

INTERNATIONAL SOCIETY FOR EDUCATIONAL PLANNING
49TH ANNUAL MEETING 15-18 OCTOBER 2019

BOOK OF ABSTRACTS
EDUCATIONAL PLANNING THAT WORKS:
CHALLENGES AND IDEAS FROM AROUND THE GLOBE

COORD.
MARIA BACHAREL
PETER LITCHKA

Title

49th Annual Meeting of the International Society for Educational Planning.
October 15-18, 2019, Lisbon, Portugal

Book of Abstracts.

Educational Planning that works: Challenges and ideas from around the globe.

Organized under the scope of the Atlas of School Architecture_ Education, Heritage, Challenges research project, funded by Fundação para a Ciência e a Tecnologia (PTDC/ATP-AQI/3273/2014).

Editor

Instituto Superior Técnico - Departamento de Engenharia Civil, Arquitectura e Georrecursos

Noncommercial edition available as e-book at:
<http://isep.info/2019-conference-abstract-e-book>

Coordinated by

Maria Bacharel, Peter Litchka

Scientific Committee

Ronit Bogler (The Open University of Israel)
Abebayehu Tekleselassie (George Washington University)
Carol S. Cash (Virginia Tech University)
Angel Ford (George Washington University)
Jodie L. Brinkmann (Longwood University)
Katrina L. Maynard (Longwood University)
Maria Bacharel (Instituto Superior Técnico, University of Lisbon)
Alexandra Alegre (Instituto Superior Técnico, University of Lisbon)

Graphic Design Concept
Maria Bacharel, Luísa Cannas da Silva

ISBN

978-972-98994-7-8

October 2019

To cite

Book of Abstracts Educational Planning that works: Challenges and ideas from around the globe. 49th Annual Meeting of the International Society for Educational Planning, Maria Bacharel, Peter Litchka (coord.), Lisboa: Instituto Superior Técnico, Departamento de Engenharia Civil, Arquitectura e Georrecursos, 2019.

Table of contents

FOREWORD	1
THE GLEN EARTHMAN OUTSTANDING DISSERTATION AWARD	2
DAVID N. WILSON LECTURE.....	4
FOCUS SESSION 1	5
PLANNING TO SUPPORT THE NEEDS OF SCHOOL LEADERS.....	5
A total quality management model of teacher mentoring program in education	6
Can pedagogical considerations overcome political constraints? Leading schools in East Jerusalem	8
Learning Walkthroughs for Systemic Instructional Change.....	10
Planning for Effective School Leadership-Theory, Practice, and Analysis from Around the World.....	11
Teacher Accountability and Cultural Values vis-à-vis Different Audiences: School Administration and Parents.....	13
Teachers’ citizenship pressure: Characteristics and implications for school leaders	15
FOCUS SESSION 2	17
STRATEGIC PLANNING IN EDUCATION- CONCEPTUALIZATION, THEORETICAL PERSPECTIVES, AND APPLICATIONS.....	17
An Evaluation of Nigeria’s National Policy on Education in Respect of the Compulsory entrepreneurship Subjects: Educational Management Perspective	19
Building a Culture of Continuous Improvement in an Internationally Distributed School System through Planning.....	20
Planning for the Professional Development in Support of School Leaders: The Relationship Between Effective School Leadership and the Ethical Behaviors of School Leaders.....	22
Predicting, Planning For and Reacting to Escalating Teacher Shortages in Illinois: A Decade of Struggle	23
“Publish while Others Perish”: University-based Research Centers and their underutilized Potential as Knowledge Brokers in Ethiopia	25
Scientific Capital – why and for whom it is important	27
Using Demographic Tools to Plan Student Growth	28
FOCUS SESSION 3	29

SCHOOL FACILITIES: FROM BRICKS AND MORTAR TO STUDENT OUTCOMES	29
Classroom configurations to support 21 st century learning	30
Learning-SPACE-Lab: An interdisciplinary setting to “update” learning spaces by co-crating and prototyping	31
Physical references for modern educational space	33
FOCUS SESSION 4	34
PLANNING FOR DIVERSITY, EQUITY, AND CLOSING THE ACHIEVEMENT GAP- A GLOBAL PERSPECTIVE	34
Addressing Social Inequality with Educational Intervention	35
Education and Mindfulness for Maryland Prisoners: Evidence of Benefits from a Case Study Investigation	36
Challenges Faced by Educational Evaluators: Personal Experiences Recently Encountered.....	39
Personal Reflective Diversity Inventory: Analyzing the Impact of Diversity Attitudes and Experiences.....	41
Preparing Leaders for Diversity, Social Justice, and Global Awareness	43
Exploring the Motivational Orientations and Persistence Perspectives of Ethiopian Undergraduates to Inform Higher Education Administration and Policy Makers.....	44
The Management of Diversity: The Educational Challenge.....	46
FOCUS SESSION 5	47
PLANNING FOR TEACHER PREPARATION PROGRAMS AND INTERNATIONAL COLLABORATION AND PARTNERSHIPS	47
A professional learning community to prepare teachers for life-long learning: integrating theory, practice and reflection.....	49
A Silk Road Educational Initiative: Implementation of Universal Design Principles into Teacher Preparation Programs to Promote Inclusivity for Diverse Students in the East, Southeast and West Asia Regions: China, Lebanon, Saudi Arabia, Thailand, and Turkey	51
Can Leadership Be Learned: Creating a Leadership Development Program in Egypt.....	53
Classroom Teachers’ Perceptions of Multicultural Education in North Cyprus	54
Evaluation of the Homework Assignments for the Science and Technology Course in 5 th Grade.....	56

New Experiences in Teachers' Training: Professional Vision of Self-Regulated Learning in authentic learning environments.....58

Planning that Works Outlined by an Educational Leadership Preparation Program in the United States that has Five Credentialing Agencies.....60

Re-imagining Teacher Education using Practicum-embedded Coursework, a Coaching Model and Reflective Practice Theory61

Self-Efficacy of Preservice Teachers' Ability to Assess using the InTASC Standards for Data-driven Instruction.....63

Teacher Perception of Professional Development and Impact on Instructional Practice and Student Achievement65

FOCUS SESSION 667

SUITING SCHOOL FACILITIES TO CONTEMPORARY NEEDS: CHALLENGES AND IDEAS67

 Designing and creating innovative learning spaces69

 Escola Parque de Salvador, Ginásio de Guarulhos and CEU Pimentas: The contemporary challenge of the interrelationship between architectural design and socio-pedagogical project in three Brazilian reference schools70

 Gradient Enclosures and Learning Nooks: School Architecture for Math as Play.72

 Pedagogical Innovation Pilot-Project experimental program in Portugal: Architectural challenges73

 Practice Oriented Multidisciplinary Post Occupancy Evaluation as a Tool for Planning and Remodeling of School Facilities.....75

FOREWORD

For the first time in its almost 50-year history, the International Society for Educational Planning (ISEP) presents an electronic book of abstract of the submitted papers at the 49th Annual ISEP Conference in Lisbon, Portugal, October 15-18, 2019.

We would like to thank the conference planning team for their support in preparing the conference agenda, for their commitment upon the organization of this event, and for providing a venue in which scholars and practitioners from around the world to participate and exchange ideas.

This year's session under the theme Educational Planning that works: Challenges and ideas from around the globe introduces six focus sessions, scoping many of the topics that matter to education: School leaders, school facilities, strategic planning, planning for teachers, while keeping in mind the diversity and equity of its users:

- Focus Session 1: Planning to Support the Needs of School Leaders
- Focus Session 2: Strategic Planning in Education-Conceptualization, Theoretical Perspectives, and Applications
- Focus Session 3: School Facilities: From Bricks and Mortar to Student Outcomes
- Focus Session 4: Planning for Diversity, Equity, and Closing the Achievement Gap-A Global Perspective
- Focus Session 5: Planning for Teacher Preparation Programs and International Collaboration and Partnerships
- Focus Session 6: Suiting School Facilities to Contemporary Needs: Challenges and Ideas

We, along with the conference planning team, the officers, and the Board of Directors, hope you enjoy the conference, and view this annual event as a positive and enlightening experience as ISEP continues to build bridges among the educational planning community throughout the world. In addition, we would also like to hear from you regarding the e-Book of Abstracts in terms of its quality and impact.

We also want to express our gratitude to all contributing authors, who made this event possible and hope to see next year in Washington D.C..

Sincerely,



Peter R. Litchka, Ed.D.
President, International Society for
Education Planning
Professor of Educational Leadership
Loyola University Maryland
Baltimore, Maryland, USA



Maria Bacharel, PhD, Arch.
Co-Chair 49th ISEP Meeting
CiTUA – Center for Innovation in Territory,
Urbanism and Architecture
Instituto Superior Técnico
Portugal

THE GLEN EARTHMAN OUTSTANDING DISSERTATION AWARD

LIFE WITHIN ARCHITECTURE FROM DESIGN PROCESS TO SPACE USE. ADAPTABILITY IN SCHOOL BUILDINGS TODAY – A METHODOLOGICAL APPROACH

Carolina Coelho

PhD, Assistant Professor, Department of Architecture, University of Coimbra

carolina.coelho@uc.pt

Carolina Coelho is an architect graduated from the Department of Architecture, University of Coimbra (Darq FCTUC) in 2008, where she has completed her Diploma on Advanced Studies in 2012. She has concluded her Doctoral Thesis “Life within architecture from design process to space use. Adaptability in school buildings today – A methodological approach”, at the Centre for Social Studies and Darq FCTUC in 2017.

Her research findings have been presented in peer review publications (Muntañola, 2017), (Ambiances Review, 2015) and in international conferences, namely IASTE (2018), RMB (2018), Arquitectonics (2013) and Space Syntax Symposium (2017, 2015).

She is Assistant Professor at Darq FCTUC for Theory and History of Architecture and supervises Master Theses. She integrates the research projects “(Eu)ropa. Rise of Portuguese Architecture” and “CoReD. Collaborative Re-design with Schools.

ABSTRACT

Acknowledging school space as an enabler of the teaching and learning process, this research proposes to problematise the relevance of space use in the learning environments as a variable to be introduced in the design and spatial adaptability as a possibility of enhancing that use.

Adaptability copes with the changes brought by the rapid developments from the pedagogical practices, the curricular options and the information technology, enabling a more lived educational space, which allocates more diverse activities and users, within a longer lifecycle.

Despite having been previously studied, namely in the 1970s, adaptability in school buildings today translates itself onto the current spatial and technical requirements guided by the contemporary pedagogical practices and a more independent and creative student profile. Therefore, this research intends to identify how the concept of adaptability in the 21st century secondary schools is understood and configured and to define a methodology able to observe and describe the condition of adaptability within this context.

The original methodological approach presented aims to assess the schools' ability to cope with the pedagogical and social evolving needs and to conclude on the design attributes that potentially enhance adaptability, for a more lasting and effective building performance. It systematically introduces procedures from different epistemological provinces, providing a more extensive analysis on the building's description for a more supported retrieval of its adaptability

potential, sequentially as: description of the spatial sample, functional and morphological, informing on how it supports activity allocation; description of all possible activity allocations, informing on the pedagogical potential of each educational environment; description of effective events, informing on actual behaviour and spatial appropriation on the school; and description of the potential correlations amongst each stage and transversally on all these variables. This last milestone enables the retrieval of the school's adaptability.

As a case study this research assesses space use in a Portuguese contemporary artistic school, as a hub for a broader school community and a wider range of uses, amongst which the defined methodology will be tested and calibrated.

Finally, the milestones of the proposed methodology are assessed and their results correlated, in order to understand potential similarities and variances that might be specific of its application onto the case study, or that might imply more general correlations between spatial morphology, entropy and effective spatial fruition. Conclusions also lie on their respective implications towards adaptability, acknowledging them both in the design and during the school's fruition and recognising potential pedagogical, social and cultural changes that might convey life and learning within a school environment.

DAVID N. WILSON LECTURE

SCHOOL BUILDING REHABILITATION: TOWARDS A COLLABORATIVE DESIGN MODEL.
THE PORTUGUESE EXPERIENCE

Teresa Heitor

Ph.D., Instituto Superior Técnico, Universidade de Lisboa

teresa.heitor@tecnico.ulisboa.pt

Teresa Heitor is the chair and Professor of Architecture at Instituto Superior Técnico (IST), University of Lisbon. The prime focus of her research is on educational facilities and innovative learning environments. Teresa served as a Deputy Director of Parque Escolar EPE (march 2007-feb 2012) a special purpose state owned, company created in 2007 with specific responsibility for planning and delivery the Secondary School Building Modernization Programme (SMP). Her responsibilities consisted of the definition of strategies for modernizing school buildings (capital planning process) including the coordination of the pre-design, design and post-occupancy evaluation stages. Teresa has been involved with the Centre for Effective Learning Environments (CELE-OECD) activities in the field of school building performance, collaborating with the Group of National Experts on Evaluation of Education Facilities (GNEEEF). She has coordinated the Portuguese participation in the International Pilot Study on the Evaluation of Quality in Educational Spaces (EQES-CELE Pilot Study, 2011). Teresa is a registered Architect in Portugal with practice experience.

ABSTRACT

The purpose of this presentation is to introduce the Secondary School Modernization Program rational (2007-2011) launched by the Portuguese government in 2007, describe the strategies applied in the design briefing process, and discuss the type of interaction and collaboration established among the principal actors during the decision-making process.

A collaborative design process was put into action, with direct communication between different parties: designers, school users group and programme managers. The lack of experience on architectural design problem solving and skills on design cognition among almost the school users' group and the inexperience of designers and other construction professionals to work in close collaboration with non-designers, has posed further problems.

FOCUS SESSION 1

PLANNING TO SUPPORT THE NEEDS OF SCHOOL LEADERS

Session chair

Ronit Bogler

Ph.D., The Open University of Israel

ronitbo@openu.ac.il

Ronit Bogler is an associate professor and Head of the Program in Educational Administration, Policy & Leadership at the Open University of Israel. Her research interests include leadership, organizational citizenship behavior, organizational and professional commitment, and job satisfaction. Recent publications include "Psychological capital, team resources and organizational citizenship behavior" in *The Journal of Psychology*, (with A. Somech, 2019) and "'Judging a Book by Its Cover': The dominance of delivery over content when perceiving charisma" in *Group and Organization Management*" (with A. Caspi and O. Tzuman, 2019).

ABSTRACT

School leaders affect the quality of teaching and learning through their impact on school organization and climate, thus affecting student academic achievements and social outcomes. To succeed in supporting the needs of the school toward achieving the educational goals, stakeholders involved in school life should hold the knowledge related to school effectiveness. This knowledge lies in the literature on planning, organizational change and school reform that assists in preparing school leaders to cope with complex and dynamic school environments. This focus session calls for paper proposals that look into the relationship between school leaders aiming to affect school outcomes and school planning, reforms and changes related to these outcomes. Any contribution that considers these two entities is welcome, as we want to open the possibilities of potential connections between them for the benefit of future work and conceptual developments.

KEYWORDS

school leadership, instructional leadership, distributive leadership, transformational leadership, school planning, school reform, school effectiveness.

A TOTAL QUALITY MANAGEMENT MODEL OF TEACHER MENTORING PROGRAM IN EDUCATION

Arvin Johnson, Assistant Professor, Kennesaw State University

ajohn560@kennesaw.edu

Tak Cheung Chan, Ph.D., Professor Emeritus, Kennesaw State University, Kennesaw, Georgia, USA

tchan@kennesaw.edu

ABSTRACT

The Total Quality Management (TQM) Program as successfully implemented in business can be adapted as a model for the development of a teacher mentoring program in education. This paper highlights the fourteen main points of TQM and explores how these fourteen points can be interpreted in educational use. These fourteen points are the backbones that drive the development of teacher mentoring programs. Like the TQM Program, in teacher mentoring programs, we share with the same purpose of supporting teachers in offering quality education with quality human and material resources; we mentor teachers not to reject new ideas; we promote a sense of self recognition of quality teaching that teachers could adopt by continuously improving their pedagogies; we implement supportive professional development programs to upgrade teaching knowledge and skills; we ask school administrators to help teachers by building their confidence in teaching and taking pride in serving the education profession. All the TQM ideas work in the development of a teacher mentoring program.

The teacher mentoring program developed under the TQM framework can be divided into two parts: Leadership Responsibilities and Leader Expectation of Teacher Behavior. In Part 1, leaders need to recognize their role as supervisor to offer help to teachers under their supervision. In Part 2, Leader Expectation of Teacher Behavior consists of three components: the Teacher Mindset, the Teaching Practices and the Assessment of Teaching. Teacher Mindset is an important component because it builds the platform for Teaching Practices and Assessment of Teaching. Teaching Practices have direct impact on student achievement and the Assessment of Teaching component serves as an evaluation engine to check on how teaching works.

In implementing the TQM Model of Teacher Mentoring Program, school leaders need to prepare to work through six stages of development: (1) Goals establishment, (2) Objectives identification, (3) Activities development, (4) Resources location, (5) Procedure setting, and (6) Evaluation plan. The results of evaluating the teacher mentoring program can serve as feedback for the improvement of the program.

Activities of the TQM model of teacher mentoring program can be divided into two phases: the Initial Induction Phase and the Continuing Support Phase. The Initial Induction Phase is designed to introduce new teachers to the new teaching environments. The Continuing Support Phase includes year long program activities to work with new teachers to ensure their career success in their beginning year. Schools have tried different approaches to facilitate the implementation of activities of the teacher mentoring program including person-to-person, mentor/mentee group and academic discipline. Each of these approaches has its merit.

A teacher mentoring program needs continuous improvement for sustainability. In recent years, the development of teacher mentoring efforts has taken new directions which lead to a more collaborative interaction approach. They have come in the formats of Professional Learning Communities, School and University Collaboration, and Professional Coaching.

We, educators, need to constantly remind ourselves not to satisfy with instant measurement of success. It is “continuous improvement” advocated by Total Quality Management that will drive us to eternal success and to meet with new challenges.

CAN PEDAGOGICAL CONSIDERATIONS OVERCOME POLITICAL CONSTRAINTS? LEADING SCHOOLS IN EAST JERUSALEM

Adam E. Nir, Ph.D., Professor, The Hebrew University of Jerusalem, Israel

adam.nir@mail.huji.ac.il

ABSTRACT

Schools are places inclined to be disorderly, complex, chaotic and unpredictable. Therefore, school leaders must be highly proficient jugglers when attempting to maneuver and successfully navigate among constraints and contradictory interests embedded in school's internal and external context.

Schools' socio-political context is considered among the main complexity generators that school leaders experience on the job. Because public schools are funded by governments, political agendas have a direct impact on schools' resources, curriculum and values and on student outcomes. Hence, leading schools and advancing their effectiveness heavily relies on school leaders' ability to create a delicate balance between school-level agendas and various demands coming from schools' socio-political context.

Divided cities which have become worldwide phenomena nowadays, create a unique socio-political context. In essence, a divided city is one which is comprised, as a consequence of political, ethnical, racial, ideological or cultural dispute, of two separate entities. The cities of the world may be arrayed along a continuum that begins with homogeneity and unity, moving through segregation and fragmentation, to division. Divided cities characterized by ethno-political conflict may create unique complexities for their residents which are inevitably shared by educational leaders.

The city of Jerusalem and its educational system makes a unique case. Following the second Palestinian uprising (Intifada) the Israeli government decided to renew the separation between east and west Jerusalem and begun to construct a Wall as means to stop the wave of violence brought by the uprising. Unlike other cities where physical barriers create total separation between educational systems operating on each side of the barrier (as in the case of Nicosia), Arab schools located at East Jerusalem are governed by two opposing governments: the Israeli and the Palestinian Authority (PA). Legally, schools in East Jerusalem are under Israeli control responsible for their funding and operation, for the construction and maintenance of school buildings, for the employment of superintendents, teachers and principals and for teacher preparation and certification. The PA is responsible for the curricula and the exams that students take at the end of twelfth grade.

This study attempts to shed light on the unique challenges brought by the Wall for the administration and leadership of Arab schools located in East Jerusalem.

Specifically, it focuses on the following question: Can pedagogical considerations overcome political constraints?

METHOD

This study was conducted in Arab Muslim schools located in East Jerusalem.

The study is based on an analysis of nineteen in-depth interviews conducted with thirteen male and six female public school principals leading East Jerusalem schools. Interviews lasting from 60 to 90 minutes were conducted with twelve elementary, six junior-high and one high school principals. Interviews were chosen as the major data collection method to enable large amounts of data about interviewees' perspectives to be collected relatively quickly and the immediate follow-up and clarification of equivocal issues to be accomplished. To increase principals' willingness to collaborate with the study, all interviews were conducted by an Arabic-speaking Palestinian person.

The analysis of data involved classification of various issues to which the principals referred based on a set of identified central themes. To enhance the validity of the data categorization and of the interpretations, a structured was employed.

FINDINGS

Findings indicate that the daily reality for East Jerusalem school leaders is made of constraints and opposing demands, which force them to constantly struggle with immense role conflicts characterized by varying intensities.

Interviews further reveal three main themes indicating for the limitations created by the Wall for pedagogical and managerial considerations and conduct: confined control, deception and concealment and, the identity formation enigma.

Implications for school leadership are discussed.

LEARNING WALKTHROUGHS FOR SYSTEMIC INSTRUCTIONAL CHANGE

Samantha J. Ingram, PhD, Chief of Center for Instructional Leadership Development, Department of Defense Education Activity (DoDEA) Americas

Samantha.Ingram@dodea.edu

Carol S Cash, EdD, Clinical Professor, Educational Leadership, Virginia Tech

Ccash48@vt.edu

ABSTRACT

In this presentation, we would like to share how DoDEA, with the support of Virginia Tech, developed a Learning Walkthrough Tool (LWT) to assist school leaders in meeting the goal of enhanced instruction for increased student achievement.

We will discuss how the three Centers for Instructional Leadership (CIL) worked collaboratively to develop an effective LWT, trained school leaders in its use, and coached school leaders through implementation.

OBJECTIVES

At the end of the presentation the participants will be able to:

Identify the steps in the LWT development.

Recognize potential implementation challenges with new LWT.

Explain how the coaching is a key vehicle for LWT success.

Share examples of success related to CIL use of LWT with school leaders.

SUMMARY OF CONTENT

We will share how the DoDEA's three CILs (Americas, Europe, and the Pacific) worked within the concept of One DoDEA, and with the support of Virginia Tech, to create an effective Learning Walkthrough Tool. We will detail the process from development, through training, to support in its application. We hope to share anecdotes related to its success as part of the presentation.

PLANNING FOR EFFECTIVE SCHOOL LEADERSHIP-THEORY, PRACTICE, AND ANALYSIS FROM AROUND THE WORLD

Peter Litchka, Ed.D., Professor of Educational Leadership, Loyola University Maryland

prlitchka@loyola.edu

Tak Cheung Chan, Ph.D., Professor Emeritus, Kennesaw State University, Kennesaw, Georgia, USA

tchan@kennesaw.edu

Tanyathorn Hauwadhanasuk, Ph.D., Special Education and Research Methodology, Postdoctoral Research Associate, Department of Sociology and Anthropology, Saint Louis University

tanyathorn.hauwadhanasuk@slu.edu

Adam E. Nir, Ph.D., Professor, The Hebrew University of Jerusalem, Israel

adam.nir@mail.huji.ac.il

Rafal Piworwarski, Ph.D., Professor of Educational Policy, Maria Grzegorzewska University, Warsaw, Poland

rafalpiwo@wp.pl, rpiworwarski@aps.edu.pl

Calvin Roso, Ed.D., Professor of Educational Leadership, Azusa Pacific University, Los Angeles County, California, USA

croso@apu.edu

Abebayehu Tekleselassie, Ph.D., Associate Professor of Educational Administration, George Washington University, Washington, DC

silassie@gwu.edu

ABSTRACT

Objectives: at the conclusion of this presentation, those in attendance will have a deeper understanding of how planning for school leadership is being addressed from an international perspective, including but not limited to professional learning for aspiring school leaders, support for current school leaders, and school leadership in serving unique student populations.

Content: School leadership is critical to the success of both teachers and students. Yet, the training and support of school leaders has, for the most part, been the province of individual nations and states, without significant collaboration among nations throughout the world. The purpose of this panel discussion is to encourage discussion, examination, debate, and collaboration on the issues, challenges, and successes in the training of and support for school leaders from a global context.

Plans for interaction with audience participants: Following the panel discussion, the panel will engage with the audience participants in terms of the content that was presented.

TEACHER ACCOUNTABILITY AND CULTURAL VALUES VIS-À-VIS DIFFERENT AUDIENCES: SCHOOL ADMINISTRATION AND PARENTS

Zehava Rosenblatt, Professor Emerita, University of Haifa, Israel

zehavar@edu.haifa.ac.il

Audrey Addi-Racah, Professor, Tel Aviv University

adiun@tauex.tau.ac.il

ABSTRACT

In this study, we test the extent to which teachers' tendency to be accountable to parents is similar to or different than their accountability to school administration, while considering cultural and contextual predictors of teacher accountability. We discuss policy implications of the study results.

SUMMARY OF CONTENT

The study's background draws from literature on educators' personal accountability in schools. Teachers' accountability consists of taking responsibility for one's work, reporting transparently, and accepting feedback (Frink & Ferris, 1998). In the present study we focus on cultural values as predictors of teachers' accountability. Though relatively under-researched, cultural values seem to be potent predictors of accountability (Gelfand, Erez & Aycan, 2007).

We will compare the predictive relations of cultural values to teachers' accountability among different audiences typically surrounding teachers' work.

To be a relevant audience, two criteria have to be met: legitimacy and entitlement. Normally, school principals would be considered as the most legitimate bodies who are entitled to receive teachers' work reports and provide feedback, which often entails rewards or sanctions. However, school environments include a host of stakeholders that may also be highly relevant as audiences in accountability relations. The most unique school stakeholders, whose relations with teachers are particularly intriguing, are parents.

Despite the existence of prolific literature on parent-teacher relations (e.g., Kalin, & Peček_Čuk, 2012; Robinson & Harris, 2014), little if any research has been published on teachers' accountability towards parents. This may be explained by the lack of consensus about both parents' legitimacy and entitlement in an accountability context. Studies have indicated that teachers often do not perceive their relations with parents as part of their formal responsibilities and professional practices (Hornby & Lafaele, 2011). Moreover, as parents become more demanding and more involved in conflictual interactions, teachers prefer not to cultivate relations that could expose them to further criticism and

intervention in their professional domains (e.g. Bæck, 2010). In this study we compare between teachers' accountability to school administrators and school parents, focusing on cultural accountability predictors in different cultural groups.

Our sample consisted of 418 Israeli Jewish and Arab teachers. We distinguished between two types of accountability – external (reporting to others) and internal (“reporting” to own professional and ethical codes), and used path analysis to trace relations among the study variables in regard to the two audiences. We found that accountability towards parents was significantly lower than that towards school administration, and that internal accountability served as a mediator between cultural values and accountability for both audiences. We have also detected sectoral differences between Israeli Arabs and Jews.

Results of this study raise the question - to what extent are teachers, who often work for hierarchical school organizations, obliged to report to relatively elusive school stakeholders, such as parents.

REFERENCES

- Bæck, U. D. K. (2010). 'We are the professionals': A study of teachers' views on parental involvement in school. *British Journal of Sociology of Education*, 31(3), 323-335.
- Frink, D. D. & Ferris, G. R. (1998). Accountability, impression management and goal setting in the performance evaluation. *Human Relations*, 51, 1259-1283.
- Gelfand, M.J., Erez, M. & Aycan, Z. (2007). Cross-cultural organizational behavior. *Annual Review of Psychology*, 58, 479-514.
- Hornby, G., & Lafaele, R. (2011). Barriers to parental involvement in education: An explanatory model. *Educational Review*, 63(1), 37e52.
- Kalin, J., & Peček_Čuk, M. (2012). Editorial. *Center for Educational Policy Studies Journal*, 2(1), 5-11.
- Robinson, K., & Harris, A. L. (2014). *The broken compass*. Cambridge: Harvard University Press.

TEACHERS' CITIZENSHIP PRESSURE: CHARACTERISTICS AND IMPLICATIONS FOR SCHOOL LEADERS

Ronit Bogler, Associate Professor, The Open University of Israel

ronitbo@openu.ac.il

Anit Somech, Professor, University of Haifa

anits@edu.haifa.ac.il

ABSTRACT

Principals today are called to operate in a competitive and dynamic environment that requires them to strive for academic excellence, but with limited resources. To meet these challenges, they cannot rely only on teachers who fulfill their formal in-role obligations but must also motivate them to contribute above and beyond the call of duty. These extra-role behaviors are defined as organizational citizenship behaviors (OCBs), and refer to a broad range of pro-social activities directed toward colleagues, supervisors, students, and the school as a whole, that aim to promote school goals. In the school context, these citizenship acts include behaviors such as staying after school to help students with learning materials, helping colleagues with heavy workloads, and talking favorably about the school to outsiders. By definition, OCB is an act of free choice and good will that participants can choose to either perform or withhold with no consideration for possible sanctions.

Over the past decade, however, scholars have challenged this approach, arguing that OCBs may be a result of conformity or compliance with environmental and social demands. This kind of behavior is termed compulsory citizenship behavior, which is a result of strong social or managerial pressures rather than good willed intention. This pressure, the "citizenship pressure" (CP) describes a specific job demand in which employees feel pressured to engage in OCBs. CP neutralizes the component of free will and free choice and emphasizes the notion that citizenship behaviors (CBs) result from a response to perceived pressure.

In the educational context, CP may play a crucial role due to the vague in-role prescriptions of the teaching profession, combined with ongoing school reforms. These create a turbulent and ambiguous environment that may result in growing pressure on teachers to involuntarily invest extra efforts above and beyond the formal requirements. The present research seeks to understand the phenomenon of CP among teachers and focuses on three questions: Do teachers experience pressure to exhibit CBs above and beyond the call of duty? If so, what exactly do they experience when feeling this pressure?; What are the sources of CP?; What are the consequences of CP for the individual teacher and for the school as a whole?

Data from in-depth semi-structured interviews with 23 teachers was analyzed using the grounded theory approach enabling us to identify the main themes of the CP phenomenon. The findings provide initial support for the validity of CP in the school context. Teachers reported that they indeed experience continuous pressure to perform a set of behaviors that are above and beyond their role boundaries, a phenomenon termed as 'job creep'. This vicious circle may lead to "escalating citizenship"—an expectation that teachers must constantly multiply their acts of CBs. This process may be especially relevant in the context of teaching, which initially suffers from vague in-role prescriptions, and so teachers may be more susceptible to the occurrence of job creep or escalating citizenship. The teachers referred to both external and internal pressures, with the former seemingly more prevalent. They experienced CP as a phenomenon that impacts the individual (e.g., feelings of burnout and work-family conflict) as well as the school as a whole (e.g., dysfunctional behaviors like poor functioning in class and an increase in withdrawal behaviors). Principals are urged to better define the boundaries between formal role requirements and extra-role behaviors. This might decrease role ambiguity and illuminate the point at which required in-role behavior ends and voluntary, spontaneous behavior begins. A discussion on the implications of CP on educational planning will follow the presentation.

FOCUS SESSION 2

STRATEGIC PLANNING IN EDUCATION- CONCEPTUALIZATION, THEORETICAL PERSPECTIVES, AND APPLICATIONS

Session chair

Abebayehu Tekleselassie

Ph.D., Associate Professor of Educational Administration, George Washington University, Washington, DC

silassie@gwu.edu

Abebayehu Tekleselassie is Associate Professor of Educational Leadership and Administration at the George Washington University in Washington, D.C. His research interests include retention and turnover among school leaders, educational reform and policy in the international context and women and minorities in educational leadership. His work appeared in many peer-reviewed journals including *Education Policy*, *Leadership and Policy in Schools*, *International Journal of Educational Development* and the *Journal of Negro Education*. In 2014–15, Dr. Tekleselassie was U.S. Fulbright Scholar to Ethiopia, where he conducted research on school leadership development and taught courses for Ph.D. programs in Educational Leadership.

ABSTRACT

This focus session seeks a broad range of topics within strategic planning research. We invite topics that stimulate conversations and contribute to a sophisticated conceptualization of strategic planning by identifying future research opportunities that help link strategic planning to organizational outcome in education. The session accepts a wide range of topics intersecting classical and normative models of strategic planning as well as recent empirical work with a focus on the intermediate outcome of planning. Possible topics of interest include (but not limited) to the following:

- The changing nature of strategic planning research in education
- The link between strategic planning and organizational outcomes in education (such as student outcomes)
- Strategic planning as a strategic development process
- Key partners/ stakeholders in strategic planning
- Common elements/framework of “best-laid plans”
- The link between strategic plans and site-based plans in education
- Systems thinking and strategic planning

- Why do strategic plans fail?
- Strategic planning as a catalyst for organizational change in education

KEYWORDS

Strategic planning theory; strategic plan outcomes; plan implementation; site-based versus strategic planning; strategic priorities; planning partners; strategic planning and educational change/reform.

AN EVALUATION OF NIGERIA'S NATIONAL POLICY ON EDUCATION IN RESPECT OF THE COMPULSORY ENTREPRENEURSHIP SUBJECTS: EDUCATIONAL MANAGEMENT PERSPECTIVE

Hafsat Abdullahi Umar, Department of Education, Bayero University Kano

hayyod@yahoo.com

ABSTRACT

In the quest for fulfillment of the national goals of providing effective and self-reliant citizens, the revised National Policy on Education introduced 34 new entrepreneurship subjects from which students are mandated to pick one subject with the hope that they may practically apply as sustainable trade for self-reliance and possible personal economic prosperity. The educational administrators and managers at school level are further mandated to ensure a successful implementation of the curriculum. This study evaluates the *curriculum 2007* using a census survey approach. Specifically, the most offered vocational subjects were identified using a validated researcher-made inventory and the questions of whether the subjects are relevant to the students' aspirations, the level of practical application of the trade learnt and the level of quality of teachers handling the vocational subjects were examined through the administration of the instrument to 2688 secondary school graduates, 1400 teachers and 350 principals and directors in North-western Nigeria. The study found four most prevalent subjects offered to be Animal Husbandry, marketing, catering and data processing, it was also found that 79% of the teachers teaching the vocational subjects are not qualified to teach the subjects and 88% of the students are not willing to practice the vocation learnt as trade. Among other things, complete revisiting of the curriculum 2007 was recommended where the subjects will be reduced from 34 to 10 through merger of many related subjects.

BUILDING A CULTURE OF CONTINUOUS IMPROVEMENT IN AN INTERNATIONALLY DISTRIBUTED SCHOOL SYSTEM THROUGH PLANNING

Thomas Brady, Director, Department of Defense Education Activity

Thomas.Brady@dodea.edu

Kirsten Webb, Chief, Capabilities and Initiatives, Department of Defense Education Activity

Kirsten.Webb@dodea.edu

Jeffrey Noel, Chief, Research and Evaluation, Department of Defense Education Activity

Jeffrey.Noel@dodea.edu

ABSTRACT

The research team will present a case study of the Department of Defense Education Activity (DoDEA), a large, internationally-distributed school system, which has developed a novel approach to building a culture of continuous improvement. This case study highlights a series of strategic initiatives built to drive DoDEA's culture to more meaningfully embrace continuous improvement in order to boost student achievement. Typically, school systems approach large-scale change by establishing multi-year strategic plans. In contrast, DoDEA implemented a new structure for planning and monitoring focused on a Plan-Do-Study-Act annualized strategic and tactical planning cycle, the Comprehensive Planning System (CPS). This structure included annual revisions of the long term strategic plan, development of tactical plans by functional areas, and new structures to ensure vertical alignment of those plans with district and school improvement plans.

To further support the organizational change initiated with CPS, DoDEA developed monitoring mechanisms designed to assess the performance across education and support functional areas. These mechanisms include a common instructional observation tool, service level standards to standardize performance expectations for school support services to ensure better alignment and support context-specific continuous improvement. Success of the initiative is being regularly monitored through key indicators, including workplace morale/confidence, indicators of plan comprehensiveness/quality, and student and teacher outcomes. DoDEA has also implemented a quarterly collective review structure that includes the full, internationally-distributed leadership team to discuss challenges in implementation and make rapid-cycle adjustments as needed.

We will discuss the evolution of DoDEA's planning and monitoring tools, the framework behind them, how implementation has progressed, and results available to date. We will also explore challenges and opportunities in

integrating operational and educational practices, and how such integration can be used to drive success and support context-specific variations in implementation. Participants will walk away with lessons learned, a framework, and a set of aligned planning, monitoring, and adjustment tools that can be used to implement a Plan-Do-Study-Act framework in other organizations.

PLANNING FOR THE PROFESSIONAL DEVELOPMENT IN SUPPORT OF SCHOOL LEADERS: THE RELATIONSHIP BETWEEN EFFECTIVE SCHOOL LEADERSHIP AND THE ETHICAL BEHAVIORS OF SCHOOL LEADERS

Katina Webster, School Principal, Institution: Baltimore County (Maryland) Public Schools

kwebster@bcps.org

Peter Litchka, Professor of Educational Leadership, Loyola University Maryland

prlitchka@loyola.edu

L. Mickey Fenzel, Professor and Chair of the Pastoral Counseling Department, Loyola University Maryland

lfenzel@loyola.edu

ABSTRACT

At the ISEP Conference in Charleston in October 2018, Drs. Webster and Litchka presented a paper, Planning for Effective School Leadership-Why Ethics Matter. In this presentation, it was discussed the extent to which ethics-or lack thereof-has an impact on a school leader's ability to effectively lead. As a follow-up to this, the presenters examined the relationship between leadership skills of school principals with their ethical behaviors, as perceived by teachers. A survey of graduate students who are currently teachers at a Catholic university on the east coast of the United States was used to examine this relationship as well as how different demographics of the teachers impacted the results. A total of 423 surveys were sent out, and 258 (60.9%) were returned. Statistical analyses determined a strong correlation between leadership and ethics of school principals, and statistically significant differences in teachers' perceptions were found throughout the statistical analyses.

PREDICTING, PLANNING FOR AND REACTING TO ESCALATING TEACHER SHORTAGES IN ILLINOIS: A DECADE OF STRUGGLE

John W. Hunt, Ph.D., Doctoral Faculty Member, Webster University

Jwhunt1971@hotmail.com

ABSTRACT

This presenter was the president of the Illinois Council of Professors of Educational Administration (ICPEA) from 2008 through 2010. During that time, the Illinois State Board of Education (I.S.B.E.) became swept up in the school accountability movement that was sweeping the nation. Groups such as the Southern Regional Education Board (S.R.E.B) and the Wallace Foundation actively lobbied the I.S.B.E. for more stringent accountability measures. One target of these groups was the quality of teachers in Illinois. Based on standardized test scores, these organizations, and subsequently the Illinois State Board of Education, became convinced that Illinois teachers were not meeting the needs of the students they served.

Two major proposed solutions came before the I.S.B.E. during this period. The first dealt with teachers in training. It was suggested that pre-service teachers were ill-prepared and that many should be screened out by implementing more stringent examinations for entrance into teacher education programs. The second major feature was that among teachers already in the field, too many were mediocre, at best. A proposed solution for this situation was to base teacher evaluations, in significant part, on the results of student performance on standardized tests. The I.C.P.E.A. battled both of these thrusts during my tenure as president and in ensuing years. We argued that the first measure, if implemented, would lead to statewide teacher shortages.

In a similar fashion, the I.C.P.E.A. also argued that linking a large portion of teacher evaluations would also encourage many very qualified teachers from the field. Illinois teachers were already facing inadequate salaries and during this period, the State of Illinois also enacted a new pension system for new teachers entering the field. This Tier Two pension system offered retirement benefits that were greatly reduced when compared with Tier One. Our arguments fell on deaf ears, and as the old adage says, “the chickens have now come home to roost.”

Illinois has faced an escalating teacher shortage over the past decade. According to a recently completed study at Southern Illinois University, commissioned by the Illinois Association of Regional Superintendents of Education, superintendents in 85 percent of the districts surveyed believed that they have either a major or minor problem with teacher shortages. This is up from the 78 percent reporting shortages in 2017.

This presenter will examine these shortages in detail, delving into differences among different regions of the state as well as the particular teaching fields exhibiting the greatest shortages. The past and current strategies and proposed strategies for dealing with these shortages will also be discussed. The audience will be given the opportunity to compare the situation in their states and countries with what is happening in Illinois.

“PUBLISH WHILE OTHERS PERISH”: UNIVERSITY-BASED RESEARCH CENTERS AND THEIR UNDERUTILIZED POTENTIAL AS KNOWLEDGE BROKERS IN ETHIOPIA

Abebayehu Tekleselassie, Ph.D., Associate Professor of Educational Administration, George Washington University, Washington, DC

silassie@gwu.edu

Getnet T. Fetne, Ph.D., Addis Ababa University, Ethiopia

getnet.fetene@gmail.com

ABSTRACT

The gap between research, policy, and practice is a persistent challenge in most disciplines including in education. The need to address this challenge has received renewed traction and interest in recent times because many organizations and systems are requiring innovative, interdisciplinary, and analytic skills as necessary qualities to ensure optimal performance. The requirement for innovative competence is even a more urgent matter in schools systems where educational leaders and teachers are expected to prepare students for the local, national and global demands of the knowledge-driven economy.

Efforts to address the paucity of research to inform policy and practice have resulted in various strategies. A notable strategy gaining momentum in recent years is the role of intermediary organizations within the research ecosystem. As third parties, intermediary organizations use different strategies to create synergy and partnership between research producers and users. The types of intermediary organizations and the strategies they use may vary by context, but the literature from the United States and Canada seems to suggest that think-tanks, philanthropic organizations and university-based research institutions serve as research brokers, playing the following common functions : awareness creation, increasing accessibility, linkage and partnerships, policy influence, capacity building, implementation support, organizational development, and engagement(Cooper, 2014).

Although intermediary organizations are gaining momentum as knowledge brokers , this traction is limited to countries where these third-party organizations exist or to settings where there is a tradition to establish new ones. In developing countries of Africa in particular, awareness is lacking about the role intermediary organizations play as knowledge mobilizing agencies, including how institutions may utilize existing organizational structure to facilitate the use of research. As elsewhere, much of the work conducted in the context of Africa focuses on research producing contexts such as universities or research using contexts such as schools with limited to no studies addressing the work of intermediary organizations.

In the absence of intermediary organizations in Africa, we argue that countries may leverage university-based research centers as knowledge brokers to facilitate research use processes. Although university-based research center are primarily established in the research production contexts, as important outlets for faculty research (among other roles), the growing gap between research, policy and practice in these countries raises an important question of legitimacy about what these institutions do and whose interest they serve particularly in public universities where these centers are housed. We posit that rather than keeping their sole alliance with the research community, university-based research centers have the moral imperative to fashion a more productive space for multi-stakeholder partnership within the research-practice ecosystem. We argue that such intermediary function serves as a fulcrum bridging the research-policy and practice chasm in Ethiopia.

SCIENTIFIC CAPITAL – WHY AND FOR WHOM IT IS IMPORTANT

Rafal Piworwarski, Ph.D., Professor of Educational Policy, Maria Grzegorzewska University, Warsaw, Poland

rafalpiwo@wp.pl, rpiwowarski@aps.edu.pl

ABSTRACT

Main **objectives** of the presentation is to explain what scientific capital means and why it is and will be more and more important. Scientific capital is a general type of resource which is made up of abilities, individual interest, students' knowledge about science and related careers, capacity to apply abilities to discovery, engagement with the scientific world (reading the scientific press and journals, watching relevant television programmes, visiting science centres and museums, and contact with scientists, persons who work in a scientifically related occupation).

SUMMARY OF CONTENT

It is taken that a person/student with greater scientific capital possesses knowledge about careers connected with pure science, has been encouraged by their parents, school and extra-curricular centres in the development of scientific interest. This view of resources constitutes social value and potential. This presentation attempts to present discussion around science capital, which is treated as a separate phenomenon or a part of cultural and social capital. This quite new approach introducing "science capital" to social sciences is very useful in study of young people's science and career aspirations. Science capital is key to science aspirations and participation to areas connected with STEM (science, technology, engineering and mathematics) but too few of young people study and choose professions related to STEM. Efforts should focus on building science capital among students and their families, because it is beginning of the best way for building a competitive and innovative economy. That is why it is so important to understand the process of shaping aspirations and engaging young people in STEM. The presentation will show some results referring to scientific capital research too.

USING DEMOGRAPHIC TOOLS TO PLAN STUDENT GROWTH

Glen I. Earthman, Professor Emeritus, Virginia Polytechnic Institute & State University

earthman@vt.edu

ABSTRACT

The essence of planning in a social organization is to enable the organization to serve a defined population in a specified manner. The manner in which the population of the organization is served is specified in the vision and mission statements, and through the funding vehicle. Being able to define the population to be served is one of the tasks to be accomplished in school strategic planning. This definition has become more difficult in recent years and more important because of the limited resources every organization has available. Defining the population to be served is an essential part of successful planning. Defining the population for the present and for the future is a very important task. By using some of the more recently developed tools of planning, populations are better able to be identified. Using the tools of demography enables planners to do a better job of forecasting the population in the future and identifying where the population will be located, what kind of a population that will exist, the ages of the population, the race and ethnicity of the population, as well as the possible distribution and extent of disabilities within the population. In this manner, the organization will be better able to plan and thereby providing the needed services.

School organizations traditionally have used the Cohort Survival Method of forecasting populations. For the most part this methodology, and variations of it, has been successful. Demographic data has enhanced the planning process in defining the future populations of schools, not only the numbers of the population, but also the kinds of individuals that might constitute the entire population. Using the Geographic Identification System also permits planners to identify the location of where future populations can be expected.

FOCUS SESSION 3

SCHOOL FACILITIES: FROM BRICKS AND MORTAR TO STUDENT OUTCOMES

Session chair

Carol S. Cash

EdD; Virginia Tech University

ccash48@vt.edu

Carol S. Cash is a life-long educator who has served at all levels of public education, both within the United States and internationally. She has been recognized as Virginia's Secondary Principal of the Year and Zama's Teacher of the Year in Japan. She has degrees from the University of South Alabama, George Washington University, and Virginia Tech.

Dr. Cash is a clinical professor and Program Leader for Educational Leadership in Virginia Tech's School of Education and continues to pursue research on educational facilities topics.

ABSTRACT

This focus session considers a broad range of topics within the area of facilities research. We invite topics that consider the physical environment, both buildings and furnishings. The session accepts a wide range of topics within the area of school facilities. Possible topics of interest include (but not

limited) to the following:

- The changing nature of school design research in education
- The link between the built facility and student and faculty performance/attitudes
- A process for designing the built facility – purpose leads to form
- The link between classroom furnishings and instructional practices.
- The challenges of historical buildings (heritage sites) in access, design, and function.

KEYWORDS

Lighting, air quality, density, attitudes, instructional practices, furnishings, heritage sites, building design, etc.

CLASSROOM CONFIGURATIONS TO SUPPORT 21ST CENTURY LEARNING

Carol S Cash, EdD, Clinical Professor, Educational Leadership, Virginia Tech

Ccash48@vt.edu

Nikki Wilcox, MEd, EdS, EdD, Coordinator of Assessment and Remediation,
Glen Allen High School

nmwilcox@vt.edu

ABSTRACT

In this presentation, we would like to share the results of our study on this topic and share with you what we heard from the effective classroom teacher about what an effective instructional space looks like.

The purpose of this study was to identify classroom configurations that support active instructional activities in order to determine appropriate size and furnishings for the 21st century classroom.

The objectives included:

Identifying classroom instructional strategies

Identifying classroom physical organization to support those strategies

Identifying typical class enrollment

Identifying a classroom design that supports the multiple strategies and designs identified.

SUMMARY OF CONTENT

We brought together a number of current and effective classroom teachers to share their thoughts and ideas regarding their instructional strategies and how the physical school environment could best support them. We plan to share the results of our findings through this presentation.

LEARNING-SPACE-LAB: AN INTERDISCIPLINARY SETTING TO “UPDATE” LEARNING SPACES BY CO-CRATING AND PROTOTYPING

Andreas Hammon, Visiting Docent (Architect & School Developer), Alanus Hochschule (D), Bozen (I), University of Innsbruck (A), University of Arts Linz (A), FHNW (CH)

ah@architektur-entwicklungsraeume.ch

Petra Regina Moog, PhD, Head of Institution (Teacher, Trainer & School Consultant), Sophia Academy

petra.moog@sophia-akademie.de

ABSTRACT

A Learning-SPACE-Lab combines learning and space in a special interdisciplinary teaching and learning setting for students of architecture and pedagogic: at a project school, which intends to fit their 21st century pedagogical needs with the spatial surroundings of their 19th or 20th century buildings, students work together with pupils and teachers in a co-creative process. According to Scharmer (2019) “*Learners must go out into the real world and engage with the core challenges of our time*” and “*students must learn by doing*”. Learning-SPACE-Lab uses the method of action learning by student’s participation on the frontline of school and learning space development and by being challenged to co-create hands on prototype solutions. In a five-day project, ideas are first developed and sketched, then small models are build and lastly scaled up to 1:1 usable prototypes (Hammon & Sidoroff, 2018).

The project is finalized by a public presentation in front of the whole school assembly, including parents, official guest, press, and media. The special public presentation supports school development by emphasizing objectives and leads to empowerment of not only the school leaders, but also the pupils and their teachers. Thus, the concept of Learning-SPACE-Lab facilitates the bridging of the “*knowing-doing gap*” (Scharmer, 2019).

This paper presents the concept of the Learning-SPACE-Lab and the effect on the different systems attached: project schools, higher education, municipality, school management, and school authorities. Furthermore, the experimental atmosphere of the lab and the simultaneously connection of development of school/teaching and space/architecture opens discussions and enables re-thinking of traditional models. Additionally, resistance against changes seems to be reduced.

This paper is the result of research developed with financial support by the Erasmus+ Programme, promoted by the European Commission. It is performed in cooperation with 5 universities (Alanus Hochschule (D), Bozen (I) University of Innsbruck (A), University of Arts Linz (A), FHNW (CH)).

REFERENCES:

Hammon, Andreas & Sidoroff, Eric: Puls+: Reallabor Volksschule Unterer Stadtplatz, Hall in Tirol – Bewegte Lernwelten Hall

<https://vimeo.com/298555099> (20.7.2019)

Scharmer, Otto: Vertical Literacy: Reimagining the 21st-Century University

<https://medium.com/presencing-institute-blog/vertical-literacy-12-principles-for-reinventing-the-21st-century-university-39c2948192ee> (19.7.2019)

PHYSICAL REFERENCES FOR MODERN EDUCATIONAL SPACE

Grėtė Brukštutė, Vilnius Gediminas Technical University, Lithuania

grete.brukstute@gmail.com

ABSTRACT

The educational space which correspond contemporary learning provisions is the most important thing in school architecture. It is said that if school spaces meet pedagogy than we have a good students results, rich, memorable, meaningful, enjoyable school life experiences. Here are many references what school space should be: school spaces must stimulate students, promote relationships with each other and with teachers, school spaces must be dynamic, open, flexible and functional. But nobody says how we can reach these purposes with physical measures. If school spaces should be flexible so how it look like? What physical measures we need to use if we want flexible space? This presentation aim is to show how contemporary educational provisions we can convert in to the physical references for modern educational space. Based on the works of other researchers and provisions for contemporary learning space the presentation will seek to disclosure a relation methods between physical space and modern educational provisions.

FOCUS SESSION 4

PLANNING FOR DIVERSITY, EQUITY, AND CLOSING THE ACHIEVEMENT GAP- A GLOBAL PERSPECTIVE

Session chair

Angel Ford

Ed.D., George Washington University, Liberty University and Addis Ababa University

aford5@liberty.edu

Angel Y. Ford is currently a Fulbright Scholar to Addis Ababa University in Addis Ababa, Ethiopia for the 2019-2020 academic year. She will be teaching, advising students, conducting lectures and workshops, as well as conducting research on undergraduate motivation and persistence. Her current research is grounded in self-determination theory, examining basic psychological needs and causality orientations. Dr. Ford's research interests include international university partnerships; international comparative studies; unequal learning environments; closing the opportunity gap in a variety of settings worldwide; motivation, well-being, and persistence in students and educators; and training high quality educators.

ABSTRACT

This session seeks presentations relating to closing the achievement gap in countries and cultures around the globe. We invite individuals and groups to present research on effective planning to minimize the gap for nondominant groups, including migrant and immigrant populations. Presentations could include, but would not be limited to, addressing cultural proficiency in professional development, equity in funding and resources, as well as improvements to all levels of educator training. Any research that would encourage decreasing the width of the achievement chasm will fit well in this session. It is the hope that diverse participants will be able to present unique research, ideas, and effective strategies for this critical area of educational planning; sharing what is working and maybe what is not.

KEYWORDS

Closing the achievement gap, equity, equality, underserved populations, cultural diversity

ADDRESSING SOCIAL INEQUALITY WITH EDUCATIONAL INTERVENTION

Robert C. Johnson, Ph.D., Professor Emeritus, Ethnic, Gender and Women's Studies, St. Cloud State University

robjohn@stcloudstate.edu

ABSTRACT

OBJECTIVES

Provide a case study of initiatives at one public institution of higher education that address issues of inclusion and opportunity for underserved k-12 students. To briefly present some of the programs and to share some outcomes

SUMMARY OF CONTENT

This presentation describes an array of programs offered by a university to increase the participation in higher education and in the fields of science, technology, engineering and mathematics (STEM) of members of historically excluded groups. These programs target racial and ethnic minorities, immigrant, female and low-income students at the precollege level with the purpose of providing opportunities for post-secondary education and a pathway to academic and social success. Thousands of K-12 students have been served by these programs. Empirical studies show significant impacts. Implications will be drawn for collaboration among families, community groups, schools and universities to enhance academic and social success for underserved groups.

EDUCATION AND MINDFULNESS FOR MARYLAND PRISONERS: EVIDENCE OF BENEFITS FROM A CASE STUDY INVESTIGATION

L. Mickey Fenzel, Ph.D., Pastoral Counseling Department, Loyola University Maryland

lfenzel@loyola.edu

ABSTRACT

The United States incarcerates nearly 2.3 million people in its prisons and jails, more than any other nation (Sawyer & Wagner, 2019), and hundreds of thousands of these individuals are released each year (Davis, Bozick, Steele, Saunders, & Miles, 2013). Because incarcerated individuals tend to have a lower level of educational attainment, work history, and vocational skill development, they have considerable difficulty sustaining a productive life after release from prison and could very likely engage in behaviors that lead them back to prison (Davis et al., 2013). Educational programs for inmates, on the other hand, help inmates develop skills to support a successful life after prison and decrease recidivism by 43% over three years (Davis et al., 2013).

OBJECTIVE

This paper examines the benefits that incarcerated individuals have realized from two different programs in state prisons in which the author has been involved as an instructor and facilitator: an undergraduate educational program funded through the federal Second Chance Pell Grant program (U.S. Department of Education [USDOE], 2016) and an ongoing mindfulness meditation program.

These programs address issues of racial and ethnic justice and equity as approximately 56% of the inmate population in the U. S. is either Black or Hispanic with the rate of incarceration for Black males more than five times that of White males (NAACP, 2019). The majority of participants in the programs examined in the present study are people of color. Providing a college level education, with college credit, enables participating students to advance their education and job prospects upon release, thereby providing more Black and Hispanic citizens with the resources to succeed in society.

LITERATURE REVIEW

Government support for prison education. In 2015, the Obama administration announced the Second Chance Pell Pilot Program to support post-secondary education for individuals incarcerated in federal and state prisons (Robinson & English, 2017). The Higher Education Act of 1965 had initially established federal government support for prisoner education but 1994 legislation put an

end to that program during an era focused on being tough on crime (Robinson & English, 2017). The 2015 Second Chance program is focused on students who are likely to be released from prison within 4 to 5 years.

Mindfulness in prisons. Mindfulness-based programs, such as Mindfulness-Based Stress Reduction (MBSR), have been shown to be effective among diverse populations, and show promise in helping individuals, including those at risk for violent criminal behavior, to regulate violent behavior and emotions (Dafoe & Stermac, 2013). Morley (2018) found that mindfulness-meditation training reduced criminal impulsivity among male inmates which was mediated through the development of self-compassion.

PRESENT STUDY

In the present study, the author provides an analysis of a benefits obtained by students who participated in a Second Chance Pilot Pell Grant program and participants in a mindfulness meditation program, both of which involved the author as an instructor and facilitator. The author taught a semester-long life-span human development course to 15 male students (11 Black, 1 Hispanic, and 3 White) at a maximum security state prison in a mid-Atlantic state through a program operated by a local university. Students earn college credit from successfully completing the course. Data from student papers, class discussions, and course evaluations are included in the analysis that illustrate high levels of motivation for understanding the material, a universal commitment to completing high-quality essays and obtaining good grades, and a desire to understand how to apply content from the course to their own present lives as well as their lives when they will be released.

The author also participates in the facilitation of mindfulness meditation classes at two different prisons in the same mid-Atlantic state, one minimum- and the other medium-security institutions. These meditation classes take place once a week for two hours and are attended by 10 to 20 students (racial demographics varied each week, with a higher percentage of White participants at the minimum security facility). At least two trained meditation teachers facilitate the guided meditations and inquiry in which participants ask questions and get involved in dialogue about their meditation experience. Prison participants report a decrease in their levels of stress and increase in levels of patience, emotional and behavioral self-control, and self-acceptance. Despite the difficulties in being able to conduct their personal meditation practice in relative quiet, many participants report that his gets easier with continued practice.

REFERENCES

Dafoe, T., & Stermac, L. (2013). Mindfulness meditation as an adjunct approach to treatment within the correctional system. *Journal of Offender Rehabilitation*, *52*, 198–216. doi: 10.1080/10509674.2012.752774

Davis, L. M., Bozick, R., Steele, J. L., Saunders, S., & Miles, J. N.V. (2013). Evaluating the effectiveness of correctional education: A meta-analysis of programs that provide education to incarcerated adults. Santa Monica, CA: Rand Corporation.

Morley, R. H. (2018). The impact of mindfulness meditation and self-compassion on criminal impulsivity in a prisoner sample. *Journal of Police and Criminal Psychology, 33*, 118-122. doi: 10.1007/s11896-017-9239-8

NAACP. (2019). *Criminal justice fact sheet*. Retrieved from <https://www.naacp.org/criminal-justice-fact-sheet/>

Robinson, G., & English, E. (2017, September). *The Second Chance Pell Pilot Program: A historical overview*. Washington, DC: American Enterprise Institute. Retrieved from www.aei.org

Sawyer, W., & Wagner, P. (2019, March 19). *Mass incarceration: The whole pie 2019*. Northampton, MA: Prison Policy Initiative. Retrieved from <https://www.prisonpolicy.org/reports/pie2019.html>

United States Department of Education (USDOE, 2016, June 24). 12,000 incarcerated students to enroll in postsecondary educational and training programs through Education Department's new Second Chance Pell Pilot Program. Retrieved from <https://www.ed.gov/news/press-releases/>

CHALLENGES FACED BY EDUCATIONAL EVALUATORS: PERSONAL EXPERIENCES RECENTLY ENCOUNTERED

Donna L. Ferrara, Ph.D., Associate Professor Emeritus, Southampton College of Long Island University, Smith-Layne Educational Consulting Services

ferrara@optonline.net

ABSTRACT

This presentation addresses the challenges of designing and implementing evaluation plans for two grants with similar objectives but different designs and activities. This paper presents the evaluator's experience during the first three years of a five-year grant funded by the New York State Education Department (NYSED), implemented in the Central Islip Union Free School District in New York, and for the entire three years of a three-year grant also funded by NYSED, disseminated by Broome Street Academy in New York City. Specifically, the presentation addresses issues related to grant construction and planning that affected the evaluation design, collection of data, and tracking of the intervention. Illustrative outcomes will also be presented.

The Central Islip School District is an identified "MS-13" district. MS-13 is a criminal gang which is active on Long Island in New York, its members largely from immigrant youth from nations in Central America. The grant was designed to provide third, fourth, and fifth graders in four district elementary schools with academic support, with tools to foster social development and nonviolent behavior, and with strategies for resisting involvement in crime, violence, and gangs.

Broome Street Academy (BSA) is a Charter High School in lower Manhattan in New York City. Previously, BSA had implemented a program to address issues that can impede student learning and growth at the high school level. The BSA grant was designed to disseminate the school's intervention to three struggling New York City Public Schools.

The core of this presentation addresses the advantages of an evaluator's involvement during grant development:

- 1) to ensure alignment of goals, objectives, and program activities with assessment activities;
- 2) to ensure prior to the implementation of grant activities accessibility of data given grant cycles and specifications;
- 3) to determine at the level of planning who will be collecting and organizing the data for the evaluator and the means by which the evaluator will receive the data; 4) to review whether assessment activities are overly ambitious, redundant, or need modification;
- 4) to have the opportunity to have discussions about appropriate assessment techniques and whether tools indicated in the grant will achieve their purposes;

- 5) to determine to what extent measurement tools will have to be developed, whether the grantee has the capacity and expertise to do this, and whether the evaluator has the expertise to do this if the grantee doesn't; and
- 6) to determine whether tools already developed by the grantee that the grantee intends to use in measuring outcomes are valid and reliable tools.

PERSONAL REFLECTIVE DIVERSITY INVENTORY: ANALYZING THE IMPACT OF DIVERSITY ATTITUDES AND EXPERIENCES.

Walter S. Polka, Professor of Leadership, Coordinator of the PhD Program in Leadership and Policy, Niagara University

wpolka@niagara.edu

Sushma Marwaha, Doctoral Studies Adjunct Professor, Niagara University

smarwaha@niagara.edu

ABSTRACT

The “Personal Reflective Diversity Inventory” will be presented to participants and results of its use in both Canadian and the U.S.A. contexts will be analyzed. The instrument is valuable in collecting anonymous data from individuals to determine the level of diversity experience and appreciation that currently exists in various organizational settings.

Educational leaders, at all levels of the educational spectrum, have been encouraged to consider developing, accepting, and appreciating diversity approaches in their classrooms and schools but need to do some serious personal self-reflections regarding their own personal biases, attitudes, and experiences. The “Personal Reflective Diversity Inventory” provides a user-friendly opportunity to analyze the impact of personal diversity attitudes and experiences. The results of studies conducted using the instrument in different organizational settings including classrooms, schools, and universities will be presented and analyzed by the researchers who developed the instrument and designed the research studies. The quantitative inventory consists of sixty statements to which participants are asked to respond on a Likert 1-4 scale (see survey attached to the proposal cover letter). The statements were gleaned from the research and literature about diversity issues and are designed to gather information about personal attitudes and experiences with diversity including social interactions at school, work, travel, or in family and community settings.

OBJECTIVES OF THE PRESENTATION

The objectives of this presentation are to:

- a) present the “Personal Reflective Diversity Inventory” to participants as an instrument to collect anonymous data from individuals to determine the level of diversity experience and appreciation that currently exists in various organizational settings.
- b) encourage participants to apply this research-based reflective model in their work with pre-service and in-service educators to determine personal diversity awareness and level of diversity appreciation.
- c) facilitate greater diversity proficiency among organizational leaders at all levels of the organizational spectrum.

This topic is significantly relevant in this age of heightened diversity awareness and the polarization of values regarding diversity and culturally proficient teaching and learning. This session provides research-based practical information to educational planners regarding assessing the diversity appreciation levels and experiences of those with whom they work. In addition, participants in this session will be exposed to research-based techniques and strategies that they may employ to promote a greater appreciation of diversity in their respective colleagues.

PREPARING LEADERS FOR DIVERSITY, SOCIAL JUSTICE, AND GLOBAL AWARENESS

Virginia Altrogge, ED D, Webster University

Valtrogge75@webster.edu

ABSTRACT

This paper explores the challenges of preparing educators for leading in a world of diversity, social justice, equity and global awareness. The author examines how university courses facilitate the development of principal candidates' attitudes and leadership approaches while considering changes focusing on issues of diversity, social justice, and global awareness. The researcher examines the context of societal changes and social attitudes as they pertain to leader preparation. Can restructuring internships and coursework including field work in an unlike school, make a difference in preparing leaders?

The researcher will use exploratory research to gather ideas practicing superintendents have for preparing leaders to serve in a diverse society where social justice and global awareness are important. A town hall meeting with superintendents will be held to give the community a voice on preparing educational leaders. This meeting will also promote teamwork and collaboration between the university and area superintendents. A dedicated email address will ensure everyone has an opportunity to participate. An open ended survey will be sent to educational leaders at the state and local levels as well as practicing principals and assistant superintendents.

EXPLORING THE MOTIVATIONAL ORIENTATIONS AND PERSISTENCE PERSPECTIVES OF ETHIOPIAN UNDERGRADUATES TO INFORM HIGHER EDUCATION ADMINISTRATION AND POLICY MAKERS.

Angel Ford, Ed.D., George Washington University, Liberty University and Addis Ababa University

aford5@liberty.edu

ABSTRACT

Globally, undergraduate student motivation to enroll and complete meaningful and useful undergraduate degrees is an area of concern for higher education administration as well as policy makers. Ethiopia is not immune to this international concern. Specifically, there is a concern in Ethiopia related to female undergraduates. Existing literature on the lack of female undergraduate enrollment and the overwhelming attrition in Ethiopia discusses personal, university, academic, and economic related factors. Much of the research on female student enrollment, achievement, and persistence in Ethiopia has been conducted inductively at specific universities, with many focused on specific programs.

This study will add to the literature by deductively studying both male and female undergraduate students across Ethiopian university populations to understand the motivations and situational factors affecting their enrollment and persistence using both quantitative and qualitative data through the lens of self-determination theory (SDT). Examining both male and female students may shed light on differences and similarities that could be addressed accordingly.

SDT is a macro theory that examines elements of social contexts that are either supporting or thwarting basic psychological needs and the types of motivation individuals experience based on their innate personality traits and the existing environmental factors (Ryan & Deci, 2017). In the context of this study, two of the micro theories that constitute SDT, causality orientations theory (COT) and basic psychological needs theory (BPNT), will be used to assess student motivational orientation and persistence. Using a theory that focuses on motivational orientations, different types of motivation, and general well-being, will be helpful because it will shed light on the best environments and supports that could be created and implemented to come alongside students to encourage degree completion. Using this lens will also assist in analyzing and interpreting both the quantitative and qualitative data and enabling comparison of the results to other studies in different contexts that are focused on motivation and persistence, as well as add to the literature about SDT. This will give a new perspective to the research available on the topic of undergraduate persistence in Ethiopia, particularly focusing on the needs of females. The results of this study could help in the evaluation of existing initiatives for undergraduate

enrollment and retention and to help in planning for possible creation and implementation of yet nonexistent initiatives.

This presentation will explore the study that will be conducted while I reside in Ethiopia in 2019-2020. Explanations will be given for the types of data that will be collected using surveys and interviews. The quantitative survey will consist of demographic data, data about the self-reported level of English language proficiency, General Causality Orientations Scale (GCOS), Aspirations Index (AI), and the Basic Psychological Need Satisfaction and Frustration Scales (BPNSFS) and will be analyzed to identify relationships among variables as well as differences. The qualitative data will be collected using interviews, focus groups, and document collection and will be analyzed to identify emerging themes directly through the voices of the students.

THE MANAGEMENT OF DIVERSITY: THE EDUCATIONAL CHALLENGE

Dan Inbar, Prof. Emeritus, School of Education, Hebrew University Jerusalem

dan.inbar@mail.huji.ac.il

ABSTRACT

Education assumes the existence of diversity. Management of diversity in education reflects the dilemma of choosing between one need and another, when both are necessary. How do we operate an educational system that recognizes the right to diversity? How is the school, which is organized around the principle of similarity but based on the principle of diversity, managed? How do we lead an educational process that reduces diversity and encourages develops uniqueness? The tension between the inherent tendency of organization to reduce diversity, and the educational aspiration to actualize individual potential, is considered here to be the heart of the educational challenge, and the analysis and discussion of its implications to the management of education is the main intention of this discussion.

FOCUS SESSION 5

PLANNING FOR TEACHER PREPARATION PROGRAMS AND INTERNATIONAL COLLABORATION AND PARTNERSHIPS

Session chairs

Jodie L. Brinkmann

EdD, Longwood University

brinkmannjl@longwood.edu

Katrina L. Maynard

PhD, Longwood University

maynardkl@longwood.edu

Jodie L. Brinkmann is an Assistant Professor at Longwood University in the College of Education and Counseling, where she has been since 2015. Previously, she served as an elementary teacher, mathematics coach, assistant principal and principal in K-12 public education. She is a scholarly practitioner who believes in fostering innovative leadership and teaching excellence. She has a broad spectrum of research interests to include, Assessment of Instruction; Curriculum and Instruction; Collaboration and Co-teaching; Pre-service; Teacher Preparation Programming- Practicum Embedded Coursework; Clinical Faculty Program Development; and Teacher Efficacy in Mathematics. Her most recent publications appear in Educational Planning and International Journal of Educational Leadership Preparation.

Katrina L. Maynard is an Associate Professor at Longwood University in the College of Education and Counseling, where she has been since 2009. She primarily teaches literacy foundation and methods courses to preservice teachers. She is currently coordinating the Professional Studies Licensure Program. Additionally, she is in the process of developing an Initial Licensure Program for career switchers through the Office of Professional Studies. Dr. Karina Maynard received the Maude Glenn Raiford Faculty Teaching Award in 2018. Dr. Maynard's research interests and work has been included in Literacy Research & Instruction, Learning Disabilities Research & Practice, Reading & Writing Quarterly, Educational Practice & Reform, Beyond Behavior and The Journal of Special Education Technology.

ABSTRACT

This focus session will be two-pronged, first focusing on innovative teacher preparation programs and secondly focusing on forming international partnerships. The first part of the session will focus on conversations related to a wide variety of topics centered around the development and planning of teacher preparation programs. Participants will engage in conversations about current research and conceptual frameworks related to planning, implementing and evaluating teacher preparation programs. Specific attention will be given to innovative teacher preparation programming meeting the demands of the profession including but not limited to the documented teacher shortage in the United States and how Institutions of Higher Education are addressing the issue.

For the second half of the session, we encourage discussion around opportunities for international partnerships with other universities for faculty research, possible faculty visitations, and student study abroad

collaborations/programs. Focus will be on participants' past experiences, lessons learned and possible opportunities and goals for the future.

KEYWORDS

Innovative teacher preparation models, program improvement, international partnerships in teacher preparation coursework, student study abroad programs, reflective practice and lessons learned from experts in the field.

A PROFESSIONAL LEARNING COMMUNITY TO PREPARE TEACHERS FOR LIFE-LONG LEARNING: INTEGRATING THEORY, PRACTICE AND REFLECTION.

Maartje van den Bogaard, PhD, Director of studies of Science Education and Communication and assistant professor in STEM education, Delft University of Technology, the Netherlands,

m.e.d.vandenbogaard@tudelft.nl

ABSTRACT

A professional learning community to prepare teachers for life-long learning: integrating theory, practice and reflection.

The objective of this proposal is to inform the audience on our reform effort, but also to ask people for feedback on the capacity building issue this challenge of reform brings.

The goal of our teacher training programme for secondary teachers is to train professionals who are competent in the area of lifelong learning. In the current programme there was little attention for this competence and with the overload in the programme as it is, we saw no opportunities to devote more attention to it. This has led to an effort to restructure the programme. Our programme comprises only STEM disciplines: physics, chemistry, computer science, maths and 'design and research', an interdisciplinary course that brings together elements of design thinking and research and aims to let secondary school students work on complex societal issues.

In workplace learning two elements are paramount to learning: feedback and reflection. To create meaningful opportunities to provide students with feedback on their experiences and help them to reflect in the connection between theory and practice, we set up an experiment with professional learning communities (PLC). In the PLC the learning goals of the students are central to any of the learning activities. The theoretical courses were redesigned to cater to the needs of the students.

A second ambition we defined was to bring together the STEM disciplines as we foresee that courses will be increasingly offered in integrated ways in secondary schools. The PLCs could be a vehicle to achieve this. There are many degrees of freedom in setting up PLCs: we are currently looking at various ways to create groups of students: level of experience, school subject, type of teacher training programme they are in.

Currently we are evaluating the experiment to improve the effort, but also to get a clear idea on what this new set up means for scaling up this type of teaching and learning activity in terms of capacity building, logistics and collaboration with the schools where students gain their practical experience.

In research it is well established that teachers have the largest impact on the learning of students. That also holds in teacher training programmes. In this session I would like to explore what kind of teacher trainers it takes to help students prepare to become lifelong learners in this set up as part of our effort to build capacity in the team to scale up this approach to teacher training.

In this session I will briefly present the set up of our programme and present two central questions to the audience: what competences do our teachers trainers need, how do we train teachers to learn such competences? I will gather input through the Poll Everywhere system, that allows participants to submit qualitative answers to questions. This way we can also briefly discuss the input.

A SILK ROAD EDUCATIONAL INITIATIVE: IMPLEMENTATION OF UNIVERSAL DESIGN PRINCIPLES INTO TEACHER PREPARATION PROGRAMS TO PROMOTE INCLUSIVITY FOR DIVERSE STUDENTS IN THE EAST, SOUTHEAST AND WEST ASIA REGIONS: CHINA, LEBANON, SAUDI ARABIA, THAILAND, AND TURKEY

Tanyathorn Hauwadhanasuk, Ph.D., Special Education and Research Methodology, Postdoctoral Research Associate, Department of Sociology and Anthropology, Saint Louis University

tanyathorn.hauwadhanasuk@slu.edu

Min Zhuang, Doctoral Graduate in Educational Foundation, Saint Louis University

min.zhuang@slu.edu

Farah Habli, Doctoral Candidate in Higher Education and Administration, Saint Louis University

farah.habli@slu.edu

Mustafa Kanas, Ph.D. Assistant Professor in Special Education, Kilis 7 Aralık University

mustafakarnas@kilis.edu.tr

Rafif Alsedrani, Ph.D. Special Education, Saint Louis University

rfsedrani@gmail.com

ABSTRACT

To promote inclusivity for diverse students by offering an implementation of the multi-model teaching strategies based on Universal Design (UD) concepts into teacher preparation programs with collaboration and partnership of the global community.

The UNESCO International Bureau of Education has performed an important role in promoting inclusive education in the International Conference of Education with an emphasis on the four areas: (1) approach and practice; (2) public policies and the role of governments in the development and implementation; (3) systems, links and transitions to offer opportunities for lifelong learning; and (4) learners and teachers by fostering a learning environment and equipping teachers with inclusive education knowledge to meet the needs of diverse learners (Opertti & Belalcázar, 2008). Globalization impacts education in different nations (Popov, Wolhuter, Almeida, Hilton, Ogunleye, & Chigisheva, 2013). All nations share a common interest in investing in their educational development (Pang, 2013). In response to global environment, the SREI offers teacher preparation programs with a multi-model teaching strategies, including UD seven principles, UD teaching techniques, adaptations and modifications,

and people-first language (Hauwadhanasuk & Zhuang, 2016). Implementing these UD multi-models into teaching promote learning, foster students' prior knowledge and facilitates diverse learners to get access to general education curriculum (Hauwadhanasuk & Zhuang, 2016). This innovative teacher preparation programming will equip teachers with knowledge in special education, disability awareness, assistive technology, and equity and diversity to ensure the rights of all students to be fulfilled.

Participants will gain:

1. Application of Universal Instruction Designs into teaching and learning of diverse students.
2. Recognition on educational collaboration and partnership in higher education and research that will result effective practice in teaching to domestic and international educators.
3. International perspectives through discussion and knowledge about government-dominated inclusive education initiatives that provide opportunities for grants to start-up and pilot the programs and raising public awareness.
4. Questions and Answers

REFERENCES

- Hauwadhanasuk, T. & Zhuang, M. (2016, November). Using multi-model teaching strategies with universal design principles to promote inclusion for exceptional children. Poster presented in the 2016 Illinois State Council for Exceptional Children (ICEC) Fall Convention in Naperville, Illinois.
- Hauwadhanasuk, T., Karnas, M., & Zhuang, M. (2018). Inclusive education plans and practices in China, Thailand, and Turkey. *Journal of International Society in Education Planning* 25(1).
- Opertti, R., & Belalcázar, C. (2008). Trends in inclusive education at regional and interregional levels: issues and challenges. *Prospects*, 38(1), 113-135.
- Pang, N. S. K. (2013). *Globalization in the One World: Impacts on Education in Different Nations*. Bulgarian Comparative Education Society.
- Popov, N., Wolhuter, C., Almeida, P. A., Hilton, G., Ogunleye, J., & Chigisheva, O. (2013). *Education in One World: Perspectives from Different Nations*. BCES Conference Books, Volume 11. Bulgarian Comparative Education Society. Blvd Shipchenski prohod 69 A, 1574 Sofia, Bulgaria.

CAN LEADERSHIP BE LEARNED: CREATING A LEADERSHIP DEVELOPMENT PROGRAM IN EGYPT

Ted Price, Visiting Assistant Professor, Virginia Tech

pted7@vt.edu

ABSTRACT

This program will showcase and demonstrate a collaboratively planned leadership development program between US AID, Egyptian Universities, the Ministry of Education, U.S. Consultants and practitioners designed to create a high school model focused on solving some of Egypt's most pressing problems. The problem-solving vehicle, one of them, is a program to develop leaders. As more young people graduate and move into jobs at technology companies and consulting firms, they are finding themselves suddenly in charge. This situation will become even more common, as organizations fight to survive in one of the worst talent crunches in history. Those who show up for work on time and have decent communications skills will be anointed leader. In Egypt, the global problem has been exacerbated by the identification of 11 grand challenges coupled with the lack of leadership development and leadership development programs. The Ministry of Education is creating STEM high schools in every state with a plan to enroll gifted students. The goal of the STEM high school is to educate Egypt's best and brightest students. Additionally, the goal is also that these students will become Egypt's industry, agency, and community leaders who will be prepared and capable of solving Egypt's 11 grand challenges.

CLASSROOM TEACHERS' PERCEPTIONS OF MULTICULTURAL EDUCATION IN NORTH CYPRUS

Müge Beidođlu, Assoc. Prof. Dr., Final International University

beidoglu@yahoo.com

Kemal Akkan Batman, Assist. Prof. Dr., Atatürk Teacher Training Academy

kemak@yahoo.com

Senem Köklü, Elementary School Teacher, Alsancak Kindergarten

koklu_senem@hotmail.com

ABSTRACT

Growing body of research in multicultural education literature stress the need for multicultural education in different parts of the world (Zimmerman, 2019). Clearly diversity in today's societies requires educational systems to transform itself to stop discrimination, include different cultures in the learning environment, and combine the legacy, experience and viewpoint of different cultures (Banks, 1999). As Ovando and McLaren (2000) emphasis, multicultural education is a necessity to develop democracy, social justice, and equal opportunity for people.

Cultural diversity in Northern Cyprus has been a challenging issue in schools for four decades. However the recent wave of immigration has led to crises in North Cyprus schools. Teachers have been experiencing difficulties in meeting the needs of culturally and linguistically diverse students. State Planning Organization (SPO, 2011) reports that 45% of all the population, is migrant (was not born on the island of Cyprus). Almost 3 thousand students whose mother tongue is other than Turkish, from 35 counties are in Northern Cyprus schools (Ministry of Education, North Cyprus, 2019). Despite its importance, studies are very limited on the issue in national literature.

Although the agreement exists in the literature regarding the need for multicultural education, there has been no consensus on what multicultural education is and what to teach about diversity. Because people perceive diversity and multiculturalism in different ways for example from food to mediation (Zimmerman, 2019) and do not agree on what forms of diversity to be addressed (Sleeter and Grant, 1999). As a result of multiple ways of approaching multiculturalism, schools have implemented programs derive from variety of sources. Banks (1997, 2001) defines multicultural education as a transformative movement that generates critical thinking and socially active members of society. He argues that this could not be done by just changing the curriculum or the addition of an activity. Whatever the approach is used, teachers' perceptions on multicultural education is important because in the end

they are the ones who implement the curriculum and deliver the message in their classrooms.

The study aims to explore the perceptions of classroom teachers' towards multicultural education from their experience as teachers, the multicultural strategies employed and the challenges experienced in their diverse classrooms in North Cyprus.

Research Question: How do elementary classroom teachers perceive multicultural education in North Cyprus

Sub Questions:

1. What is elementary teachers' understanding of multicultural education?
2. What are the multicultural education strategies elementary teachers employ in their diverse classrooms?
3. What are the challenges elementary teachers experience in responding to the needs of diverse students in their classrooms?

This study employs qualitative methodology using interview method. Participants will consist of total 10 elementary school teachers. Data will be collected by using semi-structured interview form developed by the authors. In order to maximize credibility and secure consistency of the study, expert opinion was received for the interview questions. Interviews will be conducted face to face and confidentiality will be secured. Interviews will be recorded with the permission of the participants. Content analysis technique, identifying patterns, coding and classification, will be used for the analysis of the data. Additionally, confirmation meetings with the participants will be done to maximize credibility of the study. Results will be discussed along the multicultural education literature and recommendations will be provided.

REFERENCES

- Banks, J. A. and Banks CAM (1997). Multicultural education: Issues and perspectives. (3rd Ed.) Needham Heights, MA: Allyn and Bacon Press.
- Banks, J. A. and Banks CAM (2001). Multicultural education: Issues and perspectives. (4th Ed.) New York, NY: John Wiley and Sons, Inc.
- Bruch, P. Jehangir, R. Jacobs, W. and Ghery, D. (2004) . Enabling access: Toward multicultural developmental curriculum. *Journal of Developmental Education*, 27(3), 12-14, 16-19, 41.
- Ovando, C. and McLaren, P. (2000). Cultural recognition and civil discourse in a democracy. In: C. Ovando & P. McLaren (Eds.): *The Politics of Multiculturalism and Bilingual Education: Students and Teachers Caught in the Cross Fire*. Boston, MA: McGraw-Hill
- Sleeter, C. and Grant, C. (1999). *Making choice for multicultural education: Five approaches to race, class, and gender*. Upper Saddle River, NJ: Merrill Prentice Hall.
- State Planning Organization in North Cyprus (2011). Census Retrieved from <http://www.devplan.org/lsgucu/2016.pdf>
- Zimmerman, L. (2019). Teacher preparations of multicultural education in the United States. Retrived from www.researchgate.net

EVALUATION OF THE HOMEWORK ASSIGNMENTS FOR THE SCIENCE AND TECHNOLOGY COURSE IN 5TH GRADE

Kemal Akkan Batman, Assist. Prof. Dr., Atatürk Teacher Training Academy

kemak@yahoo.com

Müge Beidođlu, Assoc. Prof. Dr., Final International University

beidoglu@yahoo.com

Senem Köklü, Elementary School Teacher, Alsancak Kindergarten

koklu_senem@hotmail.com

ABSTRACT

Homework is one of the frequently used assignments in formal education. Education system is regulated on the basis of the constructivism in the Turkish Republic of Northern Cyprus. Within the constructivist frame of reference, students are expected to build new knowledge on the old ones in order to develop new schemas. Research supports that the most frequently given homework assignments are practice homework, preparation homework and extension homework. In the 21st century, the acquisition of higher-order thinking skills of students is desired by the communities. Thus, homework which aims to develop higher-order thinking will support the desire of the communities.

This study aims to evaluate the homework assignments given in the 5th grade Science and Technology class with respect to higher-order thinking skills. Based on this aim, the following research questions were developed: (1) Do the teachers give homework in Science and Technology course? (2) According to the teachers, what is the contribution of homework? (3) What is the purpose of the homework given in the Science and Technology course? (4) Do the teachers know types of homework? (5) What is the most frequent type of homework given by the teachers? (6) What are the reasons for not given different types of homework?

This study uses qualitative methodology. Participants consists of 8 elementary school teachers teaching at the 5th grade in state schools. Homework given during the 2018-2019 Academic year fall semester was used as documents for data collection. These documents were analyzed by 4 specialist in the field of Science and Technology. In addition to the documents, interview technique was used to collect data. Interview questions were developed based on literature review, meetings with teachers, and 2 field experts. As a result of this process total 11 questions were developed. Then expert opinion was received for the total 11 questions and the final version of the interview form, Structured Homework Teacher Interview Form, had 9 questions. Interviews took place in one to one form and confidentiality was secured during 40 minutes of interview time. Interviews were recorded with the permission of the participants. Content

analyze was used to analyze the interview data. Confirmation meetings with the participants were conducted in order to increase the credibility of the study. The participants had the opportunity to evaluate the findings. All the participants informed that the findings reflect their opinions.

NEW EXPERIENCES IN TEACHERS' TRAINING: PROFESSIONAL VISION OF SELF-REGULATED LEARNING IN AUTHENTIC LEARNING ENVIRONMENTS

Orna Heaysman, PhD student, Bar Ilan University

otheaysman@gmail.com

Bracha Kramarski, PhD student, Bar Ilan University

ABSTRACT

The goal of this study was to examine the effectiveness of an innovative teacher training program focusing on professional vision (PV) in the context of self-regulated learning (SRL), in authentic learning environments.

As part of learners' skills in the 21st century, teachers need to support independent active learners. For this end, they must nurture self-regulated learning (SRL) (Zimmerman, 2000). However, teachers lack knowledge and tools to teach SRL skills, therefore PD is needed in this area (Dignath & Buttner, 2018). This research aims to narrow the gap between teachers' requirements and their ability to meet them with a theoretical-practical model for SRL-practice development based on professional vision (PV) skills: noticing, reasoning, and proposing alternatives (Van Es & Sherin, 2010).

Regarding teacher training design, research shows that many teachers find it difficult to implement learned theories; Additionally, often after PD is completed, they revert to their old teaching habits. To overcome these challenges, authentic learning environments are needed, as they imitate actual teaching scenarios, thus allowing teachers to practice newly learned skills in a safe and supportive way (Slepkov, 2008).

This study examined teachers' practice after participating in an innovative training program combining three different authentic learning environments with theory instruction. This active engagement in learning provided a unique experience in an environment which helped teachers implement the theory in real-time practice. 4 aspects of teachers' development were examined: teaching practices promoting SRL: short and long term (after 6 months) effects, PV, ability to transfer PV (from language context to mathematical context) and PV in SRL context (PV-SRL).

Method: in an explanatory mixed methods intervention study, 38 elementary school language teachers took part in a program specially designed for the purpose of this study, based on previous programs for preservice teachers (Kramarski & Michalsky, 2009; Kramarski & Kohen, 2017a, 2017b). Four teachers participated in a focus group, in order to study long term effects and gain more insight into teachers' practice development by using qualitative data analysis. The authentic learning environments included live actor simulation-debrief sessions; video-clip analysis followed by group discussion; self-video-

clip analysis and formative feedback on the recorded lesson. Results indicate a highly significant increase in teachers' practices promoting SRL, PV, PV transfer and PV-SRL, both in lesson design and performance. Practices promoting SRL have remained increased in the long term. To conclude, authentic, active learning environments in teacher training are crucial for newly learned practice implementation, particularly in the long term. Implications for teacher preparation programs will be discussed. Follow-up research is underway for the mathematical context.

ACKNOWLEDGMENTS

This research was supported by THE ISRAEL SCIENCE FOUNDATION, grant No. 204691.

REFERENCES

- Dignath, C., & Büttner, G. (2018). Teachers' direct and indirect promotion of self-regulated learning in primary and secondary school mathematics classes—insights from video-based classroom observations and teacher interviews. *Metacognition and Learning*, 1-31.
- Kramarski, B. & Kohen, Z. (2017a). Promoting mathematics teachers' pedagogical metacognition: A theoretical-practical model and case study. In: *Cognition, Metacognition and Culture in STEM Education*, Eds. Y.J. Dori, Z. Mevareach, and D. Bake (Eds.), Springer.
- Kramarski, B. & Kohen, Z. (2017b). Promoting preservice teachers' dual self-regulation roles as learners and as teachers: effects of generic vs. specific prompts. *Metacognition Learning*, 12(2), 157-191. DOI 10.1007/s11409-016-9164-8.
- Kramarski, B. & Michalsky, T. (2009). Investigating preservice teachers' professional growth in self-regulated learning environments. *Journal of Educational Psychology*, 101(1), 161–175.
- Slepkov, H. (2008). Teacher Professional Growth in an Authentic Learning Environment. *Journal of Research on Technology in Education*, 41(1), 85–111. DOI: 10.1080/15391523.2008.10782524
- Van Es, E. A., & Sherin, M. G. (2010). The influence of video clubs on teachers' thinking and practice. *Journal of Mathematics Teacher Education*, 13, 155–176.
- Zimmerman, B. J. (2000). Self-efficacy: an essential motive to learn. *Contemporary Educational Psychology*, 25, 82-91.

PLANNING THAT WORKS OUTLINED BY AN EDUCATIONAL LEADERSHIP PREPARATION PROGRAM IN THE UNITED STATES THAT HAS FIVE CREDENTIALING AGENCIES

Glenn L. Koonce, Ed.D., Chair, Educational Leadership Programs, Regent University

glenkoo@regent.edu

ABSTRACT

The landscape for program accountability in K-12 school leadership preparation can be daunting for even the most seasoned professor or higher education administrator. The rising demands in today's accountability-driven environment require individuals to have the knowledge and skills needed to provide evidence that all accrediting agencies and program approval agency standards are met or exceeded and that there is continuous improvement in program outcomes. For an educational leadership preparation program in the Southeastern portion of the United States, five accreditors/program approval agencies include: the National Policy Board for Educational Administration (NCPEA), the Council for the Accreditation of Educator Preparation (CAEP), the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Virginia Department of Education (VDOE), and the Regent University Office of Academic Affairs (RUOAA). For those at the crossroads of assessment and evaluation responsible for establishing data gathering and data analysis, determining the best structures, supports, and approaches to advance student learning outcomes while fostering an improved school culture is a substantial undertaking. To understand each agency's requirements the Regent University's Educational Leadership Program's Leadership and Learning Matrix is the first step in providing a roadmap for compliance. This roadmap provides one document designed as a table that provides the standards required by each individual agency. Presenting this matrix can provide other universities with a planning pathway (tool) to solve the significant requirement by accrediting agencies to continuously improve their educator preparation programs.

RE-IMAGINING TEACHER EDUCATION USING PRACTICUM-EMBEDDED COURSEWORK, A COACHING MODEL AND REFLECTIVE PRACTICE THEORY

Jodie L. Brinkmann, EdD, Longwood University

brinkmannjl@longwood.edu

Katrina L. Maynard, PhD, Longwood University

maynardkl@longwood.edu

ABSTRACT

The practitioners' role in helping to build self-efficacy in the content areas for elementary and middle pre-service teachers can be very complex and challenging. Longwood University recognizes that a critical factor in building pre-service teacher self-efficacy is practicum-embedded coursework, allowing students to transfer theory and pedagogical skills being taught in the university setting into the classroom working directly with children. The College of Education and Human Services at Longwood University recently implemented a practicum-embedded coursework model for pre-service teachers beginning their sophomore year and extending through their capstone student teaching semester, senior year. We prepare teachers to meet the social and academic needs of diverse student populations. The presenters will emphasize emergent, responsive pedagogies in our educator preparation programs that foster teacher voice and building self-efficacy for pre-service teachers. Presenters will share the timeline of implementation of these courses and the developmental and progressive nature of these experiences. A comprehensive program based on the InTASC pedagogical framework and clinical experience model was developed and implemented and will be thoroughly explained in the presentation.

The InTASC pedagogical framework and clinical experience model is the cornerstone of many IHE teacher-preparation programming, including the University where this innovative programming is taking place. Presenters will share theoretical models utilized to build self-efficacy in elementary and middle pre-service teachers by developing conceptual knowledge, pedagogy, and professional dispositions using research-based best practices in literacy, mathematics, science, and social studies. Teacher educators must balance the role of coach and mentor with their role of evaluator in the courses. Presenters will discuss the reflective practice theoretical framework (Schon, 1987) and implications for pre-service teachers. By focusing on 1.) individual reflective practice, 2.) reflective practice with partners, and 3.) reflective practice with professors, pre-service teachers are able to transfer theoretical constructs learned in the university setting into practice in the classroom with children (York-Barr, Sommers, Ghore, and Montie, 2006). Practitioners and pre-service teachers utilize reflective practices in identifying strengths and areas of growth

and how these will impact future instruction. (Allen & Wright, 2014). The practitioners' role in helping to build self-efficacy in the content areas for elementary and middle pre-service teachers can be very complex and challenging and worthy of continued scholarly research and discussion.

REFERENCES

- Allen, J. M. & Wright, S. E. (2014). Integrating theory and practice in the preservice teacher education program. *Teachers and Teaching: Theory and Practice*, 20(2), 136-151.
- Schon, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco, CA: Jossey-Bass.
- York-Barr, J., Sommers, W. A., Ghere, G, S. & Montie, J. (2006). *Reflective practice to improve schools: An action guide for educators* (2nd ed). Thousand Oaks, CA: Corwin Press.

SELF-EFFICACY OF PRESERVICE TEACHERS' ABILITY TO ASSESS USING THE INTASC STANDARDS FOR DATA-DRIVEN INSTRUCTION

Katrina L. Maynard, PhD, Longwood University

maynardkl@longwood.edu

Jodie L. Brinkmann, EdD, Longwood University

brinkmannjl@longwood.edu

ABSTRACT

Researchers and practitioners in the field have documented the challenges of bridging the gap between evidence-based literacy and mathematics instruction and the traditional practices commonly used in schools (Grossman, Hammerness, & McDonald, 2009; Moats, 1999, Allen & Wright, 2014). In an effort to lessen this gap, we have systematically restructured the practicum integration of classroom assessment courses to ensure that Longwood preservice students are prepared to implement both the literacy and mathematics content and the instructional pedagogy they have learned into the elementary classroom. This restructuring hinges on the InTASC Standards (CCSSO, 2011) focusing on the performance standards, essential knowledge and critical dispositions needed for creating and administering assessments and analyzing assessment data for data-driven instruction. Preservice teachers utilize reflective practices in identifying strengths and areas of growth and how these will impact future instruction. (Allen & Wright, 2014).

Albert Bandura, a leading researcher in the field of psychology, developed what is commonly known as Self-Efficacy Theory. Bandura (1997) refers to self-efficacy as "the belief in one's ability to influence events that effect one's life and control over the way these events are experienced" (p.77). Bandura (1997) suggested that self-efficacy and, therefore, teacher efficacy, are formed through four sources: emotional and physiological state, verbal persuasion, vicarious experiences, and mastery experiences. In order to document and understand the impact of assessment and implementing the reflective practices within the practicum integration of classroom assessment courses, we are looking to measure preservice teachers' self-efficacy in assessment. Self-efficacy has been shown to be an important indicator of teacher success and educators should have the ability to adapt and adjust instruction effectively (Tschannen-Moran & Barr, 2004). This study will focus specifically on the relationship between self-efficacy in creating and administering literacy and mathematics assessments and analyzing assessment data for data-driven instruction. We will seek to measure preservice teachers' levels of self-efficacy before and after completion of practicum integration of classroom assessment courses in a preservice education program. The following three research questions will be addressed: a) How will preservice teachers' self-efficacy change when exposed to reflective assessment practice based on content and instructional pedagogy

in preservice elementary assessment teaching courses?, b) Based on the InTASC Performance Standards, what factors impacted preservice teachers' self-efficacy of literacy and mathematics assessment content knowledge?, and c) Based on the InTASC Essential Knowledge Standards, what factors impacted preservice teachers' self-efficacy of literacy and mathematics assessment content knowledge?, and d) Based on the InTASC Critical Dispositions Standards, what factors impacted preservice teachers' self-efficacy of literacy and mathematics assessment content knowledge?

REFERENCES

- Allen, J. M. & Wright, S. E. (2014). Integrating theory and practice in the preservice teacher education program. *Teachers and Teaching: theory and practice*, 20(2), 136-151.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman.
- Council of Chief State School Officers. (2011). *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue*, Washington D.C.
- Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining Teaching, Re-Imagining Teacher Education. *Teachers and Teaching: Theory and Practice*, 15, 273-289.
- Moats, L. C. (1999). *Teaching reading is rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers.
- Schon, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco, CA: Jossey-Bass.
- Tschannen-Moran, M. & Barr, M. (2004) Fostering Student Learning: The Relationship of Collective Teacher Efficacy and Student Achievement, *Leadership and Policy in Schools*, 3:3, 189-209. DOI: 10.1080/15700760490503706

TEACHER PERCEPTION OF PROFESSIONAL DEVELOPMENT AND IMPACT ON INSTRUCTIONAL PRACTICE AND STUDENT ACHIEVEMENT

Chantea R. Wright, EdD, Doctorate, Virginia Tech

crwright@vt.edu

Carol S Cash, EdD, Clinical Professor, Educational Leadership, Virginia Tech

Ccash48@vt.edu

ABSTRACT

The long-term goal of the research is to cultivate an understanding of how teachers' perception of professional development influence instructional practice and student achievement. Professional Development (PD). "Sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused" (Elementary and Secondary Education Act of 1965, 2015, p. 401). The objective of this study is to provide a comprehensive review of the literature and professional practices about professional development topics and delivery methods, and its impact on changes in instructional practices and student achievement. The study has the following sub-objectives:

1. To provide a comprehensive review of the types of professional development areas/topics and delivery methods/activities teachers report have the most impact on their instructional practices and student learning;
2. To examine whether teachers report participating in professional development experiences as defined by The Elementary and Secondary Education Act of 1965 (2015, p. 401);
3. To make recommendations for educational leaders on professional development practices.

The results of this study are valuable to educational leaders and practitioners in developing strategic professional development plans and practices for a positive impact on instructional practice and student achievement.

SUMMARY OF CONTENT

Professional development (PD) is an instrument that provides educators with knowledge, strategies, and skills to meet the needs of today's student learners. To ensure professional learning experiences serve their intended purpose, an investigation into teacher perception of PD and its impact on student achievement was conducted. This dissertation examined teacher perceptions and their impact on PD topics and delivery methods and their impact on changes in instructional practices and student achievement. Sampled were 207 classroom teachers from one rural, suburban, and urban Virginia high school. The findings relative to the sample size suggest that overall PD is impactful on instructional practice and student achievement and that technology integration

followed by student learning styles is most impactful. Targeted traditional and reform professional learning activities may offer a means of impacting instruction and student achievement. Findings also suggest that if policymakers and school leaders want to impact instruction and student achievement, they must be strategic in delivering PD hours towards initiatives that will yield the most significant results for instruction and student achievement. To enhance teaching and learning through PD, educational leaders must continue to see the significance in PD as well as provide sustained, on-going, job-embedded PD experiences. This study provides educational leaders with a teacher perspective on the impact of PD on instructional practice and student achievement. These findings imply that PD could be a means of transforming teaching and learning. Few studies have examined teacher perception of PD, its correlation to changes in instructional practices, and its potential impact on student achievement.

REFERENCES

Elementary and Secondary Education Act of 1965. (2015, December 10). As Amended Through P.L. 114–95, The Every Student Succeeds Act, SEC. 1114-95. 20 USC 6301.

FOCUS SESSION 6

SUITING SCHOOL FACILITIES TO CONTEMPORARY NEEDS: CHALLENGES AND IDEAS

Session chairs

Maria Bacharel

PhD, Architect

maria.bacharel@tecnico.ulisboa.pt

Alexandra Alegre

PhD, Architect

alexandraalegre@tecnico.ulisboa.pt

Maria Bacharel is a post-doc researcher in Architecture at Instituto Superior Técnico. She holds a Master Degree in Architecture from IST (2007), after which she practiced as an architect for several years. She was awarded an individual doctoral FCT grant for the pursue of her PhD in Architecture, which was completed in 2015 at IST under the title “In-between Formality and Informality. Learning Spaces in University Context”. It was awarded the “Glenn Earthman Outstanding Dissertation Award” by the International Society of Educational Planning in 2016. Her research interests are focused on the morphology and characteristics of knowledge transmission scenarios, as well as their practiced pedagogies, social and cultural behaviors.

Alexandra Alegre is an Architect and Assistant Professor at Instituto Superior Técnico, Universidade de Lisboa. Researcher at CITUA/CERIS (IST-UL). Her research interest is in the field of Portuguese architecture, on issues related to educational and recreational architecture, focused on the history of architecture, construction and urban design, planning and design process. She is the principal researcher of the project Atlas of School Architecture in Portugal _ Education, Heritage and Challenges (PTDC/ATP-AQI/3273/2014), funded by Fundação para a Ciência e Tecnologia. Author of several national and international papers published in journals such as Construction History Journal and Planning Perspectives. Author of the book *Arquitetura Escolar. O Edifício Liceu em Portugal (1882-1978)*, published by Fundação Calouste Gulbenkian in 2012.

ABSTRACT

This session aims at addressing how educational facilities adjust to contemporary pedagogical demands, functional uses, or economic constraints.

Schools that were built for purpose were typically built to last. Schools are often part of the collective memory and were determinant for neighborhood growth and cohesion. They were designed according to pedagogical and functional requirements of their time, which may pose constraints to contemporary use.

Besides, schools struggle for funding, which has often repercussion on the school facilities. This poses a problem, since the well-being and comfort of its users may be compromised. Teachers, school leaders, architects, city councils or politicians have different strategies to cope with these problems.

This session seeks to identify spatial, functional and technological adjustments and guidelines to cope with educational change and contemporary challenges. It aims at gathering case studies from different geographical areas, providing a basis for reflecting on the significance of educational facilities for education within an international framework.

KEYWORDS

Refurbishment of educational facilities; Historic educational facilities; Guidelines for adaptation of education facilities; Environmental comfort; Pedagogical demands, Planning Strategy.

DESIGNING AND CREATING INNOVATIVE LEARNING SPACES

Petra Regina Moog, PhD, Head of Institution (Teacher, Trainer & School Consultant), Sophia Academy

petra.moog@sophia-akademie.de

Andreas Hammon, Visiting Docent (Architect & School Developer), Alanus Hochschule (D), Bozen (I), University of Innsbruck (A), University of Arts Linz (A), FHNW (CH)

ah@architektur-entwicklungsraeume.ch

ABSTRACT

School buildings in the 21st century need physical, social and digital learning environments that are flexible in their use, and that can be co-designed and rearranged by their users teaching staff as well as pupils and students.

Modern school buildings present an intelligent pedagogical driven composition of compartments and innovative learning spaces that are sustainable, innovative, and flexible to be able to adapt to potential didactical changes in the coming 50 years.

Therefore, during the development, design, and construction process school stakeholders should participate in order to make sure that “Form follows Purpose” becomes build reality. These participation processes are new in the history of school construction and are simultaneously invented during the past 2-3 years in many European countries (e.g. Austria, Belgium, Germany, Italy, The Netherlands, Switzerland).

However, 80 % of the existing school buildings were constructed during the past two centuries, consisting of long corridors and classrooms lined up next to each other. Furthermore, many traditional schools are designated heritage sites, where corridors take up 25-30% of a school’s total square footage.

This paper will display examples of good practice by presenting two schools, one of which a heritage site, built in the early 1960s or 1920s that were restructured and renovated with the aforementioned participation processes. The results of the participation process with teaching, non-teaching, and learning members of the school were integrated: e.g. corridors and hallways were turned into learning spaces and are now influencing the further development of teaching and education.

Additionally, this paper will bring different participation processes for school leaders, teachers, students, and parents into conversation. The participation processes expand the perspectives of the involved architects, clerks, and planning professionals. Moreover, the concept of “space as 3rd teacher” is brought to the attention of the educational staff.

**ESCOLA PARQUE DE SALVADOR, GINÁSIO DE GUARULHOS AND CEU PIMENTAS:
THE CONTEMPORARY CHALLENGE OF THE INTERRELATIONSHIP BETWEEN
ARCHITECTURAL DESIGN AND SOCIO-PEDAGOGICAL PROJECT IN THREE
BRAZILIAN REFERENCE SCHOOLS**

Miranda Zamberlan Nedel, Master's degree student, Institute of Architecture and Urbanism of the University of São Paulo (IAU USP)

miranda.nedel@usp.br

Miguel Buzzar, Director and Associate Professor, Institute of Architecture and Urbanism of the University of São Paulo (IAU USP)

mbuzzar@sc.usp.br

ABSTRACT

The present proposal aims to analyze three schools that retrieve reference moments in the historiography of Brazilian school architecture and in the public planning of education: the Centro Educacional Carneiro Ribeiro (Escola Parque) (1950) in Salvador, state of Bahia, the Escola Estadual Conselheiro Crispiniano (Ginásio de Guarulhos) (1960), and CEU Pimentas (2010), the last two in Guarulhos, state of São Paulo. We aim to discuss the interlocutions between pedagogical conceptions and architectural design, in a historical perspective in the first two schools and in front of the third, of questioning about the challenges of enabling this same relation in the current context.

For this purpose, the proposal will cover and interweave the production contexts of the three schools, discussing the causes of their architectural, pedagogical and social reference: the experiences of the educator Anísio Teixeira as Secretary of Education and Health of Bahia (1947-1951) who idealized the Educational Center Carneiro Ribeiro, architecturally concretized by Diogenes Rebouças, which explores the integral formation in a rotating model of Class-School Schools Park (influenced by the North American system Platoon); the Conselheiro Crispiniano, a project of Vilanova Artigas during the Plan of Action of the Government of the State of São Paulo (PAGE) (1959-1963), makes explicit the comprehension of an extended school program, including theater, open and covered courtyard areas, this last one, center of agglutination of the whole school, representative of the necessities of socialization, fundamental to the human and citizen formation; through CEU Pimentas, a project of Biselli + Katchborian architects, the program of the Unified Educational Centers (CEU), program of the City Hall of São Paulo during the management of Marta Suplicy (2001-2004), which was later carried out in other cities of the Metropolitan Region of São Paulo, with the objective of creating public education, culture, sport and leisure centers for communities of metropolitan urban peripheries.

The first two schools, backed by a social project, references of alignment between pedagogical project and architectural facilities, when opposed to the third school, CEU Pimentas, raise the debate about neoliberal advance in the field of education and how it changes the meaning of pedagogical practices and the forms of appropriation of a school architectural space that is similar to the previous two.

The following questions guide the work and seek to be debated with the participants through dynamics (from photos and drawings of the three projects) and presentation (anchored in field research images in such schools): What is the social project of the contemporary schools and how it influences the pedagogical design and architectural design? How does the timeless need for socialization and citizen training find space in contemporary architectural discussions about designing spaces for formation? To what extent are the current challenges to school architecture influenced by a worldwide education project that strongly changes the sense of public school architecture?

GRADIENT ENCLOSURES AND LEARNING NOOKS: SCHOOL ARCHITECTURE FOR MATH AS PLAY.

Maria Sieira, Adjunct Associate Professor, Pratt Institute, New York City

msieira@pratt.edu

Melissa Singer, Teacher, Brooklyn School of Inquiry, New York City

msinger@bsi686.org

ABSTRACT

Our investigation has two main objectives: to make architects designing schools aware of new spatial needs brought on by changes in how math is taught, and to give teachers the spatial templates they need to articulate what they want from their learning spaces.

In the first part of our presentation we will compare old and new methodologies employed in the teaching of math. Then we will assess how different teaching methodologies require different architectures. Finally, we will propose architectural adaptation strategies that can be used to retrofit existing school architectures to better serve contemporary teaching practices.

Schools that assess the effectiveness of teaching approaches and offer professional development to their teachers are also the schools that are most likely to outgrow their architectural arrangements, those designed for now outdated teaching practices. In other words, it is precisely those schools that are improving teaching practices that are likely to find themselves at odds with an ill-fitting physical environment, like wearing clothes that have deformed in the wash. What we propose here is an architecture that catches up with the new curriculums.

One major way in which new methodologies for teaching math differ from older methodologies is the increased use of play. The idea of play is no longer the healthy break between learning, but a means to learning itself. The architecture necessary for math learning through play is a hybridized classroom and hallway. A gradient of openness replaces the binary open/closed classroom door, and learning nooks are created for small groups of varying sizes (or even single individuals) to provide alternatives to the typical thirty-student classroom.

We will interact with the audience by playing a math game used in the teaching of math. As audience members engage the game, they are encouraged to become aware of how their attention shifts from being exclusively trained on the speaker at the “head” of the room to also paying attention to the game participants in the “body” of the room.

PEDAGOGICAL INNOVATION PILOT-PROJECT EXPERIMENTAL PROGRAM IN PORTUGAL: ARCHITECTURAL CHALLENGES

Maria Bacharel, PhD, Architect

maria.bacharel@tecnico.ulisboa.pt

Alexandra Alegre, PhD, Architect

alexandraalegre@tecnico.ulisboa.pt

ABSTRACT

The Pedagogical Innovation Pilot-Project (PIPP), launched by the Portuguese Government in 2016/2017, aims at eliminating school dropout and failure, promoting learning quality and success for every student through the consolidation of school autonomy. School autonomy is achieved by the development and adoption of innovative organizational, curricular and didactic measures. Rejecting the imposition of existing models or working methodologies, PIPP determined that each school had to specify measures and strategies to implement in the following domains: a) curriculum diversity and management, b) curriculum articulation, c) pedagogical innovation, d) internal organization and functioning, e) relationship with community. That meant new approaches in school organization, schedules, curriculum, programs and calendar, defined according to the geographical and cultural specificity of each school, students' needs and available recourses. This also meant a completely different way of using school space, requiring new architectural solutions to fit pedagogical demands. Six schools from different regions of the country, which had been developing innovative pedagogical practices over previous years, were invited by the Ministry of Education (ME) to join this experimental program as a focus group and act as role models for other schools.

This chapter addresses the impact of this experimental programme on the architecture of school space and how schools have been adapting the space to host PIPP demands, knowing that most schools were designed during the late 20th century, according to different learning requirements, and using standardized projects that were built across the country. The main research

questions is: how to convert a space meant for a 'grammar schooling'¹ that has prevailed over decades, based on expository learning methods into an active, hands-on, project-based, collaborative learning space, without additional financing nor human resources? The conclusions identify overall and particular measures undertaken by schools to suit their facilities to innovative pedagogies.

¹ "The basic grammar of schooling, like the shape of classroom, has remained remarkably stable over the decades. Little has changed in the ways that schools divide time and space, classify students and allocate them to classroom, splinter knowledge into 'subjects' and award grades and 'credits' as evidence of learning. (...)" Tyack & Cuban, *Tinkering toward Utopia – a Century of Public School Reform*, 1995, 85

PRACTICE ORIENTED MULTIDISCIPLINARY POST OCCUPANCY EVALUATION AS A TOOL FOR PLANNING AND REMODELING OF SCHOOL FACILITIES

Anneli Frelin, Ph D, Professor, Curriculum Studies, University of Gävle, Sweden

anneli.frelin@hig.se

Suzanne de Laval, Ph D, Architecture, Design Methodology, Arkitekturanalys Sthlm, Sweden

suzanne.delaval@arkitekturanalys.se

Jan Grannäs, Ph D, Associate Professor, Curriculum Studies, University of Gävle, Sweden

jan.grannas@hig.se

ABSTRACT

Although much research focuses on the design phase of schools, research on the occupancy phase is more scarce (Blackmore, Bateman, Loughlin, O'Mara, & Aranda, 2011; Mulcahy, Cleveland, & Aberton, 2015). This session presents a practice oriented, multidisciplinary post occupancy evaluation (POE) project, aiming at identifying important areas for improvement in schools (de Laval, Frelin, & Grannäs, 2019). Led by an architect, walk through evaluations (de Laval, 2014) were conducted with members of various professional groups that in different ways were involved with school buildings, such as principals, teachers, special educators, architects, builders, city planners, building strategists and engineers. Separate walk through evaluations were conducted with groups of students. Data consisted of materials from nine schools located in four municipalities in Sweden, in all 50 two hour tours with 322 participants: blueprints of school facilities, photos, evaluation protocols and recordings of participants' accounts. Thematical (Boyatzis, 1998; Braun & Clarke, 2006) and cross-case analyses (Stake, 2006) was conducted, using theoretical inspiration from Barrett et al (2015), and Dovey & Fisher (Dovey & Fisher, 2014).

The walk through evaluation method is holistic and indicative, and the focus here was on various parts of the educational environment, including outside areas, entrances, hallways, school-libraries, canteens, cafeterias and classrooms. Preliminary results showed challenges regarding the flexibility and logistics in the facilities, as well as organization and ownership of the different localities. Schools were not seldom used for other age groups than they were originally designed, and the municipalities struggled with the dynamics created by flows in student and teacher populations in the areas, which created challenges for planners and principals. Noise and excessive use of glass walls were viewed as challenges in many of the schools, and especially for SEN students.

The session aims to provide opportunities for discussion of both results and the used method, as well as its feasibility as a tool for planning new schools and refurbishments of existing schools.

REFERENCES

- Barrett, P., Zhang, Y., Davies, D. F., & Barrett, D. L. (2015). *Clever Classrooms*. Retrieved from <http://www.salford.ac.uk/cleverclassrooms/1503-Salford-Uni-Report-DIGITAL.pdf>
- Blackmore, J., Bateman, D., Loughlin, J., O'Mara, J., & Aranda, G. (2011). Research into the connection between built learning spaces and student outcomes.
- Boyatzis, R. (1998). *Transforming qualitative information: thematic analysis and code development*. London; Thousand Oaks, CA: SAGE.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- de Laval, S. (2014). . (2014). *Gåture: metod för dialog och analys*. Stockholm: Svensk byggtjänst.
- de Laval, S., Frelin, A., & Grannäs, J. (2019). *Ifous fokuserar: Skolmiljöer - Utvärdering och erfarenhetsåterföring i fysisk skolmiljö*. Stockholm.
- Dovey, K., & Fisher, K. (2014). Designing for adaptation: The school as socio-spatial assemblage. *Journal of Architecture*, 19(1), 43–63. <https://doi.org/10.1080/13602365.2014.882376>
- Mulcahy, D., Cleveland, B., & Aberton, H. (2015). Learning spaces and pedagogic change: envisioned, enacted and experienced. *Pedagogy, Culture and Society*, 23(4), 575–595. <https://doi.org/10.1080/14681366.2015.1055128>
- Stake, R. E. (2006). *Multiple Case Study Analysis*. the Guilford Press (Vol. 14). New York: The Guilford Press. <https://doi.org/10.1007/s40315-013-0039-6>

INSTITUTO SUPERIOR TÉCNICO
LISBON, PORTUGAL