligned to new standards, and new curriculum changes that are relevant, rigorous, and in touch with the real-world to keep up with the advancement of information our society experiences globally each day. All the while, leaving teachers, administrators, and districts trying their best to adjust and adapt to new efforts put forth by new presidential administrations. The adoption of new policies, initiatives, mandates, standardized curriculum, and tests, followed by proposed education budget cuts, continue to keep the American public guessing as to what success these new reform efforts will achieve.

The United States, now more than ever, needs a course toward leading future generations of students on a path to success in an age that has changed significantly with the competitiveness of the global economy. All things considered, several researchers (Hess, Petrilli, & West, 2011; Parsons, 2013; Ravitch, 2010) claim that we have been on a journey that continues to lead our

nation into a repeated pattern of mistakes and unfulfilled promises for success. In light of the evidence, Hess et al. (2011) remind us that these efforts put forth by researchers, educators, and reformers were all made with the best of intentions. However, Hess et al. claimed what we need now more than ever is a “willingness to see ourselves as problem solvers, solution finders, and tool builders” (p. 65). Furthermore, Hess et al. suggested it would be best served to build upon what remains working through these efforts and move away from what is known to be hindering our progress. By and large, Hess et al. asserted that “we don’t know yet what works, but we’re committed to figuring it out, the best we can, along the way” (p. 65).

### **What History Tells Us**

Within the context of leading reform, Philpott and Oates (2015) expressed that among researchers there is a wide-range agreement that the success of curriculum or school reform is reliant upon the success of PD. Ravitch (2010) shared how the history of government became immersed by changing the American school system as far back as the early 1900s. Education reform and the dream of creating a picture-perfect solution to the multiple issues that the nation has faced over the last 60 years continue to be challenged, as efforts to prepare students with the best possible education become entangled around political rhetoric and views. Ravitch demonstrated how standards shifted in 2002 into a testing movement, highlighting how the Presidency of George W. Bush’s No Child Left Behind (NCLB) became federal law that aimed to measure the quality of American schools based on standardized test scores. As a result, curriculum and standards became obsolete, and the focus of education primarily shifted to helping students achieving higher test scores. However, before entering the early 90s and the turn of the century, the believed turning point in education reform, according to Ravitch, took a turn for the worst with a report released by the National Commission on Excellence in Education.

The report titled *A Nation at Risk* (ANAR), released in 1983 during the presidency of Ronald Reagan, advocated for states and the nation to create subject-based curriculum standards as a counter to previous reform movements of the late 1960s and early 1970s. These former movements of the 60s and 70s reflected appeals from reformers who thought there should be a sense of freedom in choice of teaching outside of subject areas and to loosening restrictions on student requirements such as tests, grades, and graduation requirements (Ravitch, 2010). ANAR provided the American people with a clear outline as to how the country's education system had fallen behind and had placed the citizens of the United States at risk by allowing other countries to "match or surpass our educational attainments" (p. 24). Ravitch (2010) stated that for the first time, this report grabbed the attention of the American people and was written in a way that made people take notice. As a result, the focus became about the "erosion of the content of the curriculum" (Ravitch, 2010, p. 25) and advocating for change in creating fundamental goals that would change the way high schools structure their graduation requirements. In addition, ANAR advocated for colleges to make admission requirements more rigorous, which urged the commission to create higher educational and competency standards (Ravitch, 2010).

In 1993 and over the term of Bill Clinton's presidency, there was a discussion by the Clinton administration over the importance of content, curriculum, and standards: national standards were recognized to be best left up to individual states (Ravitch, 2010). According to Ravitch (2010), the discussion around standards quickly faded away by 1995 and teachers began to turn to textbooks for information to test their students on the state standards. In 2000, under the George W. Bush administration, NCLB allowed each state to determine what proficiency levels states deemed acceptable. Furthermore, NCLB ushered in a "new era of high-stakes, data-driven decision-making" (p. 21) reform that was accepted by both Democrats and Republicans,

leaving a sole focus on accepting only what could be measured while discounting anything that could not. In 2009, President Barack Obama took the office of the presidency, ushering in another education reform effort known as Race to the Top (RTTT). RTTT emphasized closing the achievement gap, creating and promoting rigorous standards and assessments that are aligned to the standards, improving quality of teachers, promoting STEM (science, technology, engineering, and math) education, and appealing to improving teacher preparatory programs to name a few of the goals that were represented under the Obama administration (Parsons, 2013).

During that same year, 48 states, two territories, and the District of Columbia came together to develop the CCSS (Common Core State Standards Initiative, n.d.). The goal of this initiative was twofold. One was to prepare students for college and career readiness by focusing on what students are expected to know and understand by the end of their high school career that will lead them toward college and career pathways. Second was the idea of creating expectations for students from elementary school through the 12th grade. The adoption of the CCSS would test all students in English language arts, literacy, and mathematics standards. During the 2014-2015 school year, the first test was administered. Based on the results of the initial exams, scores proved to be disappointing and significant gaps between subgroups caused several states to backpedal on their commitment toward the CCSS (Camera, 2015). Similarly, Brown (2016) reported that the method via which the tests were taken, either online or on paper, demonstrated another unexpected gap. Students who took the test online performed poorer than their counterparts who tested on paper, which caused further worry as to whether the test scores and measurements were reliable (Brown, 2016). Camera (2016) concluded that as the years progress through the implementation of the CCSS, more states will continue to distance themselves from

the policy that they once thought would be the answer to calibrating the alignment toward college and career readiness.

Despite the reform efforts of each presidential election, there yet remains to be a solution that will best meet the challenges that the nation faces in the American education system. The notion that President Donald Trump proposes to increase grants for school choice, increase the number of charter schools, and reduce funding related to programs that support gifted and talented (GATE) students, preschool services, arts education, and advanced placement courses would once again accomplish little to improve the problems that schools face today. Hess et al. (2011) argued that, historically, individuals who follow and support reformers often who lack an understanding of the underlying issues at hand and quite often are disengaged as citizens. Moreover, reformers themselves get engrossed in overextending their believed outcomes and promise changes they feel will best aid the repair of the American school system. The result often falls short of desired outcomes, once again leading others to take over the reins.

Perhaps the best possible effort that can be put forth to improve the nation's struggle can be found directly between teachers and students and how the relationships of learning from one another and dissecting the instructional core may allow for greater success in student achievement levels. Providing deeper learning experiences in the classroom for teachers, administrators, and students in restructuring the way we take in information and apply our experiences to real-world contexts may be achieved through the practice of School-Based Instructional-Rounds and Student Shadowing.

### **Professional Growth and Staff Development**

Patterson (2017) asked an excellent question; “Who Killed the PD Day” (p. 1)? When was PD anything different than what it is today? As Patterson reminds us, “The thought of

improving our practice might enter our heads, but the current professional development paradigm ensures that we tend to be thinking more about the lessons we need to teach tomorrow” (para.1).

Garet, Porter, Desimone, Birman, and Yoon (2001) conducted a national sample study of teachers’ perceptions of effective high quality professional staff development and collected survey responses of 1,027 teachers from 358 districts based on PD activities funded partly through the Eisenhower grant funds of the Title II Elementary and Secondary Education Act (ESEA). Their study looked at the response rate of 72% of teachers who participated in the three structure model of activities, which included: study groups or networks known as form or non-traditional PD such as conference or workshops, the number of contact hours and time spent on the PD activities structured around the selected Eisenhower PD offerings, and the degree of collective participation, which included meetings among grade levels, departments, and home school. The factors in the study analyzed the: degree of content focus, opportunities for active learning, and coherence among goals and alignment of state standards, which contained extended opportunities for professional communication among colleagues.

The study’s findings demonstrate that the nature of the activity, in this case a non-traditional form of PD, had a significant positive influence on active learning based on the amount of time and contact hours offered during the activity. The findings based on the teacher’s activity survey suggest that higher quality PD is dependent upon the amount of time spent on and continuance of the activity (Garet et al., 2001). Implications from this study suggest that the future of highly effective PD is best when teachers can receive “hands-on work” (p. 935) indicated as active learning and is embedded in the work of teachers daily activities where there

is the ability to enhance knowledge and skills. Fast-forward to today, and little has changed in terms of the need for hands-on work and opportunities to enhance knowledge and skill.

The familiar phrase in education through districts PD across the United States often starts with educating children for the 21st century. Too often, educators regard staff development as being unrelated to what is needed in the classroom to assist in student learning. Although the design and structure of PD are rooted in the best intentions of providing teachers with support for the implementation of curriculum and CCSS, the delivery and presentation run the risk of falling short of providing educators with the professional learning experiences that are needed to improve instructional methods. Opportunities to share knowledge in a relevant and professional collaborative structure are rare, few, and far between.

The expectation for educators to increase their knowledge and capacity for learning how to implement the CCSS and 21st-century learning is at an all-time high. More often than not, school districts design PD around meeting the demands of these new standards and create meetings to support these efforts. However, according to the Bill and Melinda Gates Foundation (2014), what educators' want and need most are ideal PD experiences that relate to opportunities to apply learning through demonstrations in modeling and or in practice.

PD decision-making and system-level barriers were the primary focus of a study by the Bill and Melinda Gates Foundation (2014), which reported a 29% satisfaction rate among teachers in professional staff development offerings. Principals surveyed shared the same dissatisfaction in the efficacy of professional learning. This finding is significant in helping educators discover more desirable methods to support teachers in professional learning. Professional staff development is the most opportune time to allow educators direct access to working collaboratively in order to develop instructional practices that can best support student

achievement. Reinhorn et al. (2015) discussed the implementation of peer observation as a way for teachers to gain knowledge and skill through active participation in the visitations. Teachers in their study who participated did feel that added learning was achieved and would not have been possible without the opportunity to observe. Fallon and Barnett (2009) noted that although teachers do benefit from peer observations as a practice in professional learning, they also feel a sense of precaution in allowing themselves to be vulnerable in their work. These cautionary boundaries result in teachers maintaining some autonomy in their professional interactions with colleagues. Findings may suggest a level of trust as being essential before collaboration can become intentional in professional learning. The Bill and Melinda Gates Foundation (2014) highlighted a direct quote from a teacher regarding the perceived treatment of teachers during PD days; “PD should treat us as adults, rather than children” (p. 4). Once again, it may be inferred that trust plays a large part in teachers’ learning experiences. Perhaps these experiences reflect upon the PD design as being controlled and top down. Teachers in their study asserted that an ideal professional learning experience needs to be interactive, relevant, sustained over time, delivered by those who understand their experiences, and treat teachers like professionals.

What has emerged out of the research of Fallon and Barnett (2009) and Reinhorn et al. (2015) is the strong sense of interdependence teachers feel when they are open to being involved in joint work related to collegial instructional practice. Organizations must foster and model collaboration in a trusting work environment to create the best possible gains in professional learning. Fallon and Barnett claimed that organizational structures that oppose strategic purpose of collaboration and interdependence among educators prevents teachers from exercising their collective knowledge. The alignment of needs regarding professional learning and collaboration



efforts, both on the part of the district and teacher, has the best possible outcome when PD experiences deliver relevant, interactive, and joint work that is shared by all.

Noting the compelling nature of this evidence, Jacques et al. (2017) considered exemplary teachers' most important learning experiences. Their study surveyed teachers from urban, suburban, and rural schools that spanned across all grade levels, subject areas, and socioeconomic demographics. Jacques et al. examined the four stages of the continuum of a teacher's career: pre-service, novice, career, and teacher leader stage. Of the 5,796 respondents, 50% had 20 years or more of teaching experience. The most important pre-service experiences identified were attributed to student teaching or internships, followed by hands-on training in applied coursework and certification in content coursework. At the novice stage, researchers found the number one factor was having a supportive principal, followed by either an informal or assigned mentor working in the same subject area or grade level. When looking at the data presented in the research regarding teachers in the career stage, the most important reported support systems were ongoing formal education, collaboration among peers, and self-selected PD outside of the district. Lastly, teachers who were in the teacher leader stage reported that being an instructional coach was the most important factor in their experience, including being able to affect student growth, organizing projects, and being a part of school district leadership teams. The surveys demonstrated teachers' time spent among their peers through collaboration, coaching, and mentoring all came to a head in their work around improving instruction for their students.

The literature reviewed thus far emphasizes the need for organizations and schools to provide educators with opportunities to learn from one another during PD. Milway and Saxton (2011) proposed tapping into the knowledge that already exists among teachers in order to

provide a diversity of collaborative experiences in stead of what often is arranged by having outside agencies hired to lead PD, which Hirsh and Killion (2009) identify as the cause of creating an environment of dependency that removes teachers' commitment and investment. Gulamhussein (2013b) made a relevant point in declaring "the greatest irony in traditional professional staff development is it shows teachers how to implement a model of learning that professional development ignores when training teachers" (p. 37). Furthermore, when teachers are not supported during the implementation phase and they do not achieve mastery and receive opportunities to practice, only 10% of teachers are able to transfer a given skill to the classroom, in contrast to teachers who do receive support during the implementation phase, of which 95% were able to transfer the newly acquired skill to the classroom. As a result of these findings, Gulamhussein concluded that in with to theories of learning, if it is widely acknowledged that students do not learn from "pouring knowledge into students' minds through lecture" (p. 37), then how can one believe teachers can learn in the same manner?

Fallon and Barnett (2009) suggested transforming the school's internal organization into a more collaborative environment designed to foster collegial practices, arguing that doing so will mitigate the isolation that teachers feel as a result of the structure and design of the daily demands of teaching. Furthermore, the advancement in the design of staff PD has the ability to take the necessary steps to improve collaboration. Milway and Saxton (2011) reported on a study by Kim Oakes Bridgespans, which demonstrated that 80% of all teachers create their teaching materials from scratch. This statistic suggests that opportunities for teachers to share lessons and collaborate on a regular basis are probably not occurring, and if so, they may not be offered enough.

Hirsch and Killion (2009) asserted that shared accountability can help teachers adopt a shared responsibility for the success of the school. When taking into account the necessary environment conducive to a productive working relationship with teachers, professional growth can be achieved through shared leadership capacity. Hirsch and Killion emphasized the importance of maintaining the focus of professional learning on student academic success. Furthermore, developing a collaborative culture of professional staff development allows one's knowledge and expertise to be shared, which benefits students and the school as an organization.

Martinez, McGrath, and Foster (2016) introduced what new roles teachers are beginning to embrace beyond what structures have previously confined teachers based on environments that lacked creative efforts and ideas in their work. According to Martinez et al. teachers and principals across the United States who belong to the Deeper Learning Network have taken on the role of becoming facilitators, learning strategists, and designers in their work. By relying on colleagues as a source of support along with the collaboration of administration and schools in their network, educators can achieve a learning culture, which is inherently what professionals are aiming to produce in their schools and classrooms. By the same token, supporting and building the capacity of teachers to bring forth confidence, empowerment, and inspiration to learn connects students to the real world beyond the bells of the school day.

### **Defining 21st Century Learning**

“The only skill that will be important in the 21st-century is the skill of learning new skills. Everything else will become obsolete over time.”

-Peter Drucker

Rich (2010) asked 11 professionals in education to define 21st century learning, including professors, a CEO, directors, and a historian. Each participant offered insight into

his/her understanding and perspective of what he/she believes 21st century learning should embody in today's classrooms. The following is a collection of quotations from Rich (2010) that demonstrate the perspective educators should be embracing moving forward to assist students in their learning.

- Richard Allington, Professor of Education, University of Tennessee: “The research, to date, has provided no evidence that having either computers or whiteboards in schools has any positive effect on students’ reading and writing proficiencies” (as cited in Rich, 2010, p. 32).
- Barnett Berry, Founder and CEO, Center for Teaching Quality: “Students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures” (as cited in Rich, 2010, p. 32).
- Sarah Brown Wessling, 2010 National Teacher of the Year: “Teaching marries content to skill. Without skills, students are left to memorize facts, recall details for worksheets, and relegate their educational experiences to passivity” (as cited in Rich, 2010, p. 32).
- Karen Cator, Director of Educational Technology, U.S. Department of Education: “Success in the 21<sup>st</sup>-century requires knowing how to learn. No longer does learning have to be one-size-fits-all or confined to the classroom” (as cited in Rich, 2010, p. 33).
- Milton Chen, Senior Fellow & Executive Director, Emeritus, The George Lucas Educational Foundation: “It is simply an effort to define modern learning using

- modern tools. It is no longer enough to know things. It is even more important to stay curious about finding out things” (as cited in Rich, 2010, p. 33).
- Steven Farr, Chief Knowledge Officer, Teach For America: “Education requires much more than a list of skills. We need classroom leaders setting an ambitious vision, rallying others to work hard to achieve it. Planning and executing to ensure student learning, and defining the very notion of teaching as changing the life paths of students” (as cited in Rich, 2010, p. 33).
  - Lynne Munson, President and Executive Director, Common Core: “Being able to Google is no substitute for true understanding. Twenty-first-century technology should be seen as an opportunity to acquire more knowledge, not an excuse to know less” (as cited in Rich, 2010, p. 34).
  - Steve Hargadon, Founder, Classroom 2.0; Social Learning Consultant, Elluminate: “Twenty-first-century-learning will ultimately be learner-driven” (as cited in Rich, 2010, p. 34).
  - Keith Moore, Director, Bureau of Indian Education, Department of Interior: “Students in the 21<sup>st</sup> century learn in a global classroom and it’s not necessarily within four walls. They are more inclined to find information by accessing the Internet through cell phones and computers, or chatting with friends on a social networking site” (as cited in Rich, 2010, p. 35).
  - Diane Ravitch, Education Historian: “Our children require the following skills and knowledge: a love of learning, so they continue to develop their minds when their formal schooling ends; self-discipline, ethical and moral character, the social skills to collaborate fruitfully with others” (as cited in Rich, 2010, p. 35).

- Susan Rundell Singer, Laurence McKinley Gould Professor of Natural Sciences, Carleton College: “Integrating core concepts with key skills will prepare student for the workplace and college. We need to move past mile-wide and inch-deep coverage of ever-expanding content in the classroom. It is time to let go of polarizing debates, consider the evidence, and get to work” (as cited in Rich, 2010, p. 35).

### **Deeper Learning**

“Learning is deepest when it connects to students’ lives – who they are, how they fit into the world, and how they can contribute back.”

- New Pedagogies for Deep Learning (NPDL) Global Director

Deeper learning has become a movement for engaging both teachers and students in equitable practices that allow all voices to be valued and heard in their pursuit of creating and developing authentic learning experiences. The William and Flora Hewlett Foundation (2013b) defined deeper learning as the “skills and knowledge students must possess to succeed in 21st Century jobs and civic life” (para.1). The Hewlett Foundation, based in the Silicon Valley of Palo Alto, California, proclaimed the need for students to become immersed in skills that are deemed necessary for post secondary education and future jobs that depend upon academic knowledge and high order thinking (William Flora and Hewlett Foundation, 2013b). The foundation’s goal is to provide grants through the year 2017 as a 7-year plan to “bridge the disconnect between traditional instructional practices and modern student learners” (Aragon, 2013, p. 2). Although efforts through the Hewlett Foundation have been recognized as a leader in advanced education support in the United States as of late, they have also established their roots globally, transforming ways in which schools and organizations can infuse deeper learning across elementary, middle, and high schools classrooms.

The Hewlett Foundation, along with the leadership of Michael Fullan, Joanne Quinn, and Joanne McEachen (2016), created an international initiative called the New Pedagogies for Deep Learning (NPDL). The initiative was established in 2013 as a response to closing the gap between traditional learning outcomes and the competencies, skills, and knowledge deemed necessary for being successful in the world today. Their efforts recruited 600 schools in 11 countries, including Australia, Netherlands, Uruguay, Finland, Canada, New Zealand, the United States, Sweden, Denmark, and Norway. Although U.S. schools struggle to meet the challenges of the CCSS to move toward engaging learners in critical thinking and problem-solving, the NPDL study of deeper learning systems, tools, and processes may shed light on how to create an increased level of engagement and deeper learning of students and teachers in professional learning and student learning experiences.

Based on the NPDL report of 2016, Fullan et al. (2016) shared early emerging results based on data reports regarding baseline levels of deeper learning among participating schools and countries in their network that have adopted the implementation of deeper learning competencies within their current curriculum as of 2013. The network of schools within this study chose to implement instruction that focused on giving students the opportunity to work within the six Cs of deeper learning: character, citizenship, collaboration, communication, creativity, and critical thinking. The six Cs of deeper learning are grounded in new pedagogies established by the NPDL. Their findings revealed that when students worked in learning environments that incorporate these six competencies, students and teachers developed a culture of creativity, innovation, and reflection. The highest level reported by the NPLD was creativity and critical thinking, with 46% of students reported to be in the developing, accelerating and proficient stages (Fullan et al., 2016). When all six Cs became a focus of instruction in line with

their established curriculum, 50% of students were noted as being limited or emerging in deeper learning competencies. Although the data did not show a large percentage of students being accelerating or proficient, it is promising to see a large percentage of students in the emerging stage. One teacher in the study reflected on the outcomes that were noticed through the work and implementation of the new pedagogies surrounding deeper learning among her students.

We were always amazed at the students' capabilities. We saw such growth and confidence develop. They were proud and passionate about not only their product, but also the process. They were excited to share their new learning with anyone who would listen. I frequently caught them in the hallway, on the schoolyard and at lunchtime, talking, planning, and plotting about their inquiry. They were asking me questions and I didn't have answers – and that was ok. They were trying things with technology that I didn't know how to do – and that was ok, too! I was learning from them. (Fullan et al., 2016, p. 43)

Further evidence supporting Brigg's (2015) study may lie in the findings of a second international study within the Catholic Education Diocese of Parramatta in New South Wales. The practice of deeper learning has been an integral part of 80 academic institutions since 2011. With more than 40,000 students engaged in the practice of deeper learning, many students in one particular high school, Parramatta Marist, claimed that new changes in instruction benefited them by working in small groups, which allowed the opportunity to conduct student-led-tutorials. By working in smaller groups and leaning away from whole class lectures, students were able to have more conversations around the information they were learning, which was more meaningful and encouraged participation among students who normally would have refrained from contributing. Furthermore, students were able to form relationships that they may not have



achieved otherwise (Briggs, 2015). In addition, the American Institutes for Research (AIR, 2014) conducted a study of 22 high schools in California and New York, which included 1,762 students who were living at the poverty level and came from diverse backgrounds; some students were also English language learners. Results showed that students earned higher scores on standardized tests in English and mathematics when instruction was focused on deeper learning. Students in the 22 high schools examined also graduated at higher rates than those that did not come from schools that were a part of deeper learning networks.

Motivating students toward learning requires students to have both a voice and a choice in what they feel will benefit their education. Berman-Young (2014) stated that as students transition into middle school, they experience a declining sense of engagement in their classes and report a significant decrease in the way they relate to their teachers. Furthermore, Berman-Young reported that motivation and achievement levels taper off at this time due to decreased support with student needs. Students also report feeling less competent following their transition from elementary school to middle school. To assist students in this transition, it can be presumed that teachers need to make closer connections not only with their students but also in ways that allow students to connect their learning to what is meaningful to them. Ginsberg (2015) asserted that when students become disconnected by factors such as distraction, motivation, and boredom, it can affect their motivation to learn.

In a study conducted by Biggs (1999) investigating levels of engagement and passive, active learning among students in college, he stressed the importance of the variety of student-teacher encounters in terms of enhancing students' motivation to learn. Some are motivated to partake in active learning because the subject matter resonates with their interest, whereas a passive student simply does whatever he/she can to memorize or get by what the test requires of

him/her. In passive learning such as note taking, Biggs pointed out that not only is this a low level of engagement for the student, but also it is teacher focused, wherein the expert (i.e., teacher) is passing on knowledge to the non-expert (i.e., student). In contrast to the teacher-focused strategy of teaching, Biggs emphasized that problem-based learning is part of being an active learner; this student-focused approach allows the student to achieve understanding through conceptual changes in understanding their problems and solutions through a worldview.

Foundational to Biggs's (1999) aforementioned points on engagement, Barkley (2013) stated that for maximized learning to occur, teachers must be skillful in their pacing of assignments and know their students' learning spots in what he calls the point between "fear and attention," otherwise characterized as the "sweet spot" (p. 2). Barkley identified five types of engagement: (a) engagement, (b) strategic engagement characterized by being attentive, (c) focused and on task which keeps students from moving beyond the sweet spot into ritual engagement, (d) retreatism, and (e) rebellion characterized by being passive and withdrawn, otherwise known as a zone of comfort and boredom. Barkley further states that teachers need to draw into the emotional engagement of students learning by connecting them to real-world contexts.

Gulamhussein's (2013a) measures of effective teaching study of 7,491 classes instructed by 1,333 teachers found that on rare occasions had students received instruction beyond rote memorization. Reasoning skills, student ideas and questioning, along with problem-based instruction were almost non-existent. These students and teachers were part of a six-district study; all districts were diverse and of lower socioeconomic status. Furthermore, Gulamhussein asserted that these findings are representative of similar studies in which schools and districts have been shown to understand how teachers learn new practices to best meet students' needs.

Identifying what is missing in teacher preparation of professional learning will begin to help teachers develop effective instructional practices. Although some may believe that deeper learning is new, Briggs (2015) maintained it has been around for quite some time and asserted that it is most important for educators to understand and identify what *is not* deeper learning. Rote memorization and repeating information that is not understood leaves students ill-equipped to apply information. Deeper learning is, however, about being able to learn new information and transferring what is learned into new situations.

Mehta and Fine (2012) questioned the primary responsibilities of educators today and the requirements of educators in adjusting to 21st century schooling. Three factors were examined in their study regarding the role of helping students find deeper understanding and learning: motivation/engagement, academic/comprehension, and organizational accountability. Students are now being required to become deeper learners, which necessitates a shift in supporting the learning process. Mehta and Fine looked at what they call the “instructional triangle” (p. 33), which involves the, “tasks around which learning is organized, differences in the roles that students are asked to take on, and differences in how teachers support the learning process.” (p. 33). This new shift changes the landscape of the classroom and requires the teacher to take on a role of a facilitator and organizer of instruction.

The problem, according to Briggs (2015), is that even though educators know what is needed in theory, they are missing the mark: that is, the execution of practice. Aragon (2015) asserted that the changes needed in instruction are still lagging behind as schools continue to struggle with classroom learning environments still operating in accordance with 19th and 20th century standards and practices. Furthermore, CCSS testing cannot determine students’ capacity to collaborate, organize information, and construct new ideas. While educators recognize the

need for assessments, “The goal of deeper learning is to expand that measure of achievement to include more than standardized tests” (Briggs, 2015, para. 8). Keeping in mind that students’ school performance on tests will never exceed the authentic learning experiences provided in a classroom.

Conley (2011) conducted a crosswalk analysis matrix of deeper learning skills (DLS) and the CCSS to illustrate how, when used simultaneously, they served as essential contributors to student mastery of the CCSS in both English and mathematics. According to Conley, there is great promise of increasing student learning and retaining content knowledge in the CCSS when deeper learning skills are met with CCSS.

Currently, low-income students, English language learners, and students of color are at most risk of receiving instruction at low levels of cognitive demand (Mehta & Fine, 2015; Ruiz de Velasco, 2015). Moreover, findings show that high school students of low socioeconomic status who have taken international tests that require higher order thinking skills were found to have scored below their peers who are in the upper top quartile of the socioeconomic ladder (Mehta & Fine, 2015). Numerous teachers and researchers in the field of education have created a commitment to sharing deeper learning practices based on the applications and observations of classroom learning experiences. These individuals recognize and acknowledge that schools and classrooms should not be equipped for a one-size-fits-all approach to learning. Students’ strengths and weaknesses should be challenged without the need to change existing curriculum. The use of existing resources and a variety of learning environments can be adapted by placing a focus on six skills of deeper learning: specifically, mastery of core academic content, critical thinking and solving complex problems, working collaboratively, communicating effectively, learning how to learn, and developing academic mindsets (William Flora and Hewlett

Foundation, 2013a). According to the Alliance for Excellence in Education (2012), deeper learning concepts are not new. However, evidence generated by current research confirms that the success of these practices indicates that they should be an “integral part of the education process” (p. 1).

Deeper learning schools that have been successful have found six common elements that help make students’ learning experiences successful. These elements are: making learning relevant, focusing on the process of learning, increasing student voice and choice, encouraging peer-to-peer learning, making student work public, and setting every student up for success (School Retool, 2017). According to Cornwell (2016), a national study showed that students who attend private and wealthy public schools are gaining access to deeper learning instructional opportunities and only one-fifth of high school classrooms are experiencing instruction that is needed to help students think critically in deeper ways. Similarly, in a study conducted in 2013, a researcher at the Harvard Graduate School of Education, Jal Mehta, set forth with a team of researchers to understand what it means to learn deeply in the classroom. Mehta and his team spent more than 750 hours observing instruction in 30 high schools and began looking at the presence of cognitive rigor with each classroom visit. They found that for the more than 200 students interviewed combined in 30 high school visitations, 70% of the school day was associated with feelings of boredom. However, the study also revealed that students who felt challenged and were given the opportunity to struggle within the lesson, not knowing if they would be successful in their answers, but were encouraged to focus on creating their own meaning and knowledge of the lesson, seemed to enjoy being in school. Although these studies are insightful and promising in terms of getting students on a path of acquiring 21st century skills and deeper learning competencies, the majority of the studies on students’ deeper learning

experiences lack information regarding what teachers' training or PD entailed to obtain such achievement levels.

### **What About the Teachers?**

“We don't just want change, but improvement with existing resources.”

- Deeper Learning Conference Attendee, 2017

Although deeper learning beliefs are rooted in the six skills considered to be essential for student success in and out of the classroom, Briceño (2013) asked, how do teachers become deeper learners? To give an illustration, Miller (2017) asserted that to harness the engagement of what students experience in the classroom through project-based learning activities, teachers need to also benefit from engagement in PD that is project-based to experience deeper professional learning. Quite often, teachers' learning is not tied into conversations around deeper learning. Furthermore, to provide students with modeling needed to become successful in solving complex problems and transferring 21st century skills needed for college and career readiness, teachers need to experience the same skills (Briceño, 2013). Through Mehta's research, he found that many teachers have never “experienced deeper learning in their own education, so they struggle in their own classrooms” (as cited in Cornwell, 2016, para. 11).

When teachers can find opportunities to find connections with their peers and students through the work, they can begin to create new ideas and build upon new experiences that can be transformed into new teaching strategies around student learning. From a professional learning perspective, Miller (2017) suggested districts allow teachers to “set their own learning targets within the context of larger district and school goals to assure alignment and differentiation for each other” (para. 6).

Marc Chun, a Program Officer in Education from the Hewlett Foundation, asked 1,200 attendees at the 2017 Deeper Learning Conference to reflect upon what they have experienced over a lifetime in their careers as educators, more specifically in staff development and professional learning. These attendees, who traveled from across the globe, included educators, practitioners, policymakers, researchers, funders, teachers, district leaders, and administrators. Chun challenged the audience to identify the differences between: (a) kindling (b) campfires, and (c) candles. Chun then proceeded to ask the audience to relate each of these three identified characteristics to education and share the following: First, what is something in education that represents the kindling of a fire, something that has burned fast and died out? Second, what is something that has represented a campfire, where it burned slowly but eventually died out? And third, what is something that is representative of a candle? Something that was started, burned for a while, and continues to burn today? Although everyone had a good laugh remembering all of the PD moments encountered over time and all of the fads that have come and gone in education, one thing was made clear; there needs to be more candles and less kindling and campfires in our schools. The audience concluded that candles are what can be passed on and moved to scale. Chun ended his presentation by stating, “Educators need to work with what they know (content and critical thinking), secondly, educators need to work with other people (collaboration) this includes inviting students to learn with the educator, and thirdly, work with yourself (on learning to learn)” (personal communication, March 29, 2017).

Mehta and Fine (2015) believe that deeper learning may be more than a fad, noting that at the rate of transformations occurring in today’s world, there is uncertainty regarding the future need of “schoolbook knowledge” (p. 3). Mehta and Fine’s study of 30 non-elite public high schools found that after numerous hours of observation and shadowing of perceived deeper

learning classrooms, only a select few teachers were demonstrating instruction that went beyond the surface level. On average they found instruction in classrooms to be either short of basic academic content when they were focused on more progressive forms of instruction, or short of authentic lessons when the instruction was deemed more traditional in nature. Likewise, Bill and Melinda Gates Foundation (2014) measures of effective teaching study estimated that one out of every five classrooms exhibited critical and or creative thinking in teachers' instruction, which was consistent with the observations of Mehta and Fine's study. However, according to Mehta and Fine, much promise can be found in what they call *peripheral* contexts, or courses outside of core disciplinary classes such as art, Model United Nations, and music, to name a few. These courses offer students the ability to learn from one another and be fully engaged in their practice at differentiated levels of instruction. Equally important, teachers who often teach in these areas are actively involved in their area of expertise outside of the classroom, which encourages instruction that is not only challenging and creative but also relevant to students' interest.

Boddy (2017) stands by the firm belief that teachers need the same opportunities as students to build collaboration among peers and become curious learners around their work in order to bring the necessary changes in the classroom. Sharing evidence around what great teaching involves moves the conversation in a new direction rather than forming conversations around lesson planning, which is often the focus around professional staff development.

Zuckerbrod (2017) shared the experiences of Jennifer Burgin, a second-grade teacher in Arlington, Virginia, who has embraced deeper learning in the classroom. When reflecting on her past teaching practices, Burgin stated she realized that she "needed to get out of her own way and empower her students to lead their own learning," noting that "Sometimes good instruction is not just about what you can add but about what you can remove to allow deeper learning to happen"



(para. 3). Linda Darling-Hammond of the Learning Policy Institute at Stanford University offered this recommendation; “I think it is often the case that a lot of professional development is not structured to be deeper learning for teachers. They’re often pulled together in an auditorium or teachers’ lounge to be lectured at” (as cited in Zuckerbrod, 2017, para. 17). Darling-Hammond suggested that, as a solution to providing meaningful PD, teachers need guidance in learning how to create and design structures that will support student-centered classroom around deeper learning (Zuckerbrod, 2017). Fullan et al. (2016) stated, “Deep Learning has changed the way teachers and leaders understand their role within the system. They are no longer merely ‘educators,’ but now more fully realize their responsibility as constant ‘co-learners’ alongside their students” (p. 40). To have co-learning become a reality, it takes everyone—teachers, leaders, and students—“all learners committed to the process of learning and reflection, and to saying ‘yes’ to risks, trying new approaches, and sometimes, failing” (p. 40).

### **Student Shadowing**

“Don’t follow me around during the school day — that’s the easy part. Shadow me after school when I’m at home, trying to get all my work done.”

- A High School Student

In November 2015, President Obama’s Administration hosted the first-ever White House Summit on Next Generation High Schools. This initiative focused on helping high school students create opportunities that will prepare them for achievement in college and career. After the first White House Summit on Next Generation High Schools initiative in 2015, through the backing and support of educators, philanthropists, and entrepreneurs, \$375 million in support was pledged to high schools across the country to create more personalized and active learning. This movement became part of President Obama’s 2013 State of the Union address as a response

to data by the Alliance for Excellent in Education, Civic Enterprises, the America's Promise Alliance, and the Everyone Graduates Center, which showed a substantial decline in students dropping out of high school from 2008 to 2012. Stanford University's K12 Lab Network, School Retool, and IDEO's Innovation Design Engineering Organization creative team attended the White House summit in November of 2015 and announced they would contribute to the Obama Administration's commitment to transforming high schools within the United States with the backing of the William and Flora Hewlett Foundation (The White House Office of the Press Secretary, 2015). To support the president's call to action, the K12 Lab Network and IDEO's creative team introduced their 50 States of Hacking initiative online through School Retool at Stanford University (Hasso Plattner Institute of Design at Stanford University, n.d.a). The goal of the hacking initiative was to design a human-centered practice known as shadowing. In 2016, Stanford University's School Retool created what is now known as the Shadow a Student Challenge.

This challenge sought to “embark on a journey that starts with seeing the school through a student's eyes” (Hasso Plattner Institute of Design at Stanford University, n.d.b, para.1) to amplify the important practice of building empathy and rethinking how students experience school. The desired outcome of the Shadow a Student Challenge was for principals to take action based on what they learned through shadowing (Hasso Plattner Institute of Design at Stanford University, n.d.b). With the launch of the Shadow a Student Challenge in its first year of 2016, School Retool became successful in recruiting the participation of 50 states, 32 countries, and 1,523 school leaders. With its growing interest and shared experiences among participants on social media and the School Retool's website during the 2016 school year, participation grew in 2017 to 57 countries and 1,766 leaders, engaging the participation of all 50 states. Although

School Retool initiative is new, it shows much promise based on the numerous blog posts that have been submitted by educators and principals not only within the United States, but also from a large number of countries all over the world (Hasso Plattner Institute of Design at Stanford University, n.d.a).

How can student shadowing affect professional staff development and support student learning? Ginsberg (2011) has offered a wealth of knowledge and experiences from previous discussions with educators who have shadowed students and reports beneficial professional learning, which has come from participation. Specifically, educators have demonstrated a deeper awareness and understanding of the interactions that occur among teachers and students, gained a new perspective on conditions for student motivation and ideas that can better serve students in instruction and school improvements, brought an awareness of levels of English language proficiency among students and of students who are in need of special education services, and perhaps more importantly, given educators a better understanding of students' experience in school based on race, class, and culture. McIntyre (2016) stated that educators use the practice of shadowing not only to build empathy for what students experience in their daily school routine but also to find ways in which educators can help make their learning experiences both relevant and student-centered.

According to Ginsberg (2011), shadowing can "illuminate problems of everyday practice that are within the spheres of influence of many educators" ("the connection between shadowing and culturally responsive teaching," p. 36). In a study by Schwartz (2016), a high school principal who participated in a shadow day saw one student who was perceived to be a "bad boy" (para. 6) in one particular class show his scholarly efforts in another. Far too often teachers experience this realization in changes of behavior from speaking to other colleagues on campus

and contemplate as to why the student will change their behavior from one class to another. Anderman (2010) stated that researchers believe that positive academic achievement along with a perceived sense of belonging have the potential to reinforce one another, just as those students who do not feel a sense of belonging and receive lower levels of academic achievement may continue to experience poor performance. In other words, each has the potential to perpetuate the positive or negative cycles of achievement based on his/her perceptions of belonging in their classroom.

During the same shadow day experience, Schwartz (2016) stated that the principal found herself feeling less than confident in her participation with a select group of students during one of her classes when she tried to engage in a conversation during an assigned group project; the body language of the students around her let her know that her contribution to the conversation was unwanted. The feeling of rejection became “shocking” (para. 7) to the principal and allowed her to reflect upon what others may feel in wanting to give up on participating in assigned group work. Schwartz described the experience as one that the principal felt the need for her staff to investigate further: specifically the effectiveness of group work when students can encounter a sense of rejection from their peers.

Taking a different look into the various groupings of students within a school setting, a study by Ginsberg (2011) looked at English language learner (ELL) students who were shadowed by teachers to determine student experiences and their feelings of connection to their peers in a variety of subject areas as well as their academic participation in class. During the observation period of one student, out of 110 minutes of a two-block session, the student struggled with conversations and had only completed a limited amount of sentences to show for his work. The student appeared to be unnoticed in his non-ELL classes. This finding may suggest

that perhaps if a teacher had not shadowed the student, the teacher might not have been aware of the difficulties the student was having in his or class with the assignment. Ginsberg (2012) noted that shadowing “gives teachers who have many ELL more awareness of what supports exist-or-don’t for these students.” (para. 7).

During the process of shadowing, teachers are given the ability to reflect upon their observation of one class and immediately start to make connections as to the reasons behind the classroom experiences that are inhibiting or fostering students’ sense of belonging. Several authors conclude that data and tests scores give one perspective on students’ academic achievement; however, to improve instruction, they do not show the qualitative experience of student learning and explain why students are choosing to learn (Ginsberg, 2012; Schwartz, 2016). Ginsberg (2012) notes that there are many approaches to consider—such as learning walks, Data-in-a-Day, and Instructional Rounds—when looking into practices that can help inform teachers and administrators around improving teaching and learning; however, she believes that “student shadowing may provide a complementary perspective—a look at schooling through the lens of a single student” (para. 4).

### **Instructional Rounds / School-Based Instructional Rounds**

“If American students are going to compete in this increasingly flat world and global economy, education professionals must develop a practice and significantly improve it.”

-Andrew Lachman

### **Instructional Rounds**

The notion and anticipation of being observed among peers let alone an evaluating supervisor can bring fear, anxiety, worry, stress, dislike, and intimidation, according to Lasagabaster and Sierra (2011). Although the practice of Instructional Rounds is not evaluative,

it may be important to identify why teachers experience various levels of attitudes regarding to being observed and in order to understand why teachers often have feelings of reservation in opening doors to colleagues, administrators, and outside visitors. To determine teachers' desirable conditions of observation, Lasagabaster and Sierra focused their research on attitudes toward peer observations and how observations can facilitate teacher development. Approaches from a top-down and bottom-up practice were examined to understand viewpoints on anxiety, trust, and effective practices that may lead to effective classroom observations. Lasagabaster and Sierra recruited 185 teachers including infant, middle school, secondary school, university, and private language teachers. Their focus was on three components in understanding attitudes toward being observed: cognitive, affective, and conative. The three components, based a Rosenberg and Hovland's theoretical framework, offer insight into the attitudes and beliefs teachers encounter with observations. The cognitive component represents thoughts and beliefs related to being observed; the affective component is representative of the feelings one has toward being observed and liking or disliking observations. If both the cognitive and affective components are brought together, a teacher may then like the idea of the being observed, but may have a negative feeling about being observed. The study highlighted the important role teacher observation could play in teacher development. However, it was noted that the practice requires a level of psychological comfort, trust, and voice in creating suitable conditions.

The development of Instructional Rounds over the years has become a collaborative professional practice, which exemplifies a "culture focused on the instructional core, reflection, adult learning, and a coherent theory of action" (City, Elmore, Fiarman, & Teitel, 2014, p. ix). Instructional Rounds has grown significantly as a practice for the improvement of student learning within the United States and around the world (City et al., 2014; Elmore, 2008). In his

foreword of *Instructional Rounds in Education*, Andrew Lachman (2014), defined Instructional Rounds as a practice in which all stakeholders collectively visit classrooms not only to observe lessons being taught by the instructor, but also to find evidence of the problem of practice, creating solutions that may help the team improve instructional issues (City et al., 2014). Not only do Instructional Rounds aim to create solutions and improve instructional practices, but they also seek to understand how a network of professionals can create an inquiry-based culture that is collaborative and establishes a “community of practice” (City et al., 2014, p. xii).

Grounded in the work of improving the instructional core, Elmore (2008) identified seven principles for improvement of student learning. First, Elmore stated that in order to improve learning at scale, there must be an increase in the level of content being delivered, as well as in teachers’ skills and knowledge and the level of students’ active learning. The second principle requires that if there is one adjustment in part of the instructional core, there must be a change in all three. “That is, one must simultaneously work to improve the teacher’s skills and knowledge, the students’ level of engagement and participation in learning, and the rigor of the content being taught” (Washington State ASCD, 2011, para. 4). The third principle focuses on the academic task, noting that if one is “unable to see it in the core, it isn’t there” (Elmore, 2008, p. 1). The fourth principle is that task predicts performance. Instruction should guide the student in knowing the what, how, and why of the lesson and to understand what knowledge and skills are needed to do the work well. The last three principles are the accountability of the task, learning by doing the work, and description before analysis/analysis before prediction/prediction before evaluation. From the following seven principles, Elmore leaves those thinking about implementing the practice of Instructional Rounds in lower-performing schools to first understand that what they need are fewer policies, less spending of more money on the latest and

greatest new programs, refraining from inviting individuals who are not well suited to do work in areas they are not knowledgeable in, and beginning to see that the real work in making improvements lies within those who can work collaboratively and “in the face-to-face interactions among people responsible for students learning around the work, in the presence of the work” (para. 8).

Teitel (2013) claimed that when rounds have been implemented well, strong connections take place in schools among teachers and administrators regarding strategies for instruction and learning in the classroom setting. Throughout his research and training among schools across the United States, he offers potential benefits of the process and the importance of teachers playing an active role alongside school administration and district office administrators. Teitel discussed not only the successes of the implementation of School-Based Rounds but also the potential downfalls of conducting the practice among colleagues within one’s school. Teitel further investigated what he calls an *organic evolution*, which is required to implement rounds authentically by using variation, selection, and replication of practice. Teitel (2014) shared five main elements that guide the practice of Instructional Rounds. These elements include first defining a “problem of practice” that is focused on student learning and what Teitel calls a “stuck point” (p. 12). Once a problem of practice is identified and data are shared among the observing team, the team will rotate among three to four sessions of classroom observations, lasting up to 20 minutes per class, collecting non-judgmental notes around the work being presented. At this juncture, discussions and interactions between teachers and students are collected in descriptive notes that connect to the problem of practice. This stage is identified as the description stage. The analysis of data collected becomes the potential missing piece of the puzzle, which the observing team will use to identify patterns of instructional practices. This stage is known as the analysis



stage. Patterns assist the visiting team in identifying possible solutions or suggestions for improvement giving the school ample information and data to support a host school in making the necessary changes to improve the workarounds student learning. This stage is known as the predictive stage, where goals are made to connect teaching and learning (Teitel, 2013). The last stage is to identify “the next level of work” (Teitel, 2013, p. 16), which becomes a time for the observers and the host school to determine what is needed at the site to help teachers and administrators continue to improve instructional practice toward effective student learning (see Figure 2).

<b>A Four-Step Process</b>			
<i>Problem of Practice</i>	<i>Observation of Practice</i>	<i>Observation Debrief</i>	<i>Next Level of Work</i>
<p>School identifies a problem of practice that:</p> <ul style="list-style-type: none"> <li>• focuses on the instructional core.</li> <li>• is directly observable.</li> <li>• is actionable (is within the school/district’s control and can be improved in real time).</li> <li>• connects to a broader strategy of improvement (school, system).</li> <li>• is high-leverage (if you acted on it, it would make a significant difference for student learning).</li> </ul> <p>Network adopts the problem of practice as the focus for the network’s learning.</p>	<p>Observation teams collect data that is:</p> <ul style="list-style-type: none"> <li>• descriptive, not evaluative.</li> <li>• specific.</li> <li>• about the instructional core.</li> <li>• related to the problem of practice.</li> </ul>	<p>Observation teams discuss the data in four steps:</p> <ul style="list-style-type: none"> <li>• <i>Describe</i> what you saw.</li> <li>• <i>Analyze</i> the descriptive evidence (What patterns do you see? How might you group the data?).</li> <li>• <i>Predict</i> what students are learning. If you were a student in this class/school and you did everything the teacher told you to do, what would you know and be able to do?</li> </ul>	<p>Brainstorm the next level of work:</p> <ul style="list-style-type: none"> <li>• Share district-level theory of action.</li> <li>• Share district context, including resources, professional development, current initiatives.</li> <li>• Brainstorm the next level of work for “this week/next month/ by the end of the year.”</li> <li>• Brainstorm suggestions for school level and for district level.</li> <li>• Tie suggestions to the district’s (and school’s) theory of action.</li> </ul>

*Figure 2.* A four-step process. Reprinted from “Improving Teaching and Learning through Instructional Rounds,” by L. Teitel, 2009 ([http://education.ucdavis.edu/sites/main/files/file-attachments/improving\\_teaching\\_and\\_learning\\_through\\_instructional\\_rounds\\_teitel\\_hel\\_2009.pdf](http://education.ucdavis.edu/sites/main/files/file-attachments/improving_teaching_and_learning_through_instructional_rounds_teitel_hel_2009.pdf)). Copyright 2009 by the author. Reprinted with permission.

Furthermore, the practice of instructional rounds focus is based on asking questions.

According to Lachman (2014),

The socioeconomic status of the district becomes irrelevant when asking questions such as, “Are teachers or students doing the work, what is the level of rigor and challenge of

the tasks students are asking them to do? Can you hear student discourse? What role do leadership teams have in educational improvements. (p. x)

### **School-Based Instructional Rounds**

Teitel (2014) shared that through the success of instructional rounds, interest has grown in the adaptation of the practice of focusing on a single school site rather than working at scale in an entire district. In 2008, Marilyn Oats, a former principal of Killingly Elementary School in Killingly, Connecticut, hosted the Connecticut Superintendents Network in an Instructional Rounds visitation. At the closing stage of the visitation, Oats and her team noticed there seemed to be a key piece missing in their practice. A recommendation by Oats and her team of lead teachers put forth the idea of creating a team of teachers that included other staff members within their school to observe and analyze instructional practices. The idea was to make the practice become a school-based practice of Instructional Rounds rather than solely becoming a larger network of outside superintendents and principals that had occasional visitations by outside observers (Teitel, 2013). A network of stakeholders within this new practice recognized that with the participation of teachers, there could be an opportunity to create lateral accountability of their peers in local improvement efforts (Teitel, 2014).

School-Based Instructional Rounds are attentive to the needs of the school rather than an entire district. However, Teitel (2014) believes that there are limitations when examining or observing the practice of others within their school as the culture of the school, context, and structures are the same. Teitel cautioned that when everyone knows one another, there is a tendency to move into what he calls the “land of nice” (p. 3). Teitel stated that although there may be some limitations to School-Based Instructional Rounds, there are ways to blend the practice of both Instructional Rounds and School-Based Instructional Rounds to gain the most

benefits. Teitel (2013) recommends inviting visiting networks from inside the host's school district to help push the work in the direction that will create the changes that are most needed.

City (2011) informed those new to Instructional Rounds that the practice is not about “fixing” (p. 37) a teacher, but rather to create a focus on improving the instructional core and understanding how a team of teachers, administrators, and support systems can help create the desired learning. City acknowledges the differences between supervision and evaluation of teachers in contrast to the practice of Instructional Rounds, noting five main areas of focus that might often be confused or misinterpreted by those who are new to the practice. The first is the *learning stance*. Instructional Rounds is inquiry-based and the main individual learning in this practice is the observer, unlike an evaluative process where the main learner is the individual being observed. The second area of focus is the *unit of improvement*. Instructional Rounds is used to improve the school or system collectively; the practice is not to focus on the individual as a means to improve their teaching performance. The third area of focus is *accountability*. Instructional Rounds are structured to allow for lateral accountability between colleagues, unlike the supervision and evaluation process of a top-down approach, which is considered to be positional. The fourth focus is on the *output*. In the supervision and evaluation process from a supervisor, the teacher receives evaluative feedback; however, Instructional Rounds looks toward the next level of work and seeks a collective commitment from all stakeholders. The practice is not about the evaluator giving a prescription for next steps to the teacher who is being observed in a formal evaluation. The final emphasis in Instructional Rounds is the *primary focus in the classroom*. Whereas the primary focus in supervision and evaluation is on the teacher, the focus in Instructional Rounds is aimed at the instructional core, examining the tasks in which the students are being asked to engage, not the teacher.

Furthermore, Philpott and Oates (2015) stated that the purpose of Instructional Rounds is not to necessarily build a culture, but rather to “disrupt an existing culture and generate new knowledge and not pass on existing knowledge” (p. 53). Although evidence of the effectiveness of implementing Instructional Rounds through empirical research is limited based on the research of Philpott and Oates, they do state that there is also a lack of evidence of its efficacy as a form of PD. However, Philpott and Oates offered claims based on the work of Elizabeth City, co-editor of *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* (City et al., 2014), that professional learning is more effective than other professional learning approaches. Marzano (2011) supported the approach of Instructional Rounds as being one of the “most valuable tools that a school can use to enhance teachers pedagogical skills and develop a culture of collaboration” (para. 1). Philpott and Oates concluded that through the practice of rounds, teachers can see themselves as learners and share a common language of practice, creating a better understanding of their teaching.

### **Adult Learning Theory**

Knowles’s theory of adult learning provides elements of characteristics that move away from adult pedagogical learning, instead focusing on the adult learner as someone with self-concept, experience, a readiness to learn, motivation to learn, and an orientation to learning (Smith, 2002). Based on Knowles’s theory of andragogy, drawing upon lived experiences in connection to learning a new skill gives adult learners a reason to participate willingly in educational learning experiences (McGrath, 2009). Knowles further claimed that adults distance themselves from learning when pedagogical practices replicate previous learning experiences in their earlier years of education. McGrath (2009) stated that adult learners’ willingness to

participate in new learning is dependent upon their understanding of why they must learn new knowledge.

### **Transformative Learning Theory**

Mezirow's transformative learning theory "defines frames of reference as the structure of assumptions through which we understand our experiences. They selectively shape and delimit expectations, perceptions, cognition, and feelings" (Reis, n.d., para. 1). The theory asserts that, "for some, any uncritically assimilated explanation by an authority figure will suffice. But in contemporary societies, we must learn to make our own interpretations rather than act on the purposes, beliefs, judgments, and feelings of other" (Mezirow, 1997, p. 5). Furthermore, Mezirow (1997) stated that our frame of reference through past experiences becomes a foundation in understanding what we have experienced. These experiences, according to Mezirow, begin to form boundaries of perceptions, feelings, and expectations. Based on the outcomes, there emerges a "line of action" (p. 5) that guides us both mentally and behaviorally to discount ideas that fall short of our perception, ultimately allowing us to decide if new ideas are irrelevant. "When circumstances permit, transformative learners move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience" (p. 5). Within the context of teaching and learning, transformative professional learning can only take form when three goals are accomplished, according to Ginsberg:

First something is transformative when there is a shift in perspective such that there is no going back, it takes seeing the world differently and teaching differently. Secondly, there needs to be a call to action. People need to do something differently. And thirdly, if it is not happening and it's not elevating it to the extent you want it to, it is not transformative. (M. Ginsberg, personal communication, February 13, 2017).

In the case of teaching strategies for transformative learning, Weimer (2008) described three styles of questioning that provoke individuals to share in critical self-reflection and self-knowledge. One is the use of content reflection questions, which constructs an “awareness of the assumptions or beliefs” (para. 4). The second, process reflection questions, ask how an individual perceives his/her assumptions. Thirdly is to ask questions known as premise reflection questions, which get down to the “core of one’s own belief system” (para. 4). These three forms of questioning assisted the researcher in interviewing teachers and administrators around the exploration of Student Shadowing and School-Based Instructional Rounds as transformative approaches. It is important to understand the meaning of the word *transformative*.

Transformative learning theory within adult education can become complex, according to Dirkx (1997), and is dependent upon theoretical perspectives. Dirkx identified four “strands” (p. 2) in transformative learning, theorized by Mezirow, Freire, Daloz, and Boyd (as cited in Dirkx, 1997): transformation as consciousness-raising, critical reflections, development, and individuation. Although each strand takes on its own perspective, for this study transformation as a critical reflection based on Mezirow’s transformative learning theory guided the researcher’s work. Concluding the overview of the four strands, Dirkx reminds researchers and educators that “transformative learning has neither a distinct beginning nor an ending. Rather, it represents a potential that is eternally present within ourselves and our learners” (p. 11).

### **Chapter Summary**

The applicable body of information, summarized from the body of literature, exhibited the following findings: (a) the adoption of the CCSS relies heavily upon students to apply learning to real-world contexts; (b) current practices in professional growth and development are falling short of providing educators with high quality hands-on PD; (c) teachers need support in

preparing deeper learning opportunities for students to prepare for college and career readiness; and (d) based upon current and former efforts toward education reform, researchers, university professors, and developers in Silicon Valley are among leaders who have stepped forward to help close the gaps in American schools to support educators and students through the ideas of practice in School-Based Instructional Rounds and the Shadow a Student Challenge.

## **Chapter 3: Research Methodology**

### **Chapter Overview**

Chapter 3 provides an in-depth approach to the methodology via which this study was conducted. The introduction will identify the purpose of the study and review the four components derived from the literature. The following sections include the research design, setting and sample, human subject considerations, instrumentation, data collection, data management, data analysis, methodological assumptions, and a chapter summary.

### **Introduction**

This qualitative phenomenological study explored middle and high school teachers' and administrators' previous professional learning experiences through the practice of School-Based Instructional Rounds and Student Shadowing. This research project focused on exploring the impact, if any, on transforming teaching strategies that provide deeper learning experiences for students in achieving college and career readiness.

As introduced in Chapter 1, the research for this study identified four areas in education that are currently being examined in the United States. The following components guided the study: (a) professional learning environments, (b) PD, (c) deeper learning and the desired transformation of schools, and (d) instructional practices as they relate to college and career readiness. Research questions in this study and the emerging themes discovered based on the review of the literature and outcomes may inform educational leaders and teachers of probable causes, perspectives, and future ideas as to how to best meet the needs of teachers, administrators, and students in the areas of professional learning and deeper learning student-centered instruction.



This study investigated the following research questions:

- School-Based Instructional Rounds: What are the experiences of teachers and administrators participating in School-Based Instructional Rounds in professional learning?
- Shadow a Student Challenge: What are the experiences of teachers and administrators participating in the Shadow a Student Challenge around professional learning?

### **Research Design**

The present study is based upon a constructivist approach to research. It is the researcher's belief that knowledge is socially constructed and developed between experiences from the participants who bring forth their own perspectives and lived experiences. The objective of this qualitative phenomenological study was to explore the professional learning experiences of teachers and administrators through the practice of Student Shadowing and School-Based Instructional Rounds as transformative practices. Building upon these practices as a lever for change may allow for positive outcomes concerning deeper professional learning experiences for teachers and administrators and begin establishing efforts toward implementing deeper learning experiences for all students in preparing them for college and career readiness. Creswell (2014) defined phenomenological research as the "philosophy and psychology in which a researcher describes the lived experiences of individuals about a phenomenon described by participants" (p. 14). The present study focused on teachers' and administrators' lived experiences in professional learning through the practice of School-Based Instructional Rounds and Student Shadowing.

The emerging conceptual framework (as outlined in Chapter 2) in examining the effects of School-Based Instructional Rounds and Student Shadowing as Transformative Practices

required data collection around qualitative observations conducted previously by participants and interviews carried out by the researcher. A grounded theory approach within this study informed the researcher through data collection, enabling her to identify patterns of information.

### **Design Validity**

Trustworthiness and validity are two of the strengths of qualitative research studies in determining accurate findings based upon the accounts of the researcher and the participant in a study (Creswell & Miller, as cited in Creswell, 2014). As a researcher, honesty will be upheld throughout the study and every effort will be put forth to maintain the integrity of the research. Educational research requires the ability to refrain from distorting the truth of the findings of one's study in order to provide reliable information that can achieve relevant results. The responses provided throughout the research should reflect accurate findings and avoid primary biases of qualitative research. Using Hoets's (2012) examples of primary biases allowed the researcher to remain focused on the integrity of the study. Hoets's examples include: biased questions, reporting, answers, and selection of participants, refraining from leading questions and keeping them impartial, taking into account the researcher's own personal beliefs, being respectful of participants being observed and interviewed, being aware of error in data collection, and recording results properly. Interview questions were answered by participants honestly, to the best of their ability, and may reflect their open view as contributors to the research. Data collected will reflect accurate responses from the participants. Validity and reliability measures included: triangulation of data, pilot testing, member checking, and thick and rich descriptions from participants in the study.

## Setting and Sample

A random purposive sampling of teachers and administrators was used in the recruitment of participants for this study. Purposive sampling is designed to provide information-rich cases for in-depth study in which participants are recruited according to preselected criteria relevant to a particular research question (Lopez & Whitehead, 2013). Three Southern California school districts were chosen for research in this study based upon participants' previous experience in School-Based Instructional Rounds. Each school has completed a minimum of 2 years in the practice and/or has established full implementation of the practice in School-Based Instructional Rounds as of the 2017-2018 school year.

Due to the phenomenology of this study the researcher purposefully selected between three and 10 participants who held a teaching or administrative position within a middle school or high school. Grade levels taught and/or supervised among the participants of the schools in the study of School-Based Instructional Round and the Shadow a Student Challenge ranged between sixth and eighth grade and ninth-12th grade, respectively. According to Creswell (2014), a recommended sample size of three to 10 participants was needed for interviews pertaining to School-Based Instructional Rounds and a random purposive sampling of three to 10 participants was needed for document analysis and interviews with teachers and administrators pertaining to research related to the Shadow a Student Challenge. Teachers and administrators must have had prior experience in student shadowing with School Retool's Shadow a Student Challenge. Participants independent of School Retool's Shadow a Student Challenge were required to have prior experience in School-Based Instructional Rounds. Exclusion criteria for participants in this study were based on the researcher's need to have subjects who were able to describe a wider range of experiences, enabling them to give critical feedback on professional learning

experiences in School-Based Instructional Rounds and Student Shadowing. All three Southern California school districts in this study are recognized as high-performing school districts. Participants in the Shadow a Student Challenge come from a variety of school districts across the United States.

Although recruitment of teachers and administrators was not necessary for document analysis of submitted blog posts archived within School Retool's Shadow a Student Challenge website, the researcher made every effort to conduct follow-up reflective interviews based on the selection of blog posts for document analysis reflection. If the participants were unavailable for follow up interviews relating to submitted blog posts, the researcher referred to the contact list provided within the school website to recruit other teachers and administrators.

Participants recruited for School-Based Instructional Rounds interviews were selected among schools within the three Southern California school districts. Based on the researcher's prior visitations, observations, and participation in School-Based Instructional Rounds within the three school districts selected, two middle schools and two high schools served as recruitment sites for participants. To reduce bias as much as possible throughout the study, the researcher recruited all staff members who hold a teaching position or administrative position within the districts mentioned previously. Participants were recruited via email and a hard copy letter was placed in teachers' mailboxes; both forms of correspondence included a description of the study, risks, protection of participants, and compensation for their participation. A follow-up attempt was made online through email a week following initial contact if the researcher found insufficient participation at one or all three-district school sites. Further questions and or concerns regarding clarification were addressed in a follow-up email. Notifications were sent to each teacher and administrator to inform him or her when the researcher had obtained a total of

10 participants for School-Based Instructional Rounds research. All emails received by the researcher from the participant stating an interest in the present research study included a time and date stamp of receipt. Participants were accepted based on a first response, first acceptance basis. The researcher added the names and pseudonyms of the 10 voluntary respondents recommended for the number of openings for the study. Individual notifications were sent via email to each participant based on those who volunteered first until the 10th volunteer was received. The study required two to three participants per school site.

The population selected for this study consisted of two top-ranked Southern California high schools and two top-ranked Southern California Middle schools. The student population of high school A from district 1 consists of 3,704 students and 127 teachers. The teacher to student ratio is 34:1 and 100% of teachers are fully credentialed. The graduation rate of students at this high school is 97%, with 72% meeting University of California (UC) and California State University (CSU) entrance requirements, with SAT scores averaging 1663. Students' race/ethnic demographics are reported as follows: 49% Asian, 31% White, and 14% Hispanic and 6% other.<sup>1</sup>

The student population of high school B from district 2 consists of 1,038 students and 63 teachers, all of which are 100% fully credentialed. The graduation rate of students is 94%, with 73% meeting all UC and CSU entrance requirements. The teacher to student ratio on average is 20:1 and average SAT scores are 1734. Students' race/ethnic demographics are reported as follows: 86% White, 9% Hispanic, 2% Asian, and 3% other. Although the two high schools being studied are dissimilar in size of the population, achievement levels are quite similar. Therefore, the selected schools were deemed appropriate for this study.

---

<sup>1</sup> This information, and all information about the institutions involved in this study, is taken from a source that would reveal the identity of the participating institutions. Therefore, this source has been omitted intentionally.

The student population of middle school C from district 2 consists of 712 students and 38 teachers all of which are 100% credentialed. Teacher to student ratio on average is 24:1, with 88% having 3 or more years' experience. Students' race/ethnic demographics are as follows: 81% White, 10% Hispanic, 5% Asian, and 2% Black, and 2% other. Students within this particular school test proficient in English at 81%, Math 71%, and Science 97%. ELLs are 4% of the student population and 8% of families from this middle school come from low-income families.

The student population of middle school D from district 3 consists of 891 students and 40 teachers, all of which are 100% fully credentialed. The teacher to student ratio is 26:1 and students' race/ethnic demographics are reported as follows: 57% White, 22% Asian, 8% Hispanic, 2% Black, and 11% are from two or more races. Students test proficient in English at 81%, Math 77%, and Science 93%. ELLs represent 5% of the student population and 2% of families from this middle school come from low-income families. Considering the size and demographics of the two represented middle schools in this study, achievement levels prove to be quite similar. Therefore, the selected schools were deemed appropriate for this study.

### **Human Subject Considerations**

Permission to conduct this study required the researcher to obtain Human Subject Protection Consideration (IRB) approval from Pepperdine's Graduate and Professional Schools within Pepperdine University. Prior to conducting teacher and administrative interviews and receiving IRB approval, the researcher requested an appointment to meet with each site building principal and the superintendent of schools to discuss the elements of the study and obtain the appropriate signatures required by each district. Under the direct, informed consent of Pepperdine University's legal elements obtained through the Graduate School of Education and

Psychology all risks, benefits, confidentiality of records, compensation/medical treatment, voluntary and refusal and contact information will be submitted and approved by designated district personnel.

Disclosure of all information from this study was granted through the permission of acting participants volunteering in the study. All procedures required for the study were shared with participants, as transparency was crucial to the researcher's personal and moral concerns about the participants voluntarily choosing to partake in this study. Participants had the right to withdraw from being a part of this study at any time, including before, during, or after the study was conducted.

Informed consent was required before any participation, interviews, or open-ended questionnaires were conducted. Full disclosure and informed consent forms were distributed via email and hard copy to teachers' and administrators' mailboxes at each school site decided upon administration prior approval for distribution. Potential participants had the option to submit their consent form in person at the interview location site or scan and email them to the researcher's Pepperdine email address. Participants had the option to answer or refrain from answering any questions posed to them during the study. Confidentiality and participants' rights were held in the highest regard. Confidentiality of each participant was maintained and respected by the researcher. The researcher did not anticipate any risks other than teachers' and administrators' time away from designated preparatory periods to conduct interviews and or those risks that may be encountered in day-to-day life.

### **Instrumentation**

Instrumentation for this study involved an intact instrument developed by Stanford University School Retool's Shadow a Student Challenge Toolkit, including but not limited to

interview questions, field notes, and blog posts submitted by the participants based on previous observations practiced and obtained throughout the study. The second instrument involved interview questions for School-Based Instructional Rounds arranged by the researcher. A pilot study was conducted with four participants who had previous experience with Student Shadowing and School-Based Instructional Rounds. The pilot study helped establish content validity among the research questions chosen in the proposed study. The four participants who took part consisted of two educators from two California school districts, one administrator, and one student who had previously participated in the Shadow a Student Challenge and for which prior parental consent was approved. Pilot testing served to guide the researcher in establishing Creswell's (2014) recommendations for content validity with the intent of determining preliminary modifications of interview questions before research approval. Google documents were shared among participants in the pilot study to review questions and personal interactions. Face Time and face-to-face meetings provided valuable feedback. Recommendations based on the pilot study's feedback informed the researcher of changes to be made before interviews were conducted. Revisions included modification of wording from pre-existing questions established by Dr. Lee Teitel and the d.school including the order in which questions were asked. Participants color-coded their selection of questions based on those questions they deemed most relevant and gave further detailed information as to ordering of the questions being asked.

The use of rich, thick description of interviews and field notes allowed for more in-depth understanding of each participant's perspective. Potential bias is always considered when the researcher is part of the organization he/she is studying. The researcher took great care to reduce her potential bias as humanly possible. Ensuring reliability of this research study required careful coordinating and planning of procedures in documenting the steps that were necessary for



conducting interviews and document analysis around School-Based Instructional Rounds and Student Shadowing. As a doctoral student who previously conducted a mixed methods participatory action research study in the fall of 2016—which included in-depth interviews with Dr. Lee Teitel from Harvard University, Peter Worth from the d.school, and Dr. Denise Pope from Stanford University—considerations of findings in the previous study informed the researcher in evaluating the best possible procedures for conducting this in-depth study.

### **Data Collection**

The research presented in this qualitative phenomenological study focused on two data collection strategies: (a) blog posts and (b) interviews using direct data collection relating to the lived experiences of teachers and administrators to the practice of Shadow a Student Challenge and School-Based Instructional Rounds. Face-to face communication was requested of each School-Based Instructional Rounds interview. In the event that this form of communication was not feasible for the participant, Face Time, Zoom, and Google Hangout or an online open-ended questionnaire through Survey Monkey were used to collect data responses.

Semi-structured interviews were conducted throughout the study. Based upon Lopez and Whitehead's (2013) expert guidance of interview structures, a semi-structured method of questioning offered flexibility in asking for participants' clarification of previous responses when the researcher deemed it necessary to do so. Interview appointments were structured around a 30-60 minute time frame. The questions for this research study included open-ended questions, reflections, and toolkits. School-Based Instructional Rounds and Student Shadowing data were collected and transcribed in REV Voice Recorder: audio transcription. Content analysis from indirect data collection was obtained via Shadow a Student Challenge blogs. The blogs informed the researcher of the lived experiences of participants who took part in Stanford University's

School Retool Shadow a Student Challenge. School Retool cultivates an open database of submitted blogs embedded in Stanford University's website for open public access. Prior permission and consent for the use of public posting of participants blogs in Stanford University's School Retool website were not required. Participants gave prior consent to Stanford University before postings were made public via waivers completed during submission of posts. Interviews and online open-ended questionnaires provided the researcher with additional information based on prior participation and perceived professional learning experiences from teachers and or administrators.

In preparation for interviews, the following recommended protocols suggested by Lopez and Whitehead (2013) guided the researcher in identifying the primary needs for conducting interviews in person and online. Careful consideration was taken in selecting a mutual meeting location that was comfortable and quiet for the participant to allow for privacy of the interview. To ensure the best possible outcome for thorough responses without bias or interruption, the researcher refrained from communicating any personal opinions or feelings concerning questions being asked. Lopez and Whitehead (2013) suggested taking into consideration what they call the "rules of engagement" (p. 129), which include being mindful of maintaining a non-judgmental manner, asking balanced questions, being sensitive and clear in the delivery of questions being asked, and remembering the research in this study is about collecting experiences from the interviewee, not from the researcher.

Accurate recordings and documentation of interviews were submitted for review by the researcher to all participants before they were reported, disclosed, and noted in the study report. If at any time during the study a participant chose to withdraw, the researcher would have respected their choice and removed them from further participation. Furthermore, Lopez and

Whitehead (2013) offered several techniques in listing the order of questions to be answered by the interviewee. For this particular study, the researcher utilized a funneling approach of questioning described by Lopez and Whitehead, moving from a general or broad question that may be considered non-threatening to a more concentrated question that seeks to provide specific detailed information during the interview's progression from start to finish. The use of personal interviews was selected as a form of data collection based on the potential benefits interviews may offer. Lopez and Whitehead stated that the choice of conducting interviews allows the researcher to "enter the world" (p. 130) of the participant, providing a structure that invites a conversation around the reflection of interviewees' lived experiences. Furthermore, interviews offer an opportunity to build trust and clarify responses, if needed. If participants were unavailable for interviews in person or online via Face Time, Zoom, Google Hangout, a Survey Monkey document was provided.

### **Data Management**

For security measures, every effort was made to protect participants' privacy. The researcher refrained from using all participants' names including any identification or school affiliation throughout the report. All names of participants were changed and coded into pseudonyms to ensure anonymity and confidentiality. All documents and recordings related to this study were collected and stored in a password protected electronic site to which only the researcher had access. All hard copies were kept in a locked file cabinet in the researcher's home and will be stored there for 3 years. No further access by any other member of this study beyond the researcher was permitted. However, the researcher secured an inter-rater to assist in member checking for descriptions and themes derived from the data collected. All names of participants were removed and pseudonyms were assigned to protect confidentiality and anonymity. After the

3-year marking period of the completion of the study, recognized by the degree awarded by Pepperdine University's Graduate School of Education and Psychology, all printed materials will be shredded, and all electronic files will be deleted from the researcher's electronic storage site.

### **Data Analysis**

Data analysis required triangulation of the data to identify themes based on interviews and blog posts submitted by the researcher through hard copy documents and electronic forms. Textual data analysis of interviews transcribed through REV and blog posts required the use of a qualitative research software program known as HyperRESEARCH, which helped the researcher establish identification codes to isolate themes of descriptive responses from participants. Outcomes of each interview were organized and reported through the identification of each School-Based Instructional Rounds and Student Shadowing practice.

Transcripts from REV were uploaded into a Microsoft Word document. Identification codes and isolation of themes throughout the use of HyperRESEARCH informed the researcher of descriptive responses from participants. The triangulation of data to identify themes based on interviews and blog posts helped the researcher establish validity and accuracy of the study's findings. The researcher used the assistance of member checking in determining possible errors and or suggestions related to coding and themes through review of themes and reviewing the researcher's analysis based on the qualitative documents submitted by participants in the study.

### **Chapter Summary**

This research consisted of exploring key questions relating to School-Based Instructional Rounds and Student Shadowing. Questions asked of participants are included in the appendices. Respondents were asked questions to draw upon their own lived experiences in the practice of School-Based Instructional Rounds and the Shadow a Student Challenge, specifically identifying

deeper learning opportunities of student in the middle and high school classrooms. Teachers and administrators views were included based on their professional learning experiences from the two specified practices. Questions were semi-structured, enabling respondents to add comments beyond the specific questions asked in the interview.

Findings of this study may inform school districts, teachers, instructional leaders, coaches, administrators, and teacher training colleges on deeper learning opportunities for professional learning that extend beyond general staff development days designated each school year. Contributions to this study by the researcher and participants will enhance the professional community of researchers, as there is currently a research gap in the literature in deeper learning practices among teachers and administrators in professional staff development.

## **Chapter 4: Presentation of Findings**

“Who is working harder, me or the kids? If the answer is me, I am doing it wrong.”

- High School Teacher, B6

### **Chapter Overview**

Chapter 4 presents the key findings identified through rich text narratives based on the lived experiences of teachers and administrators who participated in the practice of School-Based Instructional Rounds and the Shadow a Student Challenge. The context and purpose of the study are outlined, together with the research questions. The remainder of Chapter 4 is focused on the presentation of findings pertaining to Shadow a Student Challenge and School-Based Instructional Rounds. Key findings are summarized within the concluding section.

### **Context**

The practice of School-Based Instructional Rounds and the Shadow a Student Challenge comprise two distinct hands-on learning practices that have opened classroom doors allowing educators to examine a problem of practice relating to school improvement efforts of student learning and “challenging assumptions and establishing deeper insights” to understand the experience of students who may be “underserved or at the margins of a school’s culture” (HundrED, n.d., para. 2). Exploring middle and high school teachers’ and administrators’ previous professional learning experiences through the practice of School-Based Instructional Rounds and Student Shadowing was the focus of this study. With the implementation of the CCSS and the need to redesign instruction for deeper learning, students and teachers need to be engaged in relevant and challenging work. The conceptual framework guided the process of data collection and organization of the data for analysis. The administrators’ professional learning

environment and PD relating to instructional practices were reflected through individuals' background experience and present opportunities for professional learning.

The purpose of this qualitative phenomenological study was to explore middle and high school teachers' and administrators' previous professional learning experiences through the practice of School-Based Instructional Rounds and Student Shadowing. This research project focused on describing the impact, if any, on transforming teaching strategies that provide deeper learning experiences for students in college and career readiness. The following research questions guided this study:

- Question 1: What are the experiences of teachers and administrators participating in School-Based Instructional Rounds in professional learning?
- Questions 2: What are the experiences of teachers and administrators participating in the Shadow A Student Challenge around professional learning?

### **Methodology Overview**

The methodology used to collect information in this phenomenological research study relied upon a random purposive sampling of middle and high school teachers and administrators who took part in the practice of School-Based Instructional Rounds and the Shadow a Student Challenge. The collection of raw data from participants' accounts based on their perspectives and lived experiences provided thick and rich descriptions from face-to-face interviews transcribed through the REV application voice recorder. Document analysis of blog posts and data analysis of face-to-face interviews of the 15 school leaders and teachers in this study offered unique insights into each individual's personal experience in his/her practice and participation.

## School-Based Instructional Rounds

The practice of School-Based Instructional Rounds opens opportunities for educators and administrators to develop improvement efforts around instruction and student learning. Through an “internal commitment process” around the work, if done well, this practice “assists teachers and administrators to see strong connections between their strategy and the learning that takes place in the classrooms” (Teitel, 2013, p.1).

Participants in this study on average have spent between 2-5 years in the practice of participating in School-Based Instructional Rounds within their respective school sites. A total of eight participants agreed to be interviewed between the weeks of December 5-December 19, 2017. All interviews conducted by the researcher took place in the main office of each campus during teachers’ and administrators’ prep period and before the start of the school day.

Participants have been given pseudonyms for anonymity and corresponding numbers for reporting purposes in Tables 1-9. All participants are denoted as P1-P8 in the tables provided. Extracts from the interviews are presented according to the research questions, prompts, and themes.

Table 1

### *Participants in School-Based Instructional Rounds*

Pseudonym	Code	School	Years of Experience	Position	School Level	Ethnicity	Gender
Denise	P1	C	26	TOSA/Social Studies/Forensics	Middle	Hispanic	Female
Victoria	P2	C	10	TOSA/Study Skills/English Language Arts	Middle	Caucasian	Female
Henry	P3	A	15	Principal	High	Caucasian	Male
Andrea	P4	D	15	Physical Education	Middle	Hispanic	Female
Anthony	P5	A	10	AP English/Broadcast Journalism	High	Caucasian	Male
Sandy	P6	B	34	Special Education	High	Caucasian	Female
Kim	P7	C	24	Principal	Middle	Caucasian	Female
Brooke	P8	D	13	Science	Middle	Caucasian	Female



**Research question 1 and opening prompt.** Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds? The opening prompt asked: Tell me about a time when you experienced PD that significantly pushed your thinking.

Table 2

*Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds: Research Question-Opening Prompt*

Theme	P1	P2	P3	P4	P5	P6	P7	P8
Personal choice, authentic learning experiences push thinking	X	X		X	X	X	X	X

***Opening theme: Personal choice and authentic learning experiences push thinking.***

The central theme became clear as each participant revealed his/her desire to experience professional learning outside of district mandated PD. Seven out of eight participants (87%) spoke to this theme, offering the following quotes:

- I think the most impact that I've had recently is going back and obtaining my Master's in Education Administration and seeing that I've been a teacher so long in a silo-based classroom and the admin mentality got me out to look at the whole school, the whole environment. Which is really revolutionary for me to see that it's not just me and my students. So my focus now with working in a TOSA position is always what's best for the school culture, what's best for students, and what's best for everybody across the board and not just how that impacts me personally. (P1–Denise, personal communication, December 18, 2017)
- So it was a summer-long program where I did a fellowship and worked with other educators mostly in English language arts but from kindergarten to the college level.

We had to write and share our writing and give each other feedback, but we also worked with really great professionals in the writing field. It was held at a college and that was definitely something that has impacted my teaching as an English teacher.

(P2–Victoria, personal communication, December 18, 2017)

- I can think of a couple of instances of progressive lectures, or speakers who were particularly challenging. So, challenging traditional roles, challenging traditional instructional pedagogies. People that asked me to really look at what is happening and evaluate what our teachers are doing and is it best for students. So anytime that I go into professional development, the challenges need to really evaluate the current status, and then puts it to me to do something about it. We live in a world of baby steps, and we try to bring the mass along, but sometimes it's good to hear that you know, someone's lighting a fire behind you and saying, "Hey, you need to make these moves." It's no longer about whether or not I should, it's when. (P3–Henry, personal communication, December 19, 2017)
- Being a part of Instructional Rounds opened my eyes. It gave me insight and was more valuable to my professional learning as a teacher than any of the district mandated staff development meetings we attend each year. I think my most favorite professional development learning experience that pushed my thinking was shadowing a student. To be able to see how kids, it's just been so long since I've been in a classroom, to see how real the struggle is with either too much work, not enough, teachers not engaging, or teachers engaging too much. I feel like as educators we have to be sensitive to that and find a way to include everybody in our teaching practice. (P4–Andrea, personal communication, December 5, 2017)

- I went recently to a college for professional development and it was about literacy, and that pushed my thinking. I find professional development sessions interesting when it prompts a lot of questions about my own practice or about pedagogy here at school or education as a whole, and when they present things, ideas, maybe data, and I realize I'm not doing enough or the school's not doing enough, and there's kind of a disconnect between what they're presenting and what I'm doing or what the school's doing, that starts my thinking because it's like, "Okay. Is the data valid? Does it seem to ring true with me?" And then, "Why am I not doing it?" and so it encourages me to try and make changes in that way. I think what pushes my thinking more than professional development is probably my professional reading that I do. Reading pushes my thinking and really just gets me questioning why we do what we do and why are we still doing what we do? It makes me realize that education is a giant beast. (P5–Anthony, personal communication, December 19, 2017)
- I voluntarily participated in our school's rocket ready program, which tried to push us into utilizing more technology with our classrooms. The goal was to implement technology in our teaching, and then also to expand our PLM, peer learning. To try and expand the teachers and the network of who we're working with, for us and also for our students. It did push me to do technology that I had utilized before, but was also amazing because I do a lot of humanitarian traveling, and so we were able to open up, through technology, some connections, like with a school in Ghana and a school in Michigan. And also with the elementary and high school connections in our district, so that was kind of cool. (P6–Sandy, personal communication, December, 12, 2017)

- The professional development days here I haven't felt overly inspired. I guess recently, because the science standards are changing, meeting with other teachers and talking about new strategies and sharing information and things they do in the classroom directly relates to something that would help my teaching and push my thinking in trying new things. (P8–Brooke, personal communication, December 5, 2017)

**Research question 1 and prompt 1.** Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds? Interview prompt 1 asked, Please tell me about your experience with School-Based Instructional Rounds. Please include details of the protocol you used.

Table 3

*Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Prompt 1)*

Theme	P1	P2	P3	P4	P5	P6	P7	P8
Importance of context, value and sustainability	X	X	X	X	X	X	X	X

**Prompt 1 theme: Importance of context, value, and sustainability.** The central theme—importance of context, value, and sustainability—emerged from participants' experience with School-Based Instructional Rounds. All eight participants discussed this theme, sharing the following quotes:

- We've been doing instructional rounds maybe for the last 4 years, we haven't had any emphasis since maybe 2 years ago. We've weaned out of Instructional Rounds. We always used a form or rubric when we walked into classrooms. It wasn't just an evaluation of how the classroom was, but what we focused on was the goals of the

- school. So are we seeing that implemented? And as we progress, talking more to students and not teachers. It's not an evaluation per se, but we've kind of walked away from that. Because we think we just didn't get a great turnout anymore as we're doing this in such a small school. It was always the same teachers coming in. (P1–Denise, personal communication, December 18, 2018)
- We started doing Instructional Rounds years ago. We started it a little more loosey-goosey and just invited volunteers to come into different classrooms and see what they saw and discuss it with colleagues afterwards. And then we tightened it up a little bit and we had forms in which we had the people participating in the instructional rounds look for very specific strategies or different, school-wide initiatives that they saw being implemented in the classroom, which was great. We had some really, really valuable discussions and I think some really good things came out of that. But the participation just kind of dwindled. And I think people just kind of lost interest. I just don't know if the traditional Instructional Rounds is what we're going to be doing here anymore. (P2–Victoria, personal communication, December 18, 2018)
  - On this campus we've had multiple years of Instructional Rounds and I have an instructional rounds TOSA who coordinates, and we look at who's participating, we look at the teachers that are hosting and we try to develop specific teacher challenges around the things that we like to see. We'll put out a recruitment that we're interested in seeing peer-to-peer. We're interested in seeing different bits of technology in a classroom, and then recruit those that would like to see those things in action. We shoot for one a month, but sometimes it becomes that overlap where it's not quite

- once a month. There's kind of an overarching theme for the last two years. We're a site that really promotes MTSS for multi tiered systems of support, and we want to see that tier one interventions, which we consider classroom interventions, and how teachers are connecting to students, and supporting them individually. Not differentiation but what are examples of student choice where a student can use their strengths to produce. We really try to encourage our new teachers on campus, our first, second, third year teachers to participate, and we're very generous with our release time so they can participate. (P3–Henry, personal communication, December 19, 2017)
- When I first started School-Based Instructional Rounds, I had no idea what to expect. I had a piece of paper that had places where you could take notes, there were questions to become familiar with, looking at teaching styles, how the room was set up. We kind of sat back and participated as if we were in class. For me it helped me to take notes, and visualize how the kids might be learning and how teachers have to instruct in certain environments. I feel like my experience with it was a very new, but very informative in a positive way. (P4–Nicole, personal communication, December 5, 2017)
  - For me the value I found in it was observing colleagues with other colleagues and using it as professional development tailored to our own needs and to just see what's happening at the schools, just to get in teachers' classrooms and to just kind of share instructional practices and ideally expand the use of the effective instructional practices. We look at what is the teacher doing, what are the students doing, what they've been asked to do. Then it asks, what did you find effective in what the teacher

- was doing or what the students were asked to do? Then the last little section is, how might you modify your practice? After seeing this, what might you do to modify your practice? (P5–Anthony, personal communication, December 19, 2017)
- I was on a Common Core committee when they first came out with Common Core testing. Part of what we did was try to get teachers involved in Instructional Rounds. We had Instructional Coaches trying to make it happen. It's very difficult to get teachers to want participate in each other's classrooms. Teacher's feel like they are being observed and graded. But I really enjoyed it because I teach special ed. I mean I was in a chemistry class and I was in classes that my students don't even access, but really seeing how they utilized other things. The first time I did it I was kind of hesitant, and then I had such a great experience that we really tried to push it. And I think it hasn't really become a part of our culture so much as we want it to be. But this year we are being asked to do it on our own because before it was, sign up, we have subs for you. This year we are supposed to go an observe one of our peers. They have tried to make it happen, the teachers were asked to do it once or twice a year minimum. Last year we had instructional coaches. Every time I've gone, you know, it's like anything else you make the effort and then you're there and you go, "Oh yeah." This is actually pretty good. (P6–Sandy, personal communication, December 12, 2017)
  - So we've done, I feel like we did Instructional Rounds for maybe two or three years. We are not doing it this year. It's just something that, it's hard to motivate teachers to volunteer to do. I think we've tried different approaches. Last year we tried to say, we were gonna go in, we were gonna look for this specific thing, do the kids know what

- they're doing, are the kids understanding, and it just, it never really gets to where we need it to be. It's more effort going in than what we see in return. For example one language arts teacher would say afterwards, "But you came in and I was doing something really great 5 minutes ago." And we couldn't get past the dog and pony show of some of it. And we just weren't getting the teachers to sign up, and want to be a part of it, to walk around and see what else was happening on the campus. (P7–Kim, personal communication, December 18, 2017)
- With School-Based Instructional Rounds we can volunteer to either open up our classroom, or go and observe other teachers, and I think it was 15, 20 minutes, and we observed three teachers in a day and then we would debrief after. I was looking at what teachers were doing, what strategies they have and kind of looking at their classroom environment. It was really interesting and I don't know, I really like it because you get ideas of what you like to do, or maybe what you don't want to do. There were three or four of us that would go into classrooms and then debrief and talk about what we saw after, or what we noticed, which was cool because having everyone's different perspective of what they saw or what caught their eye was interesting, it wasn't always what I saw, but then it helped me learn more information, too. I know what stuck out to me was a seventh grade social studies class. It seemed like everyone was raising their hand to answer questions, they were all engaged, a big part of the class was participating which stood out to me because I ask a question and the same three or four students don't raise their hand and I was thinking, "How does he do this? How does he get that buy in? Or participation?" (P8–Brooke, personal communication, December 8, 2017)



**Research question 1 and prompt 2.** Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds? Interview prompt 2 asked, To what extent, if at all, were you surprised by your experience?

Table 4

*Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Prompt 2)*

Theme	P1	P2	P3	P4	P5	P6	P7	P8
Unknown Factors in Lack of Participation	X	X		X		X		

**Prompt 2 theme: Unknown factors in participation.** The central theme of struggle with participation emerged from participants' experience with School-Based Instructional Rounds.

Four out of eight participants (50%) addressed this theme, offering the following quotes:

- We didn't have a lot of volunteers, that a lot of teachers are content with their teaching. We don't have a lot of . . . Always wanting to learn more, trying to be better, even as a 26-year teacher, I'm always looking for the next best thing. Looking for new innovative ways to teach. And that we have really low participation turnout every single year, or that it was consistently the same teachers. So that was kind of surprising to see as we progressed. It kind of almost is the older teachers that don't participate as much. Even the new teachers coming in the past up to 10, 15 years are more so than the older generation. And I don't know if that is a different methodology of education, or that we don't come back and reteach and relearn new stuff, but I really see that more so. (P1–Denise, personal communication, December 18, 2017)
- I think that it was positive in the beginning. There was a lot of interest. I think it was . . . I don't know surprising, but eye-opening I guess, but you know, we forget about how much we teach in silos and it was really, really nice to get out and see what other

- people were doing. Sometimes it confirms something for you, sometimes it just gives you a whole new idea, or a whole new way to look at something. It helps to solve a problem you might be having, and it kind of really opens up the lines of communication. Always interesting to see how the same students behaved so differently in different classes. I think what was most eye-opening was the way that we kind of shifted our Instructional Rounds and really started to look at it from the student's eyes. We were trying to focus more on the learning and more on the student. Asking student questions and asking if they understood the learning objective. And that was really interesting and eye-opening, the times that they did and the times that they didn't were both interesting and eye-opening because sometimes you would think, "Oh, gosh, I thought it was kind of transparent." I think it was really good to see the learning through the students' eyes. I think it was probably the most shocking or insightful part of the process. (P2–Victoria, personal communication, December 18, 2017)
- I have been through a lot of them. I guess I'm surprised that more teachers don't take advantage of it, I guess. At our campus we have teachers . . . They are very willing to open their classroom to observers, very willing to do that. I don't think I've had anybody say, "No, you can't come visit us." They're less apt to be involved in the process of the observation process, and it has changed over the . . . I think maybe because they tried it they didn't like it, but if I had to give a percentage of total people who've ever been on an observation, it's probably maybe 30% of the staff, 30 to 40. I think it's a great way to do professional development, rather than someone telling you, "This is what we think you need to know." To work with colleagues and go,

“Hey, this is really cool. Have you seen someone do this? Let’s go see this and share,” so that’s what’s surprising. (P5–Anthony, personal communication, December 19, 2017)

- I feel, I’m surprised that more teachers didn’t want to be a part of it and see what’s going on. I’m surprised by the dog and pony that, like, “I did this great lesson. You didn’t make it to my room.” That misses the whole point of what we’re supposed to be doing. I’m surprised by the amount of work that it takes to set something up like that and again, I just didn’t see, we just didn’t have a great experience here. (P7–Kim, personal communication, December 18, 2017)

**Research question 1 and prompt 3.** Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds? Interview prompt 3 asked, Please describe any insights you might have had about your own teaching or about teaching, in general, at your school.

Table 5

*Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Prompt 3)*

Theme	P1	P2	P3	P4	P5	P6	P7	P8
Observation and reflection drives purposeful learning and change	X	X		X	X	X	X	X

***Prompt 3 theme: Observation and reflection drives purposeful learning and change.***

The central theme, observation and reflection drives purposeful learning and change, emerged from participants’ experience with School-Based Instructional Rounds. Seven out of eight participants (87%) spoke to this theme, offering the following quotes:

- Every one of us in the content areas have new standards in the Common Core and so you are having to go back and reteach, and I love it. I like that I'm having to relearn things and shift back to make it more relevant to the students. There is a whole new global awareness when you teach now, not just one country isolated, but how does it impact us globally and environmentally? The change has shifted now in 21st century learning skills and what it looks like. Training our students that contents are now all integrated and to see that as a function for our school too on how we all help one another. We've seen huge growth. So now we are coming together seeing how each of us can help one another. (P1-Denise, personal communication, December 18, 2017)
- I think some students' lack awareness of the learning objective. I know that after one instructional round, we had a follow-up conversation and really looked at what is the difference between an agenda and an objective. We really looked closely and tried to be more cognizant of making our objective clear to students, whether it was written or stated at the beginning, having them repeat it, just so that we're all kind of on the same page. Sometimes it will be a lesson that's seemingly very engaging and students are very engaged in participating in something, but they don't know what they are participating in. Seeing that during rounds in other classrooms made me more aware that I'm sure it is happening in my classroom. That made me more aware of the importance of making sure students are very clear on what the learning objective is everyday. (P2-Victoria, personal communication, December 18, 2017)
- I think people, our team really looks for stepping outside of the box. With Multi-Tiered System of Support (MTSS) it kind of fits that mold where we're looking at our

- students first to determine who they are, and those needs, and then reinforce it with the tools, the data that you know says this is the best intervention, the best practice, and is it working? What needs to be done? Those kinds of conversations. It's about creating those elements where learning can thrive. I have a lot of trust in my staff, and I try to model the things that I would like them to do for their students, so it's being open, it's being helpful, it's being kind, and it's being available. (P3–Henry, personal communication, December 19, 2017)
- Knowing every single day I need to keep my classes engaged, and make sure they're safe and that higher learning is going on and taking place each day. (P4–Andrea, personal communication, December 5, 2017)
  - There are always a lot of insights. The stuff I get really excited about when we're out observing is having all students participating in the activity and ideally getting feedback somehow, and that's what's great to watch and I try and use that in my classroom as much as possible. I have 37 students, so to give everybody their own individual feedback in a 55-minute period is not going to happen, but are their students being asked to produce something? Are they getting some sort of feedback based on some standard, rubric or objective? This is what we are working on, which is good teaching, but those are the things that I see teachers do in new ways or different ways and I want to share that with more people. (P5–Anthony, personal communication, December 19, 2017)
  - I just help too much and there's a huge value in letting kids figure out a solution, even if it's not the right solution. And then also watching groups collaborate. Group projects are really hard because the higher level kids don't want the kids in their

group that don't do anything. Then there are the kids that get their feelings hurt because they aren't put into a group. I recognized that some of my students are slackers, probably because I do thing things for them. So, they're not stepping in and doing their share of the load too. (P6–Sandy, personal communication, December 12, 2017)

- The school that I was at before was a lower SES [socioeconomic status] school and classroom management was a big issue. The management piece isn't difficult here. Here I want to make sure that I was pushing students and making sure they are challenged enough. Were before I had to break up information differently, so they could even understand it. Here I have to find more extensions to challenge them because they understand the information, then it's like how can we apply it? There is a huge shift in my priorities of teaching. Here it's how can I make sure I'm challenging the higher performing students? (P8–Brooke, personal communication, December 8, 2017)

**Research question 1 and prompt 4.** Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds? Interview prompt 4 asked, Please describe any insights you had about professional learning.

Table 6

*Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research*

*(Prompt 4)*

Theme	P1	P2	P3	P4	P5	P6	P7	P8
Benefits of collaboration		X	X		X	X	X	

**Prompt 4 theme: *Benefits of collaboration.*** The central theme, benefits of collaboration, emerged from participants' experience with School-Based Instructional Rounds. Five out of eight participants (60%) discussed this theme, offering the following quotes:

- We have so much expertise on our campus. Sometimes I feel like that's the best thing for us to tap into. So many teachers have so many different phenomenal strategies that they've learned here and there and it is just a reminder that sometimes we are our best resources. And the more time we have to utilize each other, the better. (P2—Victoria, personal communication, December 18, 2017)
- Sometimes it can feel disappointing when you go into professional learning hoping for something and you don't get it, but you know I'm an optimist at heart and so I think I always look at things as what did I see? Or what did I hear? How can I use that? I love the in house stuff where teachers on our staff come up with those things, and we've got some amazing teachers that are just on the cutting edge. They're on that rocket ship that is in deep space exploration. They're connected to some very big things, and it's about giving them the opportunities to continue that, and to bring that back and sometimes you have to be very careful and strategic to create a setting and tone first for those things to thrive. So I love the in house stuff, our teachers want to bring it back and share; I think that is generally the most powerful. (P3—Henry, personal communication, December 19, 2017)
- I know teachers go to trainings and they go to conferences. I get that, but we have this collaborative system of professional learning, and people tend to stay in their silos and do their training and they go to conferences. So there is not that much collaborative professional learning, but when it happens, and it does happen, it's

- awesome. It's great to learn together. We know learning is collaborative, and professional learning isn't any different, so when it happens you have somebody that you can throw ideas back and forth with, that is when it is best. (P5–Anthony, personal communication, December 19, 2017)
- The one good thing about Instructional Rounds is that it's a shorter period of time, and you get an intense hands-on opportunity to see how things are being implemented. So that's a real positive to Instructional Rounds. I really haven't seen a negative to it. Every time I've gone, it's good for me to be talking to other teachers, which we don't have time to do during the day. It's great to see your students in another classroom. How they're using instruction. Maybe this kid doesn't respond to me, but I see he's really responding to her, to what is she doing differently, I think for the most part, there's more value in that than going to a training, usually. (P6–Sandy, personal communication, December 12, 2017)
  - Professional learning is so important. I feel like that's what we're constantly doing, is growing and learning and pushing ourselves here. I'm always trying to have things look different, pushing the staff and not staying stagnant through the growing pains. We are always pushing them beyond their departments and the classroom experience for our kids. Academically, socially, and culturally. The expectation is now set that everybody has to own all of this. We are all responsible and this is how we are going to get better and stronger. (P7–Kim, personal communication, December 18, 2017).

**Research question 1 and question 5.** Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds? Interview question 5 asked, Assuming that you noticed practices that connect to your own



teaching practice, to what extent—if at all—did what you noticed make you want to do something different or more effectively?

- Please provide an example.
- To what extent, if at all, are you already doing something differently?

Table 7

*Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research*

*(Question 5)*

Theme	P1	P2	P3	P4	P5	P6	P7	P8
Shift in practice	X	X			X	X		

**Question 5 theme: *Shift in practice.*** The central theme, shift in practice, emerged from participants’ experience with School-Based Instructional Rounds. Four out of eight participants (50%) spoke to this theme, sharing the following quotes:

- Something that I take away now is a class warm-up. I’ve never really done them, but I would see it in Instructional Rounds. To make that time for kids to reflect, a new transition to a different content area was nice. As a TOSA going in and talking to the kids made a real impact from me. In middle school we say the directions a lot of times, or we repeat it for emphasis. The kids during Instructional Rounds would say, “Yeah, I don’t know what is going on.” So I would have to stop and reiterate all the time to the class and say, “Do you know what we’re doing? Do you know that this is the lesson? I’ve gone into classes and I’m like “ What do you mean you don’t know?” And that leads to all of the questions “What do we do, What did you say, What did you do?” So now I always have a visual that they can go back to. And I’ve learned to do that with my essential question. Go back again, make a connection. Do you hear

what I'm saying at the beginning of the class, the middle, and the end. (P1–Denise, personal communication, December 18, 2017)

- I think the objective. That was something that I definitely wanted to do more effectively and didn't feel I was doing it effectively. Based on what I saw for teachers who were similar to me and it was not effective and their students had no clue what they were doing and for some teachers who had a very clear objective student were aware. I am a believer that your kids are going to be better behaved if you have them constantly busy and engaged. I picked up different ideas for engagement from bell to bell. Like a lot of teachers, I've always done a starter, but I saw a lot of great examples of closing activities that I have employed more, which has been helpful.

(P2–Victoria, personal communication, December 18, 2017)

- We watched a science teacher and she had questions, problems on sheets of paper around the room, and the students were given 14 questions, and they had to answer seven. She had them differentiated with the odd one's being more challenging and the even ones had the formulas built into it. A student could choose all of the prompts that had the formula built in, so it was scaffold for them, but they would have to at least do one problem on their own. You could go in a group, move freely around the classroom, but you had to work on seven of them. We were all watching this and we thought, "Okay, they're all going to go for the easy ones, because the formulas are there." We thought for sure the easy ones were going to be crowded, but they didn't. They went and attacked the other ones first. So it was a great example of student choice and letting them control the order of what they did and what they chose to work on. There was scaffolding, collaboration, and at one point they were going to be

challenged a little above what they could do. (P5–Anthony, personal communication, December 19, 2017)

- It made me want to hold more kids accountable and let them solve their own problems. (P6–Sandy, personal communication, December 12, 2017).

**Research question 1 and question 6.** Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds? Interview question 6 asked, What are some differences and/or similarities between your participation in School-Based Instructional Rounds and your previous professional learning experiences?

Table 8

*Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Question 6)*

Theme	P1	P2	P3	P4	P5	P6	P7	P8
Collaboration/disconnect in professional development	X	X	X	X	X	X		X

**Question 6 theme: Collaboration/disconnect.** The central theme, collaboration/disconnect in professional development, emerged from participants' experience with School-Based Instructional Rounds. Seven out of eight participants (87%), spoke to this theme, sharing the following quotes:

- I had never done Instructional Rounds, so this was a really nice to see that it was not evaluative of the teacher. You see the classroom, you see the learning environment, your walking through the rounds and it was a nice way to make more connections to that school culture so that now everybody sees what everybody does. You are not working in silos anymore and to have the teacher that everybody gets to connect with

- again as a colleague. A lot of times we don't see that on a professional level. (P1–Denise, personal communication, December 18, 2017)
- The expertise of my staff that I work with everyday, my colleagues that I work with everyday makes learning more accessible to me. Having gone to several different professional development conferences you have one day and it's quick and a lot of information, it's overwhelming. You take and go and hopefully you are able to implement some of the strategies, but it's kind of nice going into a classroom and being able to the go back and talk with a teacher or email them and them really accessible to you. Having a personal conversation about what you saw “ Oh gosh I saw you did this and that's really cool, can you show me what to use?” I feel with Instructional Rounds, you are able to continue the conversation and get more follow-up information. Where as previous professional development is kind of done at the end of the day, you got what you got out of it. (P2–Victoria, personal communication, December 18, 2017).
  - Our teacher that leads Instructional Rounds does a great job of challenging thinking and sometimes you'll see new teachers come on the rounds who have the latest teaching theory and teaching tools. Getting them to contribute, they can feel successful in a room full of veteran teachers. And the veterans are all taking notes about what they say, it's pretty powerful on our campus. (P3–Henry, personal communication, December 19, 2017)
  - I feel like I didn't have anything to compare it to. This was the first time I have ever wanted to participate. It felt like it was something that I could use and I could learn something from. The difference when we experience professional development

- during the school year is we are in a classroom and I am not physically engaged. I have to sit back and take notes and write things about how it can change my teaching based on a lecture. (P4—Andrea, personal communication, December 5, 2017)
- Similarities are learning with your colleagues. The difference is a lot of times professional learning is someone else picking the subject and “Here’s what we’re going to teach you or show you,” and Instructional Rounds is more about learning with the teachers, because we sit with them in the class and we ask them, “What is your takeaway? What’s your question?” So it is based specifically on their needs. It is more self-directed and then there are the debriefs which are always really good because they can go wherever they need to. Professional development is “Hey, we think you need this. We don’t know who you are. We don’t know who your students are. We don’t know what you did yesterday. We don’t know what you’re doing tomorrow, but this is what you need to do.” (P5—Anthony, personal communication, December 5, 2017)
  - One of the big differences is that we are seeing the application of new instructional strategies. Previous professional learning typically you’re not seeing how kids respond to them. So when you go observe a classroom, you get to actually see the implementation and what the kids are doing with it, if it’s working for them or not. Similarities would be you’re outside of your classroom. You’re having time to be mindful of your teaching practices. You have the time to collaborate with other teachers, which happens in both Instructional Rounds and going to a training. But I feel like there’s a lot more positive camaraderie in doing the Instructional Rounds

- than just going to a training. (P6–Sandy, personal communication, December 12, 2017)
- The difference would be listening about it and then actually doing it. A lot of time in professional learning experiences it's you share things; you share what you are doing and what you like. You hear good strategies and that's all great, but maybe it's not realistic and it's not in context. That is what is unique about Instructional Rounds, you see things in real-time. A lot of times professional development isn't tangible it's "Here's what you can do, and here's what it looks like, and here's some outcomes we've had." But actually going into the classrooms and seeing things, because every classroom is different, we can see "Is there one thing that our school is lacking in or is there one thing we are doing well? Instructional Rounds helped us to be more specific to the needs of our school. Similarities would be being able to talk to other teachers during professional development. (P8–Brooke, personal communication, December 8, 2017)

**Research question 1 and question 7.** Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds? Interview question 7 asked, After your classroom observations, did you experience a time when you gained knowledge of new instructional practices, but you experienced a gap in applying new knowledge to your own practice?

- What was your stuck point or problem of practice last year where you might have felt you were less effective in your delivery in supporting student learning?

Table 9

*Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research**(Question 7)*

Theme	P1	P2	P3	P4	P5	P6	P7	P8
Support in practice	X	X	X	X	X	X		X

**Question 7 theme: Support in practice.** The central theme, support in practice, emerged from participants' experience with School-Based Instructional Rounds. Seven out of eight participants (87%) spoke to this theme, offering the following quotes:

- Yes, I would love to do more rotation stations, more hands-on, more of what really engages the student, but sometimes in social studies it doesn't allow for that. I have to talk more because I'm trying to get them to the content. You know it's different. So you see the difference of what you need to do and how do you then make your content area more enticing, more exciting. I think trying more to focus on the content and I think now with the introduction of the new framework I've been able to let some of that stuff go and I've reevaluated how I teach. I teach more towards a theme or a concept of this globalization. I don't feel so guilt and the kids don't feel so overwhelmed trying to get somewhere because I can make more of a link. I think it is more beneficial to the child in the 21st century that you're seeing more of this trade more of this interconnected. Now it's how does history affect them in their everyday life? (P1–Denise, personal communication, December 18, 2017)
- Yes, I think you see something in someone else's classroom and it looks really seamless and wonderful. Then you try it in your own classroom and it might not go quite as smoothly. That's where it is nice that in that case I can go back to my colleague who I was in their classroom and saw their strategy and I can say "Hey, do

you have any suggestions.” I’m a language arts teacher and I have walked into a science classroom thinking, “Gosh, I wish I could have my students be in these lab groups having these conversations and moving around doing . . .” And sometimes it’s just not conducive to language arts. Sometimes it is and sometimes we’ll do activities in which they do that but it’s not quite as easy to have students working in those kind of groups. (P2–Victoria, personal communication, December 18, 2017)

- Yes, absolutely. You know, there’s how often do I get to use it as an administrator? You see a teaching leading a classroom and think wow, I could use some of that when I’m leading the staff, or when I’m working with the department or my department coordinators. We’re all still kids and sometimes we need something that breaks the ice. I usually pick up on the tech. Teacher learning was my stuck point. Sometimes it’s outside barriers and it’s the same for students in the classroom. So the outside barriers, what is happening culturally. Sometimes you have to address those immediates, those things that are going to be roadblocks in the classroom, or for the staff. Sometime you get really buried in the details, and I try to be a good listener, so when my staff says, “Listen, we really need to tackle this right now.” You know there’s often times where I put things on the back burner and say okay, we’re gonna come back to that, but let’s take care of these need first and we’ll get you there. (P3–Henry, personal communication, December 19, 2017)
- Yes, I feel sometimes I need to be better with the tone that I use with my students. It could just be that I teach outside and in the elements you have to scream in PE sometimes because they are so far away. They know when you are stern and they know when you will make them feel safe but this is something I can work on. The



teacher I observed in Instructional Rounds never sat down she was always moving around near her students and I feel like this teacher talked to them in a way that made them want to listen and want to learn. It was very stern, but it was also very caring.

(P4–Andrea, personal communication, December 5, 2017)

- Everyday of my life. I see something and it's like, "Oh, wait a second. That didn't exactly work out as expected." We're working on a MTSS now encompassed with Instructional Rounds. Based on our data from our students, we saw that students reported that they know that we care about them, but we don't always show that we care or we don't always notice when something is bothering them. In both our data responses and our in house survey, we actually had some of these points drop, so here we are trying to make a big push that best first instruction in the classroom, that Tier 1 and this ties into our mission statement. So that is what we should be doing, that is what we say we are doing, but we're dropping. There are teachers that students don't feel like they can talk to or even participate in their class, for a variety of reasons. Sometimes they don't have that relationship with that teacher that they may have with other teachers, and so we are trying to encourage that humanity of our students. So that is our stuck point right now that students feel personally supported from teachers.

(P5–Anthony, personal communication, December 19, 2017)

- Oh, all the time. I think sometimes we go to trainings and they give you information, but the technology's not set yet for it, or it's not part of your curriculum yet and you're going to have to use it later. So it's sometimes hard to remember what you learned at those. Not so much in Instructional Rounds . I was able to apply those

techniques, and those connections to students pretty much right away. (P6–Sandy, personal communication, December 12, 2017)

- Yes, I’m actually struggling with certain class periods where it’s hard for me to get class participation. I watched a teacher during Instructional Rounds and who had the ability to motivate kids. At first I thought well maybe in my class it’s because kids don’t care about participating. Maybe it’s because there are no incentives. Maybe it’s just simple things or maybe I need to be more active, animated and positive. I probably should go talk to that teacher and ask how he motivates kids to participate. For me it’s like pulling teeth. (P8–Brooke, personal communication, December 8, 2017)

**Research question 1 and question 8.** Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds? Interview question 8 asked, To what extent, if at all, would you recommend this approach to professional learning to others? Please explain why or why not.

- If you would recommend this approach, with whom and how would you communicate?

Table 10

*Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Question 8)*

Theme	P1	P2	P3	P4	P5	P6	P7	P8
Value in School-Based Instructional Rounds	X	X	X	X	X	X	X	X

**Question 8 theme: Value in school based-instructional rounds.** The central theme, value in School-Based Instructional Rounds, emerged from participants’ experience with School-Based

Instructional Rounds. Eight out of eight participants (100%) spoke to this theme, sharing the following quotes:

- I think it is very effective. I feel like if we did it again we would implement it differently. I would definitely recommend it to other schools, especially schools that have not experimented with them at all. I think it is a really great thing. I think you have to have specific things that you're going to look for so that you are not just walking in and looking around. It can feel overwhelming. (P2–Victoria, personal communication, December 18, 2017)
- Oh my gosh, it is the best. You know I think it is especially good for administrators to participate in Instructional Rounds. You need to see how the conversation is taking place outside of your office. You can see things through a practitioner's eyes. There is a lot more that will be said, and there's a lot more that will be received, and actually applied in those settings. Not only does it give you the street cred that you need, but it also gives you some new limbs to see what's happening. (P3–Henry, personal communication, December 19, 2017)
- I would 100% completely encourage teachers, schools, and districts to use this. I feel like we can all learn so much from stepping into another teacher's classroom. Even if it is for one period. If I worked at a different school or in a different district, it would be something that I would want to be a part of or maybe even bring it into the school if I had the opportunity. (P4–Andrea, personal communication, December 5, 2017)
- I would heartily recommend it. It's a great way to learn with colleagues, these are the people that you're working with and teaching with for years and to learn from each other, sometimes that the best way. I think Instructional Rounds, the way we do it, it

respects our teachers as practitioners. We've had other professional learning where we have paid people a lot of money to come and show us how to do things, and you just realized, "Wow, why did we just pay that much money to listen to this?" (P5–Anthony, personal communication, December 19, 2017)

- Oh, I would really recommend it. I know there is always pushback, but I think it is important for us to get out of our classrooms and see what our peers are doing, and then also see our students in other classes and how they are connecting, and what is working for them. (P6–Sandy, personal communication, December 12, 2017)
- You know, I think we need to bring it back. I think there is a lot of great benefits to it. I think it's an amazing thing. (P7–Kim, personal communication, December 18, 2017)
- I feel there is great value in watching others and having people come in and watch you even though it's hard and there is constructive criticism. (P8–Brooke, personal communication, December 8, 2017).

**Research question 1 and question 9.** Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds? Interview question 9 asked, Are there any changes you would make to the process? Prompt: Moving forward, as a school-wide practice, how might School-Based Instructional Rounds assist in your future work and/or professional learning?

Table 11

*Interview Responses Analyzed for Key Themes in School-Based Instructional Rounds Research (Question 9)*

Theme	P1	P2	P3	P4	P5	P6	P7	P8
Improvements for continuum of practice	X	X	X			X	X	X

**Question 9 theme: *Improvements for continuum of practice.*** The central theme, improvements for continuum of practice, emerged from participants' experience with School-Based Instructional Rounds. Six out of eight participants (75%) spoke to this theme, sharing the following quotes:

- I would like to change the process to have more formal training and professional development on procedures and goals for Instructional Rounds. I don't feel we were trained properly and perhaps that is the reason why our Instructional Rounds were not successful. (P1–Denise, personal communication, December 18, 2017).
- Moving forward we would definitely need to make some changes to the process. We didn't have much voluntary staff participation towards the end of our time doing Instructional Rounds. It might be a good idea to make participation, at some point, mandatory. If all staff participated, we could have staff-wide discussions at cross-curricular meetings and possibly look at our findings and come up with future plans based on our findings. (P2–Victoria, personal communication, December 18, 2017).
- I would like to see the practices, the structures, the systems reflected in our time whether that's a tutorial maybe a larger spread of a period so people have more opportunities to see a range of things, and that's a master schedule. So some of those things, let's put our money where our mouth is. If we think it is a priority, what are we going to do to reach all teachers? What do we want to reflect in in those opportunities so our veteran teachers are more interested in those opportunities, what kind of release time can we coordinate on a higher level so everyone feels like they have access to it. We are going to continue to make students part of the core of what we do, that whole holistic learning, and I think we'd like to have more input from our

- students and their needs and to make Instructional Rounds a path to grow beyond just the teacher-to-teacher conversation to teachers asking students what their perspective is. (P3–Henry, personal communication, December 19, 2017)
- Yes, I think I would recommend that we do grade level Instructional Rounds, so that we are seeing our kids in other classes. We have never done it that way. I think it is important to keep moving forward. I think we get frustrated with the changing curriculum right now for English and the Next Generation Science Standards (NGSS) for all of our science classes. I think there is a lot of value in continuing to push it and utilize it. (P6–Sandy, personal communication, December 12, 2017).
  - I think I would have been more deliberate in asking teachers to participate. I would be more specific in what we were looking for in the classroom. I would be more detailed afterwards in how we're sharing the information back with our teachers. I just think there are some things in the steps along the way that we just weren't where we should be. Seeing if it is an effective strategy that our staff wants. Is this how they want to spend their time? It's really hard when 70% of our teachers are on a six-fifths assignment. So when do we do it? So part of it is just timing. They don't even have a prep period to walk around. (P7–Kim, personal communication, December 18, 2017)
  - I think being in the classroom longer. If it is just part of the lesson, you might not get the full scope and you would have more to gain to see what teachers are doing from the beginning to the end including the transitions. I'm fine with using my free time but I know a lot of teachers are like "Nope, This is my time to do things." If they had a sub for a period more teachers would buy into it, or accept doing it and being into it. As a school-wide practice It would really help the school figure out as a whole where

we need to improve, so it's unique to our school, not what the district, or someone else says, "Okay, let's work on this this year," which may be what one school really needs but maybe our school already does that. I think it would help with our school climate and also helping the staff get to know each other a little more. Every teacher is a resource. Whether teachers know it or not, they'll have good things to share. I gained something from every classroom. Whether it was an instructional strategy, technology, the classroom environment, just seeing what other classrooms had to offer. (P8-Brooke, personal communication, December 8, 2017)

### **Shadow a Student Challenge**

"It's unnerving for leaders. Putting yourself in someone else's shoes is hard and humbling."

-Participant B2

In this portion of the study, unlike School-Based Instructional Rounds, the researcher relied upon blog posts and personal interviews to gain independent accounts of teachers' and administrators' lived experiences through Student Shadowing. According to Jones and Alony (2008), blogs provide an expression of individual accounts of experience offering the reader information by sharing the bloggers curiosity and knowledge in a candid and genuine approach. The researcher found this to be evident when examining and analyzing blog posts for this study. Bowen (2009) defined document analysis as "a systematic procedure for reviewing or evaluating documents-both printed and electronic (computer-based and Internet-transmitted) material" (p. 27). Although Bowen suggests there are strengths and weaknesses within this method of examining documents, there is an acknowledgment of useful practices with document analysis for a grounded theory approach, taking emerging themes, creating categories, and assisting the

researcher with further analysis. Document analysis provided the researcher with supplemental data beyond interviews, which were semi-structured within this research study. Furthermore, Bowen stated that, “documents provide background and context . . . and maybe the most effective means of gathering data when events can no longer be observed or when informants have forgotten the details” (p. 30).

The Shadow a Student Challenge, an initiative of School Retool (a PD fellowship developed by IDEO and the Hasso Plattner Institute of Design at Stanford University), provided a four-step toolkit to help participants prepare for their day of shadowing. The toolkit included: (a) prep information, (b) shadowing protocols, (c) reflection prompts for observations, and (d) suggestions for a plan of action. Going from observation to action requires the observer to move from observations and reflection in practice to focusing on the most salient points of their experience to bring change. In design thinking, this is called moving from *flare to focus*. Flare can be described as “Keeping an open mind while casting a wide-enough net to gather information without judgment” (CWMIFG, 2017, para. 11). Through the stages of flare to focus, flaring would start with the observer receiving feedback from students by asking questions and broadening ideas based on students’ responses and the shadow’s personal experiences. This would involve the observer viewing the relationships perhaps between students, teachers, and the content being introduced while looking at the patterns of experiences and identifying the gaps and or connections in student learning over the entire day. This practice would also be continued outside of the classroom to identify students’ overall experience of school, which may include the health, safety, and or social supports deemed import to students’ needs, taking into account the outside classroom environment and spaces students utilize throughout the day. Moving from flare to focus takes the observer toward a determination for action, looking for ways to bring



change based on a thorough cycle of inquiry from the observer’s lens and their students’ perspective.

Table 12 presents a brief, modified outline of the toolkit provided to all participants who signed up to take part in the Shadow a Student Challenge. Some of the participants in this study reported using the toolkit as guide to assist in framing their day, whereas others utilized the toolkit as a talking piece in establishing predetermined goals among administrative staff before they set out to shadow. Still others were simply led by their curiosity.

Table 12

*Shadow a Student Challenge Toolkit*

Step	Components
STEP-1	<i>PREP-Activities</i> <ul style="list-style-type: none"> <li>• Choose a student and confirm they’re interested in being shadowed</li> <li>• Coordinate with parent, student and staff</li> <li>• Set a learning goal</li> <li>• Set up your shadow day</li> </ul>
STEP-2	<i>SHADOW-Observe</i> <ul style="list-style-type: none"> <li>• Shadow 101-How to capture your observation</li> <li>• Meet with your student</li> <li>• Immerse yourself in a student’s experience</li> </ul>
STEP-3	<i>REFLECT-Interpret</i> <ul style="list-style-type: none"> <li>• What it all means</li> <li>• Turning observations into opportunities</li> </ul>
STEP-4	<i>ACT-Opportunity</i> <ul style="list-style-type: none"> <li>• Ways to make change at your school</li> <li>• What does it make you wonder?</li> </ul>

*Note.* Adapted from “Shadow a Student Challenge Toolkit,” by Shadow a Student Challenge, 2017 (<http://shadowastudent.org/how-it-works>). Copyright 2017 by the author.

Over the 2016 and 2017 school year, the Shadow a Student Challenge Campaign inspired 3,869 school leaders, in 50 states and over 67 countries, to take part in shadowing a student for a day (Hasso Plattner Institute of Design at Stanford University, n.d.b). Teachers and school leaders stepped into the role of middle and high school students for the duration of a school day, becoming curious learners and observers and exploring being vulnerable in the role

of a student taking classes in: AP Environmental Science, Chinese, British Literature, Advanced Math, Sociology, Music, AP Physics, American Sign Language, AP Calculus, and Yearbook, to name a few. Students embraced their shadows as peers and became empathetic when the “experts” didn’t know the answers to classwork outside of their subject areas. Participants were sympathetic to their students’ experiences and willingly shared their experiences with thousands of community leaders and educators who signed up for the challenge in hopes of achieving deeper learning experiences for themselves and their students. A day of shadowing offered a chance for participants to observe, gain insight into both instructional practices and activities on their campus, participate in the work as a student, and reflect upon what students face among their teachers and peers each and every school day. The accounts of their experiences are shared in this study through blog posts and face-to-face interviews.

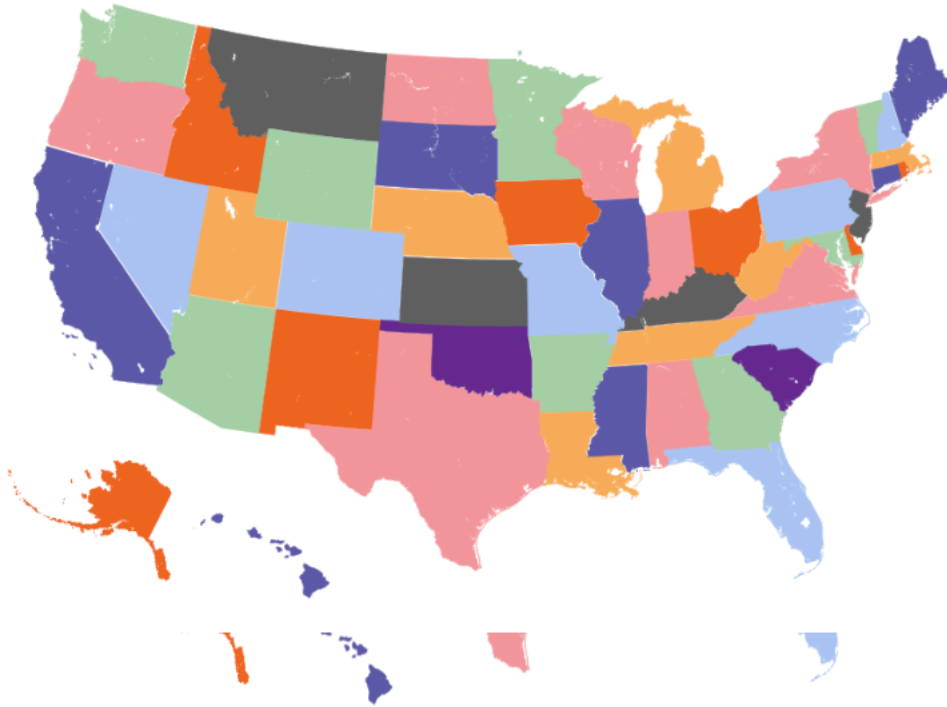
Participants in this study were chosen from Stanford University d. school Shadow a Student Challenge database as a purposive sampling of teachers and administrators who took part in the 2017 campaign. All seven teachers and administrators in this research study were featured as volunteer participants or bloggers discussing their experiences embedded within the d. school’s shadowastudent.org website. Although the researcher sent a request through an email to all seven participants to take part in a face-to-face interview, two out of the seven participants responded to be interviewed beyond their blog post submissions to provide further insight into their experience. A second attempt was made with the remaining five respondents, but no response was received. A variety of other blog posts within the shadowastudent.org website were reviewed but did not fit the demographics of this study, which focused on middle and high school teachers’ and administrators’ experiences.

Participants in this study held the positions of superintendent, principal, assistant principal, head of school, and teacher (see Table 13). All seven participants are school leaders from across the United States representing the states of Ohio, Virginia, Rhode Island, and Pennsylvania. See Figure 3 for demographics of participants' schools.

Table 13


*Bloggers' Demographics*

Blogger	School/ Shadowed	State	Position	Years of Experience	Ethnicity/ Gender
B1	Public 6-8 6th Grade Student	State of Pennsylvania	Superintendent of Schools	31	Caucasian/Male
B2	Public 9-12 Not stated	State of Ohio	Head of School	Not Provided	Caucasian/ Male
B3	Public 9-12 11th Grade Student	State of Ohio	Principal	Not Provided	Caucasian/Male
B4	Public 9-12 10th Grade Student	State of Ohio	Assistant Principal	22	Caucasian/Female
B5	Public 9-12 Not stated	State of Ohio	Assistant Principal	Not Provided	Caucasian/ Male
B6	Private 6-12 12 Grade Student	State of Virginia	Teacher	5	Caucasian/Female
B7	Public 9-12 12th Grade Student	State of Rhode Island	Principal	19	Caucasian/Female




**State of Pennsylvania**  
*Blogger 1*

Public Middle School 6-8  
 Student Population 365  
 Student/Teacher Ratio 12:1  
 Fully Credentialed Teachers: 100%  
 Average Years of Teaching: 94% 3+  
 Low Income Families: 25%  
 White: 79%  
 Hispanic: 11%  
 Black: 3%  
 Asian: 3%  
 Other: 4%




**State of Ohio**  
*Blogger 2*

Public High School 9-12  
 Student Population 246  
 Student/Teacher Ratio 18:1  
 Average SAT Not Provided  
 AP Course Participation Not Provided  
 Fully Credentialed Teachers: Not Provided  
 Average Years of Teaching: 21.4%  
 1-2 Years  
 Graduation Rate: Not Provided  
 Low Income Families: Not Provided  
 White: 4.9%  
 Hispanic: 1.6%  
 Black: 91.5%  
 Asian: .8%  
 Multiracial: 1.2%




**State of Ohio**  
*Blogger 3, 4 & 5*

Public High School 9-12  
 Student Population: 2,227  
 Student/Teacher Ratio 19:1  
 Average SAT 1505  
 AP Course Participation: 97%  
 Fully Credentialed Teachers: 100%  
 Average Years of Teaching: 91% 3+  
 Graduation Rate: 97%  
 Low Income Families: 22%  
 White: 92%  
 Hispanic: 2%  
 Black 2%  
 Other 3%



**State of Virginia**  
*Blogger 6*

Private High School 6-12  
 Student Population: 55  
 Student/Teacher Ratio 6:1  
 Average SAT Not Provided  
 AP Course Participation Not Provided  
 Faculty Advanced Degrees 80%  
 Graduation Rate: Not Provided  
 Low Income Families: Not Provided  
 Students of Color: 10%



**State of Rhode Island**  
*Blogger 7*

Public High School 9-12  
 Student Population: 1,087  
 Student/Teacher Ratio 12:1  
 Average SAT 1114  
 AP Course Participation 6%  
 Fully Credentialed Teachers: 96%  
 Average years of Teaching: 91% 3+  
 Graduation Rate: 64%  
 Low Income Families: 78%  
 White: 5%  
 Hispanic 71%  
 Black 14%  
 Asian 8%  
 Other 3%




Figure 3. Demographics of participants' schools in the United States.

Pertinent information was extracted through each blog post and categorized into themes through the process of skimming, reading, and interpretation, as supported by Bowen's (2009) practice of document analysis. Utilizing HyperRESEARCH qualitative data analysis allowed for data coding of keywords and phrases in identifying emerging themes. Rich text narrative of personal accounts experienced in each blog post allowed for authenticating each interpretation as related to the professional learning experiences of teachers and administrators in this research study. Interrater assistance provided a cross checking of codes and themes related to blog posts. The researcher sought themes related to research question 2, which asked, What are the experiences of teachers and administrators participating in the Shadow a Student Challenge around professional learning?

Three themes emerged from the seven blog posts through document analysis: (a) instructional practices and learning environment; (b) deeper learning and desired transformation of schools; and (c) empathy, student-teacher relationships, and social emotional needs. Quotes related to each theme are accompanied by questions that participants posed in reflective practice.

***Theme 1. Instructional practices and learning environment.***

- The day was jammed packed. As a student, you switch from English to math to chemistry. They have to be really good at all of that and switch gears all day. Overall, I was impressed with the academic rigor. When I was in high school, I don't think we experienced the same level of difficulty. The level of what kids are studying these days seems a lot more intense. (Blogger 3)
- The student I shadowed was watching a math video created by the teacher. He was able to pause and work at his own pace. The student next to him was beyond him, but

she was able to move onto other math concepts. It was great to see how teachers were able to accommodate for different levels of activity. This type of technology gave them the ability to see what each students needs were and making learning more personalized. (Blogger 5)

- Teachers used relevant lived experiences. Diagrams and personal connections for context were strategies that made abstract concepts both concrete and relevant. (Blogger 6)
- I am struck by the content of information the kids need to learn. I'm also thinking that I really need to use better visual anchors, something to look at for non-auditory learners. I should always have something visual displayed and some kind of handout. (Blogger 6)
- I assumed that a 90-minute block would seem like forever. Instead I was engaged from bell to bell. I was surprised by the level of rigor and the quality of teaching in my classes when viewed as a student and not through evaluation. I was able to immerse myself in learning versus looking for indicators on a rubric. (Blogger 7)

The following questions were posed by Blogger 3 and 6 through their reflective practice:

- What if we tailored a student's day and potentially used an academy system to capture what they're excited about in our school environment? (Blogger 3)
- What active learning opportunities can I offer my quiet students during whole-class discussions? When half the class knows the other kids will do all the talking for them, how do we give the quiet kids the same opportunities to extend their learning? Is there a correlation between quietness and lack of achievement? (Blogger 6)

*Theme 2: Deeper learning and desire for transformation of schools.*

- One of our goals is for students to understand those things we deeply value as a school community. We are trying to gain the skills and competencies they are going to need to be successful. To do that, we need to empathize with them, we need to know who they are, and to have conversations with them, and live alongside of them. (Blogger 1)
- Leading efforts to reimagine what high school can be in the inner city, often feels like trying to move a mountain. There may be progress, but it is extremely difficult to see it on a daily basis. Shadowing a student gave me the chance to see our school through a student's eyes. Doing so allows me to see how far we've come as a school, and at the same time, to see how far we still have to go to become the school our students deserve. (Blogger 2)
- Shadowing a student in a struggling inner city high school doesn't shine a light on one change that needs to be made. It shines a light on all of the aspects of the school that need to improve. (Blogger 2)
- The first thing I noticed was how much I have forgot since high school. I would say I noticed how much we talk about where our education should be. Like the type of education that resonates with kids-creating, critical thinking, developing, using higher order skills, expressing. We gave our students these brand new, shiny computers and we need to look at how we're infusing that technology in our classrooms and leverage that. We don't want these computers to be glorified note pads. There are some kids who have very specific interests, interests that aren't being engaged during the school day. (Blogger 3)

- Under the right academic circumstances, otherwise quiet and cautious students can take bold risks and confidently seize learning opportunities Chinese was the biggest surprise of the day-it was incredible to see the student I shadowed dominate and think out loud-I must find out what the teacher does to achieve this! (Blogger 6)
- I'm noticing how a big scary assessment-in the right context-can promote deeper learning and pro-social student interactions. High stakes assessments can promote learning by heightening focus, promoting recall, and creating social bonding experiences and pro-social interactions beyond cliques. I use portfolio's revisions, sequenced assignments and reflections to mitigate most of the anxiety my timed essays, final exams, and big projects might provoke. (Blogger 6)
- I hadn't taken a math class since 1993 and I thought I would feel anxious but our students made me feel comfortable. The teacher allowed students to self-direct and this allowed me to "fail forward." It didn't matter how many times I made a mistake as I was working towards the final solution. (Blogger 7)
- The classroom feels so authentic when we are participating as a student versus evaluation. I see that my teachers didn't feel like they had to perform. I felt like for the first time I saw real teaching and learning. I need to address this at work on the aspect of our building so that teachers feel safe to make mistakes and learn through them with their students. (Blogger 7)

Bloggers posed the following questions as part of their reflective practice:

- Our Profile of a Graduate anchors a lot of our conversations, we spend a great deal of time talking about what we want learning to look like, not just as administrators, but how is that conversation really informed by the students? (Blogger 1)



- One of our goals is for student to understand those things we deeply value as a school community. How do we integrate these values in the projects we do in the classroom? How do we assess this going forward? How do we determine if a student has a particular competency or not? How are we doing on these dispositional goals as adults? How are we modeling them? (Blogger 1)
- What experience does a student have at our school who is at or even above grade level? (Blogger 2)
- How are we discussing and implementing technology in classrooms? Do we have a model for our teachers? (Blogger 3)

***Theme 3: Empathy, student-teacher relationships, and social-emotional needs of students.***

- Since there is so much to change, shadowing a student can help me prioritize student needs differently. Instead of doing what I think is important first, this experience can help me to see what my students need first. (Blogger 2)
- This year I am going to try to select a student from whom our school is too easy. We have plenty of those students too, and we speak about them far less than the struggling students. (Blogger 2)
- I was relieved just to get to lunch just so that we had a break to sit, talk, and socialize with each other. And I don't think I was alone. I think kids really looked forward to the break in the day. (Blogger 3)
- I used to think about the students, "You're young! You shouldn't be tired." But now that I've gone through the school one end to another, especially with how crowded it is these days, I have a lot of empathy for these students and how stressful it can be to

get from class to class. Not only are these school days tiring, but some of these students are active in after school sports or other activities. The student I shadowed is not only an athlete, but she works as a host 2-3 nights a week. She said, “Don’t follow me around during the day-that’s the easy part. Shadow me after school when I’m at home, trying to get all of my work done.” (Blogger 4)

- Our kids have to put on a lot of hats. From class to class, there are these huge shifts in thinking and very little time to process what to do when you step into your next class. I think teachers need a refresher to step back for a minute or two to just let students’ transition into their classes. It’s ok to ask about other classes or other things to ease into their classes. (Blogger 5)
- This experience so far reminds me that the heightened feeling of focus kids undergo during a test is not sustainable through the whole day. (Blogger 6)
- I am motivated to address the students’ social and emotional needs more. At the high school level, these needs then to fall to standards, SATs, college board, etc. I saw that their needs to be time for where student can connect to their teachers and fellow students. Talk about life, talk about fears, talk about joy. I would like to revamp our advisory program to better fit our students needs. (Blogger 7)
- High School has a no-pass policy . . . I realized there is no time between passing periods to use the restroom and get to class on time. I had assumed students were taking their time or talking with friends. I moved from a class to the one next door and I still didn’t have time to use the facilities. I am motivated to have my entire administrative team shadow a student. (Blogger 7)

*Follow-up interviews with bloggers.* Data collected through prior blog post submissions strengthened the validity and reliability measures, which included triangulation of data from Interviewee 1 and Interviewee 2. Thick and rich descriptions were reviewed through member checking to account for any errors in recording. Two out of seven bloggers agreed to be interviewed as research participants who took part in the Shadow a Student Challenge beyond their initial blog posts. An opening prompt followed by nine interview questions were asked during face-to-face interviews through Google Hangout. Their statements have been lifted from their interviews.

*Opening prompt.* Please tell me about a time when you experienced professional development that significantly pushed your thinking.

- I trained to be a professor, doing a PhD with no ed credits so when I started teaching, I had to do five ed classes. I would say none of them offered the skills or insights I needed when compared with formal mentoring. I received upon being hired full time my mentor required me to have lunch once per week and maintain a reflective journal and we discussed my observations and my experiences. I would say that experience was crucial in my professional development. (Interviewee 1, personal communication, December 26, 2017)
- I am definitely somebody who creates my own opportunities, and I think that I tend not to find structured professional development, even conferences all that valuable, so probably . . . a professional development experience was doing my dissertation. It was something I had control over, I think it was a very powerful experience because I had a lot of agency in terms of designing it and getting the opportunity to engage with other people that really pushed my thinking. At the end . . . I was a different person

on the other side. A different thinker. (Interviewee 2, personal communication, December 22, 2017)

*Research prompt 1.* Please tell me about your experience with Shadow a Student Challenge. Please be sure to include the details of your approach.

- That was the first time I've spent a full day as a student. It was completely transformative. I followed a 10th grader all day through all of her courses, doing the work and participating as if I were a student. I also had lunch with her and a bunch of other students. By the end of the day I was tired! (Interviewee 1, personal communication, December 22, 2017).
- I found that I was sitting passively for far longer than I've been used to. I found that students were asked to put their needs and desires last, to follow the directives of teachers instantly. It was sort of soul-crushing to watch kids who had been in class 3 or 4 hours, who just wanted to talk with each other. Their questions and interests seemed like a nuisance to teachers. And I am as guilty of that as anyone . . . I needed to retool my teaching after experiencing the day as a student. (Interviewee 2, personal communication, December 22, 2017)
- I found out about it on social media. I brought the idea to our leadership team and said, "Hey this sounds like a really interesting idea." There was a document, toolkit that was shared how to prep. I shadowed a middle school student and was, out the whole day, the main times to socialize were in the hallway and at lunch. Very little conversations throughout the day. (Interviewee 2, personal communication, December 26, 2017).

- At our gathering we debriefed and everyone found it to be an interesting experience, something that even principals, many of them hadn't really been moved to that perspective of actually engaging with kids in conversations around, "What are you doing? Why are you doing that? What would you like to do more of?" Getting that user experience. And it really helped us . . . what we saw wasn't what we liked. We wanted to see kids collaborating together, whether it's something as simple as conversation, to something more complex about working together to solve a problem, do a project, things like that. What we did see was a lot of teacher talk. (Interviewee 2, personal communication, December 26, 2017)
- There wasn't one person on our team that was like, "That was a waste of time." We did it a second year and will do it again, assuming that it continues, and if it doesn't we'll create our own day. (Interviewee 2, personal communication, December 26, 2017)

*Research prompt 2.* To what extent, if at all, were you surprised by your experience?

- I always loved being a student. I was a huge nerd. So I thought I would enjoy it more than I did. I was surprised to find how much less fun it is to be a student than to be the teacher. I'm used to having control, having a voice (too often the voice) in the classroom. (Interviewee 1, personal communication, December 22, 2017)
- I think having engaged in a lot of conversations with various stakeholders around our vision and where we were going, in terms of Profile of a Graduate. Talking about what should our classrooms look like, what do we believe about learning to help get us to that vision? (Interviewee 2, personal communication, December 26, 2017)

- I think we had that in our head, and I remember coming back at the end of the day and privately having conversations with some of my more trusting colleagues and I'd be like, "That really sucked, I would hate to be a student these days." There was a lot of sitting, a lot of listening to the teacher. I was bored. Bored. And they were bored too. (Interviewee 2, personal communication, December 26, 2017)

*Research prompt 3.* Please describe any insights you might have about your own teaching or about teaching, in general, at your school.

- I instantly started breaking up lessons into shorter segments or activities so that there was some movement, some change, I also tried ways to get students voices to be central to classroom activities. . . . Now, I try to accomplish the same work by placing students more at the center in middle school class . . . I asked them, in advance of our discussion, to work in groups or individually choose a passage (from Frankenstein, which we happen to be reading) and make a quick informal poster with the passage, their annotations, and three to five important questions. We took a walking tour of these posters instead of doing the traditional seminar discussion. Kids left post it notes with responses and then groups chose their favorite comments to discuss. We were standing like 70% of the time and more kids talked. I was happy with the results. (Interviewee 1, personal communication, December 22, 2017)
- What we saw was not aligned to what we said we believed about what powerful learning is. Powerful learning is personalized, it's contextualized, it's relevant, it's connected to something that's meaningful to me as a learner. It's social. That was a big take away, there was little to no socialization in most of these classrooms. So I think there was a huge disconnect. It was probably more the norm, the belief about

what learning was, it's transfer of knowledge, it's passive, it's "I'm the expert, I'm the teacher, I'm going to tell you what to do and when to do it, how to do it and how you're going to show you know it." It's moved a bit since then. (Interviewee 2, personal communication, December 26, 2017)

- Being a student, being alongside another learner and having those conversations had definitely helped us to understand the value and importance of having that conversation. . . . Participating has planted a seed about the value of student voice. (Interviewee 2, personal communication, December 26, 2017)

*Research prompt 4.* Please describe any insights you had about professional learning?

- I remember learning a lot, not just from watching the teachers, but from seeing my student in classes noticing for example that one girl who never talks in my class leads discussions in Algebra but we were never encouraged-it never occurred to us-to participate as a student if it wasn't for deeper learning that I did that. And there is so much to be gained from that exercise. It is easy to forget what it's like to be a student. . . . When kids feel secure, feel heard, feel happy they will try harder, they will take risks, they will go further. (Interviewee 1, personal communication, December 22, 2017)
- I'll make the connection to our leadership team, as no one was forced to do it. They all chose to do it. So there was a bit of agency there. When we came back, there was a professional learning that was rooted in dialogue. The value of everyone's experience, and even when I wanted to say, "My day kind of sucked, it was really not that great," people weren't making excuses like, "Well that was just, you know, that was just a bad day, it's not always like that." Some shared some positive things that

were engaging and aligning to our beliefs. (Interviewee 2, personal communication, December 26, 2017)

- I think it is important from my perspective as a leader, and creating professional learning opportunities for the team, we want to have their voice as well. Looking at this as a learning experience gets the user experience from them too. (Interviewee 2, personal communication, December 26, 2017)
- It's amazing how this one little thing I bumped against has spread and as the years go by creating little iterations of the new things that are tapping into, I'll say the learner voice, whether they're younger learners or adult learners. I think approaching the idea of professional development through the learner experience, how do you create an experience that's going to be meaningful for the learner, where they're the adults or kids. (Interviewee 2, personal communication, December 26, 2017).

*Research question 5.* Assuming that you noticed practices that connect to your own teaching practice, to what extent—if at all—did what you noticed make you want to do something different or more effectively?

- a. Please provide an example.
  - b. To what extent, if at all, are you already doing something differently?
- One of my colleagues has this great approach to students' social emotional needs. I remember a kid apologizing for not doing what was expected . . . and my colleague said, "I am reminding you of my expectations because I want you to succeed not because I want you to feel guilty for forgetting your book. You never have to have to be sorry." It was really beautiful and similarly in algebra, this girl didn't want to go up and complete a proof and the teacher said, "We are all up there with you. We are



all responsible for helping you from your seats. So if you don't know what to write, we are all failing together." I work with awesome people! Teaching can be so solitary. (Interviewee 1, personal communication, December 22, 2017)

- We'd been working on the Profile of a Graduate, and talking about certain values around learning, and I think it generated some really good conversations around the gap between those two. Here's what we say we believe, and teachers had been a part of that too. And then, as a leadership team, sharing our experiences, some of those were aligned to those values, but more than half of them weren't. And so what can we do to remedy that? That created, and contributed to a conversation about how we're doing our professional development. It's good to have the conversations with the students, spend time with them and see what the gap is, help define the gap.

(Interviewee 2, personal communication, December 26, 2017)

*Research question 6.* What opportunities did you observe students constructing their own knowledge in experience learning in their own way? Please provide an example.

- In computer science, giant handheld whiteboards were used for student group work. The whiteboard was big enough for everyone to write together, and the erase-ability made it less scary. I really liked it. Kids didn't agonize over what to put down, as they would with marker and poster paper. Teacher would pause in his teaching and ask students to work out problems from the textbook-each student had a different problem. (Interviewee 1, personal communication, December 22, 2017)
- Seminar discussions in history are always in part about student construction. Making space for kids to make sense of the content. The difference I think is the trust such an exercise places in the teacher and the student. What I mean is-it suggests there is

inherent value in understanding our students' experiences and it suggests that we as teachers are professional enough and smart enough to make sense of that experience on our own, not reading a textbook or having an expert explain or digest it. Direct experience with our student, in our classrooms, then we talk about it amongst ourselves as teachers to process it and decide next steps. (Interviewee 1, personal communication, December 22, 2017)

- We started the day in a music class. There was a lot of choice and voice there. They were doing a lot of creating and collaborating. They were creating music. There were keyboards and they were working in pairs. It was an example of, he was engaged, he enjoyed it, and I think one of the reasons why was he had the ability to be social, to make choices, actually create something and do something rather than sitting in a math class and listening to a lecture. (Interviewee 2, personal communication, December 26, 2017)

*Research question 7.* What are some differences or similarities between your participation in the Shadow a Student Challenge and your previous professional learning experiences?

- I now teach at a small private school and there is no formalized professional learning at all. We are trusted to do what we need to do to become the teachers we want to be. We are encourage to formally observe each other and we just naturally geek out about stuff, sending articles, talking through best practices etc. (Interviewee 1, personal communication, December 22, 2017)
- I think every teacher should do this. My sense is that when teachers are given the freedom to do what they want with their time, they do two things; they invest in

strong working relationships with students in checking in with them, meeting with them, helping struggling kids, pushing the excited ones further, etc. and they invest time in finding ways to help kids see the joy and rewards of studying their subject. That's what we care about the students and our content. Shadowing a student helps with both. It helps us better understand what our kids experience in our classes and it shows us how to connect who they are and what they want to what it is we are geeky about. I actually feel a sort of moral obligation to do this once per semester now.

(Interviewee 1, personal communication, December 22, 2017).

- Well it's clearly based on doing, you are actually doing the work of being the learner. I remember when I was shadowing a third grader. I took the spelling test and sat on the carpet for the read-aloud. That's pure experience. As opposed to so much of what we do in terms of professional development, which is content gathering. (Interviewee 2, personal communication, December 26, 2017).
- Even if you go to a conference, so many sessions are really just people talking at you. And a rare session is one where there are opportunities built in for the learner to actually engage, whether its conversations, a thinking routine, through a challenge, creating something. Actively doing something. Doing this as a professional learning experience ties to you are the learner for the day . . . that is part of the experience, and that is part of what you reflect upon and learn from and grow. (Interviewee 2, personal communication, December 26, 2017).

*Research question 8.* (a) To what extent, if at all, would you recommend this approach to professional learning to others? Please explain why or why not. (b) If you would recommend this approach, with whom and how would you communicate?

- I would recommend this approach to all teachers regardless of their experience. The more years removed we are from being students, the more heartily I'd recommend it. Talking about my experience has helped other teachers want to do it. (Interviewee 1, personal communication, December 22, 2017)
- I would suggest this to any educator, even if it is just a period or two. Just go and get to know the study of relationships. I think we view that as sort of a superficial transactional thing. Like, "Oh, how was your weekend? How are things at home?" I think it is important, but how do we create that learner bond around this idea of relationships too? So how do I build a relationship with you, around you, who you are as a learner? And if I want to do that I have to learn alongside you. I can't design an opportunity for you if I don't know who you are as a learner. Do you know yourself as a learner? I would suggest that way of thinking about education could benefit from doing this. (Interviewee 2, personal communication, December 26, 2017)

*Research question 9.* Are there any changes you would make to the process? Prompt:

What, if anything, might you change about the current SSC (Shadow a Student Challenge) process?

- I didn't know how to balance between observing and participating as a student. More guidance there would help. Sometimes I'm a fly on the wall, sometimes I am getting a more authentic experience. Both are valuable. Blending together is important. I am attuned to what students are experiencing what they're feeling whereas before shadowing I was more focused on the teacher's craft. What is she doing or not doing. (Interviewee 1, personal communication, December 22, 2017)

- I think there is so much value in trying to really experience a class as a student- especially in a subject outside my expertise. The humility that come from forcing myself to do something hard, when many times adults set-up their lives mostly in terms of comfort and security. I don't have to experience that if I'm merely observing a teacher but I force myself to if I'm shadowing. It's a necessary reminder of what my students feel everyday. (Interviewee 1, personal communication, December 22, 2017)
- I think we need to get away from looking at it as just sort of a one-off thing that we do each year. It has to become more systemic. Is there a way that the program could help leaders and educators make this part of the changed education conversation? That the learner experience is something you should be tapped into all the time. I had to commit the time, and the time for reflection. We're not going to change the school to what we want, unless we give people the space and time to have those conversation. Because that is where learning happens. Reading the Shadow a Student website or reading the toolkit like a blueprint isn't the answer. I think that is something that we are terrible at as educators. We shared as a whole group and walked through it. You have to make it personal and you have to figure out how do those ideas fit in context because they are not all going to be. If it were that easy, this problem would be solved. (Interviewee 2, personal communication, December 26, 2017)

### **Summary of Key Findings**

Interviews with participants in School-Based Instructional Rounds yielded 10 themes: (a) personal choice and authentic learning experiences push thinking, (b) importance of context, value and sustainability, (c) unknown factors in participation, (d) observation and reflection

drives change an purposeful learning, (e) benefits of collaboration, (f) empathy toward students, shift in practice, (g) collaboration/disconnect in PD, (h) support in practice, (i) value in School-Based Instructional Rounds, and (j) improvements for continuum of practice. Within the key findings related to the Shadow a Student Challenge blog posts, three key themes emerged: (a) instructional practices and learning environment, (b) deeper learning and desire for transformation of schools, and (c) empathy, student-teacher relationships and social-emotional needs.

### **Chapter Summary**

This chapter outlined the purpose and research questions and revisited the methodology via which interviews and document analysis would be established and analyzed. Demographics of participants provided an overview of teachers and administrators who participated in the practice of School-Based Instructional Rounds and highlighted several public and private schools across the United States whose teachers and administrators participated in the Shadow a Student Challenge.

Results from the Shadow a Student Challenge demonstrated empathy and respect for students from teachers and administrators who shadowed students for a day. Results from the participation of teachers and administrators who were interviewed for School-Based Instructional Rounds described their experiences through rich text interviews from the best examples of a collection of raw data. Analysis of the findings will be presented in Chapter 5.

## Chapter 5: Findings and Conclusions

“The fact is that, given the challenges we face, education doesn’t need to be reformed-it needs to be transformed.”

- Sir Ken Robinson

### Chapter Overview

Chapter 5 consists of the introduction/context of the study, purpose and research questions, discussion of key findings, evaluation of the study, conclusions, implications for policy and practice, recommendations for further research, and a chapter summary.

### Introduction

The final chapter of this research study begins with a review of the purpose statement and research questions followed by the analysis of key findings as they relate to teachers’ and administrators’ professional learning experiences through the practice of School-Based Instructional Rounds and Student Shadowing. The purpose of this qualitative phenomenological study was to explore middle and high school teachers’ and administrators’ previous professional learning experiences through the practice of School-Based Instructional Rounds and Student Shadowing. This research project focused on exploring the impact, if any, on transforming teaching strategies that provide deeper learning experiences for students in college and career readiness. The following research questions guided this study:

- Research Question 1: What are the experiences of teachers and administrators participating in School-Based Instructional Rounds in professional learning?
- Research Question 2: What are the experiences of teachers and administrators participating in the Shadow A Student Challenge around professional learning?

## Discussion of Key Findings

Five key findings emerged in relation to research question 1, which addressed School-Based Instructional Rounds:

1. Personal choice and authentic learning experiences push thinking
2. Importance of context, value, and sustainability
3. Observation and reflection drive purposeful learning and change
4. Collaboration, support in practice and shifts in practice facilitate progress
5. Empathy

Four key findings emerged in relation to research question 2, which addressed the Shadow a Student Challenge:

1. Instructional practices and learning environment
2. Deeper learning and desired transformation of schools
3. Empathy, student-teacher relationships, and social emotional needs of students
4. Value in practice

The theory of this study is grounded in the data that have been collected throughout the research. Key findings, staying close to data collected from interviews and blog posts, provided a glimpse into the authentic experiences in professional learning among teachers and administrators who participated in School-Based Instructional Rounds and the Shadow a Student Challenge. Interpretations of the data reveal several parallels to the literature findings, whereas some interviews presented a surprising outcome.

**School-Based Instructional Rounds.** Observations in School-Based Instructional Rounds focused on the authentic learning experiences of teachers and administrators working collectively with their colleagues to observe teaching practices and learning environments in



middle and high school classrooms. Each school site established protocols and structured observation days based on their school's projected needs. The relationships between instructional practices toward engagement and critical thinking opportunities for students became a key focus and interest of participants within all four independent school sites.

In this study, key findings revealed that personal choice and authentic learning experiences pushed the thinking of adult learners when individuals chose professional learning opportunities that were of value to their growth as professional educators. Teachers and administrators revealed descriptions of various learning environments that resonated with each of their personal interests. The examples included enrolling in college courses, entering into a fellowship, listening to progressive lectures, selecting professional readings, and connecting previous humanitarian travel experiences using technology to expand their professional learning maps in their district. As Sandy from school B recounted networking with a school in Ghana, Africa and a school in the State of Michigan pushed her into utilizing technology which expanded her teaching network. Each of participants' experiences indicated that their choice of learning experiences pushed them to think critically and provided access to other adult learners with similar interests in joint work. These examples support Knowles's adult learning theory, as the participants showed readiness, willingness, and motivation to learn (Smith, 2002). Many of these examples were first time experiences or were sought based on personal interests to expand upon what was relevant to their personal and professional needs. Adults readiness, willingness and motivation to learn is supported by Knowles's adult learning theory, which claims adult learners' willingness to participate in new learning is dependent upon an understanding of why they must learn new knowledge (McGrath, 2009).

These examples demonstrate that teachers and administrators preferred professional learning experiences as their primary source of expanding their professional learning outside of district-offered PD. The strand that Knowles (as cited in McGrath, 2009) termed self-concept was demonstrated by five out of eight teachers who participated in this research study. All participants emphasized the importance of being able to collaborate with others and be challenged in their learning. These types of learning experiences seemed to be absent from their staff development days at their prospective school sites at times. Several participants stated they felt isolated in their teaching. This finding of isolation is supported in the research of Fallon and Barnett (2009). Jacques et al. (2017) affirmed that teachers who are in the “career stage” (p.16) prefer ongoing formal education and collaboration among their peers and quite often choose professional learning opportunities outside of their work environment. This assertion held true for the majority of the participants in this research study who have taught between 10-26 years. Teachers who fell into what Jacques et al. characterizes as the career stage (6 years and on) and teacher leader stage (beyond career stage into teacher leadership responsibilities) reported seeking outside professional learning through course instruction at the university level.

The importance of the second finding—context, value, and sustainability—proved to be key in participants’ continued participation in School-Based Instructional Rounds. Knowles’s adult learning theory, based on an individual’s readiness to learn and motivation, ties into the importance of context (Smith, 2002). This can be seen when individuals who participated in the practice of School-Based Instructional Rounds seemed to have a strong connection and desire to learn based on wanting to be part of a collaborative professional learning experience.

Collaboration opportunities and participants’ desire to improve delivery of instruction based on

new challenges created by the CCSS motivated teachers and administrators to take part in School-Based Instructional Rounds.

However, there were a few hurdles in continuing the practice of School-Based Instructional Rounds and a challenge in assimilating others to buy in and participate. Although some teachers enjoyed taking part in the rounds of practice, others lost interest. Teitel (2013) noted that “stealing ideas” (p. 187) will only get educators so far in the beginning, but to sustain the practice, there needs to be a focus that is school-wide and related to improvements that go beyond a few classrooms. When the practice is focused around a particular issue and on system improvements, the efforts put forth have a better chance of improving the intention of improvement strategies related to teaching and learning. School C experienced a challenge in the implementation and sustainability in their practice of School-Based Instructional Rounds, as noted by Denise, Victoria, and Kim. There was a struggle with seeing the practice continue, perhaps due to a lack of understanding of its purpose and a lack of interest from other staff members as a school-wide practice. Importance of context may also connect to Knowles’s strand of orientation to learn, considering teachers are trying to connect their daily instruction to what is either being learned, observed, or taught outside of their own classroom (Smith, 2002). In order for teachers to want to improve their instructional practices, they had to find a connection to their work. Without a connection and a purpose, teachers would not continue volunteer to participate in the cohort of teachers and administrators in rounds.

Sometimes perceptions can be the biggest battle when implementing a new practice. If a practice or new initiative is not done with fidelity, veering away from its initial goal toward professional learning, one may not see a purpose in continuing to participate. This example may have been the reason why school C chose to move away from School-Based Instructional

Rounds even though those who participated claimed they did find value in their participation and enjoyed their professional learning experience.

In light of the challenges faced in recruiting teachers to participate in School-Based Instructional Rounds, within all four schools included in this research study, those that did continue with the practice shared their surprises and insights with regard to their own teaching practices through the assistance of observation and reflection. The third finding, observation and reflection, drove purposeful learning and change within multiple classroom settings based upon teachers' accounts throughout their years of being a part of a cohort of teachers and administrators participating in the work on their campus. Although some moved along with ease, others struggled. It takes time and commitment to the practice to learn and grow from the collective efforts by all, in sustaining the rounds. As Mezirow's transformative learning theory conveys, there is no beginning or end; there is only a constant effort in practice as a learner to bring change (Dirkx, 1997). Teachers and administrators believed that being able to observe instruction modeled in real-time provided new insights into what some of their colleagues were able to accomplish with lessons designed around collaboration across academic departments.

Sandy, a special education teacher, from school B noted a time when she observed a collaborative lesson combined of algebra and an honors chemistry students working in teams to solve a problem together. Sandy had a moment of realizing how important it was to allow kids to struggle through finding the answer on their own without the assistance of an adult. During that observation period, she realized how especially important it was to allow students with special educational needs to struggle through their problem solving skills with their team to find the solution. This example falls in line with Mehta and Fine's (2012) study of teachers taking the role of facilitators and organizers of instruction. This example also supports Mezirow's (1997)

transformative learning theory in which individuals begin to critically reflect their own beliefs and understanding of what they believed and experienced previously. Watching modeling in practice and taking a hands-off approach to help students fail forward transformed Sandy's previous understanding of what it meant to help her kids in her classroom, rather than doing the work for them. Studies by Reinhorn et al. (2015) and the Bill and Melinda Gates Foundation (2014) revealed that in order for educators to gain knowledge and skills, the ideal professional learning experiences come from observations and learning through demonstrations both in modeling and in practice. Reinhorn et al. found that those individuals who participated in observations acknowledged that their added learning would not have been possible without the opportunity to observe.

Teachers and administrators noted the importance of observations in finding evidence in the areas of student engagement, level of rigor, and students' understanding of directions and the learning objectives of the lessons. At times teachers and administrators assumed high engagement levels in lessons were occurring; however, when students were asked to explain their work and their understanding of the assignment, they were unable to explain the task at hand. Participants indicated a connection to their own instructional practices through observations and were able to see their responsibility and ownership in their own teaching practices to improve checking for understanding with their students. This held true regardless of students' academic placement, whether they were in special education and support classes or in honors and AP classes. The work of Hirsch and Killion (2009) supports these findings, emphasizing the importance of maintaining professional learning focused on student academic success and creating a collaborative culture that benefits the school as an organization.

Observation and reflection in practice provided each teacher and administrator with a new lens through which to experience professional learning by viewing student and teacher interactions during real-time hands-on instruction. Further, the findings gave teachers and administrators the opportunity to have collegial discussions around instructional practices, providing a platform to push one another to think critically about their experience. More importantly, teachers and administrators who took part in School-Based Instructional Rounds were given an opportunity to be up close and personal with students during instructional time and were given time to ask questions of teachers while observing students working in groups. These practices gave teachers and administrators the liberty to ask questions of the students to determine if they understood the objective and were able to show their understanding through oral and written demonstrations with their teacher present. This practice gave teachers, observers, and students an opportunity to allow teachers and administrators to go deeper in understanding what students were learning and gave students a moment to go deeper in their ability to share their thinking process.

In school C, the focus was on teaching with more of a global awareness and integrating cross-curricular instruction with their colleagues, which was met with “huge growth,” according to Denise. For school A, School-Based Instructional Rounds was recognized as “A practice where teachers felt respected as practitioners of their craft and allowed us to learn from our colleagues.” Participant Anthony shared:

We’ve had other professional learning representatives and paid them a lot of money to come and show us how to do things and we just realized, “Wow, why did we just pay that money to listen to this?” (Anthony, personal communication, December 19, 2017)

Moreover, teachers and administrators were able to draw upon evidence during rounds of observation to demonstrate whether instructional practices were meeting the learning objectives and challenges that are now essential within 21st century learning skills and the CCSS.

Ravitch (2010) discussed school reformers' commitment in their continued effort of focus around standardized test scores as a measure of student success. Contrary to beliefs in the importance of student success based on standardized test scores, this research study demonstrates that teachers and administrators remain focused on the quality and improvement of student success, instructional practices, student engagement and understanding of content presented, the improvement of teachers' skills and knowledge, and the sharing of teachers' expertise and resources with fellow colleagues.

Improvement of tests scores related to the CCSS were not found or demonstrated to be relevant or of interest in the practice of School-Based Instructional Rounds at any of the four independent school sites represented in this research study. Rather, teachers' and administrators' efforts through the practice of School-Based Instructional Rounds remained concentrated in the instructional core, which integrates observing teachers' knowledge and skill and students' learning and engagement within the content of the curriculum.

Although some schools had shown progress in their continued practice of School-Based Instructional Rounds and others were showing areas of need in restructuring their continued implementation of practice, the evidence remained clear that the direct contact between teachers and their students and the opportunities for teachers to learn and share best practices from their colleagues best supported the needs of the classroom learning environments.

The fourth finding, teacher collaboration and support in the practice of School-Based Instructional Rounds, provided the foundation for helping participants grow as professional

learners. Having colleagues as resources and sharing expertise through demonstrations in instruction helped teachers take risks in shifting their practice, knowing they would have access to their colleagues for continued support when implementing new instructional changes. Watching others successfully implement student-centered instruction and allowing students to make independent choices in their level of work built upon students' prior knowledge and skill, provided teachers with a lens through which to see a learning environment surrounded in trust between teachers and students. Witnessing a successful result in a student-centered science lesson driven by student choice in school A created a shift in teachers' previous beliefs and assumptions that students would take the path of least resistance if given a choice of questions. Students proved that they wanted to be challenged. School A's observation as a cohort further reinforced the importance of teachers' ability to let go of the learning environment and allow students to show their level of ability. Rooted in the evidence of teachers' accounts of School-Based Instructional Rounds observations, reflections demonstrated positive experiences that were noted as being of value in their professional learning experience. Teachers and administrators began questioning and identifying their strengths and weaknesses in their delivery of instruction and in their leadership toward assisting teachers and students in their learning.

**Shadow a Student Challenge.** The Shadow a Student Challenge in professional learning revealed four themes: (a) focus on instructional practices and learning environments, (b) deeper learning and desire for transformation of schools, (c) student-teacher relationships and social emotional needs of students, and (d) value in practice. Key findings revealed that teachers and administrators remained focused on instructional practices and learning environments as they immersed themselves in their role of being a student for the day. An entry point for some administrators taking part in the day's activities began with putting on a backpack and tennis



shoes, recalling what it was like to being a middle or high school student 20-30 years ago. The level of rigor and content experienced throughout the day by some was impressive, while others found it disappointing to sit passively, waiting for an opportunity to be challenged and engaged in dialogue with other students. One teacher who shadowed a 10th-grade student stated that it was “soul-crushing” to watch students sit for 3-4 hours without being able to talk to one another. Interviewee 1 stated that questions and interests of students were unattended to and seemed to be “a nuisance to teachers.” For B5, there was a newfound experience in using technology to make learning more personalized in a math class by utilizing math videos created by the teacher. B6 indicated that being exposed to a learning environment where connections to students’ lived experiences created additional opportunities for students to adapt to the context of the information being provided. Interviewee 2, who was shadowing a middle school student, noted that instruction was led more by “teacher talk” when there was a clear absence of students having conversations around their learning and lack of collaboration among their peers. This example would reflect the findings of Berman-Young’s (2014) study, which reported on students’ declined sense of engagement in middle school classrooms. Students who did not receive instruction that allowed for conversations or encouraged participation in sharing their learning away from whole class lectures would be cut off from forming relationships with their teachers and students, which were identified as lacking in deeper learning opportunities for students in Briggs’s (2015) research study. The educators who participated in the Shadow a Student Challenge began to reflect critically upon their experiences and beliefs in best practices for student learning. Mezirow’s transformative learning theory states that critical reflection in the context of dialogue with others “forces the reconsideration of beliefs in a way that will fit into the new experience into the rest of their worldview” (Esternsmth, 2017, para. 3). All participants

examined both teaching and leadership practices, leading them to ask questions about their key role in meeting students' needs for a more relevant and engaging learning experience.

The second key finding of participants who took part in the Shadow a Student Challenge was deeper learning and desired transformation of schools. School Retool (2017) and the William Flora and Hewlett Foundation (2013a) support instruction that makes learning relevant, by increasing student voice and encouraging students to work collaboratively in peer-to-peer learning. Cornwell (2016) contended that students' feeling' of boredom are a direct result of not being exposed to challenging cognitive rigor. Interviewees 1 and 2 indicated their feelings of being bored and experiencing a great deal of sitting and listening to the teacher, reporting their experience of school as not being as enjoyable for them or their student. Interviewee 2 shared, "That really sucked, I would hate to be a student these days." Interviewee 1 stated that their shadowing experience helped them to realize that they were the one having more fun in holding the position of being the teacher because they have the control and the voice of the classroom, not the students. This awareness prompted interviewee 1 to begin breaking up lessons into shorter activities, creating lessons that encouraged movement throughout the classroom and removed the teacher as the one in the center leading discussions in the classroom. Interviewee 2 convened with their administrative team to re-evaluate the disconnection between what their "Profile of a Graduate" was intended to achieve and what was actually being demonstrated as instructional practices in the classroom. Results exhibited a lack of socialization and personalized learning that was contextualized and relevant to the students' learning needs. However, B6, B7, and Interviewees 1 and 2 shared that their experiences in a Chinese, Algebra, math, and band enabled them to see their students take the lead in classroom discussions, which

allowed them to have a choice and voice in collaborating with others, creating opportunities for them to be socially engaged by working in small groups.

The available evidence seems to suggest that the majority of administrative and teacher experiences in the Shadow a Student Challenge identify the need to provide instruction that demonstrates extended learning opportunities and engages students in deep learning instruction, as many classrooms were not exhibiting these instructional practices. This finding supports Mehta and Fine (2015) and the Bill and Melinda Gates Foundation's (2014) studies indicating an absence of an estimated one out of every five classrooms exhibiting critical and creative thinking instruction. All five school sites, among four different states—regardless of whether they were private, public, suburban, or inner city school setting—identified critical thinking, leveraging technology usage in classroom instruction, self-directed learning, collaboration, pro-social interactions, and the integration of projects as desired instructional practices in providing students with the skills needed to become members of a learning community.

**School-Based Instructional Rounds and the Shadow a Student Challenge.** The key findings from the data and analysis of this research study illustrate two emerging themes: empathy and value. The two emerging themes overlap with the professional learning practices of School-Based Instructional Rounds and the Shadow a Student Challenge. Research question 1 asked, What are the experiences of teachers and administrators participating in School-Based Instructional Rounds in professional learning? Research Question 2 asked, What are the experiences of teachers and administrators participating in the Shadow a Student Challenge around professional learning?

According to Garet et al. (2001), professional learning works best when teachers receive “hands-on work” (p.935). Teachers and administrators who took part in School-Based

Instructional Rounds and the Shadow a Student Challenge described some of their previous professional learning opportunities outside of School-Based Instructional Rounds and Student Shadowing as uninspiring, un-engaging, non-collaborative, and often lacking in connection to teachers' specific needs in the classroom. The review of literature supports these findings (Bill and Melinda Gates Foundation, 2014; Darling-Hammond et al., 2017; Garet et al., 2001). The teachers' desire for professional learning has been expressed as a need for practices that are focused on student learning, but at the same time offer hands-on learning experiences for teachers. The key findings from this research study suggest that School-Based Instructional Rounds and the Shadow a Student Challenge support the body of literature presented by the Bill and Melinda Gates Foundation (2014), Briggs (1999), Fallon and Barnett (2009), Garet et al. (2001), Ginsberg (2011), Hess et al. (2011), the William Flora and Hewlett Foundation (2013a), Jacques et al. (2017), McIntyre (2016), Mehta and Fine (2012), Milway and Saxton (2011), Reinhorn et al. (2015), Teitel (2013) and the theoretical frameworks of Knowles's adult learning theory and Mezirow's transformative learning theory.

The impact of intentional shifts and adjustments in instructional practices was shared by teachers in both School-Based Instructional Rounds and the Shadow a Student Challenge. Having autonomy in the choice of one's level of participation and the opportunity to network with other colleagues inside and outside of their discipline gave participants a feeling and sense of empowerment and inspiration to visualize and implement small changes.

Hess et al. (2011) presented the need for educational leaders, reformers, and researchers to become problem solvers, solution finders, and tool builders to help lead students toward a path of success in the ever-changing landscape of education. On the basis of the evidence currently available, it seems fair to suggest that School-Based Instructional Rounds and the Shadow a

Student Challenge fostered teachers' and administrators' efforts in taking on the role of becoming problem solvers and solution finders based on the findings throughout their reflective practices and actions toward supportive efforts for change inside and outside of the classroom.

Observations were approached with intellectual curiosity in both practices of School-Based Instructional Rounds and the Shadow a Student Challenge as teachers and administrators were open to an authentic learning experience regardless of first time experience in participation or prior experiences in the practice. Through the practice of School-Based Instructional Rounds and the Shadow a Student Challenge, it was noted on occasion that instructional practices in some classrooms replicated teacher-centered instruction with the teacher being the "expert" and students being told what to do. Anthony from school A offered this example: "It's like here is what you need to learn. We're telling you, you need to learn this, instead of going, 'What do you want to learn?'" Furthermore, Anthony shared that seniors in AP classes were saying, "'Can you tell me what I need to do to get an A?' Students just wanted to be told what to do." According to the data, a passive student simply does whatever he/she can to memorize or get by what the test requires of them. This aligns with the findings of Biggs's (1999) study. Anthony gave a further example of a real world experience based upon a 12th-grade student of his who went to work at one of his brothers' photo studios afterschool. The student showed up for work and Anthony noted:

There wasn't a lot of time to train people. The student completed a few tasks and then sat down waiting to be told what to do. The practice continued of sitting and waiting to be told what do over and over again. This is what we teach students. We teach them to "Wait, everybody wait. Okay now, here's what I want you to do, and I want you to do it

exactly like this.” We train them to do curriculum, but are we giving them that social capital . . . to lead and go?

Anthony concluded by stating, “That has haunted me.” This example is one of many throughout this study where teachers reported spending time analyzing and reflecting on their instructional practices in an effort to conceptualize their learning experience. Learning to let go of control and reconsidering expectations of students’ capabilities has been recognized by teachers and administrators throughout their participation in School-Based Instructional Rounds and the Shadow a Student Challenge. These practices seem to have offered a critical opportunity to reflect and act upon preparing their students in becoming active lifelong learners. These findings are consistent with those presented by William Flora and Hewlett Foundation (2013a), as it was expressed that students need to become immersed in the skills deemed necessary for secondary education and future jobs that depend upon academic knowledge and higher order thinking.

**Empathy.** The power that empathy played in influencing action toward the desire for transformation in instructional practices became evident through the review and analysis of blog posts and interviews. Teachers and administrators gained thoughtful, deep-seated insights toward change during their time shadowing and through their observations and reflections in School-Based Instructional Rounds. According to the literature review, educators who took part in student shadowing demonstrated a deeper awareness of and a new perspective on instruction and school improvements, as well as help them make their students’ learning experiences relevant and student-centered (Ginsberg, 2011; McIntyre, 2016). Although School-Based Instructional Rounds takes a different approach toward generating new knowledge among teachers and is not focused on one particular student as in student shadowing, but rather the instructional core and a problem of practice, teachers and administrators found a new sense of empathy in wanting to

improve not only instructional practices but also their ability to demonstrate that they care about their students through their actions. One teacher mentioned being more aware of the tone they use with their students after witnessing another teachers' approach that made the students want to listen and learn. Another stated that based on a school wide survey, students felt as though teachers showed a lack of response or care toward students who were showing signs of being distressed. Still another acknowledged the need to be helpful, kind, and available to students when they were struggling.

Teachers and administrators expressed empathy throughout their experiences in the Shadow a Student Challenge. Perceived needs identified by teachers and administrators in this study included: the need for longer break times for students to transition into their next class, longer passing periods to use the restrooms, less homework, more time for socializing, improvements in teacher-student relationships, student-centered lessons, the need for physical movement during lessons and activities, awareness of students who are not called upon or those who do not actively engage in class discussions, and the need for change in food services for students who may only get their food source from school due to economic hardships. All of these issues were recognized as a part of what students need in order to achieve a well-rounded education, as schools tend to focus exclusively on instructional needs. As a result, an imbalance arises in actual student needs both socially and emotionally inside and outside of the classroom. Teachers and administrators can provide positive and safe learning environments for students when student voices are invited, welcomed, and heard. Interviewee 1, who participated in the Shadow a Student Challenge, was searching for a way to create student voice in their district's "Profile of a Graduate," yet, in the time spent with students, Interviewee 1 found that their district's lunch program was in need of some major changes. Interviewee 1 stated:

I remember eating with my student. . . . I remember looking at the food and thinking, “Oh my god, we’re killing our kids.” Our lunch program was awful. Why are we feeding our kids this? . . . They really didn’t mind it because they have been eating it for years, but one of the concerns that I have is that sometimes that is all the food these kids get. (I1, personal communication, December 22, 2017).

Since addressing the issue, the school district hired an outside company that now cooks fresh food daily for their students. Interviewee 1 further stated, “Just going through the experience really opened my eyes to the idea of health literacy, eating well and mindfulness as a part of the ‘Profile of the Graduate.’” This example connects to Mezirow’s transformative learning theory; interviewee 1 became engaged in critical reflection based on seeing what students were offered for food choices in their school district. This particular experience created the motivation to research outside companies that could provide healthy food choices for their students. This example can also be tied to Knowles’s adult learning theory, specifically interviewee 1’s motivation to learn what other options were available to promote healthy eating.

**Value.** Participants used the word *value* frequently to describe teachers’ and administrators’ experience participating in School-Based Instructional Rounds and the Shadow a Student Challenge. Reports of value were found in relation to discussions that had taken place regarding what was learned through participant observations, listening to different perspectives shared during debriefing sessions, and being able to collaborate with others in different professional learning environments, unlike their past experiences attending conferences and workshops. Teachers described their experiences as relevant to their professional needs, finding them to be practices through which they could implement their learning directly into their classrooms. Teitel (2013) noted that when teachers attend conferences and walk away with “new



ideas, there is a gap between the knowing and doing” (p. 49). Some participants reported finding value in being able to walk to another teacher’s classroom when they had observed a lesson they wanted to implement after watching it in practice, but were in need of extra assistance or clarification. Teachers felt that having the support of their colleagues on their school site through the rounds of observing additional teaching strategies were unique to previous professional learning opportunities which were previously non-existent.

Teachers taking part in School-Based Instructional Rounds were able to find relevant practices both inside and outside of their departments that connected to instructional improvements. Some new instructional practices were found to be successful, while at times others were not. However, there was mention of a newfound respect and appreciation of their colleagues’ work. Teachers acknowledged being envious of their colleagues’ ability to help students become engaged in classroom discussions and noticed students participating willingly in groups who did not seem connected or engaged in the observer’s classroom. Indeed, many teachers recounted how they have struggled to get the same student to participate openly.

It is important to note, regardless of years of teaching experience, teachers and administrators found value in their time shadowing and observing through their participation in School-Based Instructional Rounds and the Shadow a Student Challenge. This finding is supported in previous studies as teachers who experience peer observation to gain knowledge and skill and undertake interactive and relevant joint work, when removed from a top down model of practice, are viewed upon as relevant learning experiences (Bill and Melinda Gates Foundation, 2014; Jacques et al., 2017; Reinhorn et al., 2015). Notably, each participant in School-Based Instructional Rounds and the Shadow a Student Challenge expressed that they would recommend the practice as a means of professional learning. However, it is significant to

mention that although value was found among individuals who participated in School-Based Instructional Rounds, teachers and administrators acknowledged the struggle to get others to participate and or continue participating beyond a few rounds.

While conducting School-Based Instructional Rounds interviews, an unexpected revelation showed that three teachers from two separate school sites had participated in both practices of School-Based Instructional Rounds and the Shadow a Student Challenge during the 2016-2017 school year. Jointly, both practices had provided a deeper dive into the full picture of their school and instructional practices across departments. All three teachers acknowledged the value of continuing both practices as a means toward professional learning, expressing a desire to do so. All seven participants who took part in the Shadow a Student Challenge said they would continue to participate the following year. Perhaps this finding demonstrates autonomy in being able to map out and make decisions as to the level of participation the individual would be willing to invest in during their time with their student. This assumption would fall into Knowles's adult learning theory of self-concept, experience, readiness to learn, and motivation to learn. Connecting with students throughout an entire school day offered the opportunity for teachers, administrators, and students to learn side by side which added value to the adults' professional learning experience. In the absence of this experience, teachers and administrators many not have fully understood the demands, rigor, student needs, and likes or dislikes of what it means to be a student today. These experiences are representative of Mezirow's (1997) transformative learning theory. If continued, the practice of School-Based Instructional Rounds would allow educators to make their own interpretations of what is important and relevant to their own professional learning and instructional practices. As Brooke from school D stated:

Participating in both Instructional Rounds and Shadow a Student Challenge allowed me to experience "two sides of the coin." During SBIR, I observed as a teacher and was more focused on teaching strategies and tricks of the trade I could incorporate in my own classroom. During the Shadow a Student Challenge, I really tried to observe from a student's perspective and how my observations might inform my teaching practices. (personal communication, December 8, 2017)

Moreover, Andrea from school D shared:

I thought that the combination of School-Based Instructional Rounds and Shadow a Student really helped me develop a professional understanding of the different types of learning each student encounters everyday. I also was able to observe different styles of teaching practices that are both beneficial and non-beneficial to the students growth in the classroom. (personal communication, December 5, 2017)

Anthony from school A described his experience with both practices as giving him a "broader view" of what was happening at the school. He had a different experience from his regular participation in School-Based Instructional Rounds, stating:

There were eight of us shadowing. We had a variety of Advanced Placement (AP) and College Preparatory (CP) level classes that we were observing at different grade levels. It was an eye-opening experience . . . A lot of it was sit and get. It's a lot of taking notes, here's some information. Just a lot of sitting and listening. I remember everybody talking about that and going, Wow, they're not moving around a lot. (personal communication, December 19, 2017)

According to Anthony, the practice of School-Based Instructional Rounds was focused on the activity being observed in short segments of time. Results suggest that, although each practice

was independent of the other, there was an interesting connection among teachers in obtaining a deeper awareness and understanding of their students' classroom learning environments when both School-Based Instructional Rounds and the Shadow a Student Challenge were used in practice. Both school A and school D continue to use School-Based Instructional Rounds and the Shadow a Student Challenge as a means of professional learning.

Another participant, B7, was able to see her policies in action through shadowing her 12th-grade student. In reflecting on the practice, she stated that observing and evaluating teachers in their practice based on performance prevented her from seeing the learning process of the students in her school. As for B3, his goal was to "look at what is working now, why it's working, and use those strengths to help the weaknesses" as he shadowed his 11th-grade student. Results further suggest that teachers and administrators took on both practices being open-minded throughout their experience. There was a connection between conceptualizing and analyzing their experiences both inside and outside of the classroom, which promoted a sense of empathy toward their students and created value in making positive changes not only in their own practice but also, in one particular instance by interviewee 2, going to scale with food services district wide.

## **Conclusions**

From this study, three conclusions have been drawn.

**C1.** Creating shifts in professional learning structures and practices that engage teachers' and site level administrators' to connect with students through observation and reflection takes time and effort. School-Based Instructional Rounds and Shadow a Student Challenge both involve intentional planning, dialogue, and reflection to provide continuous improvement in the work.

**C2.** Professional learning requires an aversion from the traditional *sit and get* style of professional learning. School-Based Instructional Rounds and Shadow a Student Challenge moves away from traditional models creating a paradigm shift. Whitehorne (2017) stated that in the evolution of learning, educators need to “move from a model of training towards a model of learning.” (para 5). Educators can begin to help their students see themselves as model learners moving beyond the curriculum. School-Based Instructional Rounds and Shadow a Student Challenge can help educators and their students grow together to create collaborative efforts in cultivating deeper learning experiences in the classroom.

**C3.** In order to think critically, human beings often need to feel the emotions that are connected to a change: empathy, excitement, wonder, or hope. This research study has shown that School-Based Instructional Rounds and Shadow a Student Challenge are no exception. For these practices to work effectively and for change to occur, a high degree of relational expertise is required by the facilitators. School principals and district staff who demonstrated these particular skills were able to implement positive, transformative, and productive learning experiences and cultivate a sense of agency in deeper learning experiences for middle and high school students.

### **Implications for Practice**

The body of research in this study provided an in depth look into teachers’ and administrators’ learning experiences through the practices of School-Based Instructional Rounds and the Shadow a Student Challenge. Based on the literature examined, an overwhelming majority of teachers and administrators asserted that professional learning environments and PD opportunities across schools in the United States were insufficient in supporting educators in developing effective practices for instructional learning (Bill & Melinda Gates Foundation, 2014;

Hirsch & Killion, 2009; Reinhorn et al., 2015). Results of this research study demonstrate agreement within the literature presented, as participants' accounts of previous professional learning opportunities were often met with disappointment. Limited shifts of away practice from top-down professional learning models that are lacking hands-on learning experiences, which are relevant to students' learning environments, perpetuate passive professional learning experiences among educators (Alliance for Excellent Education, 2012; Darling-Hammond et al., 2009; Gardner 2017; Gulamhussein, 2013b).

Speaking with teachers, site level administrators, and a superintendent of schools, I was fortunate to see and hear educators sharing their empathy and passion toward the refinement of instructional practices. In their work, collaborating with one another and learning from their students, these individuals were able to experience meaningful and engaging work with two hands-on learning practices that made small incremental changes toward newfound awareness.

The following are implications for practice based upon the interviews conducted in School-Based Instructional Rounds and the Shadow a Student Challenge.

#### **School-Based Instructional Rounds.**

- *Importance of collaborative work and administrative partnerships:* When teachers and administrators are given the ability to work collaboratively in teams and are persistent in committing to the work of refining instructional practices of student learning, they develop a collegiality that drives a collective effort toward change. Drawing upon one another's expertise by participating in frequent scheduled group discussions and observations of classroom instruction helps them to draw connections and or highlight gaps that may be hindering or helping students learning based on current teaching practices. The intention of a partnership in the work is to encourage

- accountability and establish a cycle of inquiry, pushing each other to think critically in identifying how patterns of practice can detect hidden key elements toward actionable steps and progress for change.
- *Opportunity for teacher recommendations, input, and guidance in developing professional staff development days with district level administration:* It is critical to ensure all professional learning is relevant to all disciplines and not a one size fits all approach. Developing professional staff development days with teachers' input and guidance allows for expert advice in determining whether the time spent would or would not contribute to teacher instruction and student learning as it relates to 21st century skills and real-world application extending beyond one's high school graduation. This practice also allows for lateral accountability rather than vertical accountability.
  - *Consideration of funding allocations in schools toward release time for classroom observations in job-embedded practices:* Funding spent within districts across the United States may be better directed toward instructional practices and professional support in providing teachers and administrators opportunities to engage in job-embedded practices to bring forth powerful learning experiences into middle and high school classrooms. Making inferences about student learning, understanding school context, and exchanging higher levels of questioning become key skills in maximizing and prioritizing positive changes needed in schools today.

**Shadow a Student Challenge.**

- *Emotional intelligence:* Empathy guides teachers and administrators in experiencing school from a firsthand vantage point of the pressure, exhaustion, insecurities, and

challenges of students today. Moving from a fixed mindset of beliefs from prior experiences allows educators to take on a new vantage point as to what might be possible when educators re-evaluate their new lived experience in the company of a student and their perceived needs. Empathy assists in driving change.

- *Student-teacher relationships:* Students learn best when they are supported in knowing that it is acceptable to make mistakes. When teachers can make mistakes alongside their students, they begin to trust one another, becoming vulnerable in learning together.

The findings of this research study demonstrate the need for changes in district-led professional staff development and spending choices in hiring outside professionals to direct teachers' professional learning needs. Although teachers and administrators shared some interest in taking part in workshops and listening to progressive lectures, participants believed drawing upon one another's expertise in a collaborative work environment is what ultimately drives change in instructional practices. Furthermore, the ability to observe fellow colleagues in practice gives teachers the courage to implement new instructional strategies. This is especially evident when teachers are given continued access to their colleagues to refine their new instructional strategies, moving from their early implementation stages through their development stages of practice. These findings present a contribution to the literature, affirming the desire of educators and administrators to be engaged in hands-on active professional learning experiences that are connected to student learning. Based on the findings yielded from participants in this study, teachers' and administrators' who participated in School-Based Instructional Rounds and the Shadow a Student Challenge viewed their professional learning



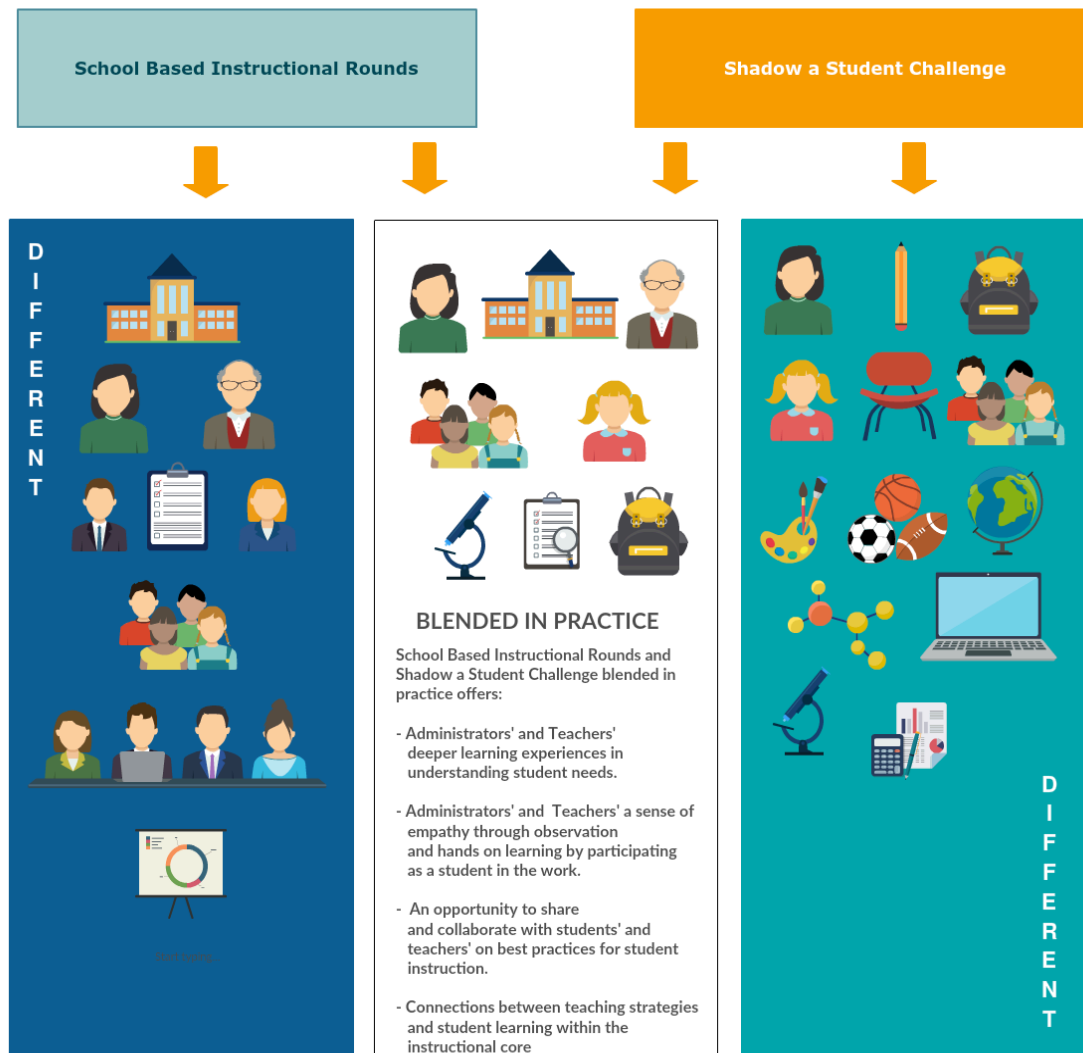
experiences as being of value, strongly recommending them as professional learning practices irrespective of one's years of teaching or administrative experience.

Teachers' and administrators' reflective inquiry in practice may not have been possible otherwise without the capacity of colleagues to learn side by side by engaging in dialogue and creating ideas for students learning opportunities that reached beyond whole-class lectures. Challenging one's perspective by observing students' daily instruction and activities through shadowing gave teachers and administrators a powerful reminder of what students need beyond daily instruction. This study may empower site level administration and school district leaders to create new hands-on learning practices by restructuring former top-down instructional practices, allowing adult learners to engage in conversations with students around the work to explore and connect to students' different learning styles and begin to develop an awareness of relevant instructional practices that best support teachers and students.

The outcomes of this study propose implications for adopting hands-on professional learning practices, as illustrated by School-Based Instructional Rounds and the Shadow a Student Challenge, to create a shift toward teaching strategies and student learning and to dive deeper into the experiences of being immersed into students' work during real-time instruction. Feelings of empathy and understanding the importance of student-teacher relationships and providing student-centered instruction focused in deeper learning competencies are needed in order to push instruction that moves away passive learning experiences that many students are facing in schools across the country.

Utilizing School-Based Instructional Rounds and the Shadow a Student Challenge synchronously, which three participants in this study had done, proved to be further engaging and beneficial, providing a wider perspective in prioritizing shifts in instructional practices.

Implications for adopting both School-Based Instructional Rounds and the Shadow a Student Challenge as a blended professional learning practice may help nurture and guide educators into sustainable developments in best practices toward action (see Figure 4).



*Figure 4.* School-Based Instructional Rounds and the Shadow a Student Challenge blended in practice.

Funding spent within districts across the United States may be better served in providing teachers and administrators with opportunities to engage in job-embedded practices, such as the ones explored in this study. Doing so would provide rich information about weaknesses and strengths in instructional practices and enable solution-finding among teams of teachers,

students, and administrators working together to bring forth powerful learning experiences into classrooms of middle school and high school students.

### **Evaluation of the Study**

Being an educator and having the opportunity to connect with schools outside of my district, it was not surprising to see that through the interviews conducted for both School-Based Instructional Rounds and the Shadow a Student Challenge, I felt among the same company of educators who were expressing their desire to find PD opportunities that were relevant to their individual professional needs. This research study has piqued my curiosity to further examine schools that are progressive in taking non-traditional approaches in adult learning opportunities, shifting from a top-down PD learning model into utilizing experts within their own schools. One school in particular, High Tech High in San Diego, California, where I attended a Deeper Learning Conference, further inspired my interest in examining deeper learning experiences of teachers and administrators in this study. High Tech High is one of the leading schools in California providing deeper learning experiences integrated in school structures that support a culture of learning with their teachers and administrative leaders by building relationships and interactions among their staff using critical thinking exercises with a hands-on approach to professional learning.

I was not surprised to see how many teachers and administrators found School-Based Instructional Rounds and the Shadow a Student Challenge practices to be both enlightening and educational. However, I was surprised at a number of schools implementing the practice of School-Based Instructional Rounds without formal training. Several of the teachers who had offered suggestions for improvements for continuum of practice stated the need for formal training and further development of procedures and goals. Others were suggesting structure

changes to their master schedules to have a “larger spread of time” during class periods to continue with the practice. Still another participant believed moving toward a grade level structure to School-Based Instructional Rounds would allow teachers to see their students in other classes.

Many had not observed Instructional Rounds in practice or taken part in a formal training session from Harvard University or other professional programs prior to taking on the responsibility of leading others in School-Based Instructional Rounds. Some stated that they had read the Instructional Rounds book (City et al., 2014), whereas others worked together to create observation rotations with guidance in their training among district office personal. Having been trained formally with Dr. Lee Teitel in Instructional Rounds, I know firsthand how much training, work, planning, and buy-in is needed prior to its implementation to sustain the practice with fidelity. I remember attending my training session and telling Dr. Teitel that I would be implementing rounds the following Monday after our first training session. He said, with a smile on his face, “Hey, be sure to let me know how that goes.” I knew right then and there, our school would not be jumping into implementation that following Monday, as it was clear we had many months of work ahead of us, in addition to garnering the approval of our entire staff, to make the practice worthy of its adoption.

The Shadow a Student Challenge spread empathy beyond the individual student shadowed. The practice created a movement toward change, as all blogger participants vowed to continue the practice each school year, and some emphasized the importance of participating multiple times a year due to being up close and personal with students and connecting to the learning environments students encounter each and every school day. Surprisingly, I did not anticipate receiving only two emails back from participants who submitted blog posts to the

Shadow a Student Challenge website. Although I was able to conduct document analysis on the seven blog posts, if I could repeat this study again, I would have contacted the d. School at Stanford to recruit their efforts in gaining access to further interviews with those who did not return my requests. It is challenging to gain access to participants for research studies, especially during a long winter break. I am extremely thankful to educators who willingly gave up their time during their holiday to learn from their personal experiences. Perhaps this was a reason why the other potential participants did not respond to my outreach in being a part of this study.

### **Recommendations for Further Research**

Based on the analysis and suggestions from participants in School-Based Instructional Rounds, recommendations for further research could be to study schools and or districts that have had formal training through Instructional Rounds out of Harvard University Graduate School of Education in determining if formal training impacts sustained participation among teachers and administrators. A quantitative study comparing districts that have had formal training in comparison to those who have not may help schools and districts determine whether to move forward with the implementation of practice.

The rationale behind this recommendation for future study is based upon discovering two schools within this research study that had instructional leaders who were formally trained through Harvard University Graduate School of Education; specifically through the instruction of the authors of Instructional Rounds. Several participants in this research study emphasized the importance and need for formal training in Instructional Rounds before they believed they could be successful in implementing School-Based Instructional Rounds, once again, as a school-wide practice.

## **Chapter Summary**

Chapter 5 provided the discussion of findings, evaluation of the study, conclusions, implications for practice, and recommendations for future research. Key findings established in School-Based Instructional Rounds and the Shadow a Student Challenge marked the direction to which suggestions and recommendations would be presented toward further research. Salient points demonstrated in the implications of this study support possible benefits of district PD spending, prioritizing professional learning hours that focus on the collaborative work efforts and partnerships among teachers, district administration, and site level administrators. It is anticipated that this research study will be a catalyst for change: a way to re-imagine what learning can and should be.

## REFERENCES

- Alliance For Excellent Education. (2012, May). Providing greater opportunities for deeper learning in NCLB waivers (Policy brief). Retrieved from <http://eric.ed.gov/?id=ED537561>
- American Institutes for Research. (2014, September 24). High school students receiving instruction focused on “deeper learning” do better in math and English and have higher graduation rates than their peers. Retrieved from <http://www.air.org/news/press-release/high-school-students-receiving-instruction-focused-deeper-learning-do-better-math>
- Anderman, L. H. (2010) Academic and social perceptions as predictors of change in middle school students’ sense of school belonging. *The Journal of Experimental Education*, 72(1), 5-22. <https://doi.org/10.1080/00220970309600877>
- Aragon, S. (2015, September). Deeper learning: A primer for state legislators. Retrieved from <http://www.ecs.org/ec-content/uploads/Deeper-learning-A-primer-for-state-legislators.pdf>
- Barkley, S. (2013, April). Research-based strategies help teachers build students’ 21st-century learning skills. Retrieved from [http://www.sreb.org/sites/main/files/file-attachments/13v06w\\_0.pdf](http://www.sreb.org/sites/main/files/file-attachments/13v06w_0.pdf)
- Berman-Young, S. B. (2014). *Teacher-student relationships: Examining student perceptions of teacher support and positive student outcomes* (Doctoral dissertation). Retrieved from ProQuest Dissertation & Theses Global. (UMI No. 164471854)
- Biggs, J. (1999). What the student does: Teaching for enhanced learning. *Higher Education Research & Development*, 18(1), 57-75. <https://doi.org/10.1080/0729436990180105>

- Bill and Melinda Gates Foundation. (2014). Teachers know best: Teachers' views on professional development. Retrieved from <http://k12education.gatesfoundation.org/resource/teachers-know-best-teachers-views-on-professional-development/>
- Boddy, S. (2017, May 12). What happens when teachers become deeper learners? Retrieved from <http://eleducation.org/news/what-happens-when-teachers-become-deeper-learners>
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40. <https://doi.org/10.3316/QRJ0902027>
- Briceño, A. (2013, October 4). How do teachers become deeper learners? Retrieved from <http://www.p21.org/news-events/p21blog/1270-how-do-teachers-become-deeper-learners>
- Briggs, S. (2015, March 7). Deeper learning: What is it and why is it so effective? Retrieved from <http://www.opencolleges.edu.au/informed/features/deep-learning/>
- Brown, E. (2016, February 4). Report: Kids who took common core test online scored lower than those who used paper. *The Washington Post*. Retrieved from <https://www.washingtonpost.com/news/education/wp/2016/02/04/report-kids-who-took-common-core-test-online-scored-lower-than-those-who-used-paper/?utmterm=.4a47b1db12fa>
- Camera, L. (2015, September 21). As test results trickle in, states still ditching common core. *US News*. Retrieved from <https://www.usnews.com/news/articles/2015/09/21/as-test-results-trickle-in-states-still-ditching-common-core>
- City, E. (2011, October). Learning from instructional rounds *Educational Leadership*, 36-41. Retrieved from [http://education.ucdavis.edu/sites/main/files/file-attachments/educational\\_leadership\\_-\\_e.\\_city\\_2009.pdf](http://education.ucdavis.edu/sites/main/files/file-attachments/educational_leadership_-_e._city_2009.pdf)



- City, E., Elmore, R., Fiarman, S. E., & Teitel, L. (Eds.) (2014). *Instructional rounds in education: A network approach to improving teaching and learning*. Cambridge, MA: Harvard Education Press.
- Common Core State Standards Initiative. (n.d.). Development process. Retrieved from <http://www.corestandards.org/about-the-standards/development-process/>
- Conley, D. (2011, July 13). Crosswalk analysis of deeper learning skills to common core state standards. Retrieved from <http://files.eric.ed.gov/fulltext/ED537878.pdf>
- Conley, D. (2012, May 2). A complete definition of college and career readiness. Retrieved from <https://bostonbeyond.org/wp-content/uploads/2016/06/Conley-college-readiness-definition-2012.pdf>
- Cornwell, P. (2016, May 11). Deeper learning: more crucial than ever, and yet too rare. *Seattle Times*. Retrieved from <http://www.seattletimes.com/education-lab/a-deep-dive-into-deeper-learning/>
- Creswell, J. W. (2014) *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage Publications.
- CWMIFG. (2018, March 18). The flare to focus of successful futurists [Web log post]. Retrieved from <http://www.innovationforgrowth.co.uk/Blog/the-flare-and-focus-of-successful-futurists/>
- Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N., & Orphanos, S. (2009). Professional learning in the learning profession: A status report on teacher development in the United States and abroad. Retrieved from <https://learningforward.org/docs/pdf/nsdcstudy2009.pdf>

- Darling-Hammond, L., Hyler, M.E., & Gardner, M. (2017, June 5). Effective teacher professional staff development. Retrieved from <https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report>
- Dirkx, J. (1998). Transformative learning theory in the practice of adult education: An overview. *PAACE Journal of Lifelong Learning*, 7, 1-14. Retrieved from <http://www.iup.edu/assets/0/347/349/4951/4977/10251/af0eab12-c2ce-4d2c-b1a0-59b795415437.pdf>
- Elmore, R. (2008). *Improving the instructional core*. Cambridge, MA: Harvard University School of Education.
- Esthermsmth. (2017, September 30). Transformative Learning Theory (Mezirow). Retrieved from <https://www.learning-theories.com/transformative-learning-theory-mezirow.html>
- Fallon, G., & Barnett, J. (2009). Impacts of school organizational restructuring into a collaborative setting on the nature of emerging forms of collegiality. *International Journal of Education Policy and Leadership*, 4(9), 1-14. <https://doi.org/10.22230/ijep.2009v4n9a159>
- Fullan, M., McEachen, J., & Quinn, J. (2016). New pedagogies for deep learning. Retrieved from <http://npdl.global/wp-content/uploads/2016/12/npdl-global-report-2016.pdf>
- Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945. <https://doi.org/10.3102/00028312038004915>

- Ginsberg, M. B. (2011). Shadowing students to stimulate and enrich teacher knowledge. In M. B. Ginsberg (Ed.), *Transformative professional learning: A system to enhance teacher and student motivation* (Chapter 3). <http://dx.doi.org/10.4135/9781483387376.n3>
- Ginsberg, M. B. (2012). Stepping into a student's shoes. *ASCD: EL Educational Leadership*, 69(5). Retrieved from <http://www.ascd.org/publications/educational-leadership/feb12/vol69/num05/Stepping-into-a-Student%27s-Shoes.aspx>
- Ginsberg, M. B. (2015). Shadowing a student shows how to make learning more relevant. *Phi Delta Kappan*, 97(4), 26-30. <https://doi.org/10.1177/0031721715619914>
- Gulamhussein, A. (2013a). The core of professional development. *American School Board Journal*, 197(1), 22-26. Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teaching-the-Teachers-Effective-Professional-Development-in-an-Era-of-High-Stakes-Accountability/The-Core-of-Professional-Development-ASBJ-article-PDF.pdf>
- Gulamhussein, A. (2013b). Teaching the teachers: Effective professional development in an era of high stakes accountability. Retrieved from <http://www.centerforpubliceducation.org/Main-an-Era-of-High-Stakes-Accountability/Teaching-the-Teachers-Full-Report.pdf>
- Hasso Plattner Institute of Design at Stanford University. (n.d.a). K12 lab network. Retrieved from <https://dschool.stanford.edu/programs/k12-lab-network>
- Hasso Plattner Institute of Design at Stanford University. (n.d.b). Shadow a student challenge: School leaders take a crash course in empathy. Retrieved from <https://dschool.stanford.edu/shadow-a-student-k12/>

- Hess, F. M., Petrilli, M. J., & West, M. R. (2011, Spring). Taking stock of a decade of reform: Pyrrhic victories. *Education Next*. Retrieved from [http://educationnext.org/files/ednext\\_20112\\_Forum.pdf](http://educationnext.org/files/ednext_20112_Forum.pdf)
- Hirsh, S., & Killion J. (2009). When educators learn, student learn: Eight principles of professional learning. *Phi Delta Kappan*, 90(7), 464-469. <https://doi.org/10.1177/003172170909000704>
- Hoets, H. (2012). What is bias in qualitative research? Retrieved from <http://www.focusgrouptips.com/qualitative-research.html>
- HundrED. (n.d.). What can we learn from a day in the life of a student? Retrieved from <https://hundred.org/en/innovations/shadow-a-student>
- Jacques, C., Behrstock-Sherratt, E., Parker, A., & Bassett, K. (2017, April). Investing in what it takes to move from good to great: Exemplary educators identify their most important learning experiences. Retrieved from <http://www.nnstoy.org/wp-content/uploads/2017/04/Investing-in-What-it-Takes-to-Move-From-Good-to-Great.pdf>
- Jones, M., & Alony, I. (2008). Blogs—the new source of data analysis. *Journal of Issues in Informing Science and Information Technology*, 5, 433-446. Retrieved from <http://ro.uow.edu.au/commpapers/469/>
- Lachman, A. (2014). Foreward. In E. City, R. Elmore, S. Fiarman., & L. Teitel (Eds.), *Instructional rounds in education: A network approach to improving teaching and learning* (p. ix-xiv). Cambridge, MA: Harvard Education Press.
- Lampert, M. (2015, December). Deeper learning research series: Deeper teaching. Retrieved from <http://www.jff.org/publications/deeper-teaching>

- Lasagabaster, D., & Sierra, J. M. (2011, November). Classroom observation: Desirable conditions established by teachers. *European Journal of Teacher Education*, 34(4), 449-463. <http://dx.doi.org/10.1080/02619768.2011.587113>
- Leaning Forward. (n.d.). Seizing the moment: State lessons for transforming professional learning. Retrieved from <https://learningforward.org/docs/default-source/commoncore/seizing-the-moment.pdf>
- Lopez, V., & Whitehead, D. (2013). Sampling data and data collection in qualitative research. In Z. Schneider, D. Whitehead, G. LoBiondo-Wood, & J. Haber (Eds.), *Nursing & midwifery research: Methods and appraisal for evidence-based practice* (4th ed., pp. 123-140). Sydney, Australia: Elsevier-Mosby
- Martinez M., McGrath, D., & Foster, E (2016). How deeper learning can create a new vision for teaching. Retrieved from [https://nctaf.org/wp-content/uploads/2016/02/NCTAF-ConsultEd\\_How-Deeper-Learning-Can-Create-a-New-Vision-for-Teaching.pdf](https://nctaf.org/wp-content/uploads/2016/02/NCTAF-ConsultEd_How-Deeper-Learning-Can-Create-a-New-Vision-for-Teaching.pdf)
- Marzano, R. J. (2011, February). The art & science of teaching/making the most of instructional rounds. *EL Educational Leadership* 68(5). Retrieved from <http://www.ascd.org/publications/educational-leadership/feb11/vol68/num05/Making-the-Most-of-Instructional-Rounds.aspx>
- McFarland, J., Hussar, B., de Brey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., . . . Hinz, S. (2017). The condition of education 2017. Retrieved from <https://nces.ed.gov/pubs2017/2017144.pdf>
- McGrath, V. (2009). Reviewing the evidence on how adult students learn: An examination of Knowles' model of andragogy. *Adult Learner: The Irish Journal of Adult and Community Education*, 2009, 99-110. Retrieved from <http://files.eric.ed.gov/fulltext/EJ860562.pdf>

McIntyre, E. (2016). Shadow a student challenge puts educators in students' shoes for a day.

Retrieved from <http://www.educationdive.com/news/shadow-a-student-challenge-pub>

Mehta, J., & Fine, S. (2012, October). Teaching differently. . . learning deeply. *Phi Delta*

*Kappan*, 94(2), 31-35. <https://doi.org/10.1177/003172171209400208>

Mehta, J., & Fine, S. (2015, December). Deeper learning research series: The why, what, where, and how of deeper learning in American secondary schools. Retrieved from

<http://www.jff.org/sites/default/files/publications/materials/The-Why-What-Where-How-121415.pdf>

Mezirow, J. (1997, Summer). Transformative learning: Theory to practice. In P. Cranton (Ed.),

*New directions for adult and continuing education: Transformative learning in action:*

*Insights from practice* (No. 74, pp. 5-12). San Francisco, CA: Jossey-Bass.

Miller, A. (2017, February 23). Deeper learning-for teachers. Retrieved from

<https://www.edutopia.org/article/deeper-learning-for-teachers-andrew-miller>

Millway, S.K., & Saxton, A. (2011, Summer). The challenge of organizational learning. *Stanford*

*Social Innovation Review*. Retrieved from

[https://ssir.org/articles/entry/the\\_challenge\\_of\\_organizational\\_learning](https://ssir.org/articles/entry/the_challenge_of_organizational_learning)

Noonan, J. (2017, July 28). For deeper teaching, follow the teacher's lead [Web log post].

*Education Week*. Retrieved from

[http://blogs.edweek.org/edweek/learning\\_deeply/2017/07/for\\_deeper\\_teacher\\_learning\\_follow\\_teachers\\_lead.html](http://blogs.edweek.org/edweek/learning_deeply/2017/07/for_deeper_teacher_learning_follow_teachers_lead.html)

Parsons, E. (2013). Is education reform just the same thing over and over again? Retrieved from

<http://commons.trincoll.edu/edreform/author/eparson2/>

Patterson, C. (2017) Who killed the PD day? *Unboxed: A Journal of Adult Learning In Schools*.

Retrieved from [http://gse.hightechhigh.org/unboxed/issue16/who\\_killed\\_the\\_pd\\_day/](http://gse.hightechhigh.org/unboxed/issue16/who_killed_the_pd_day/)

Phillips, V. (2014, December 10). Teachers know best: Teachers' views on professional

development [Web log post]. Retrieved from

<http://www.impatientoptimists.org/Posts/2014/12/Teachers-Know-Best-Teachers-Views-on-Professional-Development>

Phillips, V., & Hughes, B. (2012, December 11). Teacher collaboration: The essential common-core ingredient [Web log post]. Retrieved from

<https://www.newvisions.org/blog/entry/teacher-collaboration-the-essential-common-core-ingredient>

Philpott, C., & Oates, C. (2015). Learning rounds: What the literature tells us (and what it doesn't). *Scottish Educational Review*, 47(1), 49-65. Retrieved from

[https://www.researchgate.net/publication/280737848\\_Learning\\_Rounds\\_what\\_the\\_literature\\_tells\\_us\\_and\\_what\\_it\\_doesn%27t](https://www.researchgate.net/publication/280737848_Learning_Rounds_what_the_literature_tells_us_and_what_it_doesn%27t)

Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York, NY: Basic Books.

Reinhorn, K. S., Johnson, M. S., & Simon S. N. (2015, July). Teachers' views of school-based professional learning in six high performing, high poverty, urban schools. Retrieved from <http://nrs.harvard.edu/urn-3:HUL.InstRepos:1646103>

Reis, R. (n.d.). Transformative learning theory: Tomorrow's teaching and learning. Retrieved from <https://tomprof.stanford.edu/posting/621>

Rich, E. (2010, October, 11). How do you define 21st-century learning? *Education Week*, 4(1).

32-35. Retrieved from <https://www.edweek.org/tsb/articles/2010/10/12/01panel.h04.html>

Ruiz de Velasco, J. (2015, December). The CORE districts and deeper learning. Retrieved from <https://gardnercenter.stanford.edu/publications/core-districts-and-deeper-learning>

Schleicher, A. (2017). The case for 21st-century learning. Retrieved from <http://www.oecd.org/general/thecasefor21st-centurylearning.htm>

School Retool. (2017). Making learning relevant. Retrieved from <http://schoolretool.org/big-ideas>

Schwartz, K. (2016, March 22). Beyond data: Building empathy in adults through student shadow days. Retrieved from <http://www2.kqed.org/minshift/2016/03/22/beyond-data-building-empathy-in-adults-with-student-shadow-day>

Shadow a Student Challenge. (2017). Shadow a student challenge toolkit. <http://shadowastudent.org/how-it-works>

Smith, M. K. (2002) Malcolm Knowles, informal adult education, self-direction and andragogy. In *The Encyclopedia of Informal Education*. Retrieved from [www.infed.org/thinkers/et-knowl.htm](http://www.infed.org/thinkers/et-knowl.htm)

Southern Regional Education Board. (2013, April). Instructional strategies motivate and engage students in deeper learning. Retrieved from <https://www.sreb.org/publication/instructional-strategies-motivate-and-engage-students-deeper-learning>

Teitel, L. (2009, May/June). Improving teaching and learning through instructional rounds. *The Harvard Letter*, 25(3) Retrieved from [http://education.ucdavis.edu/sites/main/files/file-attachments/improving\\_teaching\\_and\\_learning\\_through\\_instructional\\_rounds\\_teitel\\_hel\\_2009.pdf](http://education.ucdavis.edu/sites/main/files/file-attachments/improving_teaching_and_learning_through_instructional_rounds_teitel_hel_2009.pdf)



- Teitel, L. (2013). *School-based instructional rounds: Improving teaching and learning across classrooms*. Cambridge, MA: Harvard Education Press.
- Teitel, L. (2014, January/February). School-based instructional rounds: Tackling problems of practice with teachers. *Harvard Education Letter*, 30(1). Retrieved from <https://learningforward.org/docs/default-source/e-learning/teitel-hel-school-based-rounds-article-jan-2014.pdf?sfvrsn=2>
- Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. San Francisco, CA: John Wiley & Sons.
- Washington State ASCD. (2011). Critical questions series: What is quality teaching? Retrieved from [http://wsascd.org/downloads/critical\\_questions/2011\\_04.pdf](http://wsascd.org/downloads/critical_questions/2011_04.pdf)
- Weimer, M. (2008, October 20). Teaching strategies for transformative learning. Retrieved from <https://www.facultyfocus.com/articles/effective-teaching-strategies/teaching-strategies-for-transformative-learning/>
- Whitehorne, S. (2017, May 12). What the evolution of learning means for conferences. Retrieved from <https://associationsnow.com/2017/05/evolution-learning-means-meetings/>
- The White House Office of the Press Secretary. (2015). FACTSHEET: Obama administration announces more than \$375 million in support for next-generation high schools. Retrieved from <http://www.whitehouse.gov/the-press-office/2015/11/10/fact-sheet-obama-administration-announces-more-375-million-support-next>
- William Flora and Hewlett Foundation. (2013a). Deeper learning competencies. Retrieved from [https://www.hewlett.org/wpcontent/uploads/2016/08/Deeper\\_Learning\\_Defined\\_\\_April\\_2013.pdf](https://www.hewlett.org/wpcontent/uploads/2016/08/Deeper_Learning_Defined__April_2013.pdf)

William Flora and Hewlett Foundation. (2013b). Deeper learning defined. Retrieved from [http://www.hewlett.org/wpcontent/uploads/2016/08/Deeper\\_Learning\\_Defined\\_\\_April\\_2013.pdf](http://www.hewlett.org/wpcontent/uploads/2016/08/Deeper_Learning_Defined__April_2013.pdf)

Zuckerbrod, N. (2017, May 23). For teachers, deeper learning is about letting go. Retrieved from <http://www.hewlett.org/teachers-deeper-learning-letting-go/>

## APPENDIX A

## School-Based Instructional Rounds/Peer Observations Interview Questions

Opening-Tell me about a time when you experienced professional development that significantly pushed your thinking.

Prompts:

1. Please tell me about your experience with School-Based Instructional Rounds. Please include details of the protocol you used.
2. To what extent, if at all, were you surprised by your experience?
3. Please describe any insights you might have had about your own teaching or about teaching, in general, at your school.
4. Please describe any insights you had about professional learning.

Questions:

5. Assuming that you noticed practices that connect to your own teaching practice, to what extent – if at all – did what you noticed make you want to do something different or more effectively? (Teacher)
  - a) Please provide an example.
  - b) To what extent, if at all, are you already doing something differently?
- Assuming that you noticed teaching priorities, to what extent-if at all-did what you noticed make you want to do something different or more effectively? (Administrator)
  - a) Please provide an example.
  - b) To what extent, if at all, are you already doing something differently?
6. What are some differences and/or similarities between your participation in School-Based Instructional Rounds and your previous professional learning experiences?
7. After your classroom observations, did you experience a time when you gained knowledge of new instructional practices, but you experienced a gap in applying new knowledge to your own practice?
  - a) What was your stuck point or problem of practice last year where you might have felt you were less effective in your delivery in supporting student learning?
8. To what extent, if at all, would you recommend this approach to professional learning to others? Please explain why or why not.
  - a) If you would recommend this approach, with whom and how would you communicate?
9. Are there any changes you would make to the process?
 

Prompt: Moving forward, as a school-wide practice, how might School-Based Instructional Rounds assist in your future work and/or professional learning?

Closing-Thank you for your valuable contribution to this research study. Before we conclude is there anything else you would like to add?

## APPENDIX B

## Shadow a Student Challenge Interview Questions

Opening-Tell me about a time when you experienced professional development that significantly pushed your thinking.

Prompts:

1. Please tell me about your experience with Shadow a Student Challenge. Please be sure to include the details for your approach.
2. To what extent, if at all, were you surprised by your experience?
3. Please describe any insights you might have had about your own teaching or about teaching, in general, at your school.
4. Please describe any insights you had about professional learning.

Questions:

5. Assuming that you noticed practices that connect to your own teaching practice, to what extent – if at all – did what you noticed make you want to do something different or more effectively? (Teacher)
  - a) Please provide an example.
  - b) To what extent, if at all, are you already doing something differently?

Assuming that you noticed teaching priorities, to what extent-if at all-did what you noticed make you want to do something different or more effectively?

(Administrator)

- a) Please provide an example.
- b) To what extent, if at all, are you already doing something differently?
6. What opportunities did you observe students constructing their own knowledge in experience learning in their own way?
  - a) Please provide an example
7. What are some differences or similarities between your participation in the Shadow a Student Challenge and your previous professional learning experiences?
8. a) To what extent, if at all, would you recommend this approach to professional learning to others? Please explain why or why not.
  - b) If you would recommend this approach, with whom and how would you communicate?
9. Are there any changes you would make to the process? Prompt: What, if anything, might you change about the current SSC process?

Closing-Thank you for your valuable contribution to this research study. Before we conclude is there anything else you would like to add?

## APPENDIX C

## Request for Permission to Conduct Research in Schools

Dear XXXXX,

My name is Regina Kloes-Corwin and I am a doctoral student at Pepperdine University Graduate School of Education and Psychology in Malibu, CA. The research I wish to conduct for my Doctoral dissertation; involves “The Exploration of Student Shadowing and School-Based Instructional Rounds on Deeper Learning in the Middle and High School Classroom: A Transformative Approach Discussing Professional Learning with Teachers and Administrators.” This dissertation will be conducted under the supervision of Dr. Martine Jago, Pepperdine University and committee members Dr. Linda Purrington Pepperdine University and Dr. Margery Ginsberg.

I am hereby seeking your consent to conduct research at Palos Verdes Intermediate School to provide participants for this dissertation study.

If you require any further information, please do not hesitate to contact me on [REDACTED]. Thank you for your time and consideration in this matter.

Yours sincerely,

Regina Kloes-Corwin

Pepperdine University Graduate School of Education-Student

## APPENDIX D

### Informed Consent

#### **PEPPERDINE UNIVERSITY**

The Exploration of Student Shadowing and School-Based Instructional Rounds on Deeper Learning in Middle and High School Classroom: A Transformative Approach Discussing Professional Learning with Teachers and Administrators.

#### **Informed Consent Letter and Form**

#### **Dear Participant,**

Your school has been selected to take part in the research study “The Exploration of Student Shadowing and School-Based Instructional Rounds on Deeper Learning in Middle and High School Classroom: A Transformative Approach Discussing Professional Learning with Teachers and Administrators.” I am doctoral student at Pepperdine University Graduate School of Education and Psychology asking you to take part in this study based on your previous experiences in School-Based Instructional Rounds/Peer Observations and or the Shadow a Student Challenge. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

Thank you for your time and consideration in participation of this study.

Sincerely,

Regina Kloes-Corwin

#### **PURPOSE OF THE STUDY**

The purpose of this qualitative phenomenological study is to explore middle and high school teachers and administrators previous professional learning experiences through the practice of School-Based Instructional Rounds and Student Shadowing.

#### **PARTICIPANT INVOLVEMENT**

If you agree to be in this study, I will request an interview with you either in person, online, or by completing a document through Survey Monkey. The interview will include questions about your learning experiences, reflection of your own teaching practices, deeper learning, student engagement, and professional development. The interview will take about 30 minutes to complete. With your permission, I would also like to record the interview for the purpose of accurate documentation using the REV Voice Recorder: Audio Transcription. Notes will be transcribed for the researcher through audio transcription provided by REV services.

#### **RISKS AND BENEFITS**

This study is voluntary. While there is no benefit to you to participate in this study, the research may inform school districts, teachers, instructional coaches, administrators, and teacher training



colleges on deeper learning opportunities for professional learning that extend beyond general staff development days designated by school districts each school year. I do not anticipate any risks other than time away from designated prep periods to conduct interviews should participants wish to conduct their interview during their planning period with the researcher and or those risks that may be encountered in day-to-day life.

#### **PAYMENT/COMPENSATIONS FOR PARTICIPATION**

Compensation for your contribution to the research will be in the form of a \$25 gift card to Starbucks or Amazon should you be one of ten staff members across three school districts taking part in this study.

#### **PARTICIPATION AND WITHDRAWAL**

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You may skip any questions that you do not want to answer. If you decide not to take part or to skip some of the questions, it will not affect your compensation.

#### **ALTERNATIVES TO FULL PARTICIPATION**

The alternative to participation in the study is not participating or completing only the items which you feel comfortable.

#### **CONFIDENTIALITY**

Your answers will be confidential. The records of this study will be kept private. The following study will not include any information that will make it possible to identify you. All documents and recordings related to this study will be collected and stored by the researcher in a password protected electronic site by which only the researcher will have access to the research data. If given permission to record the interview, I will destroy the file after it has been transcribed and data analysis is complete, which I anticipate will be within two months of its recording.

#### **INVESTIGATORS'S CONTACT INFORMATION**

If you have questions, you may contact Regina Kloes-Corwin at regina.kloes-corwin@pepperdine.edu.

#### **RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION**

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

**Statement of Consent: I have read the above information, and have received answers to any questions I asked. I consent to take part in the study.**

Your Signature \_\_\_\_\_ Date \_\_\_\_\_

Your Name (printed)

\_\_\_\_\_

**In addition to agreeing to participate, I also consent to having the interview recorded through the REV Voice Recorder: Audio Transcription.**

**Your Signature \_\_\_\_\_ Date**

\_\_\_\_\_

**Signature of person obtaining consent \_\_\_\_\_ Date**

\_\_\_\_\_

**Printed name of person obtaining consent \_\_\_\_\_ Date**

\_\_\_\_\_

*This consent form will be kept by the researcher for at least three years beyond the end of the study.*

## APPENDIX E

## IRB Approval



Pepperdine University  
24255 Pacific Coast Highway  
Malibu, CA 90263  
TEL: 310-506-4000

**NOTICE OF APPROVAL FOR HUMAN RESEARCH**

Date: November 28, 2017

Protocol Investigator Name: Regina Corwin

Protocol #: 17-11-656

Project Title: THE EXPLORATION OF STUDENT SHADOWING AND SCHOOL-BASED INSTRUCTIONAL ROUNDS ON DEEPER LEARNING IN THE MIDDLE AND HIGH SCHOOL CLASSROOM: A TRANSFORMATIVE APPROACH DISCUSSING PROFESSIONAL LEARNING WITH TEACHERS AND ADMINISTRATORS

School: Graduate School of Education and Psychology

Dear Regina Corwin:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at [community.pepperdine.edu/irb](http://community.pepperdine.edu/irb).

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,



Pepperdine University  
24255 Pacific Coast Highway  
Malibu, CA 90263  
TEL: 310-506-4000

Judy Ho, Ph.D., IRB Chair

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives

Mr. Brett Leach, Regulatory Affairs Specialist