THE DYNAMIC COMPONENTS OF CITIZENSHIP AND STUDENT
ENGAGEMENT: LESSONS FOR LEADERS AND EDUCATORS

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Dedication

This dissertation is dedicated to my wife, Christi, and my parents, Ken and Liz Anderson. I am blessed to have a loving and supportive wife who encouraged and challenged me throughout this journey. I am fortunate to have two supportive parents who instilled in me a respect for hard work. Without the financial support and ongoing emotional support of my family, I would never have completed my educational journey.

Abstract

The study utilized a traditional qualitative case study approach to investigate two curricula offered at a single middle school in a suburb of a major metropolitan area. Three groups of participants, totally 50 individuals, were interviewed. Participant groups included middle school administrators, middle school teachers, and middle school students. Interviews were analyzed by using idiosyncratic analysis within each participant group and nomothetic analysis across all participant groups. Interview analysis was augmented with document analysis. Pre-interview questionnaires were used to provide a prelude to this qualitative study.

Information from a review of four focused literature sets provided the foundation for the conceptual framework for this study. Through an exploration and review of literature, several key concepts were found to contribute to student engagement. The themes that consistently appeared in literature that were germane to this study were divided into three main categories: academic engagement, civic engagement, social engagement. Data were analyzed by examining characteristics that impact student engagement identified by administrators, teachers and students.

Major findings of the study revolved around the characteristics most often perceived by participants as causing student academic, civic, and social engagement. Without a doubt, the components of citizenship education that produce full student engagement are numerous. In sum, full student engagement is the result of a variety of external and internal components whose nature can be characterized in terms of "doing", "being", or both. A newly introduced Model for Capturing Descriptions of Engagement

(Figure 3, p. 237) summarizes these various components, and suggests the difficult

reality that exists when interpreting qualitative data in a highly quantitative paradigm.

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Prologue

Tom Burnett's Story

On September 11, 2001, Smallfield alumnus Thomas Burnett Jr. became an American hero. Burnett was returning home from a business trip in New York when he switched flights so he could get home to his wife Deena and three young daughters sooner. He ended up on United Flight 93. On the same morning of the terror attacks on New York's World Trade Center and the Pentagon in Washington, D.C., the plane on which Burnett was a passenger was hijacked. He called Deena from the plane several times asking questions and telling her "We have to do something. I'm putting a plan together." Later he said, "We're waiting until we get over a rural area. We're going to take back the airplane."

What followed is well known, in that Burnett and a handful of fellow passengers confronted the hijackers and did something that caused United Flight 93 to crash into a Pennsylvania field, rather than into another American landmark. All on board were killed, but no one on land perished.

"He died as a hero to millions," explained a long-time friend and fraternity brother. "None of us will likely be in the position in which Tom found himself that morning so we can't emulate his last acts; but we can emulate how he lived, with character, courage, spirit, curiosity, integrity, and love." (Burnett Leadership Program, retrieved March 13th, 2010 from http://www.lead.umn.edu/tom-burnett/)

When Burnett challenged the hijackers on United Flight 93, he acted as an ordinary citizen who knew he could make a difference, and inspired some professional

educators in Smallfield to "do something". The result—Burnett Citizenship Education—teaches students how to make a positive contribution as they grow within a community. The work of those teachers inspired me to "do something" as well; I wanted to act to influence educators who can shape programs that can create active, engaged citizens committed to the broader community. Thus, Tom's "being" influenced my "being" in a way that inspired my work on this dissertation. Though I didn't make the decision to do this work in a single moment, nor complete the task at hand in a few moments as Tom did, the decision to pursue this dissertation has impacted my life over the course of many years. It has changed me, and I hope it will impact how we educate our youth. Through this work, I have taken action to contribute to something greater than myself. Tom's legacy of "being" one who makes a difference lives on, in part, because of this work. I humbly submit this work to the commonwealth in which I reside, so that others' "being" will be altered, and so that they might consequently take action in the effort to make a difference.

Note: Tom's story borrowed from the University of Minnesota's Burnett Leadership Program website. (Retrieved March 13th, 2010 from http://www.lead.umn.edu/tom-burnett/)

CHAPTER ONE: INTRODUCTION

'We're going to do something.' These were Tom Burnett, Jr.'s words to his wife

Deena as he and his fellow passengers overpowered the terrorist hijackers aboard

United Flight 93 on September 11, 2001

(http://citizenshipeducation.org/02_welcome.html).

This chapter provides the (a) background of the problem, (b) purpose of the study,

(c) guiding research questions, (d) significance of the study, (e) problems related to case

study research, and (f) brief definition of terms.

Background of the Study

Research indicates a significant lack of civic and academic engagement among

youth (Billig, 2004; HSSSE, 2005). Results from a recent poll show that many young

people do not feel they can make a difference, solve problems in their communities, or

have a meaningful impact on politics or government (Billig, 2004). The Carnegie Council

on Adolescent Development (CCAD) found that only a fraction of students in the middle

grades are engaged enough academically to develop the ability to think abstractly, solve

real problems and communicate well with others (Marshal & Tucker, 1992). A recent

survey (HSSSE, 2005) indicated that only slightly more than half (53%) of high school

respondents agreed that they put forth a great deal of effort in their school work, and less

than half (47%) said that their school work makes them curious to learn about other

things. Yazzie-Mintz (2007) found that 28% of students reported not being engaged. All

schools have students who are uninvolved, apathetic, or discouraged learners--even

without demographic-related risks. Newmann, Secada, and Wehlage (1995) suggested

"the problem is that the kind of mastery required for students to earn school credits, grades, and high scores on tests is often considered trivial, contrived, and meaningless—by both students and adults. This absence of meaning breeds low engagement in school work and inhibits transfer of school learning to issues and problems faced outside of school" (p. 7).

Regardless of grade level, fully engaged students tend to earn higher grades, perform better on tests, report a sense of belonging, set or respond to personal goals, and persist on meaningful tasks (Yazzie-Mintz, 2007). Such students make a personal investment in their learning that results not only in graduation but also readiness for postsecondary college or technical education (Yazzie-Mintz, 2007). Particular curricular reforms have been proposed in recent years to promote civic and academic engagement (Melaville, Berg & Blank, 2005). One such curriculum, Burnett Citizenship Education, is gaining interest because it incorporates many of these reforms. It has not been determined, however, how students, teachers and administrators perceive the impact this curriculum has on student academic and civic engagement. Presented in the following subsections are brief discussions of the (a) educational reforms, (b) prevalence of disengagement, (c) resulting negative affects, and (d) need for youth engagement.

Democratic Educational Reforms

Educational reform is seen as a major source of hope for improving problems such as lack of academic and civic engagement (Fullan, 2001), the existence of which partly results from undemocratic design of traditional schooling. Indeed, one scholar asserted that students must be taught in school to learn the principles of citizenship within

a democratic republic (Hartoonian, 1999). Banks (1995) has shown that schools can develop engaged citizens by providing curriculum for students that is multicultural. Multicultural curriculum and instruction involves what Banks called the "Social Action Approach," wherein students make decisions about important social issues and take actions to help solve them. But other researchers suggested that, although we live in a democratic society, students' first real contact with our formal institutions is profoundly irrelevant and antidemocratic (Bowles and Gintis, 1976). As such, these experiences presumably lead to a reduction in civic engagement. The price of this reduction is politically and developmentally considerable. Schools have been painted by one researcher as "one of the most potent breeding grounds of alienation in American society" (Bronfenbrenner, 1974, p. 60). Citing lack of connections for students among school, family, friends, and work, Bronfenbrenner (1974) condemned schools as failing as a developmental context for young people.

<div align="center">*Instructional Leaders*</div>

Educational reforms aimed at increasing student engagement likely will require the investment of instructional leaders. The concept of instructional leadership has become an accepted construct in both practical and theoretical thinking about strategies to promote school effectiveness (Lee, 1991, p. 83). Instructional leaders play a key role in providing leadership for increasing student engagement at their sites (Lee, 1991). Researchers suggested that studies of instructional leadership have not evaluated its relationship to pedagogical quality (Marks & Printy, 2003, p. 376). The present study

explores pedagogical quality in terms of student engagement and seeks to inform instructional leaders in their work.

Prevalence of Disengagement

Student academic disengagement is prevalent in schools worldwide and within the United States. Research has found that the prevalence of disaffected students is global and varies considerably both within and among schools in most countries (Willms, 2003). In United States, studies show that large numbers of young Americans are not fully engaged–intellectually or otherwise–in the teaching and learning enterprise (National Research Council & Institute of Medicine, 2004; Marks, 2000). According to Indiana's University's High School Survey of Student Engagement, given to more than 180,000 students since 2004, students perceive that their school experience does not contribute substantially to personal gains in solving real-world problems, developing personal values, understanding themselves or making their community a better place—all activities that are highly associated with democratic schooling (HSSE, 2005).

Student gender and background contribute somewhat to this trend. Girls are more engaged than boys, students of higher socioeconomic status (SES) are more engaged than students of lower SES, and students who are more academically successful display greater engagement than the general student population (Marks, 2000). Overall, however, disengagement prevails across all groups. For example, research found that as many as 70% of students reported being alienated due to the fact that they do not feel listened to, do not feel understood, and do not like school (Fullan, 2001).

Negative Affects of Disengagement

Lack of academic engagement has negative effects. One effect is low achievement in school. Low achievement, in turn, is a precursor to the ultimate form of disengagement, which is dropping out of school (Finn, 1993). But because dropping out is usually preceded by less dramatic forms of disengagement (e.g., absenteeism, poor attitudes toward school), it is viewed as the final stage in a dynamic and cumulative process (National Research Council & Institute of Medicine, 2004). Students who were surveyed (Bridgeland, Dilulio, Jr., & Morison, 2006) recently cited the following reasons for disengagement: a lack of connection to the school environment; a perception that school is boring; feeling unmotivated; academic challenges; and the weight of real world events. Nearly half of the respondents said a major reason for dropping out of school was that classes were not interesting. Students surveyed suggested that schools can possibly help them stay in school by improving teaching and curricula to make school more relevant and engaging and enhance the connection between school and work.

Need for Youth Engagement

Clearly, providing school experiences that help students make connections with the greater community is essential for citizenship in a democracy. This perspective is supported by the Coalition for Community Schools, an alliance of national, state, and local organizations in education. As indicated in their report "Community-Based Learning: Engaging Students for Success and Citizenship" a large majority of respondents (including students, teachers and administrators) to several national surveys agreed that involving students in more real-world learning experiences would greatly

improve student outcomes and a feelings of engagement (Melaville, Berg & Blank, 2005). Despite these facts, public schools have not pursued large-scale efforts to bridge the perceived gap between meaningful living and meaningful learning (Melaville, Berg & Blank, 2005).

<div align="center">Purpose Statement and Research Questions</div>

In order to inform researchers, educators, and instructional leaders, the purpose of this single-case qualitative study was to explore perceptions of the types of engagement fostered by two citizenship education curricula: a) a specific citizenship education curriculum, referred to as Burnett Citizenship Education (BCE), and b) a general citizenship education curriculum referred to as Geography Citizenship Education (GCE).

The overall questions that guided the research follow:

1. From the perspectives of students, teachers, administrators, and relevant documents, what is the impact of the Burnett Citizenship Education curriculum (BCE) on (a) academic engagement, (b) civic engagement, and (c) social engagement?

2. From the perspectives of students, teachers, administrators, and relevant documents, what is the impact of the Geography Citizenship Education curriculum (GCE) on (a) academic engagement, (b) civic engagement, and (c) social engagement?

3. How do the perspectives, identified in the first two research questions, of the a) Burnett Citizenship Education curriculum (BCE) and b) Geography Citizenship Education curriculum (GCE) inform educational practices and

research literatures related to citizenship education and student

engagement?

4. What leadership lessons, including ones about professional development,

can be learned from a study of two types of citizenship education

curricula?

<div align="center">Significance of the Study</div>

The focus on the lack of student engagement stimulated an interest in engagement

theory. Engagement strategies may serve as an antidote to the ultimate act of

disengagement, dropping out, as well as to the general alienation students feel as they

move through our public schools. The structure and nature of the school environment, the

middle level model, authentic pedagogy and service learning represent research-based

strategies that hold promise in the effort to build engagement. Because engagement with

academic work is fundamental to students' social and civic development, as well as

intellectual achievement, understanding the strategies, structures, and processes that

influence student engagement is a basis for research and the formation of programming

and policy. Researchers called for more such studies, and suggested that it "could aid in

the development of interventions" (Fredricks, Blumenfeld and Paris, 2004, p. 59).

Specifically, they called for "richer characterizations of how students behave, feel, and

think" (p. 59). By investigating the effects of a particular curriculum developed to use the

research and strategies designed to improve engagement, this study attempts to add a new

piece to the emerging body of literature on student engagement.

In particular, this study attempts to respond to Fredricks, Blumenfeld, and Paris' (2004) call for "research that takes a qualitative approach to understanding the phenomenology of engagement" (p. 86) and Billig's (2000; 2006) plea for "more and better qualitative research to provide deeper understandings and to texture our knowledge of how service learning produces its outcomes" (p. 22). One reason for this methodology is that, "qualitative methods can illustrate the process whereby students construct the meaning and purpose of education in a highly complex and sometimes contradictory school environment" (Fredricks, Blumenfeld, & Paris, 2004, p. 86). A motivation for this particular focus comes from the reality that many schools have not been able to organize their teaching and learning in ways that can effectively capture the traditional democratic values of caring for one's neighbors and giving something back to one's community (Melaville, Berg & Blank, 2005). Although qualitative studies in the past 20 years have uncovered a great deal about engagement and service learning, there is still a need to study the benefit to schools and communities and how possible benefits manifest themselves (Waterman, 1997). There is limited research on the impacts that service learning has on participating faculty and the institutions in which the program occurs (Billig and Eyler, 2003). The research has found, however, that instructors who try service learning like it. Reporting on the perceptions of those involved with a particular service-learning curriculum should contribute to this effort. A conceptual framework for this research is illustrated in Figure 1 (p. 74).

Definition of Terms

The following terms are used throughout this study, and for the purposes of this study are defined as follows:

Leadership—involvement in the issues of curriculum and classroom instructional practices.

Transformational Leader—an individual who engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower.

Shared Instructional Leadership—the active collaboration of teachers and principals on curriculum, instructions, and assessment.

Engagement—The American Heritage College Dictionary of the English Language (4th ed.) defines engagement as "the state of being bound emotionally or intellectually to a course of action or to another person or persons".

Academic Engagement—the behavioral, cognitive, and emotional sub-categories of academic engagement.

Civic Engagement—a person's knowledge of their community, their attitude concerning their ability to make a difference in their communities, and their current and planned actions.

Service Learning—a form of education in which students learn academic content and skills by engaging in needed service in the real world.

Authentic Pedagogy—the curriculum approach developed by Newmann,

Secada, and Wehlage (1995) that includes the a) construction of

knowledge, b) disciplined inquiry, and c) value beyond school.

Middle Level Model—a school program designed to provide a comprehensive

approach to educating young adolescents—particularly students in grades

six through eight.

Teams—a school structure developed to remake large schools into smaller

learning environments comprised of two or more teachers and the group of

students they commonly instruct.

Burnett Team—the group of four teachers and 150 students who were grouped

together and experienced Burnett Citizenship Education curriculum during

the 2002-03 school year at Plain View Middle School.

Geography Team—the group of four teachers and 150 students who were grouped

together and experienced the general Geography Citizenship Education

during the 2002-03 school year at Plain View Middle School.

Assumptions, Delimitations, and Limitations of the Study

An assumption in this curriculum case study is that interviews of administrators,

teachers, and students accurately capture their perceptions about the curriculum, even

though that curriculum was experienced four years before in many cases. It is further

assumed that enough subjects were identified, and that these subjects were willing to

participate in the interview process. The study design assumes that all appropriate

documents were made available to the researcher. Another assumption is that sufficient

data were garnered from interviews with 20 students who experienced the curriculum and 20 who did not. It is assumed that interviews with eight teachers of the aforementioned students yielded enough data to draw out themes. Finally, it is assumed that interviews with the two administrators of the school at the time the curriculum was delivered sufficiently captured the perceptions of administration.

There are some delimitations in this study which prevent the claim that findings of this study are true for all people in all times and places. This study only documents students, teachers and administrators in one middle school in Minnesota, even though this curriculum is being delivered at ten other sites in five other states. The middle school is situated in a first-ring suburb of the major urban city of Minneapolis, Minnesota. There are 80,000 people in the city. The curriculum is delivered in the structure of the middle level team model. This curriculum was inspired by the heroic example of Thomas Burnett, who died in the terrorist attacks on September 11, 2001. Other versions of the curriculum may have different heroic examples serving to inspire participants. Thomas Burnett's niece was a collaborating member of the curriculum writing team. Other sites may not have such a close connection to their heroic example.

There are some inherent limitations built in to the methods chosen for this study. For example, interviews only captured the experiences of those studied. Also, document analysis only allowed analysis of documents collected; there may be documents that were not acquired or overlooked in the research. Furthermore, as the primary researcher in this study, I have served as an instructor in service learning programs and l have had to use strategies that reduce bias that may influence interpretation of data. Another limitation to

this design is that interviewees, knowing that they were being questioned about their academic, social, and civic engagement may have reported higher levels of engagement due to the Hawthorne effect and that may have influenced their answers to questions (Gillespie, 1991). Finally, in this qualitative study, the findings could be subject to other interpretations.

<div align="center">Organization of the Study</div>

Chapter One provided the background of the problem, purpose of the study, significance of the study, research problems that drive the study, and a brief definition of terms. Chapter Two provides a review of the pertinent literature. The review of literature includes an examination of the literature regarding**:** (a) instructional leadership, (b) Professional Development and leadership, (c) student engagement, and (d) engagement reforms and strategies. Chapter Two concludes with the introduction of, and rationale for, the conceptual framework that guides the research.

CHAPTER TWO: REVIEW OF LITERATURE

High motivation and engagement in learning have been linked consistently to reduced dropout rates and increased levels of student success (Blank, 1997; Dev, 1997). However, many studies have shown that student engagement in school drops considerably as students get older (Anderman & Midgley, 1998). By the time students reach middle school, lack of interest in schoolwork becomes increasingly obvious in more and more students, and by high school, as dropout rates demonstrate, many students are not sufficiently motivated to succeed in school (Lumsden, 1994).

On one hand, research suggests several factors that contribute to students' interest and level of engagement in learning, and teachers have little control over many of those factors (Lumsden, 1994). On the other hand, research has shown that instructional leaders (administrators and teachers) can influence student motivation (Anderman & Midgley, 1998; Dev, 1997; Lee, 1991). Whether the decrease in student engagement is the result of unmotivated students or rather school practices that fail to sufficiently interest and engage all learners, an emerging body of research suggests that involving students in authentic tasks that connect them to real world or community situations increases their engagement (Newmann, Secada, & Wehlage, 1995; Dev, 1997; Billig, 2004). However, there is a lack of literature regarding students' perceptions—and consequently their level of interest and engagement in learning—of curriculum designed to incorporate this emerging research. In order to address the study's purpose, four focused literature categories are reviewed: (a) instructional leadership, (b) leaders and professional development, (c) student

engagement, and (d) engagement reforms and strategies. Chapter Two concludes with the introduction of, and rationale for, the conceptual framework that guides the research.

Leadership

The concept of instructional leadership has become an accepted construct in both practical and theoretical thinking about strategies to promote school effectiveness (Lee, 1991, p. 83). Instructional leaders play a key role in providing leadership for increasing student engagement at their sites (Lee, 1991). Most conceptions of instructional leadership assign influence and authority to formal administrative posts, such as the principal (Leithwood & Duke, 2004, p. 47). However, a lack of explicit description of instructional leadership has made it hard to assess the extent to which this leadership means similar things to those who have written about it (Foster, 1986; Leithwood & Duke, 2004).

Instructional leadership "typically focuses on the behaviors of teachers as they engage in activities directly affecting the growth of students" (Leithwood & Duke, 2004, p. 47). Instructional leaders have also been identified as those who are involved with issues of curriculum and classroom instructional practices (Lee, 1991). Researchers suggested that the school mission, the management of the instructional program, and the promoting of school climate are the three broad categories of instructional leadership practice (Leithwood & Duke, 2004, p. 48). Other literature has found a five-factor taxonomy to be an effective way to conceptualize the roles of those practicing instructional leadership: defining mission, managing curriculum and instruction, supervising teaching, monitoring student progress, and promoting instructional climate

(Krug, 1992, p. 432-33). Researchers suggested that studies of instructional leadership have not evaluated its relationship to pedagogical quality (Marks & Printy, 2003, p. 376; Wahlstrom & Seashore, 2008). This study explores pedagogical quality in terms of student engagement and seeks to inform instructional leaders in their work. In order to more fully examine the part instructional leadership plays in school systems, this section explores its' relationship to (a) district officials, (b) principals, and (d) teachers.

District Officials

School superintendents hold a surprisingly small role in terms of instructional leadership. Researchers studied 25 school superintendents, and interviewed them about their responsibilities, roles, and perceptions of impact (Blumberg, 1985). Respondents overwhelmingly depicted their roles as filled with conflict and ambiguity, and described the infrequency with which curriculum, instruction, and Professional Development matters impacted their day. Instead, politics, school boards, teacher unions, stress, and public exposure were the most prevalent items. Consequently, researchers like Fullan (2001) have called for re-culturing districts toward inclusive professional learning communities where the focus should be on instruction, teaching and learning (p. 181).

Principals

Principals have typically enacted their instructional leadership roles by visiting and observing classrooms (Andrews, Basom & Basom, 1991; Lee, 1991). However, researchers have questioned this traditional model, and consequently other views of instructional supervision have been advanced. One researcher reported that research on the effectiveness of clinical supervision as a method to enhance instruction is

inconclusive and does not seem to provide sufficient basis for improving instruction

(Glathorn, 1984). Other researchers found that they were unable to find any studies that

support the view that teachers who are clinically supervised produce better student

engagement and achievement than teachers who are not supervised clinically (Acheson &

Gail, 1980). Literature also found that traditional teacher evaluation rarely appears to

advance learning for senior teachers (Kelley and Maslow, 2005). These researchers found

that evaluation had limited utility as direct feedback to advance teacher learning and that

evaluation focused more on problem teachers rather than on those who could be looked at

as leaders (Kelley and Maslow, 2005). Almost universally, teacher learning did not occur

for experienced teachers through the feedback they received through the evaluation

system (Kelley and Maslow, 2005).Recent research has identified that effective principals

share and develop leadership among teachers (Fullan, 2001; Marks & Printy, 2003).

Educational systems still expect principals to manage the school and be

responsive to all, yet simultaneously a new paradigm has emerged that has the world

demanding constantly improving test results (Fullan, 2001). An astonishing 91% of

principals responded "no" when asked if they thought that the principal could effectively

fulfill all the responsibilities assigned to him/her (Fullan, 2001). Yet, almost every single

study of school effectiveness has shown both primary and secondary leadership to be a

key factor in school improvement (Sammons, 1999). Overall, the principal's part in

school management has become more daunting and complex, yet more exciting in terms

of instructional leadership for those who learn to lead change and are supported in that

role (Fullan, 2001).

Certain supervisory activities of principals outside of the traditional clinical supervision have been found to promote increases in student achievement (Marks & Printy, 2003; Andrews, Basom & Basom, 1991; Wahlstrom & Seashore, 2008). For example, it was found that the daily activities of principals may provide alternative and/or additional methods of improving instructional leadership in several areas: resource provider, instructional resource, communicator, and visible presence (Andrews, Basom & Basom, 1991, p. 100). One researcher envisioned the communication element of instructional leadership as an activity in "sense making" (Lee, 1991). Sense making follows from the concept that knowledge is socially constructed (Berger & Luckmann, 1966). Sense making was also defined by when "the sense, meanings, or interpretations individuals attach to their experiences are developed in social contexts through social mechanisms, such as various forms of communication and interaction" (Lee, 1991, p. 84). Shared meanings held by members of a school contribute to the development of cultures. Instructional leaders employing the sense-making approach focus on developing and supporting the capacity of the members of the school community. Specifically, instructional leaders help members of the community "to examine the meanings they give their experiences and to consider how these meanings influence the way in which they carry out their work" (Lee, 1991, p. 84).

More recently, researchers found that transformational leadership is necessary if instructional leadership is to occur (Marks & Printy, 2003). Transformational leadership is a process that changes and transforms individuals and "refers to the process whereby an individual engages with others and creates a connection that raises the level of

motivation and morality in both the leader and the follower" (Northouse, 2001, p. 132). Transformational leaders provide intellectual direction and work at innovating within the organization, while supporting and empowering teachers as partners in decision making (Marks & Printy, 2003). The transformational leader plays a vital role in creating change, and followers and leaders are "inextricably bound together in the transformation process" (Northouse, 2001, p. 131).

While transformational leadership is a necessary condition, by itself it has been found to be an insufficient condition if instructional leadership is to occur (Marks & Printy, 2003). Transformational leadership must coexist with shared instructional leadership if quality of pedagogy and achievement of students are to be substantially improved. Marks and Printy (2003) pointed out that principals in this model are not sole instructional leaders of their school, but rather leaders of instructional leaders:

> Shared instructional leadership involves the active collaboration of teachers and principals on curriculum, instructions, and assessment. Within this model, the principal seeks out the ideas, insights, and expertise of teachers in theses areas and works with teachers for school improvement. The principal and teachers share responsibility for Professional Development, curricular development, and supervision of instructional tasks. (p. 374.)

Principals have been found to contribute to this paradigm when they promote teacher reflection and professional growth (Marks & Printy, 2003; Wahlstrom & Seashore, 2008). Researchers suggested that when teachers interact with principals as they engage in these activities, the teachers report positive change in their pedagogical

practices, including using various and innovative techniques and being willing to take

risks (Blasé & Blasé, 1999). The presence of shared leadership and professional

community explain much of the strength of effective instructional practice. Furthermore,

the effect of teachers' trust in the principal becomes less important when shared

leadership and professional community are present (Wahlstrom & Seashore, 2008).

Teachers

Most teachers feel stuck in routine and overloaded, and the daily demand crowds

out serious sustained improvements (Fullan, 2001). The conditions of teaching appear to

have deteriorated over the last twenty years, as the "range of educational goals and

expectations for schools and the transfer of family and societal problems to the school,

coupled with the imposition of multiple, disconnected reform initiatives, present

intolerable conditions for sustained educational development and satisfying work

experiences" (Fullan, 2001, p. 115). In terms of instructional leadership, change depends

on what teachers do and think (Fullan, 2001, p. 115). Any shift of instructional leadership

responsibilities to teachers depends on implementation. For teachers, collegiality—as

measured by the frequency of communication, mutual support, and help—was a strong

indicator of implementation success (Fullan, 2001, p. 124). "Implementing a program

requires that those responsible for implementation have a clear understanding of what

implementation means and looks like" (Killion, 2002, p.222). A tool for reaching

agreement on the acceptable level of implementation is an innovation structure that

describes and defines the essential features of a program (Hall & Hord, 2001).

In effective schools, instructional leadership has been found to come from principals and teacher leaders actively fostering collegial involvement. In such settings, there was a collective commitment to student learning, and the definition of leadership was directed toward those who instructed students and inspired awakening of teaching possibilities in others (Rosenholtz, 1989, p. 68).

Summary

Through an exploration and review of the instructional leadership literature, several overarching points were found in this area. First, attention must be paid to the management of programs and the instructional climate. The management of the instructional program and the promoting of school climate are key categories of instructional leadership practice (Leithwood & Duke, 2004; Krug, 1992).

Second, instructional leadership depends on the daily activities of principals. Certain supervisory activities of principals outside of the traditional clinical supervision have been found to promote increases in student achievement (Marks & Printy, 2003; Andrews, Basom & Basom, 1991). For example, it was found that the daily activities of principals may provide alternative and/or additional methods of improving instructional leadership in several areas: resource provider, instructional resource, communicator, and visible presence (Andrews, Basom & Basom, 1991, p. 100; Wahlstrom & Seashore, 2008).

Third, shared instructional leadership presents opportunities in supporting student achievement. Principals have been found to contribute to this paradigm when they promote teacher reflection and professional growth (Marks & Printy, 2003; Wahlstrom &

Seashore, 2008). Researchers suggested that when teachers interact with principals as they engage in these activities, the teachers report positive change in their pedagogical practices, including using various and innovative techniques and being willing to take risks (Blasé & Blasé, 1999; Wahlstrom & Seashore, 2008).

Fourth, instructional leadership literature questioned traditional models of teacher supervision. Principals have typically enacted their instructional leadership roles by visiting and observing classrooms (Andrews, Basom & Basom, 1991; Lee, 1991). Researchers found that they were unable to find any studies that support the view that teachers who are clinically supervised produce better student engagement and achievement than teachers who are not supervised clinically (Glathorn, 1984; Acheson & Gail, 1980). Literature also found that traditional teacher evaluation rarely appears to advance learning for senior teachers (Kelley and Maslow, 2005). Recent research has identified that effective principals share and develop leadership among teachers (Fullan, 2001; Marks & Printy, 2003; Wahlstrom & Seashore, 2008).

Fifth, instructional leadership depends on teacher collegiality. In terms of instructional leadership, change depends on what teachers do and think (Fullan, 2001, p. 115). Any shift of instructional leadership responsibilities to teachers depends on implementation. For teachers, collegiality—as measured by the frequency of communication, mutual support, and help—was a strong indicator of implementation success (Fullan, 2001, p. 124). "Implementing a program requires that those responsible for implementation have a clear understanding of what implementation means and looks like" (Killion, 2002, p.222).

Professional Development

Educational literature in the last decade has built a convincing argument about the role of Professional Development focused on professional learning in promoting effective teaching (Killion, 2002). Professional Development is defined as those processes that improve the job-related knowledge, skills, or attitudes of school employees (Sparks & Loucks-Horsley, 1989). Literature has pointed out that instructional leadership can be built by using Professional Development, which can provide deeper content knowledge, more content-specific instructional strategies, and greater understanding about how students learn (Killion, 2002). Consequently, Professional Development will better enable teachers to craft instruction to engage students (Killion, p. 9). However, school systems have failed to provide this kind of Professional Development for teachers (Killion, p. 10).

Professional Development research has suggested that individuals are different in the ways they perceive and process information and in the manner in which they most effectively learn (e.g., alone or with others, by doing as opposed to hearing about) (Sparks and Loucks-Horsley, 1989). Other Professional Development research focused on the Concerns-Based Adoption Model (CBAM) (Hall & Loucks, 1978). The model suggested that, as individuals learn new behaviors and change their practice, they experience different types of concerns. These concerns require different types of responses from staff developers. For example, when first experiencing a new instructional technique, some teachers with personal concerns require reassurance that they will not be immediately evaluated on the use of the strategy. A teacher with

management concerns, however, wants to know how this technique can be used in the classroom (Hall & Loucks, 1978).

Literature recognized that the circumstances most suitable for one person's professional development might be quite different from those that help foster another individual's growth (Sparks and Loucks-Horsley, 1989). Individual-guided Professional Development was consequently found to allow teachers to find answers to self-selected professional problems using their preferred ways of learning (Sparks and Loucks-Horsley, 1989). Another study suggested that Professional Development for teachers guided by teachers builds collegial efficacy (Margolis, 2008). Findings further revealed strong administrative and collegial support for teacher leadership and overall, sessions led by teachers had a positive impact (Margolis, 2008). This large section is divided into five subsections. In these subsections, the following specific concepts related to leadership are discussed: (a) change, (b) implementation, (c) professional learning communities, (d) culture, and (e) summary.

Change

Literature has pointed out that leadership must move beyond simplified notions of supervision as the formal pre-conference, observation, post-conference processes (Killion, 2002). Instead, literature has suggested that we must think of the act of supervision as the sum of the personal interactions between and among teachers and the principal that lead to the improvement of instruction (Lee, 1991; Killion, 2002). In a meta-analysis of what works in schools, Marzano (2003) found that effective leaders are accessible, seek teacher input, portray confidence in teachers, and monitor the continuity

of the curriculum. It has also been found that there are many ways that teachers can lead, and it is important to promote leadership in teaching by teachers (Little, 1988). Teachers have been found to have the ability to provide instructional leadership in schools and communities; teachers can facilitate action to achieve whole school success and enhance the long-term quality of school outcomes (Crowther & Kaagan, 2002). Other research showed that schools that have used instructional leadership by teachers have benefited in that students learn more and teachers are more satisfied in their work (Moller & Katzenmeyer, 1996).

Teachers who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and new learning (Barth, 2001). All of these benefits spill over into instruction, as teachers become investors in the school and in the purpose of school (Barth, 2001). One researcher pointed out that schools that foster intellectual and emotional engagement take adult learning as seriously as they do student learning (Drago-Severson, 2006). Drago-Severson (2006) suggested that such places be classified as genuine learning communities, and these are places where adults grow, as well as the children.

Faculty growth must be supported if instructional leadership is to be transferred to teachers (Drago-Severson, 2006). Literature has suggested that while acknowledging and accommodating adult-learning needs, schools should focus on what Drago-Severson called the "four pillar practices for growth" (Drago-Severson, 2006). A dynamic approach to instructional leadership should focus on these four pillars: supporting the practice of

teaming among teachers, providing teachers with leadership roles, engaging the faculty

in collegial inquiry, and establishing mentoring relationships (Drago-Severson, 2006).

Implementation

There exists an overload of innovation in schools as reforms are imposed on

schools and individuals in multiple, disconnected ways (Fullan, 2001). People do not

necessarily resist change; rather they do not know how to cope with it (Fullan, 2001). The

establishment of coherence by school leaders has been found to be the antidote to the lack

of coping mechanism and a resulting "overload fatigue" (Fullan, 1993).

Another reality is that "educational change depends on what teachers do and

think—it's as simple as that" (Fullan, p. 115). Thus, teachers must be involved in change

and implementation to a large degree; they typically want to share information and plan

and work together (Wells, 2008). Research also suggested that it is unlikely that schools

can keep or attract good teachers, improve schools or make demands upon administrators

unless teachers deliver instructional leadership (Little, 2000). Other literature pointed out

that the conditions for mobilizing teachers as a resource for reform and improvement do

not usually exist, even though that is where the responsibility for change and

improvement ultimately resides (Fullan and Hargreaves, 1996). Fullan (1993) cautioned

that teachers must combine moral purpose (their energetic idealism) with action steps in

order for them to be most effective in students' lives.

Curricular programs must offer ways for staff to believe they are making a

difference and find ways to for them to engage in change productively if burnout and loss

of moral idealism are to be prevented (Fullan, 2001; Wells, 2008). In fact, studies found

that a culture of support and encouragement created by principals and district staff is what allows teacher to serve as instructional leaders (Moller & Katzenmeyer, 1996). It was suggested that district leaders must create a shift in culture from being the "doers" to being enablers, encouraging others to "do" (Moller & Katzenmeyer, 1996). "Schools that have taken advantage of the valuable resource of teacher leadership have seen the difference it can make, students learn more, teachers are more satisfied with their work, and school benefit from increased human capital" (Moller & Katzenmeyer, 1996, p. 1).

Professional Learning Communities

Research on professional learning communities has shown that when teachers take ownership for student learning, students perform better (Kruse, Louis, Bryk, 1995). Professional learning communities have been found to occur when "structured time is provided for teachers to work together in planning instruction, observing each other's classrooms, sharing feedback" (Hord, 1997, p.1). Teachers in these systems feel a sense of efficacy and support and therefore they teach better, stay in the profession longer, and are willing and likely to change for the better (Hord, 1997). Literature also found these teachers conduct conversations about students and teaching and learning, identifying related issues and problems (Hord, 1997).

The benefits are clear when learning communities are functioning well, as more and more staff members demonstrate leadership qualities (Kruse, Louis, & Bryk, 1995). These communities also produce teacher empowerment and intrinsic motivation (Kruse, Louis, and Bryk, 1995). An important benefit is that students in schools led by principals

who foster strong professional communities are much more likely to encounter good teachers (Fullan, 2001).

Several researchers provided leaders with tangible ideas that can be used to implement professional learning communities. Literature posited that schools and leadership are built out of the concept of teamwork as competition–not collaboration (Ellinor & Gerard, 1998). This research suggested that leadership consider establishing "dialogue". According to Ellinor and Gerard (1998), dialogue is a conversation practice that actually bridges communication, leadership and culture. Garmsten &Wellman (1998) provided a map to such communication through their concept of the "seven norms of effective communication" (p. 32). These researchers suggested that, when developing instructional leaders, it is important to move away from competition, conviviality and the safety of no communication and instead create normal operating behaviors that utilize pausing, paraphrasing, probing for specificity, putting ideas on the table, paying attention to self and others, presuming positive intentions and balancing advocacy and inquiry (Garmsten & Wellman, 1998, p. 31).) Results of research suggested that the benefits of training others to use dialogue seem clear: greater levels of authenticity, better decisions, and improved moral alignment forming around shared work (Ellinor and Gerard, 1998, p. 18).

Culture

Research found that respectful communication potentially can become the normal way practitioners operate formally in professional learning communities and in informal interactions, which can change the culture of the school (Schein, 1992). Many schools

have shown symptoms consistent with Peterson's (2002) "toxic culture," where staff members blame students, discourage collaboration, and openly engage in hostile relationships. Schein (1992) suggested that if instructional leaders do not become conscious of the cultures in which they are embedded, those cultures would manage them.

The work of Bryk & Schneider (2003) showed that social trust among teachers, parents, and school leaders improves much of the routine instructional work of schools. In other words, social trust is essential to meaningful school improvement. Literature suggests that instructional leaders must work to create a culture that encourages daily interaction based on trust and develop a system where people know their roles and buy into those roles (Bryk & Schneider, 2003).

Summary

Through an exploration and review of the leadership and professional development literature, several overarching concepts were found in this area of the literature. First, educational literature in the last decade has built a convincing argument about the role of Professional Development focused on professional learning in promoting effective teaching (Killion, 2002; Margolis, 2008). Professional Development is defined as those processes that improve the job-related knowledge, skills, or attitudes of school employees (Sparks & Loucks-Horsley, 1989). Literature has pointed out that leadership can be built by using Professional Development, which can provide deeper content knowledge, more content-specific instructional strategies, and greater understanding about how students learn (Killion, 2002; Margolis, 2008). Consequently,

Professional Development will better enable teachers to craft instruction to engage students (Killion, p. 9). However, school systems have failed to provide this kind of Professional Development for teachers (Killion, p. 10).

Second, leadership and professional development must consider the role of implementation. Literature has pointed out that move beyond simplified notions of supervision as the formal pre-conference, observation, and post-conference processes (Killion, 2002). Instead, literature has suggested that we must think of the act of supervision as the sum of the personal interactions between and among teachers and the principal that lead to the improvement of instruction (Lee, 1991; Fullan, 2001; Killion, 2002; Wells, 2008). In a meta-analysis of what works in schools, Marzano (2003) found that effective leaders are accessible, seek teacher input, portray confidence in teachers, and monitor the continuity of the curriculum. It has also been found that there are many ways that teachers can lead, and it is important to promote leadership in teaching by teachers (Little, 1988).

Third, leadership and professional development must address the notion of change. Research found that change must occur and that teachers must be involved in change and implementation to a large degree (Fullan, 1993). Research also suggested that it is unlikely that schools can keep or attract good teachers, improve schools or make demands upon administrators unless teachers deliver instructional leadership (Little, 2000; Wells, 2008). Other literature pointed out that the conditions for mobilizing teachers as a resource for reform and improvement do not usually exist, even though that

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of culture. The work of Bryk & Schneider (2003) showed that social trust among
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Student Engagement

Previous research focused on some of the concepts included in the three aspects
of academic engagement discussed here—behavioral, emotional, and cognitive. For
instance, research related to on-task behavior and student conduct yields similar findings
as research on behavioral engagement and should be considered a piece of behavioral
engagement (Karweit, 1989). Further, research about student attitudes is similar to
research on emotional engagement (Epstein & McPartland, 1976). Finally, the research
on motivational goals and self-regulated learning correlates to some degree with the
research on cognitive engagement in that these should be considered a part of cognitive
engagement (Zimmerman, 1990). Therefore, the effort to examine the parts of the
literature related to the label of "engagement" is possibly problematic due to the possible
confusion of concepts.

Although there are potential problems, the concept of engagement holds potential as a construct that unites the three types of academic engagement in a useful way. In this sense, academic engagement may be considered a multidimensional construct. Researchers suggested that the term "engagement" ought to be reserved for work where numerous components are present (Guthrie and Wigfield, 2000). In fact, some scholars have suggested that, "the fusion of behavior, emotion, and cognition under the idea of engagement is valuable because it may provide a richer characterization of children than is possible in research on single components" (Fredricks, Blumenfeld, & Paris, 2004, p. 61). When the examining and defining of the types of engagement occurs individually, students' behavior, emotion, and cognition are separated, when in reality these components are interrelated within each individual. While significant study has addressed each type of academic engagement separately, little work has addressed engagement as a multidimensional concept that examines antecedents and consequences of the three types of academic engagement. Examining the three concepts in a coordinated way allows their dynamic and interactive nature to unfold, as well as any additive effects to emerge.

The concept of commitment, which is central to the common understanding of the term engagement, makes engagement a valuable concept of study because it implies that there may be some qualitative differences in the level of engagement within each component. For example, level of commitment can shape behavioral engagement, which can range from simply doing the work and following the rules to participating in activities like student council. Emotional (or social) engagement can range from a simply

liking school to deeply valuing it. Cognitive engagement (or commitment) can vary

from memorization of facts to the used of learning strategies that promote deep

understanding. The National Research Council & Institute of Medicine (2004)

accentuated the point that the levels of behavioral, emotional, and cognitive engagement

can vary—from paying minimal attention (as in listening to a lecture) to actively

processing information (as in making connections to previously learned material and

critically analyzing new information); and from being minimally interested to feeling

excited and enthusiastic. Both the form and consequences of engagement are influenced

by students' reasons for engagement. For example, students who attend class and

complete assignments to avoid punishment or bad grades are less likely to become

engaged beyond a superficial level, whereas students who complete assignments because

the material captures their interest or because they experience a sense of pride in

accomplishment are more likely to go beyond the minimal requirements and become

actively and deeply engaged (National Research Council & Institute of Medicine, 2004).

Engagement is also capturing attention of researchers because they presume it to

be easily influenced by the interaction between the individual and the context.

Engagement has been found to be responsive to variation in environments (Connell,

1990). Ways to activate student academic engagement might be academic or social and

may develop from opportunities in the school for participation, interpersonal

relationships, and intellectual activities (Fredricks, Blumenfeld & Paris, 2004). The

multifaceted construct of engagement argues for exploring how attempts to alter a context

(in this study, a curriculum) influence the three types of academic engagement as well as

social and civic engagement. Studying the multidimensional nature of engagement promises to aid us in better understanding the complexity of children's experiences in and out of school.

In terms of student engagement, research has outlined engagement as a multi-faceted construct. There is a potential for confusion due to proliferation of constructs, definitions, and measures of concepts that differ slightly. Thus, there is a need to review the research to improve conceptual clarity. Within this large section on student engagement, there are five subsections that focus on the literature that focuses on student engagement: (a) civic engagement, (b) social engagement, and (c) academic engagement, (d) engagement outcomes, (e) lack of engagement, and a summary.

Civic Engagement

Among the most common types of engagement outside of schools is civic engagement, which some writers in education refer to as "public engagement." For example, the Annenberg Institute has defined "public engagement" as "a purposeful effort, starting in either the school system or the community, to build a collaborative constituency for change" (Annenberg Institute, 1998, p. 16). Other definitions incorporate the concept of collaboration, which involves substantial time commitments and high levels of trust (Chadwick, 2004). According to Patrick (2000), civic engagement is exemplified by the following participatory civic skills:

1. Interacting with other citizens to promote personal and common interests.

2. Monitoring public events and issues.

3. Deliberating and making decisions about public policy issues.

4. Influencing policy decisions on public issues.

5. Implementing policy decisions on public issues.

6. Taking action to improve political and civic life. (p. 12)

Eyler and Giles (1998) cited five dimensions as crucial to the social responsibility and effective participation necessary for civic engagement:

1. *Values*, which can be thought of as "I ought to do."

2. *Knowledge,* which can be thought of as "I know what I ought to do and why."

3. *Skills*, which can be thought of as "I know how to do."

4. *Efficacy*, which can be thought of as "I can do, and it makes a difference."

5. *Commitment*, which can be thought of as "I must and will do." (p. 157)

This study uses a more general definition of civic engagement, as presented in the executive summary of an evaluation of the Washington Service Corps Roadmap to Civic Engagement (Executive Summary, 2003-2004). Civic engagement refers to a person's (a) knowledge of their community; (b) attitude concerning their ability to make a difference in his/her communities; and (c) current and planned actions.

<p align="center">*Social Engagement*</p>

Student engagement was also looked at from the perspective of social engagement, and was found to motivate students to attend and to stay in school (National Research Council & Institute of Medicine, 2004). Social engagement occurs when students participate in extracurricular activities, have friends at school, feel a sense of loyalty to the school and believe in the general legitimacy of the school (Finn, 1993). The distinction between some aspects of psychological engagement and social engagement

can seem blurred. Finn (1989) has outlined distinctions among the varied types of social engagement behavior. While psychological engagement focuses on the attention, interest, investment, and effort students expend in the work of learning in the classroom (Marks, 2000; Connell & Wellborn, 1991), social engagement emphasizes participation and connections at the school. Finn divided participation into four different levels. These levels range from responding to teacher directions to acting in ways that require student initiative, such as involvement in student government. Finn proposed that participation at the higher levels is indicative of a qualitative difference in engagement because greater commitment to the institution is demonstrated in certain types of behavior.

Students who are highly socially engaged, however, do not necessarily exhibit deep behavioral, emotional or cognitive engagement, and consequently do not necessarily make academic progress (Finn, 1993). Students who exhibit only social engagement do not match well with Newmann's (1992) definition of engagement, which more directly captures the deeper levels of behavioral and cognitive engagement. Newmann (1992) suggested that students are behaviorally and cognitively engaged when, "the student's psychological investment in and effort directed toward learning, understanding, or mastering the knowledge, skills, or crafts that academic work is intended to promote" (p. 12). Similarly, students who are only socially engaged are not likely to find deep emotional engagement, or what psychologist Mihaly Csikszentmihalyi (1975, 1988) has characterized in research as a "flow" state. Csikzenmihalyi pointed out that matching one's ability to challenging tasks that are meaningful could arrive at "flow." In this state, people are so engrossed in the task at hand that they lose full awareness of space and

time. Most people spend little time in flow, but the quality of experience (a form of engagement) can be enhanced when goals are clear, feedback is relevant, and challenges and skills are in balance (Csikszentmihalyi, 1997). Because students who are only socially engaged do not demonstrate deeper forms of engagement—such as flow—it is not considered a major form of engagement by many who do research.

Academic Engagement

The National Center for School Engagement, established as a result of more than a decade of educational research conducted by the Colorado Foundation for Families and Children, defined academic engagement as adequate "attendance, attachment, and achievement" (National Center for School Engagement). Researchers have further refined academic engagement to include both *behavioral* and *psychological components,* with the latter divided into *emotional engagement* and *cognitive engagement* (National Research Council & Institute of Medicine, 2004; Finn, 1993; Fredricks, Blumenfeld & Paris, 2004; Christenson et al., 2008). In this study, academic engagement involves three aspects: a) behavioral, (b) emotional, and (c) cognitive. The preferred definition used for each in this study is highlighted in these subsections.

Behavioral Engagement

Behavioral engagement is commonly defined in two basic ways. The first definition incorporates the idea of positive conduct. Thompsen (2006) characterized behavioral components as students doing what they are asked to do, such as (a) actively participating in class, (b) completing work, (c) seeking assistance when having difficulty, and (d) taking challenging classes. Researchers also looked at the absence of disruptive

behaviors such as skipping school and getting in trouble when measuring behavioral engagement (Finn, 1993). A second definition includes participation in school-related activities such as athletics or school governance (Finn, 1993). An engagement taxonomy that informs many dropout interventions includes multiple indicators of engagement within four subtypes (Christenson et al., 2008): academic, behavioral, cognitive, and affective. Academic and behavioral engagement are observable indicators, while cognitive and affective engagement are internal indicators, requiring understanding students' personal meaning of experiences and performance (Christenson et al., 2008). For the purposes of this study, such participation-based engagement is referred to as "social engagement" and is considered to be outside of the realm of "academic engagement". This study uses the construct developed by Fredricks, Blumenfeld, and Paris (2004), who characterized behavioral engagement as 1) positive conduct, such as following the rules and norms while in school, and, 2) involvement in learning, such as giving effort and persistence and showing concentration pertaining to coursework (p. 62).

Measures of behavioral engagement have been cited in the literature. Behavioral engagement was measured by teacher ratings and several self-report surveys. Specifically, participation and conduct were emphasized in these measures (Fredricks, Blumenfeld & Paris, 2004). Participatory behaviors were measured by surveys asking teachers to rate the level of active classroom participation of students, and the extent to which students are withdrawn or uncommunicative (Wellborn & Connell), 1987). Students responded to surveys requiring them to report on their level of initiative. Measures of conduct consisted of positive behaviors like complying with school rules and

completing homework (Birch & Ladd, 1997). Negative behaviors were also recorded

as a measure of conduct, such as getting into trouble, frequency of tardiness and absences

and interference with others' work (Finn, 1993).

Emotional Engagement

In terms of emotional components, engagement is a "[psychological] process,

specifically the attention, interest, investment, and effort students expend in the work of

learning" (Marks, 2000, p. 154). Emotional engagement refers specifically to students'

affective reactions in the classroom, which includes interest, boredom, happiness,

sadness, and anxiety (Connell & Wellborn, 1991). Researchers found that emotional

engagement includes involvement in learning and academic tasks and incorporates

behaviors like persistence, concentration, attention, contributing to class discussions,

effort, and asking questions (Birch and Ladd, 1997). Some researchers have assessed

emotional engagement as identification with school (Finn, 1989; Voelkl, 1997). One of

the earliest researchers to work with the concept of engagement defined *identification* as

belonging, where students develop a feeling of being important to the school (Finn,

1989). Identification was further defined as value, where students develop an

appreciation of success in school-related outcomes (Finn, 1989). Other researchers have

measured emotional reactions to the school and the teachers as a way to investigate

emotional engagement (Lee and Smith, 1995).

Early research in this area focused on students' feelings towards and attitudes

about school. This work used surveys with questions about liking or disliking school, the

teachers, and schoolwork. Questions were also asked about whether students felt happy

or sad in school, and whether they were bored or interested in the work (Epstein &
McPartland, 1976). These questions had some overlap with work done in motivation
research. However, researchers suggested that the definitions used in engagement studies
are less elaborated and differentiated than those used in motivational research (Fredricks,
Blumenfeld, and Paris, 2004). Some modern researchers fail to differentiate between the
two. For example, the authors of the report Engaging Schools (National Research Council
& Institute of Medicine, 2004) seem to consider engagement and motivation
synonymous, as they use the terms interchangeably. Motivational studies (Krapp, Hidi &
Renninger, 1992), however, differentiate between personal interest and situational
interest. Personal interest is portrayed as a relatively stable orientation, and it is more
likely to incorporate consistent choices to pursue studying a topic or an activity and a
willingness to take on tasks that are challenging in nature. Students' situational interest
was identified by exploring the specific features of an activity, such as novelty, and is
more transitory in nature (Krapp, Hidi, & Renninger, 1992). In the engagement literature,
the emotional engagement definitions are more general and not specified by domain or
activity. Fredricks, Blumenfeld, and Paris (2004) pointed out that a consequence of this is
that the source of emotional reactions is difficult to pinpoint; it may not be obvious
whether students' positive emotions are directed toward academic content, their friends,
or the teacher. For this study, emotional engagement is the interest, school spirit, and
connectedness to school peers and staff and the lack of boredom, anxiety, sadness, and
fear that students exhibit (Fredericks, Blumenfeld & Paris, p. 63).

Self-reporting is the most common measure used in the studies of emotional engagement. Various survey items were used related to emotions about schoolwork, people at school and the school in general (Connell & Wellborn, 1991). Researchers Finn (1989) and Voelkl (1997) took a different approach and considered emotional engagement as *identification with school*. For Finn (1989), indicators were the relationship between a student and teacher and the extent to which a student valued particular disciplines.

Fredricks, Blumenfeld, and Paris (2004) found several problems with how emotional engagement was traditionally measured. First, they found that a single scale was often used to combine behavioral engagement and emotional engagement. Such a practice complicates the data because it is difficult to identify the precursors and consequences of each engagement form. Second, they found that the source of emotions was not specified in many survey items. If one student is not happy because of the school community, for example, another may be unhappy because of a different variable, such as classroom practices. Fredricks, Blumenfeld, and Paris (2004) suggested that experience-sampling techniques (see Csikzentmihalyi, 1988) could be used to determine the extent to which emotional engagement is a function of contextual factors or of stable and enduring qualities (p. 67).

Cognitive Engagement

One branch of research related to cognitive engagement comes from the research on school engagement, which has stressed investment in learning (Fredricks, Blumenfeld, & Paris, 2004). Students who demonstrate investment in learning are more likely to earn

higher grades and test scores. They are also less likely to be disruptive, have poor attendance, or dropout of school (Klem & Connell, 2004). Connell and Wellborn's (1991) definition of cognitive engagement focused on investment in learning, whereby students demonstrate a desire to go beyond basic requirements and a preference for challenge. Connell and Wellborn also focused on flexibility in problem solving, preference for hard work, and positive coping in the face of failure. Researchers defined engagement in academic work as the "student's psychological investment in and effort directed toward learning, understanding, mastering the knowledge, skills, or crafts that the academic work is intended to promote" (Newmann, Secada, & Wehlage, 1995, p. 12).

Another branch of research on cognitive engagement stems from the literature on instruction and learning, which stresses self-regulation (Fredricks, Blumenfeld, & Paris, 2004). The engagement literature in this area, however, is not as specific as other research related to learning. While the engagement research has used general terms, such as "mental effort," "flexibility," and "hard work," the learning literature has demonstrated more nuance. For example, the learning literature has shown that strategic students use meta-cognitive strategies to plan, monitor, and evaluate their thinking when completing tasks (Zimmerman, 1990). The learning literature has also pointed out that such students use learning techniques like summarizing and elaboration to organize and understand material, and they manage and control their effort on tasks by managing distractions so they can sustain their cognitive engagement (Fredricks, Blumenfeld, & Paris, 2004).

The imprecise nature of the word "effort" used in the literature presents a definitional problem. For example, effort is examined in both the behavioral and

cognitive literature. Behavior effort is related to actually doing the work. Cognitive

effort, by contrast, is related to the effort that is focused on learning and mastering the

content (Fredricks, Blumenfeld, & Paris, 2004). Cognitive engagement is considered the

strategic thinking concerning problem solving, preference for challenge, and investment

in learning.

Cognitive measures of engagement appear to be limited. Some research literature

proposed that measures of cognitive engagement should include items about flexible

problem solving, independent work styles, ways of coping with failure and preference for

hard work (Connell and Wellborn, 1991). However, in their meta-analysis of the

literature, Fredricks, Blumenfeld, and Paris (2004) found no studies that used these

measures. Furthermore, they indicated that several issues complicate measurement of

cognitive engagement. First, there is difficulty in assessing cognition because it is not

readily observable, and, therefore, must be either inferred from behavior or assessed from

self-report measures. Second, there is difficulty in finding age-appropriate measures of

meta-cognition, particularly at the early grades. Third, although observational techniques

have been used to assess cognitive engagement and strategy use in certain subject areas,

it is difficult to discern by observation whether students are trying to get work done as

quickly and easily as possible, or whether they are using a variety of deep level learning

strategies to master the content. The authors suggested that perhaps a more inclusive

measure is needed that combines measures that target preferences for hard work and

challenge along with measures that target how students think.

Engagement Outcomes

Some studies found that engagement affects student outcomes (Marks, 2000; Connell & Wellborn, 1991). Regardless of grade level, fully engaged students tend to earn higher grades, perform better on tests, report a sense of belonging, set or respond to personal goals, and persist on meaningful tasks (Yazzie-Mintz, 2007). This subsection discusses two topics: (a) achievement, and (b), dropping out.

Achievement

A positive correlation was found between behavioral engagement and outcomes related to achievement for students in elementary, middle, and high school (Marks, 2000; Connell & Wellborn, 1991). Others have demonstrated that discipline problems also have been associated with lower school performance across grade levels (Finn, Pannozzo, & Voelkl, 1995). Overall, a consistent association exists between behavioral engagement and achievement, as reported by teachers and students (Fredricks, Blumenfeld, & Paris, 2004).

There is less research related to the link between emotional engagement and achievement. Some research showed a correlation between achievement and a combined measure of emotional and behavioral engagement (Connell, Spencer, & Aber, 1994). Other documented research also pointed out that school identification was correlated with achievement test scores for students in elementary and middle school (Voelkl, 1997).

Dropping Out

Nationwide, only about two thirds of students entering ninth grade graduate with a standard diploma four years later (Martin & Halprin, 2006). In fact, the current

Diplomas Count "projects that 1.23 million students will fail to graduate from high school" in 2008-2009 (Editorial Projects in Education, 2008, p. 3). Various evidence to suggested that engagement might help to prevent individuals from dropping out of school.

A demonstrated correlation between low behavioral engagement and cutting class, skipping school, suspension, and retention has been documented (Connell, Spencer, & Aber, 1994). Involvement in such risky behaviors is an antecedent to dropping out. Students' emotional engagement influences the decision to drop out of school. Finn (1989) and Newmann (1981) demonstrated that alienation and social isolation contribute to the problem of school dropouts.

The National Dropout Prevention Center advises that schools that wish to address the dropout phenomenon consider a combination of best practice universal interventions and/or an evidence-based program that aligns with their context and meets the needs of their students who are at risk. An emerging and promising intervention literature base exists for both universal and individualized interventions (Christenson et al., 2008). Supporting and improving academic, behavioral, cognitive, and affective engagement can mitigate the risk of dropout.

Some conceptual models explain how and why engagement is related to the decision to drop out of school. Finn's (1989) participation—identification model suggests that engagement patterns in the early grades hold true in the later years of students' academic careers. In this model, participation and identification reciprocally influence each other. For example, lack of participation leads to unsuccessful school outcomes,

which can then lead to emotional withdrawal. A lack of identification with school is related to a lack of participation in school activities, resulting in even less academic success.

Lack of Engagement

Engagement researchers focused on academics identified several factors that influence engagement (Connell & Wellborn, 1991; Ogbu, 2003). For the purposes of this study, the impact of the educational context on engagement is the focus. Fredericks, Blumenfeld, and Paris (2004) found that the educational context could be a major factor in students' level of disengagement. Other research located a source of student disengagement in alienating characteristics of bureaucratically organized schools (Newmann, 1981, cited in Marks, 2000). In these schools, meaningless, low-level work and impersonal relationships with teachers and other students prevailed. School climate, organization, composition, and size all provide educational context and had important positive or negative effects on student engagement. Students enter school with well-developed beliefs, dispositions, and behavioral patterns, but these developed partly as a consequence of the educational environments they experience. A student may be more engaged in an after school program than a classroom, for example (see "social engagement"). This "within-student" variation in engagement was also seen in class attendance rates, with students skipping some classes more than others (National Research Council & Institute of Medicine, 2004).

Lee and Smith (1993) examined the effects of school restructuring (less departmentalization, more heterogeneous grouping, more team teaching) on students'

achievement, engagement with academic work, and at-risk behaviors. The researchers found modest but consistently positive effects of restructuring on both achievement and engagement. Students attending schools with fewer eighth-grade peers also demonstrated more academic engagement and a more equitable distribution of achievement. Absenteeism was lower, participation was better, and students felt the atmosphere was warmer when school enrollment was smaller, as consistently shown in teacher ratings and student self-reports of behavior and classroom preparation (Finn & Voelkl, 1993). Research further explored particular aspects of school level factors that affect engagement, including (a) classroom structure, (b) task characteristics, (c) peer groups, (d) curriculum, (e) relatedness, (f) autonomy, (g) competence, and summary. These aspects are discussed below.

Classroom Structure

Classroom structure and contexts that support autonomy are presumed to enhance engagement (Connell, 1990). Structure refers to the clarity of teacher expectations for academic and social behavior and the consequences of not meeting those expectations (Connell, 1990). Research literature found that teachers, who were clear in their expectations and provided consistent responses, had students who were more behaviorally engaged; there was a correlation between rules, clarity and student attitudes (Connell and Wellborn, 1991). Classrooms that supported autonomy allowed choice and shared decision-making. In addition, these classrooms did not use grades as rewards and punishments as deterrents for behaving appropriately (Connell). Few studies were done on the consequences of autonomy supported in the classroom, but limited research

suggested that students work more strategically and persisted longer in their work when offered more choices (Fredricks, Blumenfeld, & Paris, 2004).

Task Characteristics

Studies that measured academic work, context, and engagement showed that authentic (tasks related to real-world experiences) and challenging tasks were associated with higher behavioral, emotional, and cognitive engagement (Fredricks, Blumenfeld, & Paris, 2004). Marks (2000) evaluated the impact of authentic instructional work and social support on engagement in schools. She found that when students at elementary, middle, and high schools perceived their tasks to be authentic, they were more likely to be engaged.

Peer Groups

The evidence for the effect of peers on engagement comes from research on naturally occurring peer groups (Kindermann, 1993). Children in middle school formed clusters with peers who have similar levels of engagement, which in turn strengthened the existing differences (Kinderman). Ogbu (2003) focused on the negative effect of adolescent peer groups' commitment to doing well in school, particularly among minority students. Ogbu claimed that students in these groups disengaged from school because they perceived limited opportunities to attain school success and feared peer rejection for "acting White" in the attempt to get good grades.

Curriculum

Yair (2000) showed that disengagement could be produced by the type of instruction delivered and then further exacerbated by external circumstances in students'

lives. Yair found that students were alienated from instruction almost half the time, and when they were alienated, they tend to be preoccupied with external issues. According to Yair, teacher-centered lectures were less effective than progressive instructional strategies, which were better able to insulate students from alienating environments. When students perceived instruction as boring or non-relevant, external preoccupations dominated students' attention, especially those who were at risk of alienation from instruction (Yair, 2000). Marks (2000) also documented that much of the research attributed the lack of engagement to curricular fragmentation, weak instruction and low expectations for student learning. These results were generally consistent across grade levels.

Relatedness

While research identified alienation amongst students to be widespread, earlier research (Connell, 1990) identified that particular human needs are essential to consider when designing and delivering curriculum. A group of researchers asserted that students were more likely to engage when the context of the classroom met their needs for relatedness. Connell & Wellborn (1991) suggested this was more likely to occur in classrooms where teachers and peers created a caring and supportive environment. They found that teachers rated their elementary school students who had higher perceived emotional quality of relationships to be more engaged. Fredricks, Blumenfeld, and Paris (2004) analyzed the research on relatedness and found that all of the studies demonstrated a direct link between the need for relatedness and engagement.

Autonomy

When individuals' needs for choice, shared decision-making and relative freedom from external controls were met, it was assumed that they were more engaged (Connell & Wellborn, 1991). Few studies examined the link between these autonomy needs and engagement. The need for autonomy was measured by asking individuals to report about their reasons for participating in an activity. When students reported that they pursued an activity out of interest or for the pleasure of doing so, there was a positive association with behavioral and emotional engagement (Connell & Wellborn).

Competence

Connell and Wellborn (1991) found that competence involved beliefs about control, strategies, and capacity. When students' need for competence was met, they believed that they could understand what it took to do well and to succeed. It was assumed that students' need for competence was met when they experienced classrooms with sufficient structure, and when they had adequate information available to them about how to effectively achieve the desired outcomes (Connell & Wellborn). Elementary and middle school students were shown to increase behavioral and emotional engagement when they perceived they had competence and control (Connell et al., 1994).

<div style="text-align:center">*Summary*</div>

I found several overarching points in this area of the literature review. Many of those ideas are represented in the contextual and conceptual model used to study the perceived factors that influence student engagement (Figure 1, p. 74). Students report a decline in engagement as they proceed through school (Fullan, 2001; Martin & Halprin,

2006; Yazzie-Mintz, 2007). The first major area of student engagement is academic engagement. Researchers have refined academic engagement to include behavioral, emotional, and cognitive aspects (National Research Council & Institute of Medicine, 2004; Finn, 1993; Fredricks, Blumenfeld & Paris, 2004; Christenson et al., 2008). Research found that there might be ways to activate student academic engagement, which might be academic and may develop from opportunities in the school for participation, interpersonal relationships, and intellectual activities (Fredricks, Blumenfeld & Paris, 2004; Christenson et al., 2008).

A second area of student engagement is civic engagement. Civic engagement captured attention of researchers because they presumed it to be easily influenced by the interaction between the individual and the context (Connell, 1990). Burnett Citizenship Education curriculum provides a context potentially conducive to producing civic engagement. The executive summary of an evaluation of the Washington Service Corps Roadmap to Civic Engagement refers to civic engagement as a person's (a) knowledge of their community; (b) attitude concerning their ability to make a difference in his/her communities; (c) current and planned actions (Executive Summary, 2003-2004).

A third area of student engagement is social engagement. Research (Fredricks, Blumenfeld & Paris, 2004; Christenson et al., 2008) identified ways to activate student academic engagement might be academic, behavioral, cognitive, affective and social. Social engagement occurs when students participate in extracurricular activities, have friends at school, feel a sense of loyalty to the school and believe in the general legitimacy of the school (Finn, 1993).

A fourth area of student engagement is engagement outcomes. Studies have found that engagement affects student outcomes (Marks, 2000; Connell & Wellborn, 1991). Regardless of grade level, fully engaged students tend to earn higher grades, perform better on tests, report a sense of belonging, set or respond to personal goals, and persist on meaningful tasks (Yazzie-Mintz, 2007). A positive correlation was found between behavioral engagement and outcomes related to achievement for students in elementary, middle, and high school (Marks, 2000; Connell & Wellborn, 1991). Others have demonstrated that discipline problems also have been associated with lower school performance across grade levels (Finn, Pannozzo, & Voelkl, 1995). Overall, a consistent association exists between behavioral engagement and achievement, as reported by teachers and students (Fredricks, Blumenfeld, & Paris, 2004).

The National Dropout Prevention Center advises that schools that wish to increase engagement and address the dropout phenomenon consider a combination of best practice universal interventions and/or an evidence-based program that aligns with their context and meets the needs of their students who are at risk. An emerging and promising intervention literature base exists for both universal and individualized interventions (Christenson et al., 2008). Supporting and improving academic, behavioral, cognitive, and affective engagement can mitigate the risk of dropout.

A fifth area of student engagement is lack of engagement. Fredericks, Blumenfeld, and Paris (2004) found that the educational context could be a major factor in students' level of disengagement. Other research located a source of student

disengagement in alienating characteristics of bureaucratically organized schools (Newmann, 1981, cited in Marks, 2000).

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(Connell, 1990) identified that particular human needs are essential to consider when designing and delivering curriculum. Elementary and middle school students were shown to increase behavioral and emotional engagement when they perceived they had competence and control related to the curriculum and instruction (Connell et al., 1994).

<div align="center">Engagement Reforms and Strategies</div>

For the last two decades, political leaders and education policymakers in the United States increased their efforts to identify and create the conditions for learning in American schools. High academic standards, coupled with assessment and accountability measures held up as ways to increase learning. However, such practices are unlikely to be effective unless students are motivated, energized and engaged enough to meet these standards (Melaville, Berg & Blank, 2005). Engagement, with its documented link to achievement, its potential in developing a democratic citizenry, and its worth as an end in itself emerged as a valuable student outcome.

The documented lack of engagement of students inspired much research about how best to appropriately engage students at varying developmental stages. The National Research Council and Institute of Medicine suggested that learning requires motivation, which is comprised of conscious and purposeful effort (National Research Council and Institute of Medicine, [NRCIM], 2003, p. 13). Thus, motivation is essential to learning at all ages, and is crucial during adolescence (NRCIM, 2003, p. 13). Younger children who become emotionally and mentally disengaged generally are compliant enough to attend school, or they do not have the means to avoid it. But adolescents who are bored, distracted, mentally troubled, or do not see the value of schooling have the means to drop

out of school altogether (NRCIM, 2003, p. 13). According to Fredricks, Blumenfeld, and Paris (2004), the antidote to such signs of student alienation is engagement. Policymakers, educators, and researchers seem to agree that students who actively participate in and enjoy school more are more likely to experience educational success (Davies & Newmann, 2003). Engagement in learning is closely linked to student achievement and other outcomes, such as reduced dropout rates and youth risk behaviors (Blank, 1997; Dev, 1997; Dryfoos, 1990; Woods, 1995).

Although student characteristics like demographics and disability are not easily accommodated in school settings, external forces can shape students' level of engagement at school. Teacher behaviors, school climate, and attitudes of parents and peers can positively impact engagement (Finn, 1993; Marks, 2000). Students who are made to feel welcome at school, given opportunities, and encouraged to excel may be fully engaged, despite academic disadvantages. Research has identified areas where attention to design may impact student engagement in a positive way. In the following subsections, (a) educational context, (b) authentic pedagogy, (c) middle level model, and (d) service learning are addressed.

Educational Context

The negative effects of the educational context (Yair 2000; Smith & Lee, 1993; Marks 2000) on engagement can be partially mediated by the psychological factors of social connectedness (i.e., do students feel they belong?), values, and goals (i.e., do students want to engage?) and beliefs about competence and control (do students believe they can achieve?). Students' engagement can be positively affected if schools set up

conditions that foster these psychological factors. It is important to foster a positive atmosphere, where students feel cared about and are supported in believing that they can succeed and that academic success is important in the pursuit of future goals (Yair, 2000). Positive outcomes are also associated when schools do not set up specific education tracks, with high and low achievers segregated into different educational programs throughout the school day (Marks, 2000). Schools with small class size, rigorous standards, and professional learning communities also show positive affects on engagement (Fredricks, Blumenfeld, & Paris 2004).

Authentic Pedagogy

Authentic pedagogy and achievement (Newmann, Secada, & Wehlage, 1995) was highlighted as a way to engage students because intellectual accomplishments are worthwhile, significant, connected to the real world and therefore, meaningful. Newmann, Secada, and Wehlage (1995) suggested that "participation in authentic tasks is more likely to motivate students to sustain the hard work that learning requires" and that "authentic academic challenges are more likely to cultivate capacities for higher order thinking and problem solving useful both to individuals and the society" and therefore more likely to increase investment in schooling (p. 12).

Authentic pedagogy includes the (a) construction of knowledge, (b) disciplined inquiry, and (c) value beyond school (Newmann, Secada, & Wehlage, 1995). In the *construction of knowledge*, students should construct or produce knowledge, instead of just reproducing or identifying understandings that others have created. *Disciplined inquiry* requires students to engage in cognitive work that asks them to rely on a field of

knowledge, search for understanding, and communicate, in elaborate ways, their ideas and findings. *Value beyond school* requires students' accomplishments to have value—aesthetic, utilitarian, or personal—beyond just documenting their competence (Jackson & Davis, 2000, p. 69). According to Newmann, Secada, and Wehlage (1995), throughout the process of experiencing authentic pedagogy, students score well on the standards of intellectual quality. The standards of intellectual quality are (a) higher order thinking skills, (b) engagement in substantive conversation, (c) development of deep knowledge and d) connecting learning to realms outside the classroom (Jackson & Davis, 2000, p. 70).

Newmann and Associates (1996) have found that authentic pedagogy produces student achievement at high levels, regardless of background. Studies of Eighth-grade students reveal better performance among those from more authentic settings (places where connections to the real world are emphasized). Kahn (2009) described the use of authentic issues to make writing instruction authentic. In particular, she described how addressing a particular issue is a great opportunity for secondary school students to learn effective strategies for writing an argument. From these findings, one might infer that student achievement was related to greater engagement, but more research is required to establish a causal relationship between achievement and engagement. The authentic instruction model (where real world tasks are emphasized) is deliberately silent on many aspects of classroom life (and therefore particular forms of engagement), such as following directions, contributing to group work, and use of individual learning time. However, Marks (2000) found that authentic instructional work contributes strongly to

the overall academic engagement of all students. Utilizing the standards of intellectual quality, authentic work elicits behavior that demonstrates greater behavioral, emotional, and cognitive engagement and less alienation from students (Fredricks, Blumenfeld, & Paris, 2004).

<div align="center">*Middle Level Model*</div>

The Carnegie Council on Adolescent Development (CCAD), a group comprised of educators, researchers, government officials, and media leaders, examined firsthand the conditions of American's 10- to 15- year olds in an effort to identify promising approaches to improving their education. They found that "a volatile mismatch exists between the organization and the curriculum of middle grades schools, and the intellectual, emotional, and interpersonal needs of young adolescents" (Carnegie Council on Adolescent Development, 1989, p. 32). In their report, *Turning Points 2000*, the task force maintained that only a fraction of students in the middle grades were academically engaged enough to develop the skills necessary to make economic and social contributions (p.15). This lack of engagement hinders students' ability to think abstractly, solve real and complex problems, and communicate and work well with others (Marshall & Tucker, 1992, p. 80).

Relying on research, Jackson and Davis (2000) urged transformation at the middle level to increase youth engagement. They recommended that the middle level should (a) teach a curriculum grounded in rigorous, public academic standards delineating what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best; (b) use instructional methods designed to prepare all students

to achieve higher standards and become lifelong learners; (c) staff middle grades

schools with teachers who are expert at teaching young adolescents, and engage teachers

in ongoing, targeted professional development opportunities; (d) organize relationships

for learning to create a climate of intellectual development and a caring community of

shared educational purpose; (e) govern democratically, through direct or representative

participation by all school staff members, and the adults who know the students best; (f)

provide a safe and healthy school environment as part of improving academic

performance and developing caring and ethical citizens; and (g) involve parents and

communities in supporting student learning and healthy development (Jackson & Davis,

2000, p. 2).

The National Middle School Association's publication, *This We Believe…and

Now We Must Act* is designed to help middle level educators better understand and

implement the characteristics of developmentally responsive middle schools (Erb, 2001).

Literature suggested that most schools are not developmentally responsive or engaging to

the students they serve (Erb, 2001. The curriculum experienced by the students is a

function of many factors. Teachers, students, subject matter, and the larger social context

are all elements that help determine curriculum. Thus, official goals and standards are

just a part of the curricular experience of students, and a learning community is an

interweaving of social and academic aspects. Erb (2001) found that research done on

middle grades reform in the past decade revealed that implementing more curriculum

elements for longer periods of time leads to improved student outcomes in the major goal

areas for engagement—psychological and behavioral. However, most schools that are

trying to improve in these ways have not completed the journey of reform (Erb, 2001, p. 8).

Service Learning

Currently, service-learning curriculum is increasingly emphasized as a reform designed to promote academic, social and civic engagement (Billig, Jesse & Root, 2005; Melaville, Berg & Blank, 2005). Billig (2000) suggested that, "the research in the field has not caught up with the certainty and passion that educators feel for service learning" (p.9). However, service learning emerged as perhaps holding the most potential in engaging students, as the research evidence submitted since 2000 has begun to build a case for its positive impacts. The summary of research findings that follow represent much of the research on service learning in K-12 schools, and provides evidence that service learning may be an effective way to build academic, social, and civic engagement.

Begun in the 1960s, service learning did not grow in popularity until the 1980s and was defined in myriad ways. Eyler and Giles (1999) noted that, "A lot of energy has been devoted to defining service learning. In 1990 Janke Kendall wrote that there were 147 definitions in the literature, and there has been no falling away of interest in this endeavor since" (p. 3). The definition of service learning originally was thought of as a teaching strategy that explicitly linked community service experiences to classroom instruction (Billig, 2000). In his attempt to compile a systematic treatment of the range of topics relevant to service learning, Waterman (1997) defined service learning as an "experiential approach to education that involves students in a wide range of activities

that are of benefit to others, and uses the experiences generated to advance the curricula goals" (p. xi). According to the National and Community Service Act of 1990, service learning (a) promotes learning through active participation in service experiences; (b) provides structured time for students to reflect by thinking, discussing and/or writing about their service experience; (c) provides an opportunity for students to use skills and knowledge in real-life situations; (d) extends learning beyond the classroom and into the community; (e) fosters a sense of caring for others (National and Community Service Act of 1990 [NCSTA], 1990).

The meaning of the term was altered somewhat by the National and Community Service Trust Act of 1993, which stated that service learning:

helps students or participants learn and develop by participating in thoughtfully organized service that is conducted in and meets the needs of a community; helps to foster civic responsibility; is integrated into and enhances students' academic curriculum or the education components of the community service program in which participants are enrolled; provides structured time for students or other participants to reflect on the service experience. (National and Community Service Trust Act [NCSTA], 1993, Retrieved from http://www.washingtonwatchdog.org/)

Boston (1997) summarized service learning simply as a form of education in which students learn academic content and skills by engaging in needed service in the real world.

Even though some disagreement on the definitions of service learning persists, there seems to be a general consensus that its major components include: active participation; thoughtfully organized experiences; a focus on community needs and school/community coordination; academic curriculum integration, structured time for reflection; opportunities for application of skills and knowledge; extended learning opportunities; and development of a sense of caring for others (Alliance for Service Learning in Education Reform [ASLER], 1995, http://www.servicelearning.org/filemanager/download/12/asler95.pdf). The disagreements appear when attempting to distinguish service learning from other experiential education approaches, like volunteer and community service, internships, field studies, and peer tutoring. Furco (1996) pointed out that service learning is intentionally designed to equally benefit the provider and the recipient of the service, and to ensure equal focus on both the service being provided and the learning that is occurring.

The differences in definition reflect the rift in the field regarding whether service-learning is a philosophy of education, a curricular tool, or a program design. Billig (2000) pointed out that those who believe that it is a philosophy discuss it in terms of educational reform, but more often it is practiced as an instructional strategy. Service learning is viewed either as a way to reinvigorate the central role that schools can play in developing responsible, caring citizens who deeply understand democracy and the meaning of civic responsibility or as a way to put constructivist theories of learning into practice (Billig, 2000). Those who view it as a curricular tool see its potential as a powerful, active form

of reciprocal teaching and learning, and they discuss the need for service learning to be fully integrated into curriculum and aligned with standards (Billig & Kraft, 1998). Those who view service learning as a program are more likely to see it as an elective for students, an after school program, and/or a short term activity that has an emphasis on promoting caring and connections to the community through provision of a service (Billig & Kraft, 1998). In this subsection, the literature on service learning provides evidence about the following: (a) quality standards, (b) positive affects, and (c) engagement learning, (d) and summary.

Quality Standards

While there is some disparity about the definition of service learning, there is relative consensus on standards for quality. Most of the writing on service learning refers to the standards for quality—"Essential Elements of Service learning"—created by 13 service learning organizations (National Service Learning Cooperative [NSLC], 1998). As a part of effective service learning:

1. There are clear educational goals that require the application of concepts, content and skills from the academic disciplines and involves students in the construction of their own knowledge.

2. Students are engaged in tasks that challenge and stretch them cognitively and developmentally.

3. Assessment is used as a way to enhance student learning as well as to document and evaluate how well students have met content and skill standards.

4. Students are engaged in service tasks that have clear goals, meet genuine needs in the school or community, and have significant consequences for themselves and others.

5. Formative and summative evaluations are employed in a systemic evaluation of the service effort and its outcome.

6. Student voice is maximized in selecting, designing, implementing, and evaluating the service project.

7. Diversity is valued as demonstrated by its participants, its practice, and its outcomes.

8. Communication and interactions with the community are promoted, and partnerships and collaboration are encouraged.

9. Students are prepared for all aspects of their service work, including a clear understanding of task and role, the skills and information required by the task, awareness of safety precautions, as well as knowledge about and sensitivity to the people with whom they will be working.

10. Student reflection takes place before, during, and after the service, uses multiple methods that encourage critical thinking, and is a central force in the design and fulfillment of curricular objectives.

11. Multiple methods are designed to acknowledge, celebrate, and further validate students' service work. (Thomsen, 2006, p. 25)

A distinctive element of service learning is that it enhances the community through the service provided, but it also has powerful learning consequences for the

students or others participating in providing the service. According to Eyler and Giles (1999), authentic service learning experiences have several common characteristics: (a) they are positive, meaningful and real to the participants; (b) they involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship; (c) they address complex problems in complex settings rather than simplified problems in isolation; (d) they offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook (Eyler & Giles, 1999, pp. 83-91). As a consequence of this immediacy of experience, service learning is more likely to be personally meaningful to participants and generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development (Eyler & Giles, 1999, pp. 83).

Positive Effects

Although much has been written about the standards of quality, compiled research has also outlined the numerous positive effects of K-12 school-based service learning. These positive affects have been documented in the areas of academic, social/personal, and civic engagement. For example, Billig (2000) has documented the positive social/personal impacts; students who participate in service learning are less likely to engage in risky behaviors and skip school. Moreover, students exposed to service learning are better able to relate to culturally diverse groups, are more realistic about careers, and are more respectful of teachers. Further, Duckenfield and Swanson (1992)

found that service learning had a favorable impact on students' personal growth in areas of self-esteem, self-understanding, sense of identity, independence, and autonomy. They also identified that service learning had a positive impact on students' social development in the areas of interpersonal skills, cooperation, empathy, and peer group affiliation.

Engagement

One key area of impact for service learning is student engagement, which seems to have affected a range of positive outcomes for young people. Research on service learning has documented the positive effects of service learning participation on student academic engagement in particular (Brewster & Fager, 2000), by (a) highlighting ways that learning can be applied in real-life situations; (b) helping students feel that their schoolwork is significant, valuable, and worthy of their efforts; (c) allowing students to have some degree of control over learning; (d) assigning challenging but achievable tasks; (e) stimulating students' curiosity about the topic being studied; and (f) designing projects that allow students to share new knowledge with others (http://www.nwrel.org/request/oct00/textonly.html).

Eyler and Giles (1999) found that students involved in service learning believed that their learning is richer and more applicable to real-world context, and they suggested, "this greater learning results because they are more engaged and curious about issues they experience in the community" (p. 98). Furthermore, service-learning tasks helped students improve higher-order thinking skills. Analyzing, problem solving, decision making, resolving conflict and communicating effectively were all skills that developed

when students were exposed to meaningful service learning projects in which it was

necessary to use these skills (Eyler & Giles, 1999).

Service learning students developed more positive attitudes toward others and

school, lower levels of alienation, and fewer disciplinary problems (Conrad & Hedin,

1991). Service learning was been suggested by Thomsen (2006) to be an effective way to

help students excel because service learning activities helped engage many different

intelligences as outlined by Gardener (1983, 1997). Other research pointed out that

schools that incorporated service learning into their practices had teachers who were

passionate and invigorated, and that these same teachers provided more caring school

climates (RMC Research Corporation, 2002). Additionally, Billig and Conrad (1997)

found that there was more dialogue about teaching and more respect among teachers and

students in schools where this strategy was incorporated. Current research is also

exploring the hypothesis that engagement may be a link between service learning and

academic achievement (Meyer, Hofshire, & Billig, 2004).

The benefits of service learning occur at all levels of school and extend into the

areas of satisfaction and engagement when elements of high quality service learning are

present. Research found that service learning students were "highly satisfied with their

service learning courses" (Gray), Ondaatje, and Zakaras, 1999, p. 24), which may

account for greater academic engagement. Researchers (Billig & Klute, 2003; Klute &

Billig, 2002) discerned that service-learning students in Grades 7-12 reported more

cognitive engagement in English/language arts (e.g., paying more attention to

schoolwork, putting forth effort) than non-participants. Further, service learning

strategies were found by researchers (Billig, Root, & Jesse, 2005; 2006) to work for academic engagement when they incorporated the following: clear goals and objectives; cognitively challenging tasks; promotion of diversity; students making important decisions; giving students choices; support for students in their work; research and advocacy; duration of at least 70 hours (pp. 97-115). Of students in Grades 2-5, students who participated in service learning reported greater levels of behavioral and psychological (affective/emotional and cognitive) engagement in school than their nonparticipating peers, showing statistically significant differences in the effort they expended, paying attention, completing homework on time, and sharing what they learned with others (Meyer, Hofschire, & Billig, 2004). These positive outcomes were more evident when service learning was implemented with high quality—i.e., incorporating many of the core elements of service learning (Thomsen, 2006).

Civic engagement was positively impacted when service-learning programs were implemented well, but it was no more effective than conventional social studies classes when the conditions were not optimal (Billig, Root, & Jesse, 2005; 2006). For example, students who engaged in direct service (e.g., tutoring or visiting seniors) were most attached to their communities, and students who engaged in political or civic action (e.g., circulating a petition or organizing a community forum) scored highest on civic knowledge and civic knowledge and dispositions. Furthermore, student outcomes of civic engagement improved when service- learning programs lasted longer, particularly a semester in length (Billig, Root, & Jesse, 2005; 2006). Research (Root & Billig, 2008) found that students should be encouraged to analyze how the need they are addressing is

but one step toward a broader vision of tackling the problem on the local, national, and

global levels because this will help develop civic awareness and democratic citizenship.

Through learning and reflection, students engagement is positively impacted—

particularly when participants find meaning in their service, interact with individuals

faced with personal difficulties, use reflection, and can place any need or problem in local

and global contexts (Billig & Root, 2008).

Specific teacher characteristics, such as number of years of teaching experience

and longer experience using service learning, were associated with students' valuing

school, civic skills, civic dispositions, and higher civic knowledge. Moreover, students

seemed to learn as much factual information about civics and politics through direct

experience as through more formal instruction. Again, these positive outcomes were

more evident when service learning was implemented using many of the essential

elements of service learning (Thomsen, 2006).

Perry and Katula (2001) conducted a meta-analysis to examine the extent to

which service affects citizenship in general. They concluded that the type of service that

produces the most consistent positive results was service learning (p. 360). Billig (2000)

highlighted the impact of service learning on schools and communities, which may in

turn impact engagement. For example, service learning resulted in greater mutual respect

of teachers and students and built more positive peer relations among students, among

teachers and between students and teachers in a school. In addition, service learning

improved the overall school climate, in part because educators involved in service

learning engaged in ongoing reflection and analysis to determine how to improve

educational services to students (Billig & Conrad, 1997). Moreover, service learning

led to more positive perceptions of school and youth by community members.

Community members who participated in service learning as partners with the school saw

youth as valued resources and positive contributors to community (Billig & Conrad,

1997).

Summary and Conceptual Framework

Information from a review of four focused literature sets provides the foundation

for the conceptual framework for this study. The themes consistently appearing in

literature that are germane to this study can be divided into four main categories:

academic engagement, civic engagement, social engagement, and instructional

leadership. Data were analyzed by examining characteristics that impact student

engagement identified by different participant groups.

Research indicated a significant lack of civic and academic engagement among

youth (Billig, 2004; HSSSE, 2005). Results from polls showed that many young people

do not feel they can make a difference, solve problems in their communities, or have a

meaningful impact on politics or government (Billig, 2004). The Carnegie Council on

Adolescent Development (CCAD) found that only a fraction of students in the middle

grades are engaged enough academically to develop the ability to think abstractly, solve

real problems and communicate well with others (Marshal & Tucker, 1992). These

problems require an understanding of the perceptions of participants. In this case, the

participants from the role sets involved are: (a) the administrators, (b) the teachers—both

BCE and GCE teachers, and (c) the students – including BCE and GCE cohorts. By

focusing on perceived characteristics of engagement from a variety of participants, a deeper understanding of student engagement results.

When thinking about the literature regarding instructional leadership, professional development, student engagement, reform strategies, and the participants of the study described in Chapter Three, a conceptual and framework was developed (see Figure 1, p. 74). This conceptual framework, when applied, provides both a framework for study design and data generation. Data were analyzed through exploration of perceptions of different participant groups, and through examining characteristics within the four sets of literature.

Through an exploration and review of the engagement reforms and strategies literature, several key concepts were found to possibly contribute to student engagement. One set of useful concepts identified in the engagement reforms and strategies literature was related to Authentic Pedagogy. Authentic pedagogy and achievement (Newmann, Secada, & Wehlage, 1995; Kahn, 2009) was highlighted as a way to engage students because intellectual accomplishments are worthwhile, significant, connected to the real world and therefore, meaningful. Newmann, Secada, and Wehlage (1995) suggested that "participation in authentic tasks is more likely to motivate students to sustain the hard work that learning requires" and that "authentic academic challenges are more likely to cultivate capacities for higher order thinking and problem solving useful both to individuals and the society" and therefore more likely to increase investment in schooling (p. 12).

A second set of useful concepts identified in the engagement reforms and strategies literature was related to the Middle Level Model. Literature suggested that most schools are not developmentally responsive or engaging to the students they serve (Erb, 2001; Jackson & Davis, 2000; Carnegie Council on Adolescent Development, 1989). The curriculum experienced by the students is a function of many factors. Teachers, students, subject matter, and the larger social context are all elements that help determine curriculum. Erb (2001) found that research done on middle grades reform in the past decade revealed that implementing more curriculum elements for longer periods of time leads to improved student outcomes in the major goal areas for student engagement. However, most schools that are trying to improve in these ways have not completed the journey of reform (Erb, 2001, p. 8).

A third set of useful concepts identified in the engagement reforms and strategies literature was related to Service Learning. Service-learning curriculum is increasingly emphasized as a reform designed to promote academic, social and civic engagement (Billig, Jesse & Root, 2005; Melaville, Berg & Blank, 2005). Billig (2000) suggested that, "the research in the field has not caught up with the certainty and passion that educators feel for service learning" (p.9). However, service learning emerged as perhaps holding the most potential in engaging students, as the research evidence submitted since 2000 has begun to build a case that service learning may be an effective way to build academic, social, and civic engagement—particularly when participants find meaning in their service, interact with individuals faced with personal difficulties, use reflection, and can place any need or problem in local and global contexts (Billig & Root, 2008).

Figure 1: Conceptual Framework

Reforms & Strategies

Useful:
Authentic Pedagogy contributes to engagement

Middle Level Model contributes to engagement

Service-Learning contributes to engagement

Instructional Leadership

Instructional Leadership & Professional Development

Citizenship Education

Academic Engagement

Social Engagement

Civic Engagement

Reforms & Strategies

EE CE BE

EE CE BE

Student

EE CE BE

Instructional Leadership
Useful:
Managing Instructional Program and Instructional Climate
Daily Activities of Principals: Visibility, Communication
No Shared Instructional Leadership
Teacher Supervision Does Not Improve Engagement
Teacher Collegiality
Not Useful:
Supervise Teaching

Instructional Leadership & Professional Development
Useful:
Professional Development: district did not provide Professional Development

Change: Teachers provide instructional leadership & professional development and benefits occur when they do

Implementation: improved when teachers have leadership roles

Teacher Collegiality

Student Engagement

Useful:
Academic Engagement is an important measure of student engagement.
Civic Engagement is an important measure of student engagement.
Social Engagement is an important measure of student engagement.

Not Useful:
Achievement findings
Dropping Out findings

KEY

EE: Emotional Engagement

BE: Behavioral Engagement

CE: Cognitive Engagement

CHAPTER THREE: METHODS AND DESIGN

In order to inform researchers, educators, and instructional leaders, the purpose of this single-case qualitative study was to explore perceptions of the types of engagement fostered by two citizenship education curricula: a) a specific citizenship education curriculum referred to as Burnett Citizenship Education (BCE), and b) a general citizenship education curriculum referred to as Geography Citizenship Education (GCE).

The overall questions that guided the research follow:

1. From the perspectives of students, teachers, administrators, and relevant documents, what is the impact of the Burnett Citizenship Education curriculum (BCE) on (a) academic engagement, (b) civic engagement, and (c) social engagement?

2. From the perspectives of students, teachers, administrators, and relevant documents, what is the impact of the Geography Citizenship Education curriculum (GCE) on (a) academic engagement, (b) civic engagement, and (c) social engagement?

3. How do the perspectives, identified in the first two research questions, of the a) Burnett Citizenship Education curriculum (BCE) and b) Geography Citizenship Education curriculum (GCE) inform educational practices and research literatures related to citizenship education and student engagement?

4. What leadership lessons, including ones about professional development, can be learned from a study of two types of citizenship education curricula?

This section provides information about the (a) methods, and (b) research design that were

used to address the purpose of this study.

Methods: Theoretical Perspectives

A fundamental consideration to any research project is the philosophical

orientation (Merriam, 1998). Although traditional, quantitative models have historically

dominated social science research (Marshall & Rossman, 1999, p. 56), qualitative

research grounded in interpretive study has matured and is "used in health, behavior,

education, urban planning, public relationship and communications, sociology,

psychology, management, social work, nursing, and more" (Marshall & Rossman, 1999,

p. xv). However, writers of qualitative research must develop sound rationale for their

choice of methods.

Qualitative research literature has recognized the difficulty in maintaining

neutrality in inquiry and asserted that all research is interpretive. Interpretive research has

been "guided by a set of beliefs and feelings about the world and how it should be

understood and studied" (Denzin & Lincoln, 1994, p. 13). Researchers suggested that, for

those following the interpretive paradigm, the key is to understand, not to explain and

predict (Williams & May, 1996). For interpretive researchers, the social world is the

world perceived and experienced by its members, from the inside. In interpretive

research, multiple realities are formed through the social interaction of individuals. The

task of the social scientist is to discover and describe this insider view, not to impose an

outsider view on it (Merriam, 1998, p. 4).

One assumption used by interpretive researchers is that access to any social world

emerges through the accounts that people can give of their own actions and the actions of

others (Williams & May, 1996). Such accounts contain the concepts that participants use to structure their world, and the 'theories' that they use to account for what goes on (Williams & May, 1996). When researchers inquire about behavior, or social life is disrupted and/or ceases to be predictable, social actors are forced consciously to search for or construct meanings and interpretations (Williams & May, 1996). In research that is interpretive, "education is considered to be a process and school is a lived experience" (Merriam, 1998, p. 4). In this study, I ask questions that encourage this reflection in order to discover the perceptions, interpretations, and theories participants hold. This large section provides information about (a) qualitative research, and (b) qualitative case study research.

Qualitative Research

The aim of this traditional qualitative study is to come to understand the perceptions of participants related to citizenship education, and qualitative inquiry serves this research well (Marshall & Rossman, 1999). Qualitative methods provide both detail and depth (Patton, 1990). Qualitative research cuts across subject matter, disciplines, and fields (Denzin & Lincoln, 1994, p. 1). Denzin and Lincoln (1994) point out that, "A complex, interconnected family of terms, concepts, and assumptions surround the term qualitative research' (p. 1). Although there are a great variety of qualitative research genres, there are some "common considerations and procedures for its conduct" that many qualitative researchers adopt (Marshall & Rossman, 1999, p. 2). Researchers have suggested eight characteristics of qualitative research and qualitative researchers (Rossman & Rallis, 1998):

1. Research is naturalistic.

2. Research draws on multiple methods that respect the humanity of participants in the study.

3. Research is emergent and evolving.

4. Research is interpretive.

5. Researchers view social worlds as holistic or seamless.

6. Researchers engage in systematic reflection on their own roles in the research.

7. Researchers are sensitive to their personal biographies and how these shape the study.

8. Researchers rely on complex reasoning that moves dialectically between deduction and induction. (p. 9)

Overall, researchers following the qualitative, interpretive tradition are interested in the "complexity of social interactions as expressed in daily life and with the meanings the participants themselves attribute to these interactions (Marshall & Rossman, p. 2). Qualitative data consist of descriptions of situations, people, events, interactions, and observed behaviors, and often they include direct quotations from people about certain experiences, thoughts, beliefs, and attitudes (Patton, 1990). One researcher pointed out that "the qualitative evaluator seeks to capture what people have to say in their own words . . . in order to find out what people's lives, experiences, and interactions mean to them" (Patton, 1990, p. 22).

The qualitative research in this study took place in the natural settings where students, teachers and administrators were exposed to the curriculum being studied and where students and teachers currently attend school and work, respectively (Marshall & Rossman, 1999). Miles and Huberman (1994) suggested that qualitative data are a source

of well-grounded accounts that provide rich descriptions within identifiable local contexts providing a "strong handle on what real life is like" (p. 10).

Again, the qualitative research in this study was emergent and interpretive (Creswell, 2003). Research design was refined as I discovered the appropriate questions to ask and the appropriate people to ask. An assumption, for example, was that a sample of ten teachers who taught students at the high schools who were exposed to the curriculum would be sufficient. However, after initial interviews, it become clear others needed to be interviewed so that a complete and relevant data set emerged. In this case, the sufficient relevant data emerged as a result of interviews conducted with middle school teachers and administrators.

As the research progressed, I drew from the data and made interpretations so that a pattern of understanding emerged that was eventually gathered into themes and broad interpretation (Creswell, 2003). The interpretations made at that time helped me to offer lessons learned and further questions to be asked. I filtered data through a personal lens that was particularly situated in space and time. Though such filtering cannot be avoided, I took specific steps to remain cognizant of this throughout the process. In this qualitative study, I also remained aware of how my personal biography shaped the study. In this case, I had past experience delivering other forms of citizenship curriculum and I served as the dean of students at a high school in the district. Though I was in a different building, this allowed me to have access to participants and make adjustments to accommodate their availability for interviews. Therefore, introspection was required so that I acknowledged my biases, interests and values.

Case Study Research

The specific orientation to inquiry for this research is the qualitative case study, as it is bound by time and space (Yin, 2003). Specifically, this study focused on the bounded unit of the people who experienced two types of curricula, BCE and GCE, as they were delivered during the 2002-2003 academic year. This study explored, from the perspectives of administrators, teachers, and students, how and why particular curricula impacted student engagement. Yin (1994) stated, when trying to answer "how" and "why" questions, case study has a distinct advantage (p. 9). Consequently, case study methods were chosen for this study because such methods were best suited for gathering information related to the research questions. Literature suggested that researchers use the case study method in order to deliberately cover contextual conditions because such conditions are believed to be highly pertinent to the phenomenon of study (Yin, 2003, p.13). Case study research was a preferred technique in this context because case studies possess the unique ability to deal with a wider variety of evidence than historical study (Yin, 2003). Detailed information using interviews and document analysis was gathered over a sustained period of time. The results of this study cannot be generalized to populations or universes, but rather to theoretical propositions (Yin, 2003).

Research Design

This section contains information on the design of the research for this study. The first subsection includes detailed information on the site selection for the study. The second subsection shows how participants from within the sites were selected. The third subsection details data collection procedures. The fourth subsection focuses on data analysis.

Site Selection

The sites were selected purposively because of their unique characteristics in time and space. It was necessary to select the places where perceptions of participants could be reasonably obtained. It was also necessary to find the site(s) where the two types of curricula—the bounded unit for this case study—were initially developed and first implemented. This subsection includes information about the (a) community site, (b) school district, (c) high schools, and (d) middle school.

Community

Smallfield is an urban setting in the Midwest with roughly 85,000 residents. Public schools were first established in Smallfield in the 1850s. The city borders the international airport and houses a large collection of hospitality enterprises. Local businesses include, among others, Toro and John Deere. The district serves over 10,300 students and employs over 645 teachers.

School District

During the period leading up to this study, enrollment in the Smallfield public schools increased for the first time since 1994. The 2004-05 Enrollment Report shows a 127-student increase in the K-12 enrollment, a 92-student increase in Grades 9-12, a 51-student increase in Grades 6-8 and a 16--student decrease in K-5. Since the middle of the 1990's, students of color increased in the Smallfield School District from 20 percent to 31 percent. Fifty-five percent of K-5 class sizes had 21 to 25 students. 34 percent of classes had 20 students or less and 11 percent of classes had 26 to 29 students. There were no classes with 30 or more students. Census data shows the Smallfield population of children under 4 is increasing.

In 2001, Smallfield Public Schools initiated "Strategy One" of its new Strategic Plan. This strategy called for the creation of three new middle schools, equal in structure, programming, and resources. In 1999, action teams were created to develop the new strategic plan, and one of the teams was charged with determining the boundaries for the three new middle schools.

Smallfield has two high schools, three middle schools, and ten elementary schools. The demographics of the school district vary depending on geographic location. West Smallfield is affluent and is often referred to by Smallfield residents as "Prestigious West Smallfield." Conversely, East Smallfield has a lower socio-economic status and is often referred to by residents as the "Ghetto." These distinctions are real within the community and schools of Smallfield, and they caused a major battle over where to draw the middle-school boundaries. In 2001, when Smallfield opened the doors of three new middle schools, they drew enrollment based on an east-to-west divide, with East View located in East Smallfield, Plain View in central Smallfield, and Orfeldt in West Smallfield. Each of the schools has different demographics based on race and socio economics. East View (in the east) has 40% students of color and 44% students on free and reduced lunch; Plain View (central) has 28% students of color and 27% students on free and reduced lunch, while Orfeldt (in the west) has 18% students of color and 19% students on free and reduced lunch. This division has created an inequity of outcomes across the three schools.

The district claims to have created three equal middle schools, but the data show inequities regarding the achievement of outcomes. Orfeldt has consistently posted the highest achievement results and the least disciplinary issues. East View, compared with

the other schools, has always posted lower test scores and higher rates of truancy and suspensions. Plain View regularly scores in the middle between the other two.

High Schools

Students who experienced the eighth grade curriculum at Plain View Middle School in 2002-03 were interviewed at the high school they attended in the years since their eighth grade experience. According to the high school profiles, located on the district website, Thomas Jackson High School and John F. Kahill High School were designed to ensure that a carefully planned academic program is fully supported by the physical structure of the buildings (Jackson School Profile, 2007). Each school uses the four-period daily schedule, which provides for four separate 84-minute class periods. This schedule was selected because it "addresses the needs of curricular content areas and learning requirements, maximizes opportunities for student and teacher interactions in formal and informal settings, accommodates current learning theory and social life styles" (Kahill School Profile, 2007).

Both schools also offer traditional co-curricular activities that assure opportunities for students to successfully develop interests and abilities. Facility renovations completed in the last ten years "provide a physical environment that supports flexible instructional strategies and accommodates teaching and learning in large or small groups. Learning options and groupings meet the needs of all students" (Jackson School Profile, 2007). Below is specific information about about (a) Thomas Jackson High School, and (b) John F. Kahill High School.

Thomas Jackson High School.

Thomas Jackson High School is located in West Smallfield and has an enrollment of 1760 students. Jackson is comprised of 15% students of color, 12% students on free or reduced lunch and 10% who receive special education services. In terms of Minnesota proficiency tests, Jackson is a 5-star school in reading on the MCA-II tests taken in April of 2006. Jackson ranked fifth in the state in Reading and third in Math among large high schools. 40 seniors in the past three years have earned distinction as National Merit Scholar Semifinalists and commended scholars. In terms of athletics, Jackson offers 38 athletic programs including 6 adapted sports. In 2006, Jackson had 918 students participate in the athletic programs. Jackson offers 32-Advanced Placement, honors or enriched courses in all grades, as well as mentorships, apprentice- ships and community service opportunities (Jackson School Profile, 2007).

John F. Kahill High School.

John F. Kahill High School is located in East Smallfield and has an enrollment of 1738 students. Kahill is comprised of 39% students of color, with 33 foreign countries represented in the student body. Smallfield's only English Language Learner Program is housed at Kahill. In terms of Minnesota proficiency tests, Kahill is a 5-star school in reading on the MCA-II tests taken in April of 2006. One student earned distinction, as a National Merit Scholar Semifinalist and four were commended scholars. In terms of athletics, Kahill offers 38 athletic programs including 6 adapted sports. Kahill offers Advanced Placement, honors or enriched courses in all grades, as well as mentorships, apprentice- ships and community service opportunities (Kahill School Profile, 2007).

Middle School

The district claims to have created three equal middle schools, but the data show inequities regarding the achievement of outcomes. Plain View has 28% students of color and 27% students on free and reduced lunch. Plain View regularly scores in the middle between the other two in achievement and discipline measures.

At Plain View Middle School there are 830 students, with about 300 students per grade and 150 students per team. Each grade houses two 6th, 7th, and eighth grade teams of students and teachers. Within the teams, there is a flexible block schedule that is based on the best ways to teach various curricular content and meet learning requirements. A typical instructional block is 80 minutes long, and there are four blocks in a student's day. Each of the core classes like Math, Science, Social Studies, and Language Arts— is taught in a full block every other day. Some "exploratory" classes like Music and Physical Education or World Language—may be a half-block in duration and continue throughout the entire school year. At Plain View, the flexible block schedule gives teams of teachers the ability to develop instructional strategies that meet the unique needs of the students on their team. Teachers can group and regroup students for instruction, organize instructional periods that can vary hourly, daily, or weekly, get to know their students and better understand their needs and progress, and increase the time students are engaged in learning.

Plain View Middle School adopted the middle school model as rationale for the structure of their eighth grade program. Authors Jackson and Davis (2000) summarized a main piece of this rationale by stating that, "a significant body of research demonstrates that school size matters and that the creation of smaller, more connected, and more

integrated school communities can indeed facilitate the relationship building,

personalization, and mentoring deemed critical to healthy development in the adolescent

years" (p. 126). This section contains information about (a) social studies curriculum

development, (b) Geography Citizenship Education curriculum, and (c) Geography

Citizenship Education curriculum.

Social studies curriculum development.

The Smallfield School District's Social Studies Steering Committee used some of

the published work from the National Council of the Social Studies (NCSS) and from

National Geography Standards (NGS) in geography to guide its' creation of the district

curriculum. Each course offered—including Geography Citizenship Education—is

designed to intentionally embed the curricular elements that meet the standards of the

NCSS (Social Studies Steering Committee [SSSC], 2005, p. 33). Much of what is

included in the quotation below seems to have been used by the steering committee

because of the specific references to citizenship. This overarching vision for the social

studies curriculum of Smallfield—published in the district Social Studies Curriculum

Guide—was taken from the NCSS website:

> Social Studies educators teach students the content knowledge, intellectual skills,
>
> and civic values necessary for fulfilling the duties of citizenship in a participatory
>
> democracy. Within the school program, social studies provides coordinated,
>
> systematic study drawing upon such discipline as anthropology, archaeology,
>
> economics, geography, history, law, philosophy, political science, psychology,
>
> religion, and sociology, as well as appropriate content from the humanities,
>
> mathematics, and natural sciences. The primary purpose of social studies is to

help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

To enable young people to make informed and reasons decisions for the public good, a social studies curriculum must include several components. Students must build a knowledge base of essential facts. They must develop the skills of acquiring and evaluating information, developing arguments, constructing new knowledge, and working cooperatively in groups. Young people who live and participate in a democratic society need to learn to value democracy, freedom, and equality. Students must learn about fundamental rights and corresponding responsibilities, basic freedoms, and the complexity of decisions citizens face. Most importantly, young people must learn the value and importance of being knowledgeable, critically thinking, engaged members of society. (http://www.socialstudies.org/about/)

Geography Citizenship Education curriculum. The traditional social studies curriculum was developed in the 1990's in part to serve as the Smallfield Public Schools' geography component. As such, this curriculum is delivered during eighth grade at Plain View Middle School. The curriculum was created by teachers at the direction of the district's Social Studies Steering Committee, which is a group comprised of administrators and social studies teachers from each building in the district. The course uses perspectives from the field of geography to examine and make sense of the world in which our students live (SSSC, 2005). The course content ranges from the local geography of the Smallfield community and Twin Cities to the entire world with a special emphasis on the Western Hemisphere (SSSC, 2005). Whenever possible, teachers are

encouraged to include contemporary issues of a geographic nature (e.g., conflict in the

Middle East, destruction of the rain forest in South America, the issue of development in

third world countries). The course description is based on five nationally recognized

themes of geography, as printed in the curriculum guide created by the SSSC (2005):

•Location (refers to the global position of places using both absolute and

relative placement methodologies).

•Place (refers to the description of human and national characteristics that

make an area unique).

•Human Environmental Interaction (refers to the cultural, economic,

political and technological modifications and resulting consequences that humans

impose on their natural environment).

•Movement (refers to the spatial interactive patterns that develop from the

movement of people, goods, and ideas).

•Region (refers to formal and functional areas that are identified by their

similar natural or cultural characteristics).

These five themes are complimented by a series of geographic skills, which each

learner needs to develop in order to interpret geographic data of all types. These

skills range from basic map reading to the analysis of data in order to define

regional areas. In addition, critical thinking skills are also developed in order that

students may analyze how events in one area of the world have an impact on other

areas of the world. (p. 3)

Burnett Citizenship Education curriculum. The Burnett Citizenship Education

curriculum was inspired by Tom Burnett, Jr., whose final words to his wife Deena were,

"We're going to do something" as he and his fellow passengers overpowered the terrorist hijackers aboard United Flight 93 on September 11, 2001 (Thomas Burnett Family Foundation [TBFF], 2007). The result—Burnett Citizenship Education—incorporates many of the elements characteristic of service learning and matches the desire of the collaborating teachers to "do something big".

The idea for the curriculum was created just prior to the 2002-2003 school year. Collaborating teachers decided to try to do something to connect students to their teachers, their school, and their team. Using the structure and rationale provided to them (the team approach and the middle school model), the teachers worked to embed instructional concepts from the research on Newmann's Authentic Pedagogy, in which students connect learning to real life experiences (Smallfield School's Strategic Plan [BSSP], 2007). According to the program website, Burnett Citizenship Education claims to house "innovative and engaging activities that make civic instruction relevant" and suggests that, "It equips each student with the tools to be an active citizen and provides a service experience that teaches values, builds confidence and connects kids and communities" (TBFF, 2007). The last piece of the puzzle came by way of the newly formed TBFF, which published the curriculum as a free resource on the Internet, established a connected ongoing scholarship fund, and provided financial assistance (TBFF, 2007).

Burnett Citizenship Education (BCE) is implemented under the same guidelines as Geography Citizenship Education (GCE), as set forth under the curriculum guide of the district. Additional components are included that differentiate BCE from GCE curriculum.

In September, teachers teach a series of five lessons designed to help students use the tools for ethical citizenship. Students are to explore concepts of citizenship and encourage awareness of heroism in both everyday and extraordinary acts (TBFF, 2007). From October through April, one lesson per month emphasizes content and skill-building activities. To culminate the learning process, students are asked to collaboratively plan a Tom Burnett Memorial Day of Service using the mini-lessons included in the curriculum (TBFF, 2007).

Middle school teams: Curriculum delivery

Plain View Middle School created a "team" system whereby the large middle school was restructured into smaller learning environments called "teams". Literature suggested that, "a team consists of two or more teachers and the group of students they commonly instruct" (Jackson and Davis, 2000, p. 125). Teachers on a team instruct all the main academic subjects. In keeping with the team system, students at Plain View Middle School were grouped into two distinct cohorts of students during the 2002-03 school year. Each cohort, or "team" experienced a distinct type of citizenship curriculum that was created by teachers in the district under the direction of the district's social studies steering committee. At Plain View Middle School, about 300 students are housed at each grade level and divided into two teams, with 150 students per team. One team delivered the traditional Geography Citizenship Curriculum, while the other team developed a new curriculum, Burnett Citizenship Education. The following section includes information regarding curriculum deliver on two eighth grade teams: (a) Geography Team, and (b) Burnett Team.

Geography Team. The middle school team Geography was the cohort of five teachers and 150 students who were grouped together at Plain View Middle School. This group worked together exclusively and experienced Geography Citizenship Education during the 2002-2003 school year. All the students on the team were eighth graders. Each of the five teachers specialized in English, Math, Science, Health and Physical Education, or Social Studies.

Burnett Team. Burnett Team was the middle school team that experienced the Burnett Citizenship Education curriculum in 2002-03. This was a cohort of five teachers and 150 students who were grouped together. This group worked together exclusively during Burnett Citizenship Education lessons and planning the Thomas Burnett Day of Service. All the students on the team were eighth graders. Like Geography Team, each of the five teachers specialized in English, Math, Science, Health and Physical Education, or Social Studies.

Participant Selection

Participants who "best help[ed] the researcher understand the problem" (Creswell, 2003, p. 185) for this study were selected purposively selected. Such purposive sampling "is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned" (Merriam, 1998, p. 61). Administrators, teachers, and students with varying levels of exposure to the two types of curricula were selected. This sample consequently yielded the benefits found in maximum variation sampling, whereby a small sample of great diversity yielded "important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity" (Merriam, 1998, p. 172).

I used the method of convenience sampling, as the interviews pulled only from those who were accessible within the school district of study. A total of 50 participants were included in this study, with 28 female participants (56%) and 22 male participants (44%) offering responses to interview questions. Other schools delivering citizenship education curriculum were not included in this research. This is a limitation of this study because I did not have access to other sites. However, this does not necessarily mean this study is "information-poor," as stated by Patton (1990, p. 183). Rather, the study is one in which I have taken advantage of convenience, access, and geographic proximity (Yin, 2003). In this case, such an approach allowed for a less structured and more prolonged relationship to develop between subjects and myself than would occur if sites in other states were included, and therefore the weakness highlighted by convenience sampling was mitigated.

In order to inform researchers, educators, and instructional leaders, the purpose of this single-case qualitative study was to explore perceptions of the types of engagement fostered by two citizenship education curricula: a) a specific citizenship education curriculum referred to as Burnett Citizenship Education (BCE), and b) a general citizenship education curriculum referred to as Geography Citizenship Education (GCE). To address this purpose, perceptions of student engagement were collected from (a) middle school administrators, (b) middle school teachers, and (c) high school students. Descriptions of each follow the contextual framework.

When thinking about the literature regarding instructional leadership, professional development, student engagement, reform strategies, and the participants of the study

described next in this chapter, a contextual framework was developed (see Figure 2, p.

94). This contextual framework provides a context for study design.

Figure 2: Contextual Framework

Instructional Leadership

Instructional Leadership & Professional Development

Citizenship Education

Academic Engagement

Social Engagement

Civic Engagement

EE CE

EE CE

BE

BE

Student

EE CE

BE

KEY
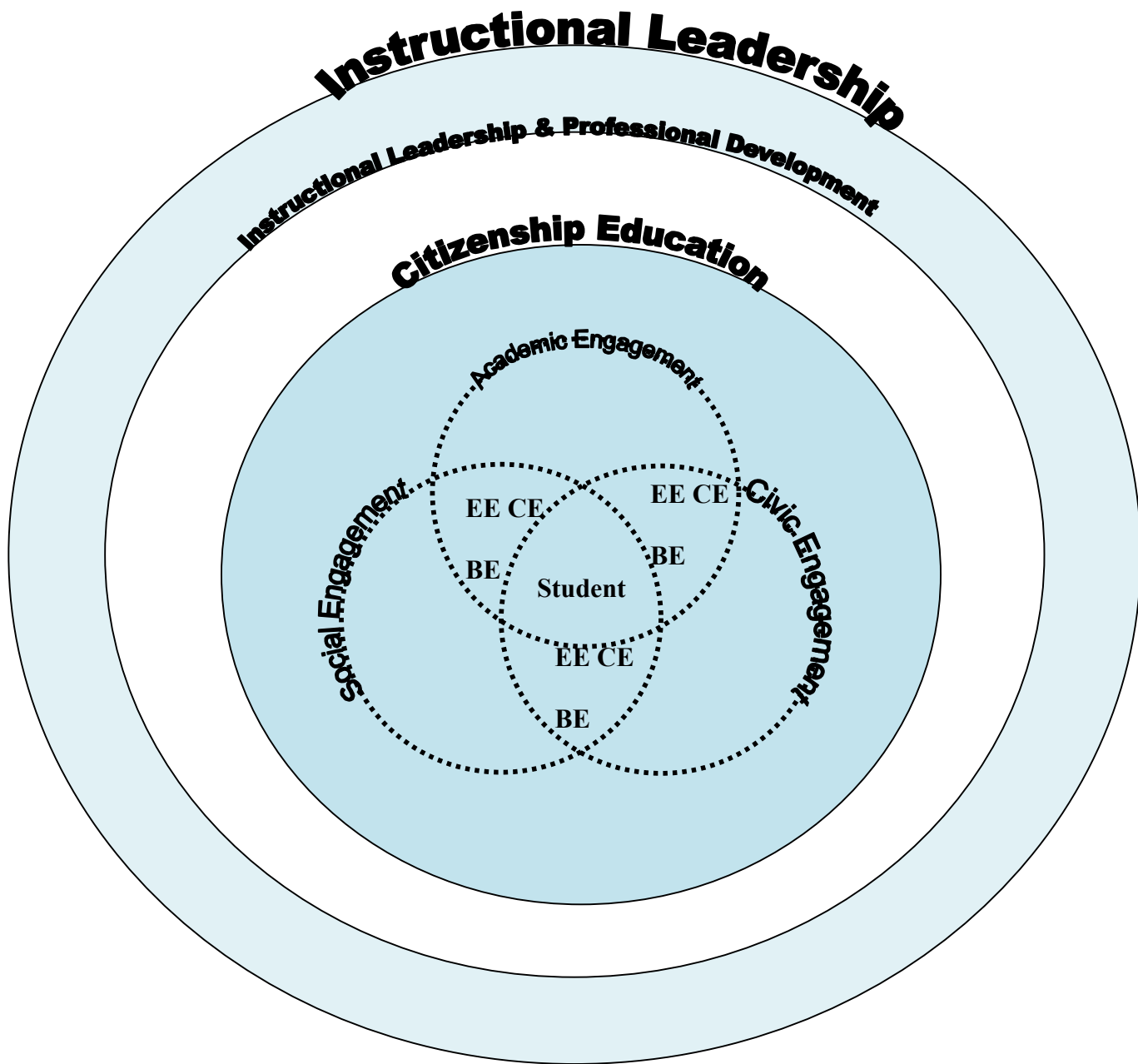
EE: Emotional Engagement

BE: Behavioral Engagement

CE: Cognitive Engagement

Middle School Administrators

Two administrators were asked semi-structured questions designed to gather their perceptions of the impact that BCE and GCE had on students. A total of two middle school administrators who served the students when they were in eighth grade were interviewed for this study (see Table 1, p. 100). Perceptions of administrators were good sources of information related to academic engagement during their eighth grade year.

In terms of emotional engagement, middle school administrators were able to provide information about students' affective reactions in the school—their interest, boredom, happiness, sadness and anxiety (Fredricks, Blumenfeld & Paris, 2004, p. 59). Administrators were assumed to be credible sources of students' cognitive engagement, when they responded to interview questions focused on student self-regulation and investment in learning during eighth grade (Fredricks, Blumenfeld & Paris, 2004, p. 59).

Administrators also had some ability to report on the social engagement of students, as they had knowledge about student participation in extracurricular activities, whether or not students had friends at school, whether students felt a sense of loyalty to the school and whether students believed in the general legitimacy of the school (Finn, 1993). Administrators also had the ability to provide documents, reports, and other data related to social engagement. Finally, administrators were assumed to be credible reporters of student civic engagement, as they had potential knowledge about students' involvement in the community.

The administrative team at Plain View Middle School is made up of a principal, assistant principal, and dean of students. Of these, only the dean of students had changed

since the students of study experienced the curricula. The male principal was in his

early fifties at the time of this study and was an experienced administrator, having served

for over eight years at Plain View. The assistant principal was a male in his thirties and

was an administrator with the Edina Public Schools prior to joining the Plain View team

six years prior to the study. A female intern in her thirties filled the position of dean of

students at the time the students were at Plain View, and she has since moved to another

administrative position. The dean of students serving at the time of the study was a

female in her thirties, having obtained K-12 administrative licensure from the University

of Minnesota just prior to taking the job.

Middle School Teachers

A total of eight teachers were asked semi-structured questions designed to gather

their perceptions of the impact each curriculum had on student engagement (see Table 1,

p. 100). The participants had 2-30 years of teaching experience, taught 1-14 years in the

school studied, and were comprised of seven women and one man. These teachers were

asked to provide their perceptions about students' academic, social, and civic

engagement. Teachers were interviewed from the core disciplines on each team. Thus,

the English, Math, Science, and Social Studies teachers were interviewed from both

Geography Team (three teachers from this team volunteered) and Burnett Team (five

teachers from this team volunteered).

The perceptions of teachers yielded rich information about the first broad

category of student engagement, academic engagement. In addition, classroom teachers

were often in settings that allowed them to observe the behavioral engagement of

students. Teachers were able to include information about students' active participation in

class, work habits, assistance-seeking behavior, and attraction to challenging classes (Thomsen, 2006).

In terms of emotional engagement, a second type of academic engagement, teachers were able to provide information about students' affective reactions in the classroom, which includes their interest, boredom, happiness, sadness, and anxiety (Fredricks, Blumenfeld & Paris, 2004, p. 59). Teachers were credible sources of students' cognitive engagement, the third form of academic engagement, as they reported student self-regulation and investment in learning (Fredricks, Blumenfeld & Paris, 2004, p. 59).

Teachers had some ability to report on the second broad category of student engagement, social engagement. For example, teachers knew about student participation in extracurricular activities, whether or not students had friends at school, whether students felt a sense of loyalty to the school, and whether students believed in the general legitimacy of the school (Finn, 1993). Finally, teachers were sources for the third broad category of student engagement, civic engagement. Civic engagement refers to students' knowledge of their community, attitudes concerning their ability to make a difference in communities, and current and planned actions (Civic Engagement: From Evaluation of the Washington Service Corps Roadmap to Civic Engagement, Executive Summary 2003-2004).

High School Students

Student interviews were essential for this research, as "all too often those most affected by educational policy and programmatic decisions—the students—are absent from inquiry" (Marshall & Rossman, 1998). The study is bound by the fact that students were purposively selected based on whether or not they participated in the curriculum.

Purposive selection was an appropriate strategy for this study because students could not be forced to give information and therefore self-selected to be interviewed in response to solicitation to do so.

For this study, the sample of students was drawn from two different cohorts, based on convenience (see Table 1, p. 100). This sample was selected in part based on the availability of respondents, who were over 18 years of age and were still high school seniors in the school system. Interviews were conducted with 20 students from the 150 students who were part of Burnett Team, which was the cohort of 150 eighth grade students who participated in the Burnett Citizenship Education curriculum. Interviews were also conducted with 20 students from the 150 students who were a part of the other middle school team, Geography Team, which participated in the traditional Geography Citizenship Education curriculum. These sample sizes were chosen based upon Patton's (1990) recommendation to specify a minimum sample size "based on expected reasonable coverage of the phenomenon given the purpose of the study" (p. 186).

Other schools delivering citizenship education curriculum were not included in this research. This was a limitation of this study because it did not have access to other sites. However, this does necessarily mean this study is "information-poor," as stated by Patton (1990, p. 183). Rather, the study was one in which I have taken advantage of convenience, access, and geographic proximity (Yin, 2003). In this case, such an approach allowed for a less structured and more prolonged relationship to develop between subjects and myself than would occur if sites in other states were included, and therefore the weakness highlighted by convenience sampling was mitigated.

There were four advantages in selecting this sample. First, four years had passed since participants were exposed to the curricula, thereby giving them ample time to reflect over their school careers and how their eighth grade experience fit within that experience. Second, students were seniors and at least eighteen years of age at the time of the interviews, so that they could give consent to participation in the study themselves. Consequently, they were more likely to have the skills and developmental growth necessary for meaningful and mature dialogue. Third, this pool of participants was more able to comprehend the nuanced definitions of engagement used in this study and consequently was more able to provide rich feedback to me. Last, this sample yielded the benefits found in maximum variation sampling, whereby a small sample of great diversity yielded "important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity" (Patton, 1990, p. 172).

Table 1: Summary of Study Participants

Participant Group	Participants (where possible and appropriate)
Middle School Administrators	2 administrators who meet the criteria below: • Had experience with the curriculum. • Led the middle school during the 2002-03 school.
Middle School Teachers: Geography Team	4-5 teachers who meet at least one of criteria below: • Know students who have experienced BCE and/or GCE. • Know other teachers who are familiar with students' experiences within BCE and GCE • Work with administrators who are familiar with BCE and the GCE • Delivered either BCE or GCE
Middle School Teachers: Burnett Team	3-5 teachers who meet at least one of criteria below: • Know students who have experienced BCE and/or GCE. • Know other teachers who are familiar with students' experiences within BCE and GCE • Work with administrators who are familiar with BCE and the GCE • Delivered either BCE or GCE
Jackson Students	20-25 students who meet at least one of the criteria below: • Were Plain View eighth-graders in 2002-03 and were exposed to BCE • Were Plain View eighth-graders in 2002-03 and were exposed to GCE
Kahill Students	20-25 students who meet at least one of the criteria below: • Were Plain View eighth-graders in 2002-03 and were exposed to BCE • Were Plain View eighth-graders in 2002-03 and were exposed to GCE
TOTAL PARTICIPANTS	2 Middle School Administrators 8 Middle School Teachers 20 Geography Team Students 20 Burnett Team Students 50 Total Participants 50 Total Interviews at least 45 minutes in length

Data Collection

The data collected for this case study was collected efficiently and managed in ways that allowed for easy retrieval. This was essential because "the case study researcher can be seriously challenged in trying to make sense out of all the data" (Merriam, 1998, p. 193). I served as the primary instrument for collecting and analyzing data in this study, which is characteristic of qualitative research (Merriam, 1998). Two research techniques were used to obtain data—pre-interview questionnaires and document analysis. Data was triangulated through these data collection methods and further triangulated through the use of multiple sources of interview data (Merriam, 1998), all of which strengthened trustworthiness (Merriam, 1998). Document sources provided additional information for the triangulation of interview data (Creswell, 2003). Three types of documents were used, and documents helped to shape interview questions.

Interviews

Interviewing is a common means of collecting qualitative data (Merriam, 1998, p. 71). Interviews were used to ask a series of semi-structured questions to gain participants' views about the two curricula and consequent impact on students. Thus, interviews were selected as way to find out what was "in and on" the minds of participants (Merriam, 1998, p. 71). The following section contains information related to the interview process. First, pre-interview questionnaires were used to establish the viability of the study and to inform the formulation of meaningful interview questions. Second, informed by the pre-interview questionnaire, a semi-structured interview protocol was developed to specifically address each of the research questions.

Pre-interview questionnaires.

The purpose of the pre-interview questionnaires was to establish whether there were adequate distinctions between two citizenship programs to ensure viable and fruitful study. In addition, the questionnaire was developed into an interview protocol for each participant group. The second purpose for using the questionnaire was to help me develop a more in-depth interview protocol for each participant group. In questionnaires, student respondents were asked to describe their perceptions of their experience as eighth graders in terms of the day-to-day curriculum and its impact on their academic, civic, and social engagement First, answers were disaggregated according to the percentage of responses given for each question. Second, a Likert Scale (Patten, 2001) was used to gain a quantitative understanding of students' perceptions attitudinally about whether particular curricula had affect on their academic, social, or civic engagement. A score of "1" was indicative of "Very Little" curricular affect on students' engagement. "Little" impact was measured by a score of "2". The score of "3" designated that the curriculum had "Somewhat" of an affect on engagement. "Much" impact was shown by a score of "4". A score of "5" indicated "Very Much" affect on students' engagement. Responses were remarkably consistent across all sections of the pre-interview questionnaire. Trends were established from the questionnaire that indicated that interviews would be fruitful. Further, trend data revealed some distinctions between the two citizenship programs.

Teachers' questionnaires were focused on the same three areas: academic, civic, and social engagement. Responses were captured using a Likert Scale. Because the number of teacher respondents was much lower than student respondents (three GCE teachers, five BCE teachers), results were disaggregated according to the number of

responses given for each question. Teacher respondents used the same pre-interview

questionnaire format the students used. Again, a score of "1" was indicative of "Very

Little" curricular impact on students' engagement, as perceived by the teachers who

taught them. The score of "3" designated that the curriculum had "Somewhat" of an

impact on engagement. A score of "5" indicated that teachers perceived that the

curriculum "Very Much" impacted students' engagement. Trends were established from

the questionnaire that indicated that interviews would be fruitful. Further, trend data

showed some distinctions between the two citizenship programs.

Semi-structured interview protocol.

The primary instrument for data collection was a semi-structured interview

protocol. In keeping with Yin's (2003) suggested approach for data collection in case

study research, interviews were used to ask a series of semi-structured questions to gain

participants' views about the two curricula and consequent impact on students.

Specifically, questions were formulated to gather academic, social and behavioral

engagement data. As the researcher, I went to each of the sites in order to conduct each

interview. Conducting research in these settings enabled a high level of detail to emerge

about the subjects and the curriculum being studied.

There were three other particular advantages to interviewing (see limitations

section for disadvantages). First, this method proved useful because the participants could

not be observed directly, as the curriculum exposure occurred in years prior to the study.

Second, the participants were able to provide historical perspective and information.

Third, this method allowed me some degree of control over the line of questioning, which

was necessary (Creswell, 2003). This study took care to honor the assumption of

qualitative research that, "the participant's perspective on the phenomenon of interest should unfold as the participant views it, not as the researcher views it" (Marshall & Rossman, 1998, p. 108). It was intentionally sought to convey the attitude that the participant's views were valuable and useful (Marshall & Rossman, 1998).

This study also considered the appropriate role for the researcher. At the time the study, I was not in any formal positional or personal relationship with any of the participants. However, by following the advice of Marshall & Rossman (1998), age and power differences were dealt with between those to be interviewed and the interviewer. This was necessary, for example, when decisions were made about which role to assume in the interviews, whether it was the role of supervisor, leader, observer, colleague, or friend (Marshall & Rossman, 1998). For example, I had collegial relationship with administrators and teachers due to my acquaintance with the work these people do. For students, I acted in a friendly manner to those who were timid, for instance.

Following the advice of Yin (2003), the interview protocol used was intended to reflect the full set of concerns from the initial research design. Level one and level two follow-up questions were outlined for the purpose of data collection. Level one questions were asked of those interviewed. Level two follow-up questions were answered by the individual case (these are the questions in the case study asked by the investigator during the single case) (p. 74).

The interviews for this study were semi-structured, as outlined by Merriam (1998). This type of interview was located halfway on the continuum between the highly structured and unstructured interview (p. 74). In this type of interview, questions were in some cases flexibly worded and included a mix of more- and less- structured questions.

Because specific information (how they perceived the impact of the two curricula on

the forms of engagement) was desired from all the respondents, the first section was more

highly structured (p. 74). The rest of the interview explored related questions or issues

and "neither the exact wording nor the order of the questions will be determined ahead of

time" (Merriam, 1998, p. 74). Appendix A (p. 272) highlights the interview protocols for

each participant group. One-on-one interviews took 45 minutes to one hour and were

conducted in person.

Documents

A limited number of documents were analyzed as part of this study including a

curriculum guide and a curriculum syllabus. Information found in documents was

compared to the perceptions of administrators, teachers, and students, and discussed with

those who participated. Documents helped to shape interview questions, and document

sources, along with pre-interview questionnaires and interviews, provided additional

information.

There were two distinct advantages to using document study in this case. First,

this enabled me to obtain the words and language of participating teachers and students.

These written perspectives were accessible at a convenient time and obtained in an

unobtrusive way (Creswell, 2003). Second, the information gathered represents

thoughtful data, as participants have given attention specifically to creating the

documents.

Data Analysis

This section contains information on how the data collected from interviews and

documents was used to inform the study. One goal of the data analysis of this study was

to follow Marshall and Rossman's (1999) recommendation to "refer to the original theoretical framework to show how data collection and analysis will be guided by concepts and models" (p. 193). I also attempted "to do a generalizing and not a particularizing analysis" (Yin, 2003, p. 11). Although there are many characteristics of qualitative research that vary by researcher, Miles and Huberman (1994) suggested that there is a "classic set of analytical moves" that emerges when practicing qualitative research. Analytic moves are as follows:

1. Affixing codes to a set of field notes drawn from observations or interviews.

2. Noting reflections or other remarks in the margins.

3. Sorting and sifting through these materials to identify similar phrases, relationships between variables, patterns, themes, distinct differences between subgroups, and common sequences.

4. Isolating these patterns and processes, commonalities and differences, and taking them out to the field in the next wave of data collection.

5. Confronting those generalizations with a formalized body of knowledge in the form of constructs or theories. (p. 9)

An emergent analytic strategy was consequently employed so that analysis occurred as the research was conducted. In order to become sufficiently familiar with the data, data was organized while it was read. Next, organizational tools, such as pre-developed data recording charts were used for the management of the data. Themes and categories were developed through prolonged engagement with the data. As different categories of meaning developed, I looked for internal convergence and external

divergence (Marshall & Rossman, 1998). A coding process was used to organize the material into chunks of categories and themes (Creswell, 2003).

As categories and themes emerged and coding occurred, I began the process of testing the emerging understandings. A process of evaluating the data for usefulness determined whether or not the questions being examined were pertinent to the two types of curricula and student engagement. Any patterns that emerged were critically challenged as I searched for alternative explanations. Alternatives were identified and compared with any emerging explanation (Marshall & Rossman, 2003). Last, I wrote the report. I attempted to relate practice to theory by summarizing the descriptive data about the curriculum and linked it to the general theoretical constructs of student engagement. This larger section includes descriptions of: (a) interview analysis and (b) document analysis.

Interview Analysis

As suggested by Miles and Huberman (1994), the interview protocol and follow-up questions were based on a bi-modal organizational structure. Data were first examined using idiosyncratic analysis, which provided descriptions of, and characteristics unique to, each of the individual participant groups. Next, data were broken down using nomothetic analysis. Nomothetic analysis involved looking for thematic patterns common to all the cases and groups studied by identifying the coded responses mentioned most by all participants. After a brief review of the documents used to inform the study, a final analysis examined data by participant group, thereby seeking to answer the four research questions. Patterns or themes common within participant groups were identified and explored further. Data was reported in narrative and graphic formats.

The emergent analytic strategy dictates that interview approaches be adjusted when necessary in order that significant classes of things, persons, and events are discovered (Marshall & Rossman, 1998). Because this study employed strategies associated with case study research, it involved detailed descriptions of the setting and individuals, followed by analysis of the collected data for themes (Creswell, 2003, p. 191).

The research followed five typical analytic procedures as outlined by Marshall & Rossman (1998):

a. Organizing the data, generating categories, themes, and patterns.

b. Coding the data.

c. Testing the emergent understandings.

d. Searching for alternative explanations.

e. *Writing the report. (p. 152)*

Document Analysis

Several documents were analyzed as part of this study. These documents were analyzed in comparison to information gained in interviews. These documents were reviewed and coded similar to the interview data. Documents were sorted into piles, based on type of document. Piles of documents were sorted into piles labeled as (a) curriculum guides, and (b) syllabus. Then, each pile was coded, counted, and themes emerged. Themes were written about and placed in the findings section of Chapter Four.

Data Reporting

The findings of this study are located in Chapter Four. The data were reported in narrative and graphic form, highlighting those perceptions that were significant in and

across the three participant groups. Participants were given randomly assigned

pseudonyms without regard to gender to guard against any possible breach of

confidentiality. The results of this study are not intended to be generalized to other

schools or globally; however, data from this study may be useful to inform instructional

leaders of underlying issues that result in student engagement. Likewise, knowledge

gained could lead instructional leaders to a better understanding of their potential in

policy formulation and program development. . It might also inform their role in

fostering student engagement. Findings from the study may be useful to several other

groups, including policy makers, school administrators, and curriculum specialists.

<center>Limitations of the Study</center>

This section contains information about limitations of the study. The first

limitation is related to single case study design. A second emerges because of the use of

interviews. A third limitation presented is related to the use of documents.

<center>*Single Case Study Design*</center>

One limitation of single case study design is the limited number of participants

and research sites. By limiting the number of participants within each group, cases from

that group that might have informed and solidified the study were not considered because

they fell outside the number of slots determined. In addition, convenience sampling was

used, as the interviews pulled only from those who were accessible within the school

district of study. Other schools delivering citizenship education curriculum were not

included in this research because of lack of access. However, this does not necessarily

mean this study is "information-poor," as stated by Patton (1990, p. 183). Rather, the

study took advantage of convenience, access, and geographic proximity (Yin, 2003).

Use of Interviews

There are at least six limitations to the use of interviews. First, they provided indirect information, filtered through the views of the interviewees. The interviews were conducted in a designed and particular place, rather than in the natural field setting where the curriculum exposure occurred. Second, not all participants were equally perceptive or articulate, and therefore those with such overt traits may have inclined the researcher to give more weight to their testimony (Creswell, 2003). A third weakness was that the Hawthorne effect may have come in to play, as my presence as the researcher may have biased responses in some way (Gillespie, 1991). Fourth, those interviewed may have been unwilling or uncomfortable sharing all that the interviewer hoped to explore, and because of that, the interviewee may not have been truthful (Marshall & Rossman, 1998). A fifth weakness was that I was relatively new to this technique. Researchers suggested that, "interviewers should have superb listening skills and be skillful at personal interaction, question framing, and gentle probing for elaboration" (Marshall & Rossman, 1998, p. 110). Again, the subjective view of the interviewees is what mattered, and I may not have optimally elicited this response, given my neophyte status as an interviewer. A last limitation of interviews was created by the willingness or unwillingness of participants to participate in the case study. Because some participants chose not to participate, data was not collected from all potential high-interest cases. Likewise, not all teachers present during the year of study could be contacted. Additionally, some individuals who met the criteria for inclusion as participants were unwilling to participate, and therefore, their perceptions were excluded.

Use of Documents

Documents were analyzed using the same strategy that was employed for the interview analysis. Emergent themes developed as the research progressed. One potential weakness was that I was also relatively new to this technique. Therefore, I may not have analyzed content according to its intent. When reviewing the documents content analysis was applied. Content analysis is a method for describing and interpreting the artifacts in an objective and neutral way by obtaining a quantitative description of the various forms of communication (Marshall & Rossman, 1998). A potential weakness of such content analysis was my interpretation as the researcher. Finally, a limitation of document study is that some of the documents gathered might lack authenticity, accuracy, or completeness. . In addition, some potentially useful information was protected and unavailable for public access (Creswell, 2003).

CHAPTER IV: DATA ANALYSIS AND FINDINGS

In order to inform researchers, educators, and instructional leaders, the purpose of this single-case qualitative study was to explore perceptions of the types of engagement fostered by two citizenship education curricula: a) a specific citizenship education curriculum referred to as Burnett Citizenship Education (BCE), and b) a general citizenship education curriculum referred to as Geography Citizenship Education (GCE).

The overall questions that guided the research follow:

1. From the perspectives of students, teachers, administrators, and relevant documents, what is the impact of the Burnett Citizenship Education curriculum (BCE) on (a) academic engagement, (b) civic engagement, and (c) social engagement?

2. From the perspectives of students, teachers, administrators, and relevant documents, what is the impact of the Geography Citizenship Education curriculum (GCE) on (a) academic engagement, (b) civic engagement, and (c) social engagement?

3. How do the perspectives, identified in the first two research questions, of the a) Burnett Citizenship Education curriculum (BCE) and b) Geography Citizenship Education curriculum (GCE) inform educational practices and research literatures related to citizenship education and student engagement?

4. What leadership lessons, including ones about professional development, can be learned from a study of two types of citizenship education curricula?

Chapter Four is organized into three sections. The first section includes idiographic analysis of each participant group. Perceptions of participants are analyzed by examining data that relate to factors of student engagement. Section two consists of nomothetic analysis of the data across participant groups. Nomothetic analysis provides a generalized understanding, rather than a full description, and involves looking for patterns across data sets (all participant groups and documents). Data gathered from interviews and documents are examined. Section two also includes an analysis of the documents collected across all participant groups. Section three introduces findings relevant to the research questions, and thereby presents findings from each of the three participant groups.

Idiographic Analysis: Interview Findings Within Each Participant Group

This section contains idiosyncratic analysis of interviews from each participant group. Analysis considers the perceptions of participants, and the issue of student engagement is examined for participant groups. Interviews were conducted with stakeholders related to the first two research questions of the study. This large section contains findings from interviews with (a) administrators, (b) teachers, and (c) students.

Administrators

Administrators at Plain View Middle School were first asked about their experiences with and perceptions of the eighth grade curriculum and their perceptions about students' resulting academic, civic, and social engagement. Second, questions

about practices and research literature were addressed. Third, administrators were

also asked about their perceptions related to instructional leadership and Professional

Development. The principal and assistant principal from Plain View Middle School

participated in interviews. Several themes emerged from their responses. The following

section contains information and themes in the areas of a) Citizenship Education, b)

Practices and Research Literatures, c) Leadership and Professional Development.

Citizenship Education

Administrators were asked about their experiences with and perceptions of the

eighth grade curriculum. Two administrators—the principal and assistant principal—

from Plain View Middle School participated in interviews. These administrators were

asked about their perceptions about students' resulting academic, civic, and social

engagement relative to the two curricula. Several themes emerged from their responses.

The following section contains combined information about Burnett Citizenship

Education curriculum and Geography Citizenship curriculum. Idiographic information

from administrators is included about a) two citizenship programs, b) academic

engagement, c) civic engagement, and d) social engagement.

Two citizenship programs.

In general, when asked why two distinct curricula emerged in the school year,

both principals said that BCE was started that year by Judy Lockhart and Nora Benson,

and agreed that "it made sense" that Nora's team would start the curriculum because of

her direct family connection to Tom Burnett, since he was her uncle. Principal Rich and

Assistant Principal Barry described the perceptions of those who experienced BCE as

particularly positive. Barry thought it was "a positive experience" because it incorporated

service learning and citizenship to "something that moved America." Rich spoke of

the BCE curriculum's value to Plain View Middle School:

Speaking for myself, I very much enjoy the Burnett citizenship program that we

run here. It takes all year to teach that curriculum and the culminating experience in the

spring is to me one of the best things that we do. It is great for students to get beyond

themselves, to give back to the community to learn about Tom Burnett and the sacrifice

that he made and to have that direct connections with the Burnett family and to have the

scholarship fund that will last long and perpetuate the memory.

Both principals thought that this curriculum presented a lesson to instructional

leaders: they should consider its benefits. Barry thought BCE helped students see their

role in society. Barry also believed the curriculum asked students to consider the

contributions they could make. Rich said that BCE "helped students see the direct

connection they were making with citizenship and service learning."

Academic engagement.

This subsection contains an analysis of participants' answers to questions about

the two specific citizenship programs. Specifically, the behavioral, cognitive, and

emotional sub-categories of academic engagement are explored. This study uses the

construct developed by Fredricks, Blumenfeld, and Paris (2004), who characterized

<u>behavioral</u> engagement as 1) positive conduct, such as following the rules and norms

while in school, and, 2) involvement in learning, such as giving effort and persistence and

showing concentration pertaining to coursework (p. 62). <u>Emotional</u> engagement refers

specifically to students' affective reactions in the classroom, which includes interest,

boredom, happiness, sadness, and anxiety (Connell & Wellborn, 1991). Connell and

Wellborn's (1991) definition of <u>cognitive engagement</u> focused on investment in learning, whereby students demonstrate a desire to go beyond basic requirements and a preference for challenge. Connell and Wellborn also focused on flexibility in problem solving, preference for hard work, and positive coping in the face of failure content (Fredricks, Blumenfeld, & Paris, 2004). Cognitive engagement is considered the strategic thinking concerning problem solving, preference for challenge, and investment in learning.

Administrators thought that neither GCE nor BCE curriculum had impact on students' academic engagement, as measured by positive <u>behaviors</u>. Rich said that any behavioral impact was "not obvious to us." Barry said that the question about behavioral engagement was "not applicable." Administrators stated they "couldn't tell" there were other academic impacts due to curriculum. This signaled their lack of ability to conceptualize and, therefore, identify academic engagement.

Civic engagement.

This subsection contains an analysis of participants' answers to questions about civic engagement. Civic engagement refers to a person's (a) knowledge of their community; (b) attitude concerning their ability to make a difference in his/her communities; and (c) current and planned actions (Washington Service Corps Roadmap to Civic Engagement Executive Summary, 2003-2004). Though they did not say that GCE had impact on students' civic engagement, Rich and Barry thought that BCE had a strong, positive impact. Rich said that BCE made "a huge difference" on students' knowledge of their community, attitude concerning their ability to make a difference, and current and planned actions. Barry said that civic engagement was positively impacted.

This was partly because students "personalized" the curriculum because of the connection it made to 9/11 and local icon Tom Burnett.

Social engagement.

This subsection contains an analysis of participants' answers to questions about social engagement. Social engagement occurs when students participate in extracurricular activities, have friends at school, feel a sense of loyalty to the school and believe in the general legitimacy of the school (Finn, 1993; Marks, 2000; Connell & Wellborn, 1991). Rich and Barry both said that there was some correlation between BCE and the social engagement of students. Although Rich said it was "hard to say" about the degree to which there was impact, he said that students loyalty to their school was impacted by the Burnett scholarship, which was one reason former students chose to come back and visit Plain View on the Day of Service. Barry thought that students' developed pride and loyalty as a result of their experience with BCE and thought they would always have memories of BCE. The administrators said that GCE did not have an impact on social engagement.

When asked if they had anything else to add, the administrators concluded the interview by sharing what BCE has meant to their school and community. Rich said BCE impacted the direction of the school because "it was a turning point for our school and a seminal event. It refocused who we are and what we stand for and set our course for years to come. We hope to keep growing the program and make it better…" Barry said that BCE "affirms our commitment to our whole community and helps us make connections to core values, that, you know, this is what we do."

Practices and Research Literatures

The principal and assistant principal from Plain View Middle School participated in interviews. Administrators were asked questions about their perceptions about which particular educational practices and ideas from research literature existed at their site during the year of study. Several themes emerged from their responses. The following section contains information about a) culture, b) sense-making, and c) reform strategies.

Culture.

The principals described the two teams as being culturally different in terms of daily interactions based on trust and team members knowing their roles. Barry thought that both teams did "great stuff," but that there was a difference. This was because Burnett Team had stronger trust and a more ideal balance between veteran teachers and new teachers. Rich said that Burnett Team was on a "different plane" because they had high capacity and were high functioning as a result.

Sense-making.

Both principals said that they had some impact on sense making at Plain View, because they tried to develop a culture at Plain View that would support the capacity of staff. Rich said that the administrative team especially did this they thought staff presented "outstanding ideas that can aid and assist the community." Barry said that administration "embraced" BCE and "advertised it as something that we do." The administration agreed that they provided communication, visibility and resources to BCE teachers, but did not serve as an instructional resource. Rich summed up the administrative involvement:

I think we played a small part that first year. We helped provide some

resources for buses. We became involved in the presentation – the culminating

event – participated in the program and subsequent programs to follow. So, from

that standpoint – resources, visibility and certainly we let people know verbally

that we supported what they were doing.

Reform strategies.

Three reform strategies were used to varying degrees in the two curricula in this

study. Service learning is a form of education in which students learn academic content

and skills by engaging in needed service in the real world Boston (1997). Authentic

pedagogy is the curriculum approach developed by Newmann, Secada, and Wehlage

(1995) that includes in the curricular design a construction of knowledge, disciplined

inquiry, and value beyond school. The middle level model is a school program designed

to provide a comprehensive approach to educating young adolescents—particularly

students in grades six through eight (Erb, 2001). These reform strategies were used in

analysis as a potential influence on student engagement. Rich and Barry thought BCE had

a larger relationship to the middle level model, authentic pedagogy, and service learning

than GCE did. Rich thought that the middle level model helped each curriculum

formulate because the teams were able to meet daily and plan, which made it possible for

the teams to deliver their curriculum. Barry thought that BCE was connected to the

middle level model, authentic pedagogy, and service learning and that the curriculum

"would have been hard to deliver without" using these three reform strategies. The

administrators did not say that GCE had a relationship to service learning or authentic

pedagogy.

Leadership

Administrators were asked questions regarding their perceptions about which particular leadership practices and Professional Development practices existed at their site during the year of study. Several themes emerged from their responses. The following section contains the emergent themes that surfaced about a) transformational leadership, and b) shared instructional leadership.

Transformational leadership.

When asked about transformational leadership, Plain View principals thought they helped teachers in the building to share in decision-making. Administrators believed this was because they allowed different ways to achieve common goals. Rich stated, "there are a lot of divergent paths" that staff could follow to attain common goals. Barry thought that "a big part" of what they do is shared decision-making because the administrators allow for a discussion about what is best for students and what is best for the school overall.

Shared instructional leadership.

The principals suggested that the two teams felt different support for teaming, leadership role development, collegial inquiry and mentoring relationships. Barry said that support "comes from within." He said that principals can support teachers, but that "Day-to-day, they are holding hands with their teammates in the room." Rich said that teachers Judy and Nora gave Burnett Team a vehicle for leadership and collegial inquiry, and that the rest of the team stepped up and "did it." Barry said that Burnett Team "had maybe a stronger team in terms of um, you know, players on the team" and that that year

they were "gelling and working all together," whereas Geography Team was going through some changes and did not have the same feelings related to support.

Professional Development

The principals agreed that teacher collegiality – as measured by frequency of communication, mutual support, and help – was very different on Burnett Team and Geography Team. Rich said that Burnett Team "would not have been able to pull [BCE] off" if they had not had a high degree of teacher collegiality. Barry said that Geography Team was "missing some team dynamics;" although, Rich thought they were "adequate" in terms of collegiality.

When asked about whether teachers on either team felt judged while implementing their particular curriculum, both principals thought that Geography Team teachers felt a little pressure. Rich thought that this did not come from an outside source, but that any pressure Geography Team teachers felt was "all from inside themselves." Barry said there may have been conversations with Geography Team and administration about including some of the BCE curriculum, but also thought a majority of the pressure came from "within themselves internally." Rich added that Burnett Team teachers were "getting a lot of great press and a lot of notoriety throughout the district and in the community" and said that, consequently, there was "a certain amount of pressure for them to pick up the torch and do something."

Rich and Barry thought that the teachers of BCE felt more satisfaction than did the teachers of GCE. Although Barry felt that GCE teachers felt they "made an impact with what they did that year, he agreed with Rich, who said BCE teachers experienced more satisfaction:

I think that [Burnett Team] had a much stronger sense of satisfaction at the end of the year, no question about it. They had put together this great program and ah, 9/11 was pretty fresh in everybody's mind. There were some very strong feelings about that, and they certainly worked together well and certainly new learning came out of this for students and for staff. And the other team – I think they did not feel the level of satisfaction that [Burnett Team] did.

Teachers

Teachers at Plain View Middle School were first asked about their experiences with and perceptions of the eighth grade curriculum and their perceptions about students' resulting academic, civic, and social engagement. Second, questions about practices and research literature were addressed. Third, teachers were also asked about their perceptions related to leadership and Professional Development. Five teachers (Nora, Susan, Judy, Denise, and Barb) who delivered Burnett Citizenship Education and three teachers (Jim, Gail, and Lucy) who delivered Geography Citizenship Education participated in interviews. Several themes emerged from their responses. The following section contains information and themes in the areas of a) Citizenship Education, b) Practices and Research Literatures, and c) Leadership, and d) Professional Development.

Citizenship Education

This section contains combined information about Burnett Citizenship Education curriculum and Geography Citizenship curriculum. Idiographic information from teachers is included about a) two citizenship programs, b) academic engagement, c) civic engagement, and d) social engagement.

Two citizenship programs.

Barb Rogers perceived that students "were very excited about doing something different" and that "everybody felt very positive about not only doing activities but participating as well." For herself, Barb said she loves BCE and that it "fits really, really well, not only with the eighth grade curriculum, but also with, I think, the social development of eighth graders." Barb perceived that the 2002-03 year "worked so well" because every teacher did something to present the curriculum in their classrooms, whereas it has not worked that way in the years since.

Judy Lockhart believed the curriculum had a positive impact on the students because "they have told me about how they liked it and that they felt like it was something cool and something special that year." Judy also thought that the other teachers on the team were committed to developing the BCE curriculum, even though "they felt it was a lot of work." She was certain that BCE teachers knew that they got good results from the curriculum, and that the principals felt that way, too:

And the administrators, I know that I have heard [principal] Rich say that of all the things that we do at Plain View, it is his favorite, it is the most important, and he really likes it. I think that [Assistant Principal] Barry, um, the assistant principal really pushed me to try to get the people on the other team to do it. So, he wanted it to be all eighth graders should do this. […] He thought it was so good with our kids that he wanted to make it an eighth grade deal.

Judy indicated that she believes the ideal of citizenship has become a part of many students' identities because of BCE and feels proud of this.

Nora Benson explained that, although she perceived that BCE caused some conflicts between Burnett Team and their colleagues, everyone had some positive experience with this curriculum:

Well, I only did it for two years and the second year I was on maternity leave when the actual day happened, but everyone was super positive about it… especially teachers on the team. I think we were on a real high. I'd be interested to see what the others said, but at the end of the year I have a team picture of us [teachers], and we were all really happy. We had this end of the year… slide show and everything and it was a really warm feeling on the team. I think the kids were really into it; it was a great way to end the year. Um, I remember standing out at the buses when that year ended, almost in tears when the kids were driving away. I felt really close to the teachers on the team. Then the next year, the administrators, they were just highly complimentary and other people in the district – we got a lot of emails from people in the district who had been there, saying 'great job'.

Further, Nora felt developing and delivering BCE in 2002-03 was "really a positive teaching experience" because of her friendship and collegiality with Judy. Nora believed that the result was that she and Judy had "synergy" around ideas that resulted in the curriculum being developed. Nora said that she, Judy and Barb planned the curriculum and spent a lot of time thinking about how to present it to their other team members who they thought would be "less receptive," and so they strategized together how to do this. Nora reported that most of the energy for this work, though, came from her friendship with Judy.

Although all of the five teachers spoke favorably of BCE, Denise Rivers was the least effusive. Though she declined to answer most of the interview questions because she did not want to devote time to do so, Denise Rivers felt that the Day of Service held merit and that lessons related to citizenship were beneficial, but that the benefits espoused by others were "overstated." Denise would not elaborate on this point. Other teachers on her team felt that Denise's Christian beliefs informed her comment on this point. For example, Nora recalled that Denise had made comments to Judy about how "she should be more religious and prayerful" and seemed to want to bring more religious beliefs into her teaching, for which the curriculum did not allow.

When asked about why and how the curriculum got started, all of the teachers suggested that Judy Lockhart and Nora Benson were the major creators of BCE. While state and district social studies standards were the same, Judy said that the middle school teams differed in their approach to overtly teaching citizenship because "citizenship was not necessarily taught on the other team. It was not necessarily a focus." According to the teachers of Burnett Team, Plain View's position as the school in the middle of the city created fertile ground for a service-learning curriculum like BCE, which was created with citizenship and multiculturalism in mind. Susan remembered that BCE started with Nora, since it was her uncle that died on Flight 93, and the team wanted to do something to honor him that was special. Barb remembered sitting with Judy and Nora and brainstorming a day of service the summer before the curriculum was launched. She remembered that Nora and Judy completed "most of the writing," but that she collaborated in the brainstorming sessions.

Judy said "Citizenship Education …was developed by my colleague Nora Benson and myself during the 2002-03 school year because we wanted to do something with our kids that got 'em to understand citizenship." Nora said that she was inspired by her uncle's heroic example and wanted to "do this thing" with the curriculum that would make a difference for kids and that Judy was willing to help her generate the ideas and plan out the curriculum. The idea for the curriculum was created the summer before the 2002-03 school year, when the collaborating teachers' discussions revealed a shared feeling that, in general, students did not seem to feel connected to school and that school did not seem meaningful all the time (J. Lockhart, personal communication, October 15, 2006). The teachers decided to try do something to connect students to their teachers, their school, and their team. They decided to capitalize on the middle school model in order to help students make connections to "real" things – things bigger than themselves.

Nora and Judy developed Citizenship Education based on *Turning Points 2000*, which suggests middle school learners need to have exploratory experiences and the structures listed above allow for curriculum and experiences that match this need. Judy and Nora each indicated that they thought Plain View Middle School was a good match for BCE, as they believed it housed the support structure (willing teachers, students, and administrators) that would make that curriculum possible. Judy offered that, when creating the curriculum, she and Nora borrowed rationale from Nelson et al. (2004). Judy quoted Nelson when she said that the purpose of citizenship and multiculturalism are to "engage students in critical study of the society and its institutions with the dual purpose of liberating themselves from the blinders that simply reproduce old values that continue, such as ethical blights as greed, corruption, and inhumanity" (p. 315). Both Judy and

Nora indicated that they believe that students should be able to challenge and engage

by reflecting on the context in which they find themselves and to develop the skills

necessary to improve it (Lockhart and Benson, personal communications, November 20,

2005). In their interviews, both Judy and Nora said they worked to embed instructional

concepts from the research on Authentic Pedagogy in an effort to develop students' sense

of participatory citizenship and to connect students to their community.

According to Nora, Barb, and Judy, the idea of a "day of volunteering" and a

correlating curriculum surfaced as a way to meet this challenge posed by Nelson. To get

students ready, the teachers changed their eighth grade team name to include the notion

of "citizenship". Inspiration for the name change also came from the fact that the teachers

chose Thomas Burnett, Jr. as a heroic figure to attach to the curriculum. Nora mentioned

that her uncle received the "Burnett Team" citizenship award from a non-profit

organization and that curriculum tried to highlight his spirit and actions, which are meant

to inspire middle school students to "do something" and make a positive contribution as

they grow up.

According to Judy, once the teachers developed the idea for Burnett Citizenship

Education, they anchored curriculum around four major themes, defined using guiding

questions, to be delivered one per quarter. Thus, the four themes were created: (a)

Identity – Who am I? (b) Foundations – What is essential? (c) Movement – Where do

things go? and (d) Social Action – How can I change the world? Units and objectives for

each class (science, language arts, math, and social studies) were designed to connect to

each theme (Lockhart, personal communication, November 20, 2005). Judy said that the

teachers then worked as a team on brainstorming the magnitude of the nonacademic

elements of the curriculum, such as fundraising, auctions, ice cream socials, and the

Thomas Burnett Memorial Day of Service. The Burnett Team teachers committed to

work long hours and dedicated themselves to "talking the Burnett Team talk" even if they

were not teaching a "combined" curriculum at particular times (Lockart, personal

communication, October 15, 2006). Students were given an opportunity to reach out into

the community and develop their values of service, empathy, and compassion. The event

was a very meaningful way to wrap up the school year (Lockhart, personal

communication, October 15, 2006).

According to Nora, the teachers further used district resources to set up business

partnerships, secure donations, form media alliances, and gain full administrative support.

Nora remembered that parents were then recruited to assist the final formation of the

curriculum, with some parents donating time, money, and miscellaneous intangible

support. Nora also mentioned that donations were established through the office of Lori

Swartout, the district staff member in charge of volunteers and business partnerships.

Geography Team teachers felt that GCE curriculum meant several things to those

who experienced it. Lucy Hendrix thought that Plain View was in a transition period, and

consequently that teachers delivering the curriculum felt they were experimenting with it:

> I think as teachers it was still a bit of…and I don't want to use the word
>
> experimental, but for lack of a better word because it was only our second year as
>
> a middle school, and a lot of the teachers there had come from a strict junior high
>
> setting with just seventh and eighth grade. And some teachers were brand new,
>
> um, a lot of the kids were, um, a little bit apathetic because they had just been
>
> split from their Orfeldt friends and their East View friends, and so they weren't

real excited about being here in the first place. So I think that affected how

they perceived anything that we presented to them, but as teachers we really, um,

it was kind of nice because we kind of had a free reign on the curriculum that

year. We could kind of see what worked and what didn't.

Gail Dunst thought that the state reading and math tests really shaped how the

curriculum was delivered and that the kids felt apprehension because of the seriousness

of the tests. Gail felt this was beneficial, because "when grades didn't count, and kids

didn't care as much about the skills […] for once they did care if their reading was low."

Gail said she gave a lot of practice tests and vocabulary work because of the state tests.

Jim Baxter thought that students' experiences with GCE were mixed:

I think it's a mix. I think um, curriculum—that eighth grade geography—had been

intact since the early 1970s, and it had really not changed at all since that time.

So, rote memory was kind of the major factor for the curriculum. The eighth

grade social studies curriculum in geography was centrally based upon the state

standard for a rote memorization of world places. About 1/3 of the year was in

preparation for the big [place geography] test. Some students love the

"challenge" of learning and memorizing, while many felt that the task was too big

and either lost interest or felt defeated when they did not perform during smaller

preparatory exams. Today's new geography curriculum does away with this world

test and is more hands-on. However, students were very interested in the

Smallfield History/Geography unit and this created connection with their peers.

Students took pride in sharing their insight of their community and neighborhoods

-- particularly within Plain View's diverse geographic boundaries. The first year

of Plain View was a very difficult year. After one year at Orfeldt Middle

School, students (and parents) resisted and complained about returning to Plain

View [which had previously been an intermediate elementary school] and there

was no connection at Plain View about any "community" within the school. By

the 2002-2003 school year, students had a sense of community here. I believe

that it was because of the following factors: high energy, positive attitude staff,

and aesthetically pleasing school. It has a warm, welcoming feel, diverse

demographic population. A little bit of everything. I don't believe that the

curriculum had too much of a factor. I am glad that the "old" geography

curriculum has now been changed.

Academic engagement.

This subsection contains an analysis of participants' answers to questions about

the two specific citizenship programs. Specifically, the <u>behavioral</u>, <u>cognitive</u>, and

<u>emotional</u> sub-categories of academic engagement are addressed. Burnett Team teachers

did agree that BCE curriculum had impact on students' academic engagement. BCE

teachers primarily thought of academic engagement as measured by positive <u>behaviors</u>.

Judy thought that most students were impacted by BCE's message that, "Your actions

don't just affect you, they affect everybody." Judy attributed this to the constant message

given by teachers to students that good citizenship should be a part of their identity.

Susan thought that the most impact on academic engagement came from the Day of

Service, and that more impact would have resulted from the curriculum had all Burnett

Team teachers included more citizenship lessons throughout the year, instead of just Nora

and Judy. Barb felt BCE had a "high" impact on students' positive <u>behaviors </u>because

BCE "gets them thinking, doing, saying, and influencing someone" in positive ways.

Denise, in contrast to the others, thought the Day of Service was helpful, but that its

impact on students' positive behavior did not last much beyond that particular day. Nora

thought that BCE had a very large and meaningful impact on students and realized this

when she had students reflect at the end of the year:

> I think it was a really big deal. We didn't do much at the beginning of the year.
> […] We just made everything about citizenship. Like, "You are going to be a
> good citizen, and don't drop that there because that's not what good citizens do."
> And, "Good citizens do this and they do that." Like in some ways it did seem kind
> of hokey, but it kind of worked and they just kind of internalized that. Like this is
> just what we do. And, I don't think any of us knew that until the end of the year
> when I did this sort of after-thought writing assignment because tons of kids
> wanted to present the big check over to my grandparents, the Burnett's, [at the
> Day of Service]. So we had them do this writing assignment, like I can't even
> remember the prompt. It was like, "What does being a citizen mean to you?" or
> something like that. And they wrote this stuff that really sort of reflected that they
> had been listening all year to the things that we had said. We ended up putting
> excerpts of those in their slide show with their pictures, so it was a really powerful
> thing.

Plain View GCE teachers did not believe academic engagement was impacted by

the GCE curriculum. Comments from GCE teachers also focused on behavioral

engagement. Specifically, Lucy's opinion was that the curriculum was a non-factor in

engagement during the 2002-03 school year. Similarly, Jim said that he did not think the

curriculum had impact on students' positive <u>behavior</u> or academic engagement. Gail,

in a departure from her teammates, felt that "the better students" in her "enriched classes"

were impacted by the curriculum because "they wanted to be law-abiding citizens and

wanted to be successful with the curriculum and learn and get good grades." Regarding

the academic engagement of students in non-enriched classes, Gail believes there was

"absolutely no connection" because they lacked maturity.

Civic engagement.

This subsection contains an analysis of participants' answers to questions about

civic engagement. Civic engagement refers to a person's (a) knowledge of their

community; (b) attitude concerning their ability to make a difference in his/her

communities; and (c) current and planned actions (Washington Service Corps Roadmap

to Civic Engagement Executive Summary, 2003-2004). Four of the five Burnett Team

teachers thought that BCE had a strong, positive impact on students' civic engagement.

Denise, however, thought the Day of Service was helpful, but that its impact on students'

civic engagement did not last much beyond that particular experience. Nora thought

students learned a lot about the community and remembered that "they all said that they

could make a difference" as a result of their BCE volunteering experiences. Susan

thought that the impact on civic engagement was evident because former BCE students

routinely return to help out on the Day of Service after they move on to high school. Barb

thought that there was a positive impact on students because BCE taught them that

making a difference "doesn't have to be huge," but that it can be doing small things. Judy

thought students' civic engagement was impacted in a variety of ways:

I think they definitely understood that [they] had a better sense of the community's needs. I mean, I think they went out in the community and found lots of people really liked that we came and did that. When we were on that Day of Service, they could not believe that people were happy to see eighth graders, and they learned a little more about their community. When they learned about Tom Burnett – that there was this person who put Smallfield on the map, and this guy from Minnesota came from the school that they went to… I think that made them understand some connections to their community in that way. Whether or not they thought that they could [make a difference], for sure that they personally could do it, I'm not sure, but I think they knew that we thought they could. I think if you ask a kid, "Do you think that Lockhart and Benson think you can make a difference in this world?", they would say yes. Do they know they can do it yet? I'm not sure. I think a lot of them, and I hope a lot of them, will have plans to do good things and make changes in the world and change their actions, and I think some will attribute it to the fact that they had that experience. But I don't know if it will be conscious. They might just do it, and maybe when they are older and learn to reflect they might connect the two.

GCE teachers differed in their opinion about whether GCE impacted students' civic engagement. Gail did not believe students were impacted by the curriculum because they "have not really had that many years of life under their belt," and "knowledge of the community is very limited." Jim, however, thought that the unit on Smallfield geography had impact on students' knowledge of their community that year. In Lucy's perception, there was a strong connection between the social studies curriculum and civic

engagement. However, she wanted to defer to the Jim's opinion about this and could

not cite specific support for her opinion.

Social engagement.

This subsection contains an analysis of participants' answers to questions about

social engagement. Social engagement occurs when students participate in extracurricular

activities, have friends at school, feel a sense of loyalty to the school and believe in the

general legitimacy of the school (Finn, 1993; Marks, 2000; Connell & Wellborn, 1991).

Overall, Burnett Team teachers thought that there was some correlation between BCE

and the social engagement of students. Again, Denise thought the Day of Service was

helpful, but that its impact on students' loyalty to the school did not last much beyond

that particular day. Judy thought students developed loyalty to Burnett Team because

students felt a connection to what they did together during that year. Susan thought that

BCE impacted students' sense of loyalty, because students come back to see Burnett

Team teachers, and "they have a pretty good attitude and their sense of community is

stronger." Barb believed students' loyalty was evident because they wore their Day of

Service t-shirts for years after the experience. Nora thought the curriculum had a big

impact on students' sense of loyalty because students stayed in touch with her and were

in contact with Burnett Team teachers through their senior year of high school.

Geography Team teachers thought there was little impact from the curriculum on

students' social engagement. Lucy did not think there was a "big connection" between

the two. Jim thought his unit on Smallfield geography helped connect kids to others

because they studied the demographics of Smallfield and of their classmates, which

helped them relate to each other. Gail felt the school's implementation of block

scheduling as part of the middle level model impeded the impact the curriculum could have on students because "it was such a long period of time it made it difficult for [students] to stay focused." In the end, the Geography Team teachers generally believed their work in the 2002-03 school year was effective and worthwhile, although they agreed that the curriculum they delivered did not impact student engagement for various reasons.

Practices and Research Literatures

Two sets of teachers from Plain View Middle School participated in interviews. BCE and GCE teachers were asked questions regarding their perceptions about which particular educational practices and ideas from research literature existed at their site during the year of study. Several themes emerged from their responses. The following section contains information from BCE and GCE teachers about a) reform strategies, b) sense-making, and c) implementation.

Reform strategies.

Three reform strategies were used to varying degrees in the two curricula in this study. Service learning is a form of education in which students learn academic content and skills by engaging in needed service in the real world Boston (1997). Authentic pedagogy is the curriculum approach developed by Newmann, Secada, and Wehlage (1995) that includes in the curricular design a construction of knowledge, disciplined inquiry, and value beyond school. The middle level model is a school program designed to provide a comprehensive approach to educating young adolescents—particularly students in grades six through eight (Erb, 2001). These reform strategies were used in analysis as a potential influence on student engagement.

When asked about the relationship between the curriculum and three reform strategies, BCE teachers Judy, Barb and Nora believed the curriculum made use of authentic pedagogy and the middle level model. Judy and Susan felt that service learning was implemented. Barb felt that all three strategies had a relationship to the curriculum and did not believe the Day of Service could have happened if they did not have the middle level model in which to deliver the curriculum, since it made it possible for teachers to give the same messages to students "over and over." Susan believed that they were able to use service learning that year, but that the middle level model was "just starting out," and so the service learning was the reform strategy that the team most effectively implemented. Nora said that she never received real training on service learning, but thought that teachers really tried to build authentic pedagogy and the middle level model into all of their lessons. Judy believed the teachers implemented service learning based on an intentional design that must remain in tact:

> I don't believe you could have the service learning without the curriculum – it's not OK. And even today, like five or six years later, I have a teacher coming to me saying, "We should not do all that other stuff, we should just have them volunteer." You need to teach the kids so they get it. For example, you are going to homeless shelters downtown, it's going to be uncomfortable, you will have an uncomfortable feeling, it's OK, it's new, let me instruct you and teach you that, one, it's OK to have that feeling. Two, what would be a good way about going about dealing with that situation? You prepare kids. Now, that is a very specific teaching point. The curriculum as a whole, I wanted to have the curriculum say, Why are they homeless? Should I blame that person? Should I understand the

social constructs that may produce homelessness in our society? I want them

to understand, what's my role as a citizen? Who isn't homeless? Who has many

privileges in society? What is my role to them? Should I see them? Should I not

see them? All this big stuff I wanted them to have this experience and the

knowledge to deal with that experience, and I just don't think you can do that

without the instruction piece. I know that sounds cheesy, but so that was big for

me, like I said to Nora – we can't send 'em out there without doing something

first.

Judy also believed that teachers implemented authentic pedagogy and the middle level

model:

Now the authentic pedagogy, I don't know you can separate it cause Nora and I

teach that way naturally, because we know it so well. Like […] taped to my desk

were the four standards of Newmann. And what it meant. Another sheet was the

verbs of Bloom's Taxonomy, so that when I was writing my objectives I was

thinking about the different levels of thinking. Like, what am I going to ask the

kids to do? We used Wiggins, we had these stupid charts that made us think about

instruction, so the authentic pedagogy is…take the citizenship piece away, we are

still doing that. They are not directly connected; it's just what we do. The middle

level model, one, you are teamed into houses, small learning environments. We

wanted our group, our house or our team, to feel like a team. We wanted them to

have, um experimental experiences which is a big thing in middle level model, get

them lots of experiences. We want them to have um, curriculum that is

interdisciplinary, so those were the keys that connected at middle level.

When GCE teachers were asked about the relationship between the curriculum and three reform strategies, none believed the curriculum made use of authentic pedagogy or service learning. Lucy remembered that the middle level model "was the one thing that was stressed the most" and allowed the "five major disciplines to come together and create great relationships with each student." Gail Dunst did not talk at all about the middle level model or authentic pedagogy, but said she learned about service learning from her daughter, who was on Burnett Team and experienced BCE that year. Although she said there must be a balance so that kids don't spend too much time volunteering, she thought "that was just really excellent" that kids participated in volunteering in the BCE curriculum. Jim said that the GCE curriculum suffered from the fact that it was developed in the junior high and then the school had switched to the middle level model, which led a focus on interdisciplinary teaching instead of anything else. Jim went on to say that his team still found it hard to create interdisciplinary activities, even though they met every day.

Sense-making.

Researchers suggested that the school mission, the management of the instructional program, and the promoting of school climate are the three broad categories of instructional leadership practice (Leithwood & Duke, 2004, p. 48). Instructional leaders employing the sense-making approach focus on developing and supporting the capacity of the members of the school community. Specifically, instructional leaders help members of the community "to examine the meanings they give their experiences and to consider how these meanings influence the way in which they carry out their work" (Lee, 1991, p. 84).

One theme that emerged from BCE teachers' answers about sense-making and instructional leadership was that the culture of Plain View Middle School was one of trust, and that gave teachers freedom to create curriculum. Judy thought the principals were "great managers of people" and trusted that the teachers on Burnett Team were doing good work. Judy contends that the culture at Plain View is about doing great things; it was "the superstar" school of the three middle schools in Smallfield because "the best" teachers elected to teach there after the district switched from junior highs to the middle school model. Nora felt the administration was "really supportive of all the ideas." She said they were "not the type of people to say 'We are not going to do that,'" and believed that they listened to "all ideas." Barb reported that the administrators were "incredibly supportive," and they "always made you feel you can make a difference." Barb did recall that teachers she talked to in other schools sometimes felt that their administration was not supportive to the same degree that Barb described.

Burnett Team teachers believed the administration provided resources in the realm of sense-making by modeling visibility, through communication, and by serving as resource providers. The teachers did not believe, however, that administrators were an instructional resource. Susan reflects the feelings of the group when she reports that Rich and Barry "were communicators," and that they provided "strong visibility;" but none of the teachers viewed the administrators as instructional leaders. Although BCE teachers indicated that administrators' behaviors supported civic and social engagement, none of the responses indicated that GCE teachers thought administrators provided instructional leadership that focused on academic engagement.

One theme that emerged from GCE teachers' answers about instructional leadership and sense-making was that the culture of Plain View Middle School was one of trust and that gave teachers freedom to do their jobs without much oversight. Lucy said that administrators seemed to say that, "We're gonna trust that you are doing what you are supposed to be doing." Lucy said that administrators were so busy "trying to make a middle school into a middle school" that they didn't really have the time or energy to worry about what teachers were teaching. Jim thought the administration was "very much interested in letting us do what we wanted to," and they really "let people do what they need to do." Jim mentioned that because he was on a different team than Judy, who was the other eighth grade social studies teacher, he was never able to collaborate with her, and consequently thought he was on his "own island." Gail said that most of the support she received was in terms of collaboration with the assistant principal in the area of discipline referrals.

In terms of providing methods and leadership to teams, GCE teachers had different perceptions, but generally found that administrators provided non-direct support. Gail thought the administration was very visible and was a resource for discipline referrals. Jim found administrators to be "great listeners" and very accommodating to ideas he had for curriculum. Lucy said that administrators were "definitely communicators and were very visible" and supportive in helping teachers work with parents. Although GCE teachers indicated that administrators' behaviors supported civic and social engagement, none of the responses indicated that GCE teachers thought administrators provided instructional leadership that focused on academic engagement.

Program implementation.

When asked about implementation and collegiality, Burnett Team teachers mostly thought that they had frequent communication and mutual support on their team. Specifically, Nora attributed the successful implementation of BCE the first year to her positive teaching relationship with Judy:

[It was] definitely clear that Judy and I were like best friends and I'm sure that other people might say that ,and I'm not sure how they would feel about it […] but like overall we did bond. We had meetings everyday, people came, we didn't have dysfunction. Like we would hear about the other team fighting, and this year we didn't have to do that. We really worked together, and we all put in a lot of extra hours in the end, and we all did that willingly and happily, and we all had different strengths.

Barb felt that the first year had "some magic" to it because the teachers "just came together" as a team to divide the work up and accomplishing their tasks related to BCE. Susan said that there was "100% communication and support and everybody took a part and everybody had something that they were responsible for," and that all of the Burnett Team teachers "worked very hard to make it all happen." Judy remembered the first year of BCE as special in terms of collegiality:

I think that first year was amazing. I don't think a lot of teams could do it you know, as the years went on, different things surfaced as issues, but I think that first year we were all willing to put away maybe our issues with each other, if we had any. I know my view of the team was, everything was perfect. I didn't think there we any issues, I thought everyone loved each other. We could not believe

what we had done, and we did it together. So, that year I think the fact that people were willing to do all of these things…

GCE teachers said that curriculum implementation – as measured by the frequency of communication, mutual support, and help on their team – was impacted by the willingness of newer teachers to work together and lack of willingness to do so on the part of the more senior teachers. Lucy said that, overall during her six-year career, there has been great collegiality on her instructional teams and cited this as a reason why she has "lasted so long" in middle school. Lucy said that the team structure is the "best thing going" in the middle level model because it provides support, allows discussion of student and teacher concerns, and helped with creating interdisciplinary lessons. Jim, on the other hand, thought that there was some conflict that made things "very difficult" during the 02-03 school year because there were a couple of teachers that did not want to meet. Jim indicated that one (Gail) was near retirement and was negative. According to Jim, she made team meetings very difficult because of her constant complaining about the kids. Gail, for her part, felt some of her ideas were discounted because she was "by far the oldest" of the group:

> Part of that might have been my own little issue, and it was hard because some of the other teachers were younger and had tattoos or piercings or things that the kids thought were cool; and so I didn't think I was in the cool category. But I thought that it was a little bit my own issue, and sometimes I feel that middle level education is better really for a young person and that the kids related better to younger teachers.

Leadership

Teachers from each eighth grade team at Plain View Middle School participated in interviews. Teachers were asked questions regarding their perceptions about the particular leadership and Professional Development practices at their site during the year of study. Several themes emerged from their responses. The following section contains information about a) leadership lessons, b) transformational leadership, and c) shared instructional leadership.

Leadership lessons.

Burnett Team teachers held differing ideas about what lessons instructional leaders should take from comparing BCE and GCE. Barb thought the most important lesson to be learned is that it is possible to do something as big and as difficult as BCE. Barb also thought it was important that BCE was related to a real person, which had power in making the lessons less abstract to students. Susan viewed Judy and Nora as the instructional leaders on the team, but appreciated that all the teachers were involved in the BCE curriculum and that each member of the team had a role, which made the experience more integrated and meaningful for the students. Judy said that instructional leaders should recognize when they have good teachers, trust them, and let them do great things. Nora thought that the building administration learned to value interdisciplinary planning from the experience with BCE and appreciated the freedom that she received as a result.

Geography Team teachers had differing ideas about what lessons instructional leaders should learn from their teaching of the eighth grade curriculum. Lucy thought that interdisciplinary teaching was positive. Lucy explained that Geography Team did a big

Olympics unit, which she thought was great because she was in charge of the culminating Olympic activities outside. This event turned out to be the highlight of her year and led her to believe that interdisciplinary projects were worth repeating. Jim felt that instructional leaders should "take a look at working with hands-on activities" and "things that are relevant to eighth grade students at the time" because these things were largely missing from GCE curriculum that year. The Olympic unit would qualify as something relevant, according to both Jim and Lucy's perceptions. Gail thought leaders should continue to consider "making things count" and suggested the state retain the reading and math tests because those give purpose to the curriculum, rather than interdisciplinary projects and "fun" activities.

Transformational leadership.

In terms of transformational leadership, Burnett Team teachers felt that the building administrative team was supportive, in that they were allowed freedom to develop BCE. Judy, Susan, and Barb all described the autonomy they were granted by the administration and site council. Nora qualified this position: her experience was that the building administration was open and supportive, but that district administration was not. Nora decided to leave the Smallfield schools because, after the second year of BCE she had a child and wanted to work part time, but the district would not allow this. In this example, Nora's personal feelings translated into a belief that district administration was not supportive of education in her building. This sentiment has little to do with transformational leadership, which relates to an individual who engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower (Marks & Printy, 2003). Thus, a minor finding here is that teachers may

have shifted the definition of transformational leadership into a more general one

focused mostly on "support."

Geography Team teachers thought their administrators had similar

transformational leadership qualities. Lucy believed administrators "really encouraged us

to make our own decisions and policies," but that they sometimes "overruled our

decisions," which decreased her feelings of efficacy. Jim felt that principals did empower

teachers because "we had a forum where you could sit down and say 'I think we should

do this' and the administration would listen to it." Gail remembered partnering with

administration on hiring teachers, and this made her feel like a stakeholder.

Shared instructional leadership.

When asked about shared instructional leadership, GCE teachers described little

collaboration between teachers and principals on curriculum, instruction, and assessment;

however, they agree that administrators did promote some teacher reflection and

professional growth. Gail described administration as having a "hands off" view because

they trusted teachers to make decisions about what was going to be taught. Further, she

recalled that principals did encourage her to attend classroom management workshops

and considered this a support they provided to her in terms of professional growth. Jim

offered the opinion that "administration really left curriculum planning "up to us" and

"wouldn't really add their own two cents," related to professional growth and reflection.

Similarly, Lucy reported that collaboration with principals on curricular issues "didn't

really exist," but that the principal did a great job of helping her reflect on her lessons

during formal observations. Barb posited that the majority of instructional leadership was

shared between Nora and Judy, and that other Burnett Team teachers collaborated as well:

> I would say, that very first year, um, the curriculum really was Judy and Nora, and I think that those two are just phenomenal individuals and they were able to bounce ideas off one another and they just had a lot of background on citizenship and doing something related to like a Day of Service. And so that was it, but as far as the instruction and assessment, I think again, each teacher really tried to do something, even in phy. ed. with Susan, talking about citizenship when they are outside. Or, when we would be on a field trip and we'd be on separate buses, we'd talk about being a good citizen before you'd go in. So there was a lot of little things that went on besides doing the curriculum activities, um, and then, we all kind of just worked to set it up so I think that very first year there was a large amount of collaboration. I wouldn't say so much with the principals, but I would definitely say with the teachers.

Professional Development

None of the teachers from Burnett Team thought that formal, district or building Professional Development played much of a role in the construction of the curriculum. Judy thought there was "nothing" provided in terms of Professional Development from the district because "it was just our own deal," and "no one was asking how to change your lessons." Susan thought support did not come from Professional Development, but rather "though other areas of the district." Barb said that "there was not any Professional Development," and that the only support she felt came from time when her team found

time to meet with each other to do work. Nora felt that the overall Professional

Development plan for the district "did not have room for stuff like this in it."

Though the district-sponsored Professional Development had little role in the

construction of BCE, Judy and Nora thought that their district-assigned instructional

mentor, Jori Kennedy, played an instrumental role. According to Nora and Judy,

Kennedy helped shape their teaching philosophies and informed their work on BCE by

providing them with the skills to be intentional in their instructional planning. Nora

remembered that her mentor was very important to her and to Judy, and greatly

contributed to their development as newer teachers and their concept of "what a teacher

should be." Nora believed that having Kennedy as a mentor led her and Judy to *Turning*

Points 2000 and authentic instruction:

> I mean, we wrote this whole document about Newmann and Wiggins and stuff
>
> before we made this year-long curriculum and sent it out to all the parents…That
>
> was really shaped by Kennedy, those ideas about what was good teaching were
>
> really shaped by her, but she did not play a part in doing this project…She
>
> finished her Masters on Newmann and sold the district in it….

Similarly, Judy believed she and Nora were defined as teachers because they both had

Kennedy as their district-assigned mentor and because Kennedy was an instructional

leader:

> She made teaching not just what people think like, "Oh people either have it or
>
> they don't have it." She made it more sciency: Well here are ways of really being
>
> a good teacher, here are some good instructional strategies that help reach the
>
> needs of your kids. You know, just little things she was able to come in and find

[…] a positive in you, but how it could be a negative in your classroom. And she was just good at making you analyze and reflect on the type of teacher you are and who you want to be…She was my teaching assistant at the U of M where I learned how to be a teacher. I had 15 months of teacher training and she was always there, and my assumption was that the professors that taught me how to be a teacher were the best ever, and she was associated with that and then she was my mentor in Smallfield. The U of M was the best cause it was the only one I knew. I felt successful, and I understood that the research behind what they were doing was good – I read it.

When responding to four questions about Professional Development related to implementation of the curriculum, Burnett Team teachers generally answered in similar ways. The teachers thought that their team experienced personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and new learning. Nora believed Burnett Team teachers "had a lot of personal and professional satisfaction" at the end of the year and also "a reduction in isolation" and "definitely a sense of instrumentality" because they felt like they had really done something. Nora also thought Burnett Team teachers – particularly herself, Barb, and Judy – learned about interdisciplinary teaching. Judy felt her teammates were professionally satisfied "for sure," and that "there is no way you could feel isolated" because they met as a team every day. Judy said she did think her colleagues felt really good about what they did because they "felt they were instrumental in doing something pretty big and grand." Barb said that she felt satisfaction because teachers were able to talk to each other about new ideas and

about things besides the typical "trouble-maker and problem kids." Susan thought it was "a lot of new learning" and described the satisfaction she and other teachers felt:

> [It was] a lot of, um, more professional satisfaction […] It was you know, so outstanding to see the kids working out in the field and actually coming back smiling that they did something for the community, and that made us feel satisfied, of course. And one of the main things that was so cool is that we always kept saying, you are going to be one of these people some day that get the [Burnett Memorial] scholarship, and we wanted them to feel like we are not doing this for us, we are doing this for you and for our community.

While none of the Burnett Team teachers felt negatively judged during the implementation of BCE, Susan and Barb did speculate that the teachers from Geography Team might felt looked down upon for not engaging in the project.

Burnett Team teachers reported having positive experiences with support for teaming, taking on leadership roles, engaging in collegial inquiry, and developing mentoring relationships. Barb said that all teachers were involved in the work, but that Judy "took charge maybe more than she needed to." She also indicated that Susan was willing to be told how she could contribute and would willingly do so. Susan, for her part, asserted that, although she viewed Judy and Nora as "the leadership," all teachers had a role.

Judy agreed that she and Nora assumed leadership roles and attributed this to their personalities. Judy reported that that the only relevant mentoring relationships were between the district-assigned mentor and Nora and herself. Nora suggested that Burnett Team teachers engaged in collegial inquiry around interdisciplinary teaching and

teaching in the middle level model. Nora also agreed that she and Judy assumed the leadership roles in BCE. She attributed this to their willingness to do something different:

> We felt like we were being leaders. I was sort of less comfortable in that role at that time. I don't really like people to look at me a lot you know, and I don't think Judy does either…but at the same time we both wanted to do something different and important, so I guess we did want to stand out in some way. And collegial inquiry, I think just being with Judy and we had such similar, um, views on education and we did have different strengths. Like being around her really improved my ability to connect with the kids. It wasn't my strength, and I don't think I was really meant to be a middle school teacher cause it's a lot easier for me at [the high school] level. But, she provided a good role model for that kind of stuff for me. And I taught her stuff, too. Like about her writing instruction, or if she was doing reading strategies, I would help her do her lessons on that and that was on our own because we were friends. We would get together on Sunday night and talk about that, and nobody did that. And mentoring relationships – I talked about Jori Kennedy, and Judy and I really mentored each other. And we tried to bring Barb into that, but there wasn't the same kind of personal connection. She didn't like us as much as we like each other, and so I just don't think you can force it.

None of the teachers from team Geography Team thought that formal district nor formal building Professional Development played much of a role in the construction of the eighth grade curriculum. Jim didn't recall any Professional Development and felt he

was forced to try exploring how to teach the curriculum using different types of games and new technologies on his own. Gail said that she was nearing retirement and any Professional Development that existed "didn't quite sink in." She felt that because she had taught thirty years, she was not receptive to some of the ideas presented as Professional Development, nor "learned as much as maybe a new teacher." Lucy, herself a new teacher, remembered that there was no Professional Development related to the curriculum. She recalled that any Professional Development she received was related to her being a 2nd year teacher and the mentoring she consequently received from her district-assigned instructional mentor, who worked with her on classroom management and discipline strategies rather than instructional strategies.

In responding to questions related to professional development as it pertained to implementation of curriculum, GCE teachers answered differently than BCE teachers. Some GCE teachers felt there was opportunity to grow together, while one felt disconnected. Lucy thought that their team was comprised of veteran Smallfield teachers, as well as new teachers and teachers who had taught elsewhere, which helped with their personal and professional satisfaction, a reduction in isolation, and new learning. Gail, however, describes feeling disconnected from her team:

> As I said, I was on a younger team. Two of the women were roommates and ah, [it was] kind of a unique situation. And they were kind of on the same page on all issues and um, so that was um, a little bit different situation, even though I did love them as people. Um, I didn't feel, I felt that some of the younger teachers want to discount anybody with experience. It's kind of like I used to feel, you don't trust anybody over thirty, you know, and they were very young.

Jim takes another tack when he describes the fractured team dynamic that he felt:

You know, we had three staff members that were very young in their twenties,

and one of them was brand new right out of college. One had been teaching for

two years, another had been teaching for two years, and then um, a thirty-year

teacher. I had been teaching for thirteen years, so we had a wide range of…and I

tended to gravitate towards the younger teachers, and they came in with a lot of

enthusiasm and were very accommodating to many ideas or field trips or anything

that I wanted to do or any type of interdisciplinary…But I also understand that

being new teachers, they really wanted to concentrate on their own curriculum

and develop that because they really weren't experienced [in] that, whereas the

older one didn't want to do anything. The one that did want to do stuff…he had

nine years of experience in the district. Um, it was, he was interested, but he

didn't really want to do any of the work type-deal, so….

Overall, Geography Team teachers had different perceptions about their

experiences with support for teaming, leadership roles, collegial inquiry, and mentoring

relationships. Gail thought that younger teachers "enjoy that and sort of get together,"

and that there were many opportunities that came out of team meetings. Gail said she felt

apprehensive about going to team meetings because she was "not in on the clique." Jim

thought Geography Team teachers had "great personal relationships" and would do

things together socially. Jim also thought he took on the mentoring role and said that each

teacher "developed their own leadership." Lucy felt "really, really lucky" that they had

teachers who were invested in kids and wanted to develop relationships and took on

leadership roles. Lucy believed the "support for teaming was huge" because the

administration "always fought for that extra teaming preparatory period" so that they could work together.

<div align="center">*Students*</div>

Students from both teams were asked about their experiences with and perceptions of the eighth grade curriculum. In-depth interview questions were asked of BCE (n=20) and GCE (n=20) students regarding the three distinct types of engagement: "Academic Engagement," "Civic Engagement" and "Social Engagement." Several themes emerged from their responses. The following section contains idiographic information from BCE students about a) academic engagement, b) civic engagement, and c) social engagement.

Academic Engagement

This subsection contains an analysis of participants' answers to questions about the two specific citizenship programs the behavioral, cognitive, and emotional sub-categories of academic engagement. According to these measures of academic engagement, almost all – 18 out of 20 – BCE students reported that the curriculum impacted their academic engagement (see Table 4, p. 208). Several themes emerged from the responses of students: (a) inspirational curriculum, (b) community roles, (c) real-world connections, (d) hands-on activities, (e) engaged/engaging BCE teachers, (f) engaged/engaging GCE teachers, (g) unchallenging curriculum, and (h) limited academic engagement.

Inspirational curriculum.

Many of these students suggested that the curriculum impacted their academic engagement because it was inspiring to them in some way. Derrick felt that the

curriculum impacted his behavioral engagement because it taught him "how to be a citizen" and inspired him to be a better person in school and the community. Baker explained that his experience helped him to realize the deeper meaning in the curriculum:

> I think it just shows that what you do really matters. Like how small you are, and every little thing that you take, like in your classes. like, even though it may not seem like it matters; like it's something you can use like in the community to help other people out. It shows that being a citizen is important, and like every little thing you learned in school impacts, like, how you are with people in the community.

Glenn thought the curriculum gave him "stronger preference for challenge for sure." Glenn thought it helped him to know he could actually make a difference and helped his team believe in their ability to do more things in the community because they felt "rejuvenated" and "awake" after their BCE service experience. Aly believed that her involvement in learning and her concentration (behavioral engagement) were impacted because she was motivated to prepare for the Day of Service, and consequently made sure she was learning in class. Bella believed her experience with the curriculum impacted her behavioral and cognitive engagement because it "makes you feel like you should, you know, you should give more effort or concentrate more. Because when you hear about people that work so hard to do this, you think that maybe you should too."

Some students felt the curriculum impacted academic engagement because it helped shape their beliefs about their role in the community. When asked about her emotional engagement, Devin thought the curriculum showed that it is possible to make a difference in the community. Sara felt that the curriculum helped her think about being a

"good citizen" in group work and how her actions affect other people. Gwen thought the curriculum impacted her beliefs and resulted in greater academic engagement because it made her feel like school and community were important. It helped her think that she "could actually do something to make a difference." Gwen thought others in her class shared this sentiment:

> I think that a lot of us kind of felt like we had more of a role in the world. And I mean, of course people are still going to be immature in eighth grade, but I felt kind of more mature. So I think it did have an impact on the positive conduct, for sure. We felt more like leaders, and I felt really blessed that we were in that team cause I knew the other team wasn't doing it and I was like, "Yes! Ha ha!"

Lenny's beliefs were affected because the curriculum was interesting and helped him understand his role as a citizen. The curriculum helped him understand his "potential," and he said that people try to work to that potential once they realize it. Beth's beliefs were impacted because the curriculum took "a lot of stress off" her because it made her think that giving her best effort was good enough:

> I think that the way it was taught on Burnett Team, they, it wasn't so much about the grade. They wanted you to give your effort and try your best and keep at it. Even if you couldn't get something, you should keep at it, and um, keep trying to get it. And I think that's really important because I have always been one who wants to do everything right and everything perfect, and it was a big step in the right direction to say you don't have to be perfect. You can make a mistake as long as you try your best and you keep trying even if you couldn't get everything right the first time.

Several students believed the curriculum challenged them in a way that caused impact on academic engagement. Cognitive and emotional engagement were affected for Derrick, who believed that the curriculum challenged him to be more interested in his coursework because "it shows it really does matter. Like everything you are doing right now will always matter in the future. Kind of makes you more emotionally attached, like in the stuff you are doing, making sure you always try your hardest." Baker believed he was more academically engaged because the curriculum challenged him to consider the future and the effort he would need to put forth to prepare for it. Baker said the curriculum showed him you have to try in order to achieve, that he should improve society, and that he should be more aware. Seth said that the curriculum challenged him to do things that he would not really do without it and believed that he got more involved in the community than he would have otherwise. Gwen believed she felt more able and more motivated to take on bigger challenges after the curriculum "because I realized the bigger the challenge, the more rewarding."

Community roles

A second commonality from BCE student answers about academic engagement was that the curriculum helped students consider their roles in the community. Merry felt that the curriculum made her want to reach her full potential and that she concentrated more in class because the curriculum required it. Merry's behavioral engagement was evidenced by her feeling that she should "give back to the community" and saw being educated as "a good way" to do this. Marnie felt she and her classmates were more interested in coursework because it forced them to consider their community and showed them that there was "more than just middle class white people – there's people who are

less fortunate." Larry's experience with the curriculum helped him to think of himself

as a representative of his city and pushed him to develop into a "proper citizen" for that

purpose. Brad believed that people on his team became more selfless because of the focus

of the curriculum was on the actions of someone from their local community. Aly

suggested that the experiences her team had in the community increased the positive

conduct of the team because they wanted to "look good and respectful" in the local

community.

Real-world connections

Third, BCE students believed that the curriculum impacted their academic

engagement because it connected them to meaningful, useful, and real-world content and

experiences. Aly felt her preference for challenge was impacted because she was

motivated when the curriculum asked her "to go out to the community and help out and

show the community that we actually did stuff – that we could help." Brenton thought the

curriculum helped him to work with people, understand them, and gave him knowledge

of the real world. Brenton said that major message he received from the curriculum was

that he should seek challenges and not let everyone do his work for him, indicating that

his cognitive engagement was impacted. Derrick and Baker believed the curriculum

showed them how to help other people. Heather thought that the example of Tom Burnett

given in the curriculum impacted everyone on the team because they were shown how

"real things can be," and that "anything can happen…to you and you can make like a

change – like stand up for yourself." Jessie felt impacted because the curriculum "told"

him how to keep a job by "putting effort towards things." Lenny remembered that the

curriculum – especially social studies – related to the real world. Lenny thought, "it was all meaningful" to him because he learned a great deal about current events.

Glenn explained that "the curriculum made me feel like school and community were important and I had a greater sense of loyalty" because of the experience with the curriculum. Glenn remembered that the curriculum impacted his thinking related to problem solving because of the real world example of Tom Burnett:

It made me think about just because Ms. Benson – it was her uncle – she was telling us his story, and now every time I'm on a plane I'm thinking what would I do? So in that way it, it impacted all of us, I think, cause we learned about him and we learned about someone who did make that sacrifice. So that's basically the only way though, just kind of mentally.

Brad thought that the curriculum made significant impact on many people because it was "founded on the basis of very real events." Bernice said that she carried what she learned in eighth grade with her all throughout high school, and that the eighth-grade teachers "always tried to connect what we were doing with the real world." Ben remembered that what was learned in class was useful:

I think just teaching the core values of citizenship, um, that helps you to realize that anything you can do with your – the education you receive – you can use it in a positive way. So um, just learning the basic values of citizenship I think just helped to help me realize that I could use what I learned in class to for, whatever way I wanted. For a positive way or not.

Hands-on activities

A fourth theme found in the responses from BCE students who felt that their academic engagement was impacted was that the curriculum was interesting and provided opportunities for "hands-on" activities and active learning (8 out of 20). Gwen reported that she was more eager to learn because she thought the curriculum was interesting: the events of September 11th had shaped the students on her team and caused a natural interest in curriculum related to those events. Helen felt like the curriculum was a lot more interesting than some social studies classes because she believed the information shared was more relevant to students and because it was more "hands on" than traditional textbook learning. Marnie indicated that her behavioral engagement was impacted. She said that her involvement in learning was heightened when she encountered homeless people and went on field trips to the river because it opened up her eyes to things outside of the suburban life she had considered normal before eighth grade. Marnie's emotional engagement was impacted when she developed more interest in coursework due to activities like picking up litter at Nine Mile Creek. Helen felt that the curriculum was emotionally engaging because she thought the information presented was "related to us, so it was more interacting type of learning than just taking notes" She said she liked this "because I'm a much better hands-on than out of a textbook."

Derrick thought the activities embedded in the BCE curriculum helped him engage academically in the long run:

It definitely helped like doing like activities like learning how to like volunteer cause like before then I hadn't volunteered at all, and now I volunteer quite a bit. But um, I don't know learning – my 9th grade year, it was just a big change going

into here, and I kind of messed up my freshman year. And now I'm partially back on track, and its partially because of volunteering; so I think it has helped me in the long run even though there was a time when I blanked out of it for a while.

Heather said she preferred the BCE curriculum to that she encountered other years because "it wasn't the same over and over again like sentences to write or papers or politics. It gave, like, a variation of stuff." When asked about her emotional engagement in terms of her interest in coursework, Devin believed that the eighth grade curriculum allowed for more active learning:

In like previous years and in high school, you just kind of learn out of a book and then do the worksheet or watch a video; and then do the worksheet or just do the book section reviews. And then eighth grade, you like, did projects that were more hands on and you had to work with other people cause they were all group projects and none of them were solo projects.

Engaged/Engaging BCE teachers

The final theme that emerged from the interview data was that 18 out of 20 students thought engaging teachers had impact on their academic engagement. In particular, students cited Ms. Knutson, Ms. Lockhart, and Ms. Benson regularly because they were very engaged/engaging, for various reasons. When asked about engaged/engaging teachers, Glenn said, "Ms. Lockhart, Ms. Knutson, and Ms. Benson were amazing." Jack explained that he had a great experience with these teachers because "they worked together, everyday, all year" and believed that these teachers "really cared about everyone." Derrick thought that these three teachers had impact on engagement because they "wanted to see us succeed as people, and they just weren't in there for a

job." Derrick felt these teachers were approachable, had high energy, and kept students motivated by finding ways to make learning fun.

Many students felt that Ms. Benson and Ms. Lockhart engaged students the most academically. Beth thought these teachers connected students to the curriculum and perceived these two teachers as the "leaders of citizenship education." Bernice said that Ms. Benson and Ms. Lockhart were very engaged/engaging. This was because they frequently taught students to be "good citizens" and to "serve others."

Six out of 20 BCE students interviewed shared that Ms. Benson had impact on their academic engagement. Ms. Benson impacted Marnie's academic engagement because she had "a lot of the same viewpoints on books" as she did. Several students thought Ms. Benson's positive classroom presence and provided a direct connection to the curriculum because she alluded to the fact that she was related to Tom Burnett regularly. Ben stated what many other students mentioned when he spoke about how his emotional engagement was impacted by this familial connection:

Since Ms. Benson was related to Thomas Burnett, I think that one big thing is just learning about one particular member of our community…and seeing one particular example of what is a good citizen is, ah, within your community. I think that was ah, good knowledge to have…to be obviously inspired the Memorial Day of Service and that, just seeing examples of people who are using the values that you're being taught in school, I think just seemed that people actually do act like that and use those values. I think that was just helpful for people.

Seven out of 20 BCE students interviewed found Ms. Knutson to be engaged/engaging—mainly because of her ability to make science "fun." Devin

explained that Ms. Knutson "made science fun cause she is crazy…and she like came up with like cool things to compare science to." Marnie found Ms. Knutson to be engaged/engaging because she was fun and had a "passion for teaching." Merry thought Ms. Knutson was engaged/engaging because she was "so bubbly and excited about her teaching." Finally, Bella found Ms. Knutson to be "enthusiastic" and thought this made class more interesting.

Eighteen out of 20 students interviewed said that Ms. Lockhart impacted their academic engagement. Students cited Ms. Lockhart's emphasis on teaching values as one reason for the impact on engagement. Ben found Ms. Lockhart to be particularly engaged/engaging because she taught him the value of responsibility to his community, which helped him realize that decision-making "was necessary to help the community." Gwen said that Ms. Lockhart was one of her favorite teachers and was responsible for teaching her the most in eighth grade. Marilisa thought that this was because Ms. Lockhart impacted her life and taught her "valuable lessons" about life. When asked about his emotional engagement, Brad explained that he really liked that Ms. Lockhart wanted students to learn, rather than just get their work done. Brad thought that Ms. Lockhart wanted to help students work to value knowledge instead of grades.

Helen thought that Ms. Lockhart impacted her classmates' emotional engagement because she related course content to students' lives and the real world instead of focusing on the textbook, which she felt the GCE team did. Merry felt that Ms. Lockhart's willingness to tell stories made the curriculum engaging:

> She wasn't all about, like, here's the curriculum and I'm just gonna teach it to you
> because I have to. She kind of went off on stuff. Well she's always off on a lot of

tangents and talk about other things, and she had like a way about doing it. I

mean I remember we would listen to songs. I remember we listened to a Bob

Dylan song called "The Hurricane." I remember about like racism and stuff. And

then she kind of opened my eyes to a lot of, like, just things in like history like

about like lynchings in Duluth. And she made, like, she made me at least want to

know more instead of just sitting in her class and doing what we had to and not

knowing what we were doing.

Students also felt Ms. Lockhart's ability to impact engagement came from her

ability to include them in what was going on in class. Heath believed that Ms. Lockhart

was "particularly good at getting people involved" because she was "really outgoing" and

"brought everyone into the discussion." Willa felt engaged/engaging in history because

Ms. Lockhart was willing to listen to student jokes, get students laughing, and took time

to tell stories.

Finally, many students believed Ms. Lockhart was particularly engaged/engaging

because of her passion and energy. Devin felt Ms. Lockhart "put her heart into the whole

program." Devin felt that she made class interesting because she was really full of energy

and "seemed to be the ring-leader for the whole thing." Marnie found Ms. Lockhart

engaging because she was "was very excited about everything a having to do with

citizenship so she kind of made it fun." Merry was motivated to learn because Ms.

Lockhart was so full of energy and "loved what she did so much." Artie was

engaged/engaging because Ms. Lockhart "was very passionate about what she was

teaching so she made it fun to learn." Jeb thought Ms. Lockhart's "high energy" was

engaging. Her "energy and passion for what we were learning made it so easy to want to

learn." Kirsten thought Ms. Lockhart was "a huge part" of helping students know

"everything that we needed to know."

Engaged/Engaging GCE teachers

Overwhelmingly, GCE students reported that certain teachers were

engaged/engaging, rather than the curriculum. Of the twenty GCE students interviewed,

nineteen reported that at least one of their teachers was engaged/engaging to some

degree. Of those who identified engaging teachers, only four students identified that the

curriculum was also engaging. In each case, students designated the teacher as the

primary catalyst of engagement. Students identified two teachers with much greater

frequency: J. Baxter and L. Hendrix. Students described each teacher as "fun",

"friendly", and "passionate" about their subject matter. Additionally, Jim Baxter was

described as "friendly," "interesting," "entertaining," and "humorous". Students also

described Lucy Hendrix by calling her "young", "cool", and "personal".

Three-fourths of the GCE students interviewed described geography teacher D.

Baxter as engaged/engaging. A large majority of these students did not describe the

curriculum as engaging. Most students agreed with Harmon when he explained why Mr.

Baxter was engaged/engaging: "He was passionate about teaching social studies, and

drew me in."

As an engaged/engaging teacher, D. Baxter by himself caused interest and

therefore fostered emotional engagement. Wells emphasized that J. Baxter "loved

teaching and being with us everyday. He was passionate about being a teacher." She went

on to say that she "had a lot of interest in it [class] just because I think I really had a good

teacher. That has a lot to do with it. Mr. Baxter is really energetic and that helps get you into it".

Fourteen students identified health teacher L. Hendrix as engaged/engaging. Again, most of these students did not identify the GCE curriculum as engaging. Typical responses about whether teachers were engaging came from student Bradon, who said Ms. Hendrix "was young and knew how to make learning fun." Gail described Ms. Hendrix as "[She was] a really cool teacher overall…she just related to us very well. She got down to our level; instead of being the higher person and acting like she was authority." Nels said that Ms. Hendrix was "really cool and treated students like equals. She was never condescending." Tex described Ms. Hendrix as "a friend and genuinely interested in my life. Students can tell when teachers care." Bradon believed that the teachers were the only academically engaging element to his eighth grade experience when he stated, "this is what I remember most. Ms. Hendrix and Mr. Baxter, they took an interest in your life and were passionate about what they taught." Caleb stated that "Mr. Baxter, Ms. Hendrix and Ms. Johnson—they wanted to get to know me as a person not just as a student and I could go to them with anything. They were great teachers and friends."

Unchallenging curriculum

A second theme that emerged from interview data was that GCE students felt the curriculum either did not reflect real life or they did not find it challenging or meaningful. Sixteen out of the twenty interviewed gave answers to questions about academic engagement that fit this theme directly. When asked specifically about whether the

curriculum impacted his perception that what he was learning was useful and meaningful in the real world, BB stated that "[the curriculum] seemed like it didn't really matter."

Delton commented that math and health were the only things that she learned that were useful for the future in eighth grade but that "everything else to me was nothing I needed to know." She felt that projects were "long and pointless but the teachers just said that in life sometimes you have to do those kinds of things." Shelby explained that in eighth grade it was not that fun to learn because "There was a lot of memorizing things that I don't think we use in every day life, like getting a passing grade and moving on." Student Tex believed that little of the curriculum had meaning for her:

> I found that none of the curriculum in eighth grade was meaningful. I didn't encounter meaningful curriculum until 12th grade. It did not impact my perception. The curriculum never put me in real life situations. Only health class educated me about relationships—mostly romantic.

Cory agreed that very little from GCE curriculum seemed meaningful and useful. "The eighth grade curriculum didn't appear to connect to the real world in most areas…I feel we didn't learn enough about citizenship and community involvement in eighth grade." Ethel felt similarly when she stated that, "a majority of the stuff that we learned in school was not anything that I used later on or really will ever need to know in my future." Ozzie echoed this sentiment by suggesting "It didn't feel like I'd ever use the material learned again."

Many students perceived their classes were easy, and in some cases easier than those of their BCE counterparts. Ethel described the impact the curriculum had on boredom, anxiety, and sadness:

After eighth grade when I got into high school, I don't think I was very prepared because, like I said eighth grade was so laid back. Every other day stuff, I always had a day to turn in my work and in high school, it's like this is due tomorrow at the beginning of class. You have to do it at night rather than waiting until the next day. I wasn't as prepared as somebody else who had the same thing every day.

Some students indicated that they wished the curriculum had challenged them more. Kalvin answered that he wanted more challenges because he found eighth grade to be easy. When asked about whether the curriculum impacted her involvement in learning or challenged her concentration pertaining to coursework, student Shelby explained, "I don't think it did. I really don't, I think it was more step-by-step. They gave you steps to do, you never really and to figure stuff out yourself." When asked to compare his eighth grade curriculum to his other years in school, Bradon answered that, "It seemed a little bit more laid back…It didn't seem like a lot of pressure to get all your stuff done--kind of lax." When asked a series of interview questions about academic engagement, student Nels also concluded that the GCE curriculum in eighth grade did not challenge or engage her much academically:

Um, I don't know. I feel like I got out of a lot of stuff when I was in middle school. I kind of felt like I ruled the school maybe that's just me but I just remember pretty much doing whatever I wanted, just goofing off and not getting in trouble…you were never really reprimanded for doing like…unless it was

really serious…Um, well I remember eighth grade was always, school has

always been pretty easy, so I don't know. I always got a really good feedback for

doing well, I guess that probably helps a lot like, um like if I did well a teacher

would come up and be like you know you're doing really well a…ah, I didn't

really have any worries in eighth grade so, I think it maybe that was the impact

that it was so easygoing that I didn't have any of that, it just seemed like a big

party to me, I guess.

Helen echoed this sentiment by sharing that she was "not at all" impacted by the

curriculum in terms of her concentration pertaining to coursework because there was "not

a lot of challenge" and that she felt she was not sufficiently prepared for high school as a

result.

Limited academic engagement

GCE students thought that, of the three forms of engagement—academic, civic,

and social—their academic engagement was somewhat more impacted than the other

two. Still, there were relatively few students who found that GCE curriculum had impact

on their academic engagement. Some themes emerged from these few responses. First,

when students answered that GCE curriculum had impact, they repeatedly stated that the

times they felt engaged/engaging were during classroom games and activities, as well as

particular experiences they had studying geography.

Games and activities used by GCE caused some students to believe they were

impacted behaviorally. Shelby said that the curriculum "actually did make me participate

more cuz we a lot of times we did fun games that made you want to answer questions."

Student Ethel remembered activities that helped engage her behaviorally: "We'd do a lot

of walking around and hands-on stuff, walking around and talking to other people made me want to do more cuz more interaction than just looking at a book and sitting by yourself." Another student, Willa, believed that she worked better when one particular GCE teacher regularly assigned group worksheets in class. Similarly, Ethel liked eighth grade because it was a lot of hands-on activities. "I don't learn from lectures. I learn from doing stuff hands-on, and we did a lot of activities, groups, partners…I really liked eighth grade."

GCE students also reported academic engagement during particular experiences in geography class. When asked about impact on concentration, Kalvin felt his behavioral engagement was impacted by preparing for GCE quizzes: "You kinda had to concentrate more…remember all the capitals and the countries and continents and all that." Student Harmon explained that his experience in eighth grade was great because he learned all about the city of Smallfield. In particular, Harmon thought classes were fun because the "course content of geography, it's fascinating to learn where you are and what's there." Heather reported that the curriculum affected her academic engagement because it related to current events, involved her in discussions and lessons about relevant social issues and allowed her to think more deeply about those issues. When asked about emotional engagement, Heather felt geography class had an impact in this area, as well:

> I think that in eighth grade you take learning as, your learning is probably more
> fun than it often is in high school and I think like in high school a lot of kids get
> the attitude like I'm too cool to like to pretend like this interests me and I think in
> middle school there is just an overall attitude of just everyone's interested and do
> want to participate and its not nerdy if you do.

Like Heather, Ethel felt more interested, and therefore more emotionally

engaged/engaging because of the subject matter of Geography and related activities. "I

was really interested. The mapping and stuff I liked. I don't know if it was personal or if

it was the class that was fun. I like all social studies classes." Student Wells reported

emotional engagement related to a particular field trip in geography class:

> Mr. Baxter made it real cool like the way he did some stuff. He took us around
>
> Smallfield and showed different geographic things and the whole citizenship was
>
> tied along with it. It was a fun experience. He took us just around the Benson side
>
> of Smallfield and showed us different landmarks. Took us down to the ferry
>
> bridge.

Continuing the theme, Bernice believed that the most important piece of information she

took out of eighth grade was learning "all the countries, which actually was beneficial

because I remember a lot of them. Other than that, I don't remember much."

A second theme that emerged from the data of the GCE students is that they

believed teachers expected them to be engaged/engaging in the curriculum. This message

helped engage them. Students reported that teachers either told students verbally to

engage or expressed it to them in writing. Students perceived this communication to be

curriculum; when students were cued that becoming invested was expected of them, they

generally responded with increased engagement.

GCE student Delton reported that her behavioral engagement increased because

she improved her positive conduct and effort. She attributed this to the teachers' message

that "that high school would be a lot harder than middle school, so I was expecting a

challenge." Delton believed that this caused her to study more and take school more

seriously. Another student, Gail, discussed how her behavioral engagement was impacted by the curriculum in numerous ways:

> They always had the three R's, which is respect, responsibility and there was another one. We always followed off that a lot. Every time we talked, they were like and make sure you have those three R's. A lot of people took that into consideration because nobody wanted to get in trouble for not following the three R's…I guess being an eighth-grader and knowing that I was going to be a freshman next year they'd always talk about how high school it's not the same as middle school. You actually have to turn your work in on time exactly at that date and fully fixed. They always told us to do our eighth grade homework how we'd do our freshman year homework in high school. It made me more involved in the homework because I wanted to do good my freshman year…I didn't really have that much concentration in eighth grade. I was kind of all over the place. One teacher, Mr. Baxter, he had more punishment for me because he knew I could excel myself—he knew I could do better than that so he more punished me for not concentrating. I fell over my chair one time because I was fooling around, he sent me to the quiet room. He sent me to the quit room quite a few times for not concentrating very well. I kinda changed because I didn't like goin to the quiet room because I wasn't a bad person.

Student Helen also expressed how her behavioral engagement was impacted by the GCE curriculum when she explained that one teacher was really interesting to listen to and that "he showed us like you need to do to be a good citizen kind of, and how to follow exactly, you know, just like how to follow rules and what's appropriate for school

and what's not". When asked to explain how the teacher showed this, Helen

explained, "He talked a lot about his experiences with kids and when someone did do

something wrong he would correct them in a fun way like make a joke out of it or, so he

definitely prepared me showing me like what it would be like in high school."

Student Tex reported that she developed positive traits while experiencing GCE:

"The whole being persistent and everything, it came from the expectations of the

teachers…there was always a syllabus and expectations laid out…there's a lot more

rules, like line basics, certain times to do everything…you get a certain number of hall

passes."

Cognitive academic engagement was impacted for a few students because of

communication from GCE teachers. Student Tex thought this came in the form of written

expectations. Caleb explained, "Eighth grade is when you start doing individual work and

when they have higher expectations; more is expected out of you. It's a lot more

individual assignments…." Heather believed her cognitive engagement was affected as

well when asked about how curriculum impacted her preference for challenge:

> Ok, um, I would say that with eighth grade my investment in learning was just—
>
> well there was a few classes that I took where they told us like this will be on your
>
> high school GPA and so you want to do well because you don't want to go into
>
> high school and be at like a 1.0 or something and also just knowing like the
>
> teachers were would say that like this is what high school work is going to be like,
>
> you know you'll have to study for this amount of time or you'll have to do this,
>
> just kind of got me thinking about you know high school and got me more
>
> invested in my education for my upcoming years.

Civic Engagement

This interview subsection contains an analysis of participants' perceptions from BCE about civic engagement relative to questions about community knowledge, making a difference, current and planned actions. Overall, eighteen students indicated that their civic engagement was positively impacted by BCE curriculum. The following themes emerged from these responses: (a) community knowledge, (b) meaningful service, and (c) future-focused curriculum.

Community knowledge

First, students believed the curriculum impacted their knowledge of the community. Aly said BCE made her want to know what was going on in her community. Bella had not known Tom Burnett was from Smallfield, and believed this was a reason that she and her classmates became interested in citizenship. Brad thought the "big message" of the curriculum that impacted students was that citizenship involves more than voting. He felt that the curriculum emphasized that simple acts that contribute to the community can make a big difference. Gwen said that the curriculum helped her to realize that she could probably be doing something more to help in the community other than just going on with her regular, busy life. Wendy said that the curriculum made her aware that other people in the community care about young people and care about what she and her peers do as members of the community. Beth thought the curriculum made her want to know more about how the community works and what she could do to help it. Bella thought that civic engagement was impacted for her peers because of the fact that a specific, local person who made a difference was highlighted in the curriculum.

Meaningful service

Second, several students' answers indicated that BCE helped them understand that they could make a difference in their community and also develop a desire to do so. Larry "saw the difference a few people could make in the community," and realized that he could do the same. Consequently, Larry said he was inspired to try for that same kind of impact in his work on his Eagle Project for Boy Scouts. Baker said that the curriculum made him "want to make a difference" and encouraged him to volunteer. Derrick said the curriculum made him realize that he could make a difference in "big or small" ways. Glenn thought BCE showed him how he "could make a difference in the city of Smallfield." Artie thought the curriculum showed that "you can make a difference even when you are in eighth grade," and that it does not matter how old you are because "you can do whatever you want to do" to help your community. Brenton said that BCE made him feel that he could help because he got to work with his friends while serving in the community; and consequently, he was convinced that "anyone could help by donating a little time and work." Bella thought that volunteering gave students a better idea of what they could do in the community, and students were impacted because they "could see the difference" they were making. Devin thought the curriculum showed students they could make a difference:

> I think it showed you can make a difference in your community like the little things help a lot…just like I think one of the groups went and just like raked leaves […] for the like elderly or something. I know it made them really happy because the elderly people really liked how their yards looked a lot more spruced up, and it made the community look a lot cleaner and approachable.

Derrick thought the curriculum showed him that "there are people that suffer in our community or don't have the same things we do or don't have the ability to do the things we do as younger people." Derrick thought this showed fellow students what help the community needed. Baker said that BCE showed him that there are problems in the community that he did not know about, that there was more to the community than his neighborhood or his group of friends, and that there were people that needed help. Lenny said that the enthusiasm of the teachers – especially Ms. Lockhart -- encouraged kids to do their best and made it seem that anyone could make a difference.

Several students talked about their desires to become volunteers outside of BCE. Sara said she learned that if change were to occur, it would have to come from her and her classmates, since "no one else is going to do it." Beth thought that she would not be volunteering at a dog rescue service without her experience with BCE because "it planted the seed of community service in her and alerted her to the fact that people are in need of help." Bernice thought that BCE changed her idea that volunteering is boring and made her excited to volunteer. In particular, she believed her attitude changed when she saw how thankful people were to have volunteers helping them. Beth explained that her experience raking for senior citizens made her feel good about her work and changed her attitude:

> I felt I could impact anything that I wanted to; meaning if I felt outspoken against discrimination against African Americans, I could do something to prevent it or to not promote it. Or, discrimination against women, to kind of not promote it as well…It got me to think how to treat people and how I wanted to be treated.

Many students said that their experiences on the Day of Service had a large impact on them, as a result they used references to the components of civic engagement. Gwen said that she was selfish before her experience with BCE, and never really realized what she could do until the Thomas Burnett Day. Artie said that the Day of Service made students feel like they could make a difference because a local television news crew came out and interviewed their teachers and fellow students, which confirmed for them that young people could be considered legitimate by the community. When asked about BCE's impact on her community knowledge, Bernice said that the Day of Service made her aware of ways she could contribute:

> Um, well before we got to have the Tom Burnett Day of Service, I didn't really, I wasn't aware of all the places you could go to help other people in your community and even just in Smallfield. And I think that day helped me to gain that knowledge about all the places just even right around you that you might not know about where you can help people.

Brenton felt that the Day of Service brought the possibility of service into his peers' minds. Without this experience, Brenton felt that his peers would not have considered the possibility to serving their community. Glenn thought the participation of people in the community during Day of Service was evidence that he could take action because of how much impact it had on the people around him. The Day of Service alerted Marnie and her classmates that "there are more than just middle class white people; there's people who are less fortunate." Baker explained that he was impacted by the smile he received from a senior citizen after he raked her yard during the Day of Service. He was reminded that he could "make a difference" by doing small things for others. Sara

explained that the Day of Service impacted her attitude about her ability to make a difference:

> I think when we were playing in the quintet, we had this one man come up to us telling us how his wife had just passed away and that was the first time he had smiled in a long time. Cool to see that, you know, just us going and playing, which was not that difficult for us to do, really made his day a lot better. It was really cool to see how we could help the community instead of just inside of school.

Future-focused curriculum

Fourth, many said that the curriculum impacted civic engagement because it was meaningful, and it impacted their ideas about the future. Merry said that BCE was inspiring and made her "want to do something to make sure" the bad times from our history would not happen in the future. When asked about his current and planned actions, Derrick explained that he does not plan to stop volunteering anytime soon, and he has made plans to teach his kids about volunteering when they are young "so that they have a whole life of volunteering and helping others ahead of them." Baker also plans to teach his future children about volunteering because of the good feeling he got from serving others on the Burnett Team. He plans to take his kids volunteering with him when they are young because he does not want them to have to wait until eighth grade to volunteer. Seth said that BCE helped him to plan to "do the same as how I did in eighth grade" and help out in the future. Beth thought that the Tom Burnett day was "not just about the one day it was about the rest of your life, and planning for that and wanting you to do more with that." Beth said that teachers impacted current and planned actions:

They asked us to put more into our lives than just going out and doing our job, they said put more into the community and put more into the world and make a difference. And I think even if it's not in the forefront of our minds, it definitely is in the back, whether people do it or not… I would guess that most of the Team Burnett Team kids would.

Helen felt that her team "got a lot more" out of eighth grade than the other team because BCE inspired her to continue volunteering:

I think it has made me continue with it because um, when I heard about JagCorps, which I knew was a volunteering class, I really wanted to take it because I wanted to continue volunteering because of eighth grade. And so that was an opportunity I had to do a lot of volunteer work during the year, and now I'm also working at Kids Safari and I'm working with elementary school kids after school […] It's like a daycare kind of for them, and I've wanted to do that for a long time and I finally go the job this year and so it really just carried with me that I want to continue helping people and working with kids.

Low-impact curriculum

Of the twenty GCE students interviewed, fifteen reported that the curriculum had no impact at all, according to the measures of civic engagement. Students cited many reasons for this. For example, Helen thought that eighth grade did not encourage her to consider her impact on the community at all, as she remembers never thinking about taking action about problems in her community in an academic way, and instead was thinking about her friends and loving the social aspect of school:

Well, um, I remember eighth grade they'd always talk about well in high school this or in high school that but I just felt like um, there wasn't a lot of…they would always say, yeah, in high school you'll like this is what it will be like but I don't feel like it was anything like that, um they…I just feel like it was really, it wasn't challenging for me at all, I remember not having to like think a lot, just my mind was set on other things but I don't remember thinking about school a lot. I remember loving school but not the aspect, the school part of it wasn't…[I loved] the atmosphere, I liked the people, I loved that people, um, it seemed like everyone got along really well, and the teachers and I liked I really did like the teachers…I think my team in eighth grade was kind of it felt like, kind of like the lost team or something cause like the other team definitely was more interactive with each other and did more like I just feel like I remember people on other teams always talking about 'remember this day, remember this day?' and I don't have any really specific things that we really went out and did….

When asked to compare his experience with that of students from other teams, Bradon gave a response that encompassed many of his classmates' responses – he surmised that perhaps his GCE curriculum lacked components of BCE:

You're talking about the other team. I think they probably learned a lot more, the other team did about civic responsibility and that kind of stuff. I'm not…I don't know for sure, this is just what I feel. I think that I don't know like volunteering for that…I think it's called the Thomas Burnett Association something like that. I think they learned a lot more of the value of community service because they experienced it.

Shelby expressed a similar rationale for why she did not believe GCE curriculum impacted her attitude about making a difference: "It did not give us and opportunity to go out and really do anything. We weren't able to take action and they didn't really give us an option." Felix thought that the curriculum allowed students to "list citizenship ideas", and said, "unless our parents allowed for it, we didn't get a chance to put them into action."

Several students suggested that maturity was a reason they were not impacted through the curriculum. For example, Jeb suggested that when you're exposed to civic duty when you are mature enough, you are more likely to be impacted. Student Tex believed there was no impact on her civic engagement because the curriculum was "not serious enough." She felt that the expectations are higher in high school and that she and her peers did not find anything in the curriculum to take seriously and was not sure if it was "their method of teaching it or what, but it doesn't even really compare [to high school]." Wells suggested that eighth grade is too young to absorb things and think of the bigger picture. Wells told of volunteer experiences in high school that she felt impacted her civic engagement more than her eighth grade experience did:

> Back then I didn't really think so much about volunteering and stuff. Eighth grade it's your social life. It's a lot different now. Back then I don't know if I thought so much about future plans. In like freshman year, you have to do your community service and those are good experiences and I had government also that term and I did it at Loaves and Fishes at Creekside. It's just fun to help people. I really like the feeling of helping people; even if it's just one person, you're doing something

that's making a difference. That's how it's different. I think [it takes] a little more mature to understand….

Program differences

A majority of GCE students (12 out of 20) believed that students who experienced BCE curriculum "did more" than they did, and consequently experienced greater civic engagement. Bradon got this message by talking with students from the Burnett Team:

My team didn't do it, but the other team did this Thomas Burnett thing. They kind of told me, a couple of people said it was really cool, kind of help out. Not to get paid to help out, just to know you're helping somebody out in the community…the other team, they did.

When asked about her perceptions about how the GCE curriculum impacted her knowledge of her community, Delton stated that she was not sure that it did. "My team didn't do this, but the other team did the Thomas Burnett thing. I don't think my team did anything special." Cory felt that she was not impacted because the curriculum did not focus on community involvement and things that kids like her could do to make a difference. She noted that the curriculum did not focus on practice problem solving for real-world situations. Student Gail reflected on how other kids from other teams or schools experienced civic action and remembered that someone on the other team was related to Thomas Burnett and that this lead to a scholarship fundraiser that she was not part of:

[They] went out and got all this money and then Thomas Burnett's parents came to our school and they gave them this big check of money for everything he did for us with 9/11 and stuff. It was a really cool watching that team do that, go out

and figure things out and try to help the community. They wore shirts that said "Thomas Burnett Community Service' and they had a booth last year too…it was cool watching them do it, I kind of wish I would've done it.

Helen reflected similar sentiments when she was asked to compare her GCE experience with members of the other team:

Well, just doing the Thomas Burnett Day I feel like they had a much ah, not a better experience but they learned the meaning of it before I did because they had been put in a situation where they, it was so fun for them but they were also were doing good for the community and I don't remember doing anything like that.

When asked about how the curriculum impacted her attitude about her ability to make a difference, Shelby remembered being jealous that the other team had the opportunity to "do this really big thing" and be impacted by the curriculum in that way:

My brother got to do that and how good he felt about it. He is still using that in his life now. Different things that he did, he still talks about it. He is 16. Like he still remembers all the things he did, still keeps in touch with the Burnett family and stuff. We all knew about it but weren't a part of it because we were a different team. Frustrated me because we couldn't do anything with it, well maybe we could have our team never gave us a chance to be apart of it.

Tex reported similar feelings of jealousy and believed that it should have been the entire eighth grade student body that participated in the Thomas Burnett Day of Service. Several other students—Jeb, Felix, Delton, Ozzie—all either reported feeling jealous or thought that the other team's day of service was "cool".

Rhetorical engagement

The third theme that emerged from GCE student interviews was that students believed that, although their teachers told them that civic engagement was important, the curriculum afforded them little opportunity to engage in actions typical of civic engagement. Gail had the following to say, when questioned about the curriculum's impact on her ability to make a difference:

Most of the teachers lived in our community so they would tell us all the things that they do. Don't litter, don't do this, help our earth…whatever they would say. We just had a lot of impact and rules about that kind of stuff. They lived in it too so they just related to us…Do you want your world to look like this. [They] made us realize what we shouldn't do.

Gail also believed the teachers words impacted her knowledge about the problems in the community but that teachers only told students the ways they could go out and help—students were not asked to do these things during eighth grade. Student Delton remembered that teachers would bring up ideas related to making a difference and taking action, but that was "for the fact of writing something down…but that after that class, after that period was over—on with my day".

Students Shelby and Ethel also remembered that teachers told students things they could do to make a difference and that they promoted actions that would make a difference. Shelby explained that they "kind of told you that you'd get a good feeling from it and stuff" but that she did not remember if they actually did any community service with her team. Ethel remembered that teachers gave verbal examples of kids making a difference, through "stuff you could do like community service stuff." Shelby

remembered that some teachers "gave examples like experiences they had with community service and how it made them feel a lot better afterwards." None of the twenty students remembered specific actions related to community service performed by teachers or the team. The overwhelming message from students was that they were told, rather than shown, ways to make a difference.

Limited civic engagement

Only five among the twenty GCE students interviewed thought that GCE curriculum had impact on their civic engagement. The five who did report an impact cited various components of their learning. Students Kirsten and Harmon reported increased knowledge of their city of Smallfield. Ethel said that her science class, along with her social studies class, helped her think about her ability to make a difference. Her science teacher, "tried to let us know about what's going on with our surroundings," she said. Ethel reported that the curriculum impacted her civic engagement, but could not remember if it was eighth grade specifically where "teachers would talk about how doing community service can make you feel good.

GCE student Marilisa acknowledged that her civic engagement was impacted by both GCE and BCE curriculum—but most strongly by what she knew of BCE. Marilisa felt that she could make a difference in the community because GCE teachers she had were encouraging and empowering. Though she could not remember specific examples of this, she remembers that teachers talked to her and her classmates about ways middle school students could make a difference. Marilisa believed her civic engagement was impacted by BCE because it showed her that she could or should be involved in her community:

Like one specific example I remember, well my team didn't do this but the other team did the like Thomas Burnett Foundation thing and even though our team didn't do it at the time I don't know if they do it now but we saw like the other kids who you know that were making like their different you know service projects they were doing and stuff and you kinda of like think about that as an eighth grader and like oh you know I could do that too you know and like in high school in a lot of classes you in a lot of classes you have requirements and like National Honor Society you have like service hour requirements but just like being introduced to that in eighth grade it gives you the idea that this is something I should be doing like this is a positive thing for the community…all my friends who are on that team were excited about it they got to like have some presentation in the auditorium which is a big thing in eighth grade so you know it seemed exciting at the time.

Social Engagement

This section contains an analysis of participants' perceptions from BCE about social engagement relative to questions about co-curricular activities, connectedness to peers and friends, loyalty to the school, and general value of the school. Overall, 14 of 20 students reported in interviews that BCE curriculum had some affect on their social engagement (see Table 4, p. 208). Three themes emerged from student responses: (a) team membership, (b) real-world lessons, and (c) likeable teachers and teams.

Team membership

Eleven out of twenty students reported that they had increased social engagement because they felt connected to others and the curriculum, or because they felt like they

were an important part of a team in eighth grade. For example, Sara thought her BCE

team was a true community. Beth thought that the curriculum involved students in school

and gave students a connection to the subject matter and each other. Because of this

connection, Beth thought that BCE curriculum should be implemented across the district.

Gwen felt that she had made "a major contribution to the school" because of what the

curriculum asked her to do. Further, Merry thought her BCE experience made her feel

like she was on a team, where she felt "a part of something big," and where she could

make "a big difference." Aly felt a special connection to her team because they were the

only group doing the Day of Service – they were starting something that other students

would benefit from in the future. Finally, Brenton felt connection to his classes because

BCE showed students on his team that they were needed and not just part of "a regular

class."

    Some students thought curricular impact on social engagement was partially

related to the team structure of eighth grade. Bernice thought that the team structure made

her feel a "part of a family" and allowed her to get to know her teachers better. Devin

believed the structure of eighth grade made her "more close" to her school and friends.

Similarly, Glenn thought the team structure created a unity within the team, and an

overall sense of friendship between most of the students.

    Real-world lessons

    Nine out of twenty indicated their social engagement was impacted because the

curriculum included meaningful and real-world lessons they could use. Several themes

emerged from these student responses. First, students developed loyalty and maturity as a

result of their shared experiences in BCE. Second, from shared experiences emerged a

sense in students that what they were doing mattered. Third, the BCE curriculum

helped students develop connections to others.

When asked about her loyalty to the school, Gwen said that the curriculum made

an impact on her because she is taking her BCE experience with her into the real world

and still thinks about it. Helen felt that eighth grade was meaningful in a way that other

years in school were not:

> I feel like I'll always remember my eighth grade year at Plain View Middle just
>
> because of Thomas Burnett Day, the teachers, what I learned, how it started me
>
> wanting to do volunteer work, and how it triggered that whole thing. […] I'd say
>
> it's more to the loyalty of my eighth grade team than the whole school because I
>
> feel like in 5th, 6th, 7th, grade – I don't have any memories of anything really good
>
> happening or learning anything that intrigued me until my eighth grade year.

Brad thought his loyalty to the school was impacted "more than anything else" by the

curriculum because it was meaningful and "it was unique to our school, and the year I did

it was the first year…I mean it stands out. Like I said, what I remember is eighth grade."

Bella continued in this vein when she explained that her connection to peers on

her team was strengthened because the curriculum helped them develop maturity in their

thinking:

> It's eighth grade. Everyone thought about them-selves all the time. But um,
>
> through the [BCE] program, we really learned how to think about other people.
>
> Like, I remember three or four girls and I decided that um, after talking about um,
>
> sweatshops in China, we decided we weren't going to wear anything made in
>
> China. So that was, ah, it lasted about five days, but for eighth grade that's a long

time. […] Everybody else would be like, "Oh that's stupid," [but] we loved it. We thought we were making a difference.

A second theme that students identified was that students developed a sense that what they were doing mattered. Helen felt that her team developed closeness in large part because of the real connection students had to Ms. Benson, who was related to Tom Burnett. BD(name) thought his experiences out in the community were useful because he was able to develop skills in interacting with members of the community—something he believed he would need in a future business career. Jessie thought that his loyalty to the school was impacted by the curriculum:

> Because it makes like a direct connection to what you are doing in the classroom and how it can affect the community. And that is really important cause it shows like the stuff that you learned in the he classroom isn't expected to stay in the classroom. It's supposed to be something that you can take out with you, and it kind of showed the community.

A third theme from students was that BCE curriculum helped them develop connections to others. Because of the curriculum, Gwen thought she had a better sense of community, her schoolwork mattered for the future, and she felt closer to her friends, her community, and her teachers. She felt that she "had more motivation to work hard" because of the impact of BCE curriculum and thought others felt more pride for their school because they had an opportunity to "do something that matters." Ben thought that he learned things he could use in everyday life, which made him think school was more worthwhile and legitimate. For Glenn, the Day of Service was the key element of the curriculum that helped him realize he was participating in something important:

[The Day of Service] was pretty revolutionary…I just thought it was such a good idea that we did that. And then there was like I said, a unity and loyalty to the school, so and then I got to be the emcee which I thought was just an honor…I just loved it and I was glad when this opportunity came to talk about it.

Lenny echoed this sentiment by stating that, "The main event that enhanced my learning and connection with peers was the Thomas Burnett Day. I became familiar with 9/11, my peers, teachers, and how many people in Smallfield were willing to help." Gwen summarized why she felt there was impact on the social engagement of herself and that of her classmates:

I wanted to give Ms. Lockhart a lot of credit. She and Ms. Benson organized a lot of it. Ms. Benson gets a lot of credit too cause it was her uncle, and it was kind of her heart that wanted to do it; but it was Ms. Lockhart that made it relevant with geography and with citizenship and like country. And we were just learning about all the elements of citizenship like, ah… Gosh, I don't remember what they were. There was like a poster for each element and we had to like work on. There was group work, there were individual projects, there were like tests so like you would actually remember, but like mainly the discussions. So the teachers should get most of the credit. And then the fact that we had t-shirts for the whole team was awesome, and I still have people wearing them daily. You could walk around this school right now and see guys, cause it was a white t-shirt, guys wear that t-shirt underneath their polo…and girls wear it. I wear mine to bed. […] You don't want to let it go. It's an old t-shirt, but it's one you don't want to throw away. So that's basically my feelings about it.

Likeable BCE teachers and team

Many students reported that BCE had impact on their social engagement because it connected them to each other through the work they did together and showed them that anyone – particularly those working together on a team – can do important things. Lenny thought that being a part of the BCE team made students feel they were part of a family because they were able "to like interact on community activities outside the classroom environment." Bella claimed, "You feel closer together with your class when you are all working for a common purpose. The day of service helped that a lot."

Several students said that BCE curriculum made a difference in their social engagement. In part, this was because it gave students a connection to what they were learning. Some thought it was because it connected them to the community. Beth thought this was because students believed they were doing important things for the community:

I think that it's important to connect students to what they are learning. It's important to give them more of a reason to learn it, reason to enjoy learning. And I know in eighth grade, I really enjoyed it. What I really think is that the Thomas Burnett Day should be Smallfield Schools-wide; even elementary school kids, they can do something. I remember in kindergarten, we planted trees outside the school. That was fun and everyone could do something to better the community, and I think if you start that in kindergarten or 1st grade—that will continue. I mean we just did [Thomas Burnett Day] for one year and it's continuing. It's taken off practically, and I think if Smallfield schools just did that, not just Smallfield but I mean, I would love it to be nationwide a day where, every student – and even not

the students – just take time and go out into the community, and just continue

it past that one day. I think it's really important.

Gwen thought the curriculum gave students "something to give in the real world,"

and she learned that she feels rewarded when she gives to others. Helen felt that BCE

helped her team "open our eyes" and helped them to realize they could make a difference

even by treating peers with respect and working to include others instead of excluding

them, which is the normal way eighth graders act towards one another. Artie believed the

curriculum allowed each person to participate in smaller groups to help the community

and consequently felt that "each person was valuable" to the group. Brenton suggested

that the curriculum made students feel that they were "needed" more than a regular class

would. Seth said that the curriculum was a lot more engaging than the usual curriculum,

and consequently students felt like getting connected because of the positive experiences

they were having. The curriculum made Derrick want to join activities, participate in

class, and answer questions. Ben felt that BCE was moral education that taught him, for

the first time that "you could use what you were learning in school in your everyday life

because you can see how that will benefit you and other members of your community in

the future."

Many students reacted when asked about whether BCE impacted their belief in

the general value of the school. Derrick's experience typified that of many students.

Derrick explained that his experience in eighth grade had a lasting impact:

Just […] the fact that when we were taught how to be citizens… I don't know if it

was their intention to have it go throughout our whole lives, but it is definitely

held for me. Like it gave me like the drive to like volunteer and help other people,

and I don't know if that was kind of their planning behind it, or if it was kind

of one of those things to keep people in school, but it definitely opened my eyes

to volunteering and helping others.

Baker echoed the sentiment that BCE impacted his sense of the value of the school:

It was really worth it because it impacted my life forever, and it is something that

I'll probably never forget. And I think it was definitely worth it, and I think they

should keep it in like, the upcoming years because it makes you a much better

person, like in the community and overall.

Structure

A first theme from GCE responses was that a majority of students who believed

their social engagement was impacted because of structure eighth grade expressed an

affinity for their team and their teachers. Responses like Jack's were very typical. While

he said that his curriculum didn't impact his connection to his peers or his loyalty to his

school, he did state that he liked his eighth grade team "a lot." All of his friends were in

it, and he thought his teachers were "really cool." Felix responded similarly. She (he?)

felt positively impacted by the team, she felt especially welcomed by Mr. Baxter, she

"loved eighth grade," her "teachers were excellent," and she had "a ton of fun" with her

friends. Student Marilisa thought the "team structure allowed for mixing of classes and

team activities like field trips that positively impacted" her connections to the team, the

teachers, and the school. Similarly, Delton thought the team structure impacted her social

engagement because it gave her a chance to know people on her team well.

Co-curricular activities

A second theme expressed by some GCE students was that the team structure, but not the curriculum, impacted their decisions to participate in co-curricular activities. Marilisa, like many of her GCE peers, explained that what others on her team did affected her decisions to participate in activities like soccer. She distinguished between the relationships of "classmate," and "teammate." Gail thought the eighth grade team structure allowed her to be influenced more by her teachers, who encouraged her to participate in after school activities:

> The teacher that I was most friends with was Ms. Hendrix, the track coach. She and I would always talk about, "Come out and do this." I went out for track just because I liked her, and I wanted to hang out with her more. I did track, and that got me more into track my freshman and sophomore years here because I did it with her and liked it so much. Also, I did soccer too because Mr. Baxter wanted me to do soccer with him. I thought it would be fun. So they got me involved in that kind of stuff.

Friendships

A third theme was that some GCE students found their connection to their peers were impacted in eighth grade for reasons not related to the curriculum, but rather related to the structure of the school. Helen believed that her school helped her connect with peers because people in the school seemed "down to earth and true to their words." Helen described the diverse make up of the school as a contributing factor to its influence on her social engagement. She explained that it had "a really good feeling generally, with all the different kinds of people that were there. Cause we had a mix of people with, like… it

was just really good diversity of people, I guess, that really got along well." Student

Ethel cited the team structure as the reason for social impact, not curriculum:

> It helped a lot when we had a small team…[I]t was good cuz it was a small thing
> and you met everybody in your team and you had classes with pretty much
> everybody on your team. You just had time to connect with the people and really
> learn to know people and understand. It was sad in high school when everybody
> went to different schools. I still talk to some of the people [from my team].

Loyalty

A fourth theme was that the structure of eighth grade impacted student loyalty.

Many students who said that eighth grade structure increased their loyalty and belief in

the general value of the school were like Ozzie, who did not think that the "curriculum

had anything to do with it." Instead, Ozzie believed that common activities helped to

create a connection and something to talk about with those team members. Felix believed

that being an eighth grader, rather than eighth grade curriculum, impacted loyalty. Felix

cited being the oldest in the school and having more personal relationships with teachers

than 6th or 7th graders could. Nels thought the setting was the reason she felt loyalty to the

school because it was "a little more friendly" because the size of her team was limited, as

compared with the larger numbers of students she encountered at high school. Finally,

Willa believed she felt connected to the school" because of sports, but not due to the

curriculum."

Practices and Research Literatures

Two sets of students from Plain View Middle School participated in interviews.

Although students were not asked questions about educational practices and research

literatures, they did make references that are related these concepts. One theme emerged from BCE responses about three reform strategies. BCE students believed that the curriculum made use of authentic pedagogy, service learning, and the middle level model.

BCE students gave answers about academic engagement that underscored their sense the curriculum helped students consider their roles in the community, a key tenet of service learning. Merry's behavioral engagement was evidenced by her feeling that she should "give back to the community" and saw being educated as "a good way" to do this. Marnie felt she and her classmates were more interested in coursework because it forced them to consider their community and showed them that there was "more than just middle class white people – there's people who are less fortunate." Larry's experience with the curriculum helped him to think of himself as a representative of his city and pushed him to develop into a "proper citizen" for that purpose. Brad believed that people on his team became more selfless because of the focus of the curriculum was on the actions of someone from their local community. Aly suggested that the experiences her team had in the community increased the positive conduct of the team because they wanted to "look good and respectful" in the local community.

BCE students believed that the curriculum impacted their academic engagement because it featured key tenets of authentic pedagogy, and connected them to meaningful, useful, and real world content and experiences. Aly felt her preference for challenge was impacted because she was motivated when the curriculum asked her "to go out to the community and help out and show the community that we actually did stuff—that we could help…." Brenton thought the curriculum helped him to work with people,

understand them, and gave him knowledge of the real world. Aly said that major message she received from the curriculum was that she should seek challenges and not let everyone do her work for her, indicating that her cognitive engagement was impacted. Derrick and Baker believed the curriculum showed them how to help other people. Heather thought that the example of Tom Burnett given in the curriculum impacted everyone on the team because they were shown how "real things can be" and that "anything can happen…to you, and you can make like a change – like stand up for yourself." Jessie felt impacted because the curriculum "told" him how to keep a job by "putting effort towards things." Lenny remembered that the curriculum – especially social studies – related to the real world. Lenny thought, "it was all meaningful" to him because he learned a great deal about current events.

Eleven out of twenty BCE students reported that they had increased social engagement because they felt the middle level model connected to others and the curriculum, or because they felt like they were an important part of a team in eighth grade. For example, Merry thought her BCE experience made her feel like she was on a team, where she felt "a part of something big" where she could make "a big difference." Aly felt a special connection to her team because they were the only group doing the Day of Service – they were starting something that other students would benefit from in the future. Brenton felt connection to his classes because BCE showed students on his team that they were needed and not just part of "a regular class."

Some students thought the middle level model had impact on social engagement because of the team structure it featured. Bernice thought that the team structure made her feel a "part of a family" and allowed her to get to know her teachers better. Devin

believed the structure of eighth grade made her "more close" to her school and friends. Similarly, Glenn thought the team structure created a unity within the team, and an overall sense of friendship between most of the students.

Two sets of students from Plain View Middle School participated in interviews. Although students were not asked questions about educational practices and research literatures, they did make references that are related these concepts. One theme emerged from GCE responses about three reform strategies. GCE students did not believe the curriculum made use of authentic pedagogy or service learning, but that it made use of the middle level model. Some students answered that it was their experience on the eighth-grade team that created a structure that positively impacted their social engagement. Student Marilisa thought the "team structure allowed for mixing of classes and team activities like field trips that positively impacted" her connections to the team, the teachers, and the school. Similarly, Delton thought the team structure impacted her social engagement because it gave her a chance to know people on her team well.

Leadership

Students were not asked questions about leadership, but did make references that are related this concept. Students from each eighth grade team at Plain View Middle School participated in interviews. Two themes emerged from their responses. First, BCE students thought particular teachers were engaged/engaging, which displayed leadership. Second, Tom Burnett's niece engaged students and demonstrated leadership in the way she brought the family connection into instruction. Third, GCE students found particular teachers to be engaged/engaging, which highlighted leadership characteristics.

Burnett Team students gave answers demonstrating that they got ideas about what instructional leadership was based on the engaged/engaging nature of their teachers. In particular, students cited Ms. Knutson, Ms. Lockhart, and Ms. Benson regularly because they were very engaged/engaging, for various reasons. When asked about engaged/engaging teachers, Glenn said, "Ms. Lockhart, Ms. Knutson, and Ms. Benson were amazing." Jack explained that he had a great experience with these teachers because "they worked together, everyday, all year" and believed that these teachers "really cared about everyone." Derrick thought that these three teachers had impact on engagement because they "wanted to see us succeed as people and they just weren't in there for a job." Derrick felt these teachers were approachable, had high energy, and kept students motivated by finding ways to make learning fun.

Many students felt that Ms. Benson and Ms. Lockhart engaged students the most academically. Beth thought these teachers connected students to the curriculum and perceived these two teachers as the "leaders of citizenship education." Bernice said that Ms. Benson and Ms. Lockhart were very engaged/engaging. This was because they frequently taught students to be "good citizens" and to "serve others."

Six out of 20 BCE students interviewed shared that Ms. Benson's leadership had impact on their academic engagement. Several students thought Ms. Benson's positive classroom presence and provided a direct connection to the curriculum because she alluded to the fact that she was related to Tom Burnett regularly. Ben stated what many other students mentioned when he spoke about how his emotional engagement was impacted by this familial connection:

Since Ms. Benson was related to Thomas Burnett, I think that one big thing is just learning about one particular member of our community…and seeing one particular example of what is a good citizen is, ah, within your community. I think that was ah, good knowledge to have…to be obviously inspired the Memorial Day of Service and that, just seeing examples of people who are using the values that you're being taught in school, I think just seemed that people actually do act like that and use those values. I think that was just helpful for people.

GCE students were not asked questions about leadership, but did make references that are related this concept. GCE students found particular teachers to be engaged/engaging, which highlighted leadership characteristics. Nearly all of GCE students said that the teachers were engaged/engaging, rather than the curriculum. Of the twenty GCE students interviewed, nineteen reported that at least one of their teachers was engaged/engaging to some degree. Of those who identified engaging teachers, only four students identified that the curriculum was also engaging. In each case, students designated the teacher as the primary catalyst of engagement. Students identified two teachers with much greater frequency: Jim Baxter and Lucy Hendrix. Students described each teacher as "fun," "friendly," and "passionate" about their subject matter. Additionally, Jim Baxter was described as "friendly," "interesting," "entertaining," and "humorous." Students also described Lucy Hendrix by calling her "young," "cool," and "personal."

Professional Development

Students were not asked questions about Professional Development, but did make references that are related this concept. Students from each eighth grade team at Plain

View Middle School participated in interviews. One theme emerged from BCE

student responses. BCE students indicated that their teachers demonstrated professional

collaboration and synergy, and that their teachers had synergy that demonstrated their

collegiality. In particular, students cited Ms. Knutson, Ms. Lockhart, and Ms. Benson

regularly because they were very engaged/engaging, for various reasons. When asked

about engaged/engaging teachers, Glenn thought these three teachers "were amazing."

Jack explained that he had a great experience with these teachers because " they worked

together, everyday, all year" and believed that these teachers "really cared about

everyone." Derrick thought that these three teachers had impact on engagement because

they "wanted to see us succeed as people and they just weren't in there for a job." Derrick

felt these teachers demonstrated their collegiality and teamwork because they were

approachable, had high energy, and kept students motivated by finding ways to make

learning fun.

GCE students were not asked questions about professional development , but did

make references that are related this concept. One theme emerged from GCE student

responses. GCE students (12 out of 20) believed that students who experienced BCE

curriculum "did more" than they did, therefore suggesting greater collegiality and

cooperation among BCE teachers. When asked about her perceptions about how the GCE

curriculum impacted her knowledge of her community, Delton stated that she was not

sure that it did. "My team didn't do this, but the other team did the Thomas Burnett thing.

I don't think my team did anything special." Gail reflected on how kids from other teams

or schools experienced civic action. She remembered that someone on the other team was

related to Thomas Burnett, and that this lead to a scholarship fundraiser that she was not part of:

> [They] went out and got all this money and then Thomas Burnett's parents came to our school and they gave them this big check of money for everything he did for us with 9/11 and stuff. It was a really cool watching that team do that, go out and figure things out and try to help the community. They wore shirts that said "Thomas Burnett Community Service," and they had a booth last year too…it was cool watching them do it. I kind of wish I would've done it.

When asked about how the curriculum impacted her attitude about her ability to make a difference, Shelby remembered being jealous that the other team had the opportunity to "do this really big thing" and be impacted by the curriculum in that way:

> My brother got to do that, and how good he felt about it. He is still using that in his life now. Different things that he did, he still talks about it. He is 16. Like he still remembers all the things he did, still keeps in touch with the Burnett family and stuff. We all knew about it, but weren't a part of it because we were a different team. Frustrated me because we couldn't do anything with it. Well maybe we could have – our team never gave us a chance to be a part of it.

Tex reported similar feelings of jealousy and believed that it should have been the entire eighth grade student body that participated in the Thomas Burnett Day of Service. Several other students – Jeb, Felix, Delton, Ozzie – all either reported feeling jealous or thought that the other team's day of service was "cool".

Summary of Idiographic Responses

Administrators' responses confirmed several themes derived from the most coded responses. The results are shown in Table 2 (p. 205). Administrators agreed that charismatic teachers were instrumental in the construction of BCE curriculum, and that they created a school culture that allowed freedom and was supportive to teachers. Administrators further agreed that BCE had more synergy than did GCE. In responses to questions regarding civic and social engagement, both administrators identified features unique to BCE as resulting in engagement. Each administrator said there was not academic engagement, as measured by behavior. Both administrators said the BCE Day of Service was a positive for the school. One administrator felt that instructional leadership was not provided.

Teachers from the General Citizenship Education confirmed several themes derived from the most coded responses. The results are shown in Table 2 (p. 205). Two teachers said the school was in transition, had curriculum developed in the 1970s, and had supportive administration. All three teachers said the district provided no professional development, the school had a culture of trust and freedom, and that academic, civic, and social engagement were not greatly impacted.

Teachers from the Burnett Citizenship Education confirmed several themes derived from the most coded responses. The results are shown in Table 2 (p. 205). Three teachers said that it was an exceptional year. Four teachers said that BCE used reform strategies in its design, that the district provided no professional development, that the administration was supportive, and that all three types of engagement were impacted. All five teachers said that they made "identity" an intentional part of the curriculum.

Teachers from both the General Citizenship Education and Burnett Citizenship Education cohorts identified three common themes. The results are shown in Table 2 (p. 205). Five teachers said that the district provided no professional development. Seven teachers found that the administration was supportive. All eight teachers believed that the school had a culture of trust and freedom.

Students from General Citizenship Education confirmed several themes derived from the most coded responses. The results are shown in Table 2 (p. 205). Ten students thought that the structure of the middle level model impacted social engagement. Thirteen students said that the curriculum did not impact civic engagement. Fifteen students thought that certain teachers were the only academically engaging element of the program.

Students from Burnett Citizenship Education confirmed several themes derived from the most coded responses. The results are shown in Table 2 (p. 205). Eighteen students (18 responses) thought BCE curriculum was inspiring and that it connected them to the community. Seven students thought academic engagement was impacted. Nineteen students thought civic engagement was impacted (19 respondents). Many students (12 respondents) thought social engagement was impacted by the curriculum. Fourteen students felt that they learned real-world lessons and that the Day of Service was meaningful.   Therefore, BCE students had some engaging experiences that GCE students did not. Sixteen students identified the middle level "team" structure as a factor impacting social engagement. Thirty student participants indicated that they enjoyed or liked their teachers, which impacted their engagement. Several students (17 respondents) believed that the teachers were highly engaging.

Students from both the General Citizenship Education and Burnett Citizenship Education cohorts identified three common themes. The results are shown in Table 2 below. In responses to questions regarding academic, civic, and social engagement, 24 students identified features unique to BCE. Sixteen students identified the middle level "team" structure as a factor impacting social engagement. Thirty student participants indicated that they enjoyed or liked their teachers, which impacted their engagement.

Table 2: Summary of the Most Coded Responses Within Each Participant Group

Participant Group	Codes Receiving Most Responses	# of responses/# of participants
All Administrators	•A few charismatic teachers were instrumental	2/2
	•School culture allowed freedom, supported staff	2/2
	•One team had more synergy than the other	2/2
	•Strong civic engagement from BCE, not GCE	2/2
	•Some social engagement from BCE, not GCE	2/2
	•NO academic engagement, as measured by behavior	2/2
	•BCE day of service was a very positive thing for the school	2/2
	•Administration provided no instructional leadership	1/2
GCE Teachers	•School was in transition	2/3
	•School provided no professional development	3/3
	•School had a culture of trust and freedom	3/3
	•Curriculum was from the 1970s, no service-learning, no authentic pedagogy	2/3
	•Administration was supportive	3/3
	•Academic, civic, social engagement were not impacted	3/3
BCE Teachers	•Synergy of a few key teachers led to BCE	4/5
	•BCE included service-learning, authentic pedagogy, middle level model in the design	4/5
	•School had a culture of trust and freedom	5/5
	•School provided no professional development, but a mentor did	2/5
	•It was an exceptional year	4/5
	•Teachers made "identity" a part of the curriculum	5/5
	•Administration was supportive	4/5
	•Academic, Civic, Social Engagement were impacted	4/5
All Teachers	•School provided no professional development	5/8
	•School had a culture of trust and freedom	8/8
	•Administration was supportive	7/8
GCE Students	•Teachers were only academically engaging element	15/20

	•Curriculum did not impact civic engagement	13/20
	•Structure of middle level impacted social engagement	10/20
BCE Students	•BCE was inspiring	18/20
	•BCE impacted academic engagement	7/20
	•BCE impacted civic engagement	19/20
	•BCE impacted social engagement	12/20
	•Real-world lessons	
	•Day of Service was meaningful	14/20
	•Connected to the community	14/20
	•Teachers were highly engaging	18/20
		17/20
All Students	•BCE "got more"	24/40
	•Middle Level Structure Impacted Social Engagement	16/40
	•Students like teachers	30/40

Nomothetic Analysis: Across Participant Groups

This section contains nomothetic analysis of data across each of the five participant groups in the case district. Data are examined by patterns or themes found in responses of all participants. Data are first examined considering characteristics that are perceived by all participants. Next, data are examined by characteristics perceived by BCE and GCE program participant groups.

Themes Perceived by All Participant Groups

A total of 50 participants were interviewed for this study, with 28 female participants (56%) and 22 male participants (44%) offering responses to interview questions. Overall, 37 participants citied "engaging teachers" as a reason the curriculum had impact on student engagement. 28 responses were coded for suggesting BCE led to civic engagement, whereas only eight such responses indicated GCE impacted civic engagement. Twenty-three responses indicated the Burnett Day of Service impacted

student engagement. Fourteen participants suggested that Plain View Middle School was a place that fostered positive outcomes.

All participants were asked to share their ideas about which characteristics impacted students' academic, civic, and social engagement. Most participants offered answers, and the results are shown in Table 3 below. Participants overwhelmingly perceived "engaging teachers" as the organizational characteristic that most contributes to academic, civic, and social engagement. Teachers' personal attributes had the biggest impact on student engagement, according to 37 participants. Another 30 participants perceived unique features of BCE as contributing especially to civic engagement. Twenty-four students identified features unique to BCE when thinking about impact of academic, civic, and social engagement. Sixteen students identified the middle level "team" structure as a factor impacting social engagement. Fourteen participants believed the characteristics of Plain View Middle School as impacted the level of student engagement.

Table 3: Participants' Perceptions of Themes Identified by All Participant Groups

Characteristic	Number of Respondents / Number of Participants	Percent of Total
Engaging Teachers/Teacher attributes	37/50	74%
BCE Civic Engagement/Unique Features	30/50	60%
BCE "got more"	24/50	48%
Middle Level Structure Impacted Social Engagement	16/50	32%
Plain View Middle Culture of Freedom and Trust	14/50	28%

Themes Perceived by BCE Administrator, Teacher, Student Groups

BCE administrators, teachers, and students gave answers to questions that showed four similarities in terms of their perceptions. The results are shown in Table 4 below. Participants perceived that BCE impacted the academic, civic, and social engagement of students (22 responses). The synergistic work of two or three exceptional teachers led to the development of this curriculum, according to 14 participants. Twenty-three participants said that BCE connected students to the community. Another 22 participants perceived that the Thomas Burnett Day of Service was particularly meaningful and engaging.

Table 4: Participants' Perceptions of Themes Identified by BCE Program Participants.

Characteristic	Number of Respondents / Number of Participants	Percent of Total
The Day of Service was Meaningful and Engaging	23/27	85%
BCE Impacted Academic Engagement, Civic Engagement and Social Engagement	22/27	81%
BCE connected students to the community	22/27	81%
Belief that the synergy of teachers created to this	14/27	52%

Themes Perceived by GCE Administrator, Teacher, Student Groups

Answers from GCE administrators, teachers, and students yielded three similar themes in terms of their perceptions. Most GCE participants offered their insights, and the results are shown in Table 5 (p. 209). Participants overwhelmingly perceived that two GCE teachers were particularly engaging (15 responses). GCE had a small impact on the civic engagement of students, but no impact on academic or social engagement,

according to six participants. Fourteen participants said that GCE focused on facts

and rote memorization, and included few meaningful connections to the real world.

Table 5: Participants' Perceptions of Themes Identified by GCE Participant Groups

Characteristic	Number of Respondents / Number of Participants	Percent of Total
Engaging Teachers	15/25	60%
Curriculum Not Meaningful	14/25	56%
Some Impact on Civic Engagement, No Impact on Academic or Social Engagement	6/25	24%

Summary of Nomothetic Responses

Nomothetic analysis of all participant perceptions concludes with a brief

examination of coded responses across all participant groups. In this section, the total

number of coded responses is considered in a second column. The number of individuals

who offered responses is listed in the third column. The top 10 coded responses from

participants (those coded 10 times or more) are shown in Table 5 (p. 209).

When examining the total number of coded responses offered by all participants,

several themes received considerable attention. Top coded responses of themes included:

(a) Engaging Teachers, (b) BCE Impacted Civic Engagement and was Real and

Meaningful, (c) BCE "got more", (d) BCE impacted Academic Engagement, (e), BCE

Impacted Social Engagement, and (f) Day of Service was meaningful.

Table 6: Top 10 Coded Responses by Number of Responses for Each Code

Code	Total Number of Responses	Number of Respondents / Number of Participants
Engaging Teachers	43	37/50 (74%)
BCE Impacted Civic Engagement and was Real and Meaningful	33	28/50 (56%)
BCE Impacted Social Engagement	24	24/50 (48%)
Day of Service was meaningful	28	23/50 (46%)
BCE impacted Academic Engagement	22	22/50 (44%)
BCE "got more"	19	17/50 (34%)
Middle Level Structure supports good instruction	20	16/50 (32%)
Plain View Middle is a Good School	15	14/50 (28%)
No Professional Development was Provided	12	10/50 (20%)
Culture of Trust and Freedom	16	10/50 (20%)

Document Analysis

Several documents were analyzed as part of this study. This section contains a

brief analysis of the documents collected and examined for this study. The curriculum

guide, and course syllabus and handouts were analyzed in comparison to information

gained in interviews. These documents were reviewed and coded, as well.

Curriculum Guide

The curriculum guide that was in place at Plain View Middle School was

analyzed for this study. The guide formed the basis for each curriculum, based on the

work by the district's social studies steering committee. The curriculum guide includes

sections related to a) social studies standards, and b) citizenship standards.

Social Studies Standards

The core component of the eighth grade curriculum is the "6-12 Social Studies

Standards." These standards were the same for both curricula, and are described this way:

Standards in Smallfield's Social Studies courses are taken from a variety of sources, depending on the type of course. The standards in the core courses in grades 6-12 reflect the standards and benchmarks adopted by the Minnesota Department of Education in 1997. Teams of teachers with expertise in each of the strands or courses met and prioritized these standards. The Scope and Sequence for each course in this guide is listed as a set of standards of what a student will know, do, and be like. Standards for each course are designated as:

Essential: A set of standards that all students must learn. All teachers must use an official district assessment to evaluate the students' degree of learning.

Important: A set of standards that all students must learn but the classroom teacher determines the assessment.

Nice to Know: These standards are offered to extend and enrich student understanding once the Essential and Important standards have been accomplished.

Citizenship Standards

The General Citizenship Curriculum differed from that offered by Burnett Citizenship Curriculum, despite that fact that each course housed the same essential, important and nice-to-know standards (see appendix F). According to district curriculum coordinator Diane Kellog, teachers have discretion to meet the standards using a variety of resources and teaching methodologies. Teachers are also free to add curricular elements as long as they "can show they meet the standards sufficiently" (D. Kellog, personal communication, May 16, 2006). According to BCE teacher Judy Lockhart, BCE teachers chose to add to the curriculum by considering additional features of the

curriculum guide as part of the eighth grade curriculum (J. Lockhart, personal

communication, May 16th, 2006). The BCE web site documents include lesson plan

descriptions, timelines and BCE program basics. One finding from the web site was that

many BCE lesson plans included strategies found in authentic pedagogy. One of the

examples of authentic pedagogy was the Burnett Day of Service. This was inspired by the

"overarching vision" of the National Council of the Social Studies:

> To enable young people to 'make informed and reasoned decisions for the public
>
> good', a social studies curriculum must include several components. Students
>
> must build a knowledge base of essential facts. They must develop the skills of
>
> acquiring and evaluating information, developing arguments, constructing new
>
> knowledge, and working cooperatively in groups. Young people who live and
>
> participate in a democratic society need to learn to value democracy, freedom, and
>
> equality. Students must learn about fundamental rights and corresponding
>
> responsibilities, basic freedoms, and the complexity of decisions citizens face.
>
> Most importantly, young people must learn the value and importance of being
>
> knowledgeable, critically thinking, engaged members of society (SSSC, 2006).

Judy also stated that the BCE teachers thought a paragraph from the course description

was especially instrumental in their decision to develop the extra elements included in the

BCE curriculum:

> Most importantly, students in geography will be challenged to use higher order
>
> thinking skills, develop deep knowledge about geography, utilize their voice
>
> through written and verbal formats, and connect the subject to the world outside

the classroom. The content and pedagogy used will be multicultural and will follow Smallfield's core ethical values.

Summary

In summary, the curriculum guide addressed two research questions of this study. As this document relates to engagement, I found that academic was addressed when the document asks students to "develop the skills of acquiring and evaluating information, developing arguments, constructing new knowledge, and working cooperatively in groups" (SSSC, 2006). Civic engagement was addressed by the document when it asks students to "learn to value democracy, freedom, and equality" (SSSC, 2006). Social engagement was not addressed at all. As this document relates to practices and research literatures, I found that the reform strategy of the middle level model was addressed by the inclusion of academic standards and that the reform strategy of authentic pedagogy was addressed when the document challenges students to "use higher order thinking skills, develop deep knowledge about geography, utilize their voice through written and verbal formats, and connect the subject to the world outside the classroom" (SSSC, 2006).

Course Syllabus

The course syllabus for BCE provides an overview of the specific framework Burnett Team teachers used to enhance the curriculum. A major finding is that the teachers of GCE did not produce this type of handout, indicating that intentional planning by BCE help lead to more impactful curriculum. The extra BCE handouts provided coded responses related to: (a) student identity, (b) community connections (c) future ideas, (d)

middle level model, and (e) authentic pedagogy. These themes within the course

syllabus handouts are examined in the following sections.

Student Identity

A prominent theme in the Burnett Team syllabus is the reference to student

identity. The syllabus makes reference to the intentional construction of student identity

14 times. The syllabi suggests that students will leave the program:

> An intellectually reflective person
>
> A person en route to a lifetime of meaningful work
>
> A good citizen
>
> A caring and ethical individual
>
> A healthy person

The syllabus also references the "Expectations for Burnett Team: Students and

Teachers":

> To Learn
>
> Keep an Open Mind
>
> Have a Good Attitude
>
> Show respect
>
> To Produce and Participate
>
> Honesty

Community Connections

The syllabus often overtly cites the connections students will have to the

community as citizens. In addition to the references included in the section on identity,

the syllabus mentions the term "citizens" or "citizenship" five times. It also implies

multiple times that students have a responsibility to others, as here: "Work that we do to improve our personal circumstances always affects others. If we do good work, that good radiates to others. Of course, poor or bad work also radiates to others, causing a general decline in the wealth of the community."

Future Ideas

There are seven direct references to the future in the syllabus, and several more implied references to the future. The statement, "We will ask a lot from you personally, academically, and morally this year; and in turn, we will give you the best of ourselves as teachers," speaks to the immediate future of the school year. The statement, "How can I change the world?" infers a future perhaps beyond the confines of the school year. The statement, "Be ready for anything," is one that points to the future, both immediate and distant.

Reform Strategies

The syllabus overtly cites research related to the middle level model. It implies that the teachers also used research about authentic pedagogy. For example, it quotes directly from middle level research source <u>Turning Points 2000</u> on the front page by making the claim about high performing middle schools:

> …Challenge all students to use their minds well, providing them with the curriculum, instruction, assessment, support, and time they need to meet rigorous academic standards. They recognize that early adolescence is characterized by dramatic cognitive growth, which enables students to think in more abstract and complex ways. The curriculum and extracurricular programs in such schools are challenging and engaging, tapping young adolescents' boundless energy,

interests, and curiosity. Students learn to understand important concepts,

develop essential skills, and apply what they learn to real-world problems.

In terms of authentic pedagogy, the syllabus references "real-world problems"

and "meaningful" work directly or indirectly seven times. For example in the section

labeled "to learn," it states, "The material your teachers will be presenting is for your

benefit and will help to further your understanding of the world." Further, in the

"foundations" section, students are asked to consider, "What is essential to life?" This is

an indirect reference to real-world issues.

Although service learning was a part of this program, it was not overtly

referenced in the syllabus. Two indirect references to the essential elements of service

learning were included. First, a question promoting reflection implies that a key tenet in

service learning – reflection – will be present in the curriculum. The questions, "Where

am I going and where have I been?" suggests students will be asked to reflect. A second

indirect reference from the syllabus is related to the essential element of service learning

that suggests students should be engaged in tasks that challenge and stretch them

cognitively and developmentally. The syllabus says that teachers will "ask a lot from you

personally, academically and morally." Thus, there is an implied, but not specific, sense

that students will be challenges.

Summary

In summary, the BCE and GCE curriculum guide addressed two research

questions of this study. As this document relates to engagement, I found that academic

engagement was addressed when the document asked students to "develop the skills of

acquiring and evaluating information, developing arguments, constructing new

knowledge, and working cooperatively in groups" (SSSC, 2006). Civic engagement

was addressed by the document when it asks students to "learn to value democracy,

freedom, and equality" (SSSC, 2006). Social engagement was not addressed at all. As

this document relates to practices and research literatures, I found that the reform strategy

of the middle level model was addressed by the inclusion of academic standards and that

the reform strategy of authentic pedagogy was addressed when the document challenges

students to "use higher order thinking skills, develop deep knowledge about geography,

utilize their voice through written and verbal formats, and connect the subject to the

world outside the classroom" (SSSC, 2006).

 The BCE course syllabus addressed three research questions of this study. First,

as this document relates to leadership, the very fact that Burnett Team teachers developed

a specific framework to enhance the curriculum is evidence of their leadership. The

teachers of GCE did not produce this type of handout. As this document relates to

engagement, I found that academic engagement was addressed when the document refers

to "future ideas." Civic engagement was addressed in the "community connections"

section. Social engagement was addressed by the document in the "identity" section. As

this document relates to practices and research literatures, I found that two reform

strategies (middle level model, authentic pedagogy) were addressed by the inclusion of

references to the research on the middle level model and to "real-world connections."

 This chapter presented and analyzed data from a study of two distinct curricula

delivered to eighth graders at a suburban middle school in a Mid-western state.

Perceptions from three groups of participants were gathered and reported related to the

curriculum and its' impact. Next, data was analyzed across participant groups by

considering coded responses of all participants in aggregate. Finally, data from

documents was presented, along with a discussion of how documents were used to inform

this study. This chapter concludes with a summary of the findings from the research.

CHAPTER V: RESEARCH QUESTIONS, CONCLUSIONS, AND IMPLICATIONS

This final chapter contains: 1) research question-relevant discussions (grounded in the literature and the study's findings) of the conclusions; and 2) implications for researchers and others who are interested in citizenship education, instructional leadership, and engagement. To begin, the study's purpose and research questions are restated below:

In order to inform researchers, educators, and instructional leaders, the purpose of this single-case qualitative study was to explore perceptions of the types of engagement fostered by two citizenship education curricula: a) a specific citizenship education curriculum referred to as Burnett Citizenship Education (BCE), and b) a general citizenship education curriculum referred to as Geography Citizenship Education (GCE).

The overall questions that guided the research follow:

1. From the perspectives of students, teachers, administrators, and relevant documents, what is the impact of the Burnett Citizenship Education curriculum (BCE) on (a) academic engagement, (b) civic engagement, and (c) social engagement?

2. From the perspectives of students, teachers, administrators, and relevant documents, what is the impact of the Geography Citizenship Education curriculum (GCE) on (a) academic engagement, (b) civic engagement, and (c) social engagement?

3. How do the perspectives, identified in the first two research questions, of the a) Burnett Citizenship Education curriculum (BCE) and b) Geography Citizenship Education curriculum (GCE) inform educational practices and research literatures related to citizenship education and student engagement?

4. What leadership lessons, including ones about professional development, can be learned from a study of two types of citizenship education curricula?

As stated above, the two large sections of Chapter V include: 1) Research Questions: Conclusions and Discussion, and 2) Implications.

Research Questions: Conclusions and Discussion

To begin, it is important to remind the reader that while the study's conclusions may be useful for educators, instructional leaders, researchers, and others, any conclusions drawn in this study are not to be generalized. Further, in preparation for the complex discussion that follows, the first three interrelated questions are synthesized into one larger comprehensive question. The fourth question remains as it is stated. Thus, the first large section of Chapter V is divided into two sub-sections: 1) Synthesized Questions One, Two, and Three: Conclusions and Discussion, and 2) Question Four: Conclusions and Discussion.

Synthesized Questions One, Two, and Three: Conclusions and Discussion

The first three research questions were synthesized to form the following comprehensive question: How do perspectives (from administrators, teachers, students, and documents) related to BCE and GCE citizenship education and student engagement

inform educational practices, and research literatures? In order to answer this larger question, this subsection includes twelve conclusions and literature-based discussions of each.

Conclusion #1—*When properly designed, citizenship education can have a noteworthy impact on all three areas of student engagement: academic, civic, and social.*

Based on the study, BCE was perceived by most participants to have distinct impact on academic, civic, and social engagement of students, whereas GCE was perceived to have had limited impact. Thus, one can conclude that BCE created the "indicators" and "facilitators" of student engagement (Christenson et al., 2008; Anderman & Midgley, 1998; Dev, 1997; Lee, 1991). Indicators are observable and refer to students' connection to school and learning such as behavior, attendance, and homework completion. Facilitators refer to contextual influences that promote student engagement. Participants indicated that BCE incorporated many of the indicators and facilitators that lead to civic, academic, and engagement.

The study participants noted that BCE had the greatest impact on civic engagement, with academic and social close behind. Indeed, in keeping with the research literature, participant civic engagement was likely influenced by the interaction between the participants and the context (Connell, 1990). Burnett Citizenship Curriculum provided a context that was conducive to producing civic engagement.

Further, student participants (both BCE and GCE), in the study, thought academic engagement was impacted specifically by BCE curriculum. To be sure, the literature on academic engagement indicates that academic engagement may develop from or be enhanced by opportunities in the school for participation, interpersonal relationships, and

intellectual activities (Fredricks, Blumenfeld & Paris, 2004). Nearly all BCE student participants perceived that the activities in which they participated improved engagement, broadly speaking. This perception supports the literature stating that the process of engagement works as follows: participation leads to successful performance, promoting feelings of identification with school, which in turn promotes ongoing participation or engagement (Christenson et al., 2008). Almost half of GCE students reported feelings of envy because they did not have the same opportunities BCE students did.

Finally, nearly all BCE students and very few GCE of students indicated that they were socially engaged. According to the literature, ways to activate student engagement might be academic or social (Fredricks, Blumenfeld & Paris, 2004). Social engagement occurs when students participate in extracurricular activities, have friends at school, feel a sense of loyalty to the school and believe in the general legitimacy of the school (Finn, 1993).

Conclusion #2—*A traditional citizenship education curriculum (GCE) may have little or no impact on student engagement of any type.*

While a few participants indicated that GCE had a small impact on civic engagement, at least a quarter of them stated that GCE had no impact at all on academic or social engagement. Of those who indicated that GCE had a small impact on civic engagement, nearly all attributed the small impact to particular behavioral characteristics of the teacher, not to the curriculum. According to research, particular characteristics of teachers can significantly influence student motivation and engagement (Dev, 1997; Lee, 1991). Over half of these participants perceived the GCE curriculum to be traditional, and lacking elements that BCE included in the curriculum. Over half of respondents said that

GCE focused on facts and rote memorization, and included few meaningful connections to the real world. Such practices are consistent with the literature describing traditional curricula. Newmann, Secada, and Wehlage (1995) suggested that "the problem is that the kind of mastery required for students to earn school credits, grades, and high scores on tests is often considered trivial, contrived, and meaningless—both by students and adults" (p. 7). Yair (2000) showed that disengagement and alienation could be produced by the type of instruction delivered, and then further exacerbated by external circumstances in students' lives. Teacher-centered lectures were less effective than progressive instructional strategies, which were better able to insulate students from external preoccupations (Yair, 2000).

Conclusion #2 is not surprising since the literature strongly suggests a lack of student engagement, broadly speaking. Indeed, research indicates a significant lack of civic and academic engagement among youth (Billig, 2004; HSSSE, 2005). Results from polls showed that many young people do not feel they can make a difference, solve problems in their communities, or have a meaningful impact on politics or government (Billig, 2004). The Carnegie Council on Adolescent Development (CCAD) found that only a fraction of students in the middle grades are engaged enough academically to develop the ability to think abstractly, solve real problems and communicate well with others (Marshall & Tucker, 1992).

Conclusion #3—*Engaging/engaged teachers create engagement.*

Overall, most participants recalled particular characteristics of engaging/engaged teachers as the reasons that the curriculum had impact on student engagement. All administrative and teacher participants considered engaging teachers as the highest

contributing factor to student engagement. Over half of student participants indicated that they enjoyed or liked their teachers, which impacted their engagement. Three fourths of student participants overwhelmingly perceived that certain teachers were particularly engaging, but for different reasons. Several BCE teachers demonstrated characteristics that the students found impactful: (a) five teachers cared about students, (b) four teachers had high energy, (c) four teachers were passionate, (d) four teachers taught values, (e) four teachers were passionate about their work, (f) five teachers made learning fun, (g) four teachers included students in activities during class, and (h) five teachers were friendly. Related to GCE teachers, characteristics said to be impactful were limited to a few teachers: (a) two teachers cared about students, (b) one teacher had high energy and was passionate, and (c) two teachers were friendly.

One potential explanation that BCE teachers' were more often reported to be engaged/engaging could be related to team dynamics. Over half of the respondents perceived a split between younger and older GCE teachers, which impacted team dynamics negatively. Conversely, over half of participants perceived that BCE teachers had positive synergy and team dynamics, attributes that may inspire instructional leaders to produce positive outcomes for student engagement (Bryk & Schneider, 2003). A second potential explanation is that BCE teachers acted as instructional leaders. The belief that the teachers in the study took on the role of instructional leader and, thus, supported student motivation and engagement, was an event reported in previous studies (Anderman & Midgley, 1998; Dev, 1997; Lee, 1991). Literature also suggests that instructional leaders emerge from a culture that encourages daily interaction based on

trust. Such a culture has potential to develop a system where people know their roles and buy into those roles (Bryk & Schneider, 2003).

Conclusion #4—*The unique characteristics of a culture can foster positive outcomes relative to engagement.*

Over a third of all participants suggested that the Plain View Middle School culture supported the production of engagement. Most participants perceived that the culture of the school was positive, that half of participants believed that teachers worked cooperatively, and that both characteristics helped create the positive culture.

Regarding the culture's support of teachers, an interesting phenomenon was highlighted in participant interviews. Although the literature reports that most teachers feel stuck in routine and feel overloaded because the daily teaching demands create barriers to serious, sustained improvements (Fullan 2001), participants in this study did not share this sentiment. Administration and teachers from both teams reported that the site administration gave teachers extreme freedom in their curricular work. Teachers consequently identified a sense of efficacy and support, feelings that resulted not only from their sense of freedom, but also from the collegial relationships present on the respective teams. For teachers, collegiality—as measured by the frequency of communication, mutual support, and help—is a strong indicator of successful implementation of engaging curriculum (Fullan, 2001, p. 124). Administrators and BCE teachers felt that BCE teachers had a particularly high sense of collegiality and the consequent student engagement. GCE teacher participants, on the other hand, while they reported finding collegial support from the younger members of the team, they did not report the resulting greater student engagement.

The work of Bryk & Schneider (2003) illustrated that social trust among teachers, parents, and school leaders improves much of the routine instructional work of schools. In other words, social trust is essential to meaningful school improvement. Literature suggests that instructional leaders (broadly defined) must create and develop both a 1) culture that encourages daily interaction based on trust and 2) system where people know their roles and buy into those roles (Bryk & Schneider, 2003). Most teachers from both the General Citizenship Education and Burnett Citizenship Education cohorts identified a similar culture of trust and freedom at Plain View. All but one teacher indicated that the administrators were supportive of their efforts.

Research (Fullan, 2001) indicates that teachers want to collaborate; they typically want to share information and plan and work together. Over half of administrator and teacher participants gave responses indicating that the permission they had to work together, coupled with the culture of trust and freedom allowed BCE teachers to become leaders in the creation and incorporation of the extra engaging elements of the curricula. The literature confirms that such freedom can lead to positive outcomes, as there are many ways that teachers can lead. Thus, it is important to promote *leadership of teaching* by teachers (Little, 1988). In the case of BCE, freedom and trust allowed teachers to share instructional leadership and focus on the implementation of the curriculum they designed. Research suggests that success for such situations depends on what teachers do and think, and that any shift of instructional leadership responsibilities to teachers depends on implementation (Fullan, 2001, p. 115). For teachers, collegiality—as measured by the frequency of communication, mutual support, and help—is a strong indicator of implementation success (Fullan, 2001, p. 124). Over half of participants

thought that BCE teachers showed collegiality. The presence of this condition is consistent with research about effective learning communities, which suggests that improvement is dependent upon professional communities that change the way in which teachers and administrators work together to meet the needs of students (Louis, 2008). Literature indicates that the lack of stability in teacher teams is a persistent cause of their failure to produce much that affects students. Administrative decisions can create settings in which teachers spend more time building trust with new partners than getting on with the work (Louis, 2008).

Conclusion #5—*Particular reform strategies offer effective ways to build academic, social, and civic engagement.*

Over half of all participants perceived that BCE embedded reform strategies in the curriculum (1. service learning, 2. middle school model, and 3. authentic pedagogy), while there was a lack of embedded reform strategies in the GCE curriculum.

First, most administrators and teachers felt the service learning elements—like the Day of Service—had the most impact on full student engagement. According to administrators, the citizenship emphasis impacted student engagement because it involved helping students understand their place in society. Research confirms this potential service-learning outcome—a service-learning outcome that is increasingly emphasized as connected to academic, civic, and social engagement (Billig, Jesse & Root, 2005; Melaville, Berg & Blank, 2005). Waterman (1997) defined service learning as an "experiential approach to education that involves students in a wide range of activities that are of benefit to others, and uses the experiences generated to advance the curricular goals" (p. xi). This study found that the immediacy of service learning caused

participants to find experiences like the day of service to be personally meaningful and engaging. This finding is consistent with previous research on service learning (Eyler & Giles, 1999).

Second, one-third of administrators and teachers emphasized the middle level model as having the most potential to impact social engagement. This finding was consistent with the literature, which has suggested that most schools are not developmentally responsive or engaging to the students they serve (Erb, 2001; Jackson & Davis, 2000; Carnegie Council on Adolescent Development, 1989). Over half of the participants in this study felt that the team structure of the middle level model led to greater social engagement and supported what the research has referred to as "social context" (Erb, 2001, p. 8). The social context of membership on a certain team that existed for students in this study helped them feel loyal to their school, a factor that leads to social engagement, according to Finn (1993). In this study, students who felt happy and or interested in school often attributed their feelings to their teachers' personal characteristics as well. Research suggests that theses students were consequently signifying their emotional and social engagement (Epstein & McPartland, 1976).

Third, authentic pedagogy impacted engagement in this study. One-third of all administrators and teachers identified authentic pedagogy as an effective means to increasing student engagement for BCE teachers. About half of participants thought that BCE included curricular features connected to the real world. Authentic pedagogy and achievement (Newmann, Secada, & Wehlage, 1995) was highlighted as a way to engage students because intellectual accomplishments are worthwhile, significant, connected to the real world and therefore, meaningful. Over half of student participants indicated that

BCE engaged students because they had real world tasks to which they must attend. Newmann, Secada, and Wehlage (1995) suggested that "participation in authentic tasks is more likely to motivate students to sustain the hard work that learning requires" and that "authentic academic challenges are more likely to cultivate capacities for higher order thinking and problem solving useful both to individuals and the society" and therefore more likely to increase investment in schooling (p. 12). Indeed, the results of this study indicate that BCE elicited responses consistent with the research in this area.

Conclusion #6—*Advanced, intentional planning and the creation of detailed supporting curriculum documents increases the potential for student engagement.*

To provide supporting evidence of the distinct characteristics of two types of citizenship education curricula, one BCE course syllabus, one BCE/GCE Curriculum Guide, and documents printed from the program website of the eighth grade BCE curriculum were analyzed. Four aspects of this conclusion are identified and discussed below.

First, intentional design leads to greater impact. The BCE course syllabus provided a collection of the additional areas of curricular focus of Burnett Citizenship Curriculum, which helped differentiate it from General Citizenship Curriculum. One finding resulted directly from the syllabus. The syllabus revealed that BCE teachers included four elements in their program that were not overtly found in the Curriculum Guide for the two curricula: 1) the teachers emphasized student identity by giving it priority placement and attention on the syllabus; 2) the syllabus contained many references to concepts designed to impact students' future ideas; 3) the key tenets of the middle level model were cited as rationale for the course curriculum; and 4) the BCE

incorporated repeated references to community connections. In addition to the references included in the section on identity, the syllabus mentions the term "citizens" or "citizenship" five times. The BCE syllabus also implies multiple times that students have a responsibility to others. No course syllabus existed for GCE.

Second, teacher synergy, as evidenced in the documents, leads to expanded and more meaningful curricula. The curriculum guide provided an overview of rationale for the standards included in each curriculum, as well as particular rationale used in the additional elements of BCE. Generally, this artifact provided supporting evidence of participants' shared perceptions, and served to triangulate what was found in other data (pre-interview questionnaires and interviews). For example, pre-interview questionnaires and interviews suggested that one team had more synergy. Literature has identified that effective PLC build appropriate synergy by taking advantage of the unexplored talents of staff members and creating cohesiveness around the goal of student learning, and that synergy is maintained by focusing on professionalism and on community (Louis, 2008). Because GCE teachers did not include elements of the expanded curriculum guide in their documents, one might reasonably conclude that administrators were correct—one team (BCE) had more synergy than the other. Administrators stated that a few charismatic BCE teachers were instrumental in creating extra curriculum.

Third, there were no references to engagement strategies included in GCE documents, confirming the finding that the GCE curriculum itself was not engaging. In contrast, although the curricular standards were the same for both BCE and CGE, BCE teachers chose to add curriculum from the expanded part of the guide that GCE teachers did not. The expanded portion of the guide encouraged teachers to help students "use

higher order thinking skills, develop deep knowledge about geography, utilize their

voice through written and verbal formats, and connect the subject to the world outside the

classroom" (SSSC, 2006). Finally, BCE lesson plans (that were posted in a website)

confirmed the inclusion of strategies found in authentic pedagogy, which highlights the

need to include higher order thinking skills, deep conversation, and connections to

authentic tasks (Newmann, Secada, and Wehlage (1995). No web site documents existed

for GCE.

Conclusion #7—*Striking differences exist between BCE and GCE, and these*

differences may explain the differences in the outcomes of the two programs.

The distinct differences in the curricula were evident across all participant and

document data. These differences include: a) BCE incorporated reform strategies which

fostered academic, civic, and social student engagement, while GCE did not; b) all BCE

teachers collaborated with each other, while GCE teachers did not; c) BCE students

thought BCE curriculum was an inspiring curriculum, while GCE students thought GCE

was easy and uninspiring; d) BCE students agreed that academic engagement was

impacted by the curriculum, but only a few GCE students experienced impact; e) BCE

impacted civic engagement in two particular ways that GCE did not (community

knowledge, Day of Service).

Conclusion #8—*BCE teachers exhibit behaviors that are consistent with effective*

professional learning communities (PLC).

Research indicates strong associations between indicators of PLC and the

intensity of instruction—particularly the use of instruction that maintains a focus on

student engagement in authentic tasks (Louis, 2008). When asked about the relationship

between the curriculum and the three reform strategies, BCE teachers believed the curriculum made use of authentic pedagogy in that it asked students to engage in authentic tasks.

Administrators, teachers, and students also indicated that essential elements of effective PLC existed; leadership and responsibility were shared, and BCE teachers used common practices. Research identified that effective PLC exist when particular elements are present: a) leadership and responsibility are shared; b) there exists a focus on reflective inquiry and learning; c) there are shared values and norms; d) teachers follow common practices (Louis, 2008). BCE administrators and teachers believed the BCE team exemplified these effective PLC elements to some degree, and thus functioned as an effective PLC. When asked about implementation and collegiality, BCE Team teachers also thought that they had frequent communication and mutual support on their team, and that they came together as a team to divide the work and accomplish tasks.

For GCE, missed collaborative opportunities may have lead to traditional programming. Louis (2008) argued that continuous improvement (or more substantial innovation) is unlikely to occur in the absence of PLC that change the way in which teachers and administrators work together to meet the needs of students. Although GCE teachers met together, they did not interact in a way that changed traditional interaction into conversations about teaching and learning—a characteristic of effective PLC. Thus, GCE teachers functioned in a more traditional approach than BCE teachers. More traditional meeting practices are not consistent with research findings about how effective PLC interact (Kruse, Louis, Bryk, 1995). Teachers in effective PLC feel a sense of

efficacy and support and therefore they teach better, stay in the profession longer, and are willing and likely to change for the better (Hord, 1997).

Conclusion #9—*Formal schooling can be relevant for real life.*

BCE participants' responses to questions about social engagement indicated that students had real-world experiences. Literature suggests that social engagement occurs when students participate in extracurricular activities, have friends at school, feel a sense of loyalty to the school and believe in the general legitimacy of the school (Finn, 1993; Marks, 2000; Connell & Wellborn, 1991). Participants believed that students developed pride and loyalty as a result of their experience with BCE, and thought they would always have memories of BCE.

BCE participants' answers to questions about academic engagement indicated that they believed they experienced curricula relevant to real life. According to the measures of academic engagement (behavioral, cognitive, and emotional), participants believed that the curriculum impacted academic engagement because it was inspiring to students, helped shape their beliefs about their role in the community, and challenged them in some way. Connell and Wellborn's (1991) definition of cognitive engagement focused on investment in learning, whereby students demonstrate a desire to go beyond basic requirements and a preference for challenge.

An analysis of participants' answers to questions about civic engagement indicated that they believed the curricula had impact on real life because it shaped their thinking about their ability make a difference in the world and their ideas about the future. Many students said that the curriculum was interesting and provided opportunities for "hands-on" and real life activities and active learning. Newmann, Secada, and

Wehlage (1995) suggested that "participation in authentic tasks is more likely to motivate students to sustain the hard work that learning requires" and that "authentic academic challenges are more likely to cultivate capacities for higher order thinking and problem solving useful both to individuals and the society" and therefore more likely to increase investment in schooling (p. 12).

Conclusion #10—*Administrators do not attend to academic engagement except through teacher evaluation.*

Administrators, in this study, were unable to report whether GCE or BCE curriculum had an impact on students' academic engagement. This is consistent with research, which has confirmed that this is often the case because principals have typically enacted their instructional leadership roles by visiting and observing classrooms (Andrews, Basom & Basom, 1991; Lee, 1991). Principals in this study confirmed that their primary interaction around academic engagement was through teacher evaluation and that they were not necessarily monitoring all components of academic engagement. Research confirms the difficulty of monitoring student academic engagement. In a study by Fullan, (2001) an astonishing 91% of principals responded "no" when asked if they thought that the principal could effectively fulfill all the responsibilities assigned to him/her. Yet, almost every single study of school effectiveness has shown both primary and secondary leadership to be a key factor in school improvement (Sammons, 1999).

The behavioral area of academic engagement includes observable indicators. When asked whether they monitored these indicators, administrators reported that it they only monitored behavior, and only when it became problematic. Typical measures of behavioral engagement are related to participation and conduct (Fredricks, Blumenfeld &

Paris, 2004). The findings of this study are consistent with the research, since administrators only looked at common measures of conduct associated with complying with school rules, such as getting into trouble, frequency of tardiness and absences and interference with others' work (Finn, 1993).

Administrators had difficulty demonstrating their understanding of the cognitive and affective areas of academic engagement, which are harder-to-observe internal indicators, and which require understanding of students' personal meaning of experiences and performance (Christenson et al., 2008). Administrators stated they "couldn't tell" whether other academic impacts occurred as a result of the curriculum, signaling their lack of ability to conceptualize and, therefore, identify all parts of academic engagement. At the same time, teachers and students, identified elements of BCE curriculum that were academically engaging. The lack of agreement between the administration and teachers/students suggests that administrators did not have adequate understanding of or give attention to academic engagement.

Conclusion #11—*A culture of freedom and trust, by itself, does not create student engagement.*

Most teachers from both the General Citizenship Education and Burnett Citizenship Education cohorts identified the Plain View's culture of trust and freedom and indicated that the administrators were supportive of their efforts. Research (Fullan, 2001) indicates that teachers want to collaborate; they typically want to share information and plan and work together. In this study, however, both teams did not produce full student engagement and both were developed in the same school culture. While they

reported finding collegial support from the younger members of the team, GCE

participants did not report the outcome of student engagement.

Conclusion #12—*Perception data, in this study, is more heavily anchored in*

descriptions of "doing" (external, observable, tangible actions) and less in descriptions

of "being" (internal, ontologically-seated, intangible understandings).

Consistent with other studies (Finn, 1989; Voelkl, 1997) of engagement,

perceptions data was gathered during interviews conducted in the course of this

qualitative study. The perceptions data included a much greater number of descriptions of

"doing" and very few descriptions of "being". To illustrate this phenomenon, the Model

for Capturing Descriptions of Engagement (Figure 3, p. 237) was constructed. The

Model: 1) serves as the organizer for the discussion of this conclusion, and 2) includes

the three types of engagement (social, civic, and academic) and the three aspects of

academic engagement (behavioral, emotional, and cognitive). The section ends with a

subsection titled: "Why is being data important?" Discussions of each follow figure 3.

Figure 3: Model for Capturing Descriptions of Engagement

Present in the data are descriptions of DOING: External, Observable, and Tangible Actions.

Academic Engagement (Behavioral, Emotional)
Civic Engagement
Social Engagement

Kahill High School Participants

Plain View MS (common experience)

Jackson High School Participants

Burnett Citizenship Education (BCE)

Geography Citizenship Education (GCE)

Full Student Engagement

Limited Civic Engagement

Absent in the data are Descriptions of BEING:
Internal, Ontologically-Seated, Intangible Understandings.

Academic Engagement (Cognitive**,** Emotional)

Social Engagement

Participant perceptions about social engagement were present as "doing" data, consistent with findings of research (Finn, 1993; National Research Council & Institute of Medicine, 2004). Respondents reported on the extent to which students participated in extracurricular activities, had friends at school, felt a sense of loyalty to the school and believed in the general legitimacy of the school (Finn, 1993). Absent was data about "being" related to social engagement. For example, one might ask: What does the experience of a sense of loyalty feel like internally; what does loyalty mean to the inner self of an individual. In part, since the study questions were developed from the literature (which includes "doing" descriptions of engagement) and then presented to the participants, the interview questions established the response language for the interviewees. Thus, participants primarily used "doing" terms to describe their social engagement.

Civic Engagement

As with social engagement, participant perceptions of civic engagement were present as "doing" data, consistent with findings of literature (Washington Service Corps Roadmap to Civic Engagement: Executive Summary, 2003-2004). Student participants were asked to rate the degree to which curriculum impacted his/her (a) knowledge of their community, (b) attitude concerning his/her ability to make a difference in his/her community, and (c) current and planned actions. Given these three markers of civic engagement, the perceptions of participants were constrained by the language of the doing of civic engagement. Again, "being" data was basically unavailable.

Academic Engagement

Unlike, social and civic engagement, academic engagement is defined in the literature as having three unique aspects: *behavioral, emotional*, and *cognitive*. Further, analysis of the narrative data revealed that participant perceptions, while dominated by "doing" data, also included a small amount of "being" data. Each of these three aspects of academic engagement is discussed below.

Behavioral.

First, participant perceptions about *behavioral* engagement (one aspect of academic engagement) were described through doing data, consistent with findings of research (Fredricks, Blumenfeld, & Paris, 2004; Wellborn & Connell, 1987; Birch & Ladd, 1997). For example, teachers were asked to rate the students' level of active classroom participation, and the extent to which students were withdrawn or uncommunicative. Students also responded to questions that asked them to report on their level of positive behaviors, like complying with school rules and completing homework. Therefore, the data related to the first aspect of behavioral engagement is full of descriptions of doing and devoid of the elements of being.

Emotional.

Second, participant perceptions of emotional engagement were present as both being and doing data. Consistent with the findings of Finn (1989) and Voelkl (1997), participants in this study were more able to conceptualize certain emotional engagement elements when they were prompted by the researcher with follow up questions that used the language of the "doing" of engagement. To clarify, participants gave relatively short responses that could be categorized of the "being" nature when they considered

emotional engagement as "identification with school". However, when an observable, tangible definition of "identification with school" was provided by the researcher as meaning "the degree to which" participants' had interest, school spirit, and connectedness to school peers and staff and "the degree to which" they lacked boredom, anxiety, sadness, and fear, substantially more perceptions data emerged of the "doing" nature. Twenty-three of the 40 student participants in this study changed or added to their responses when presented with particular "doing" follow-up questions by the researcher.

Cognitive.

Finally, consistent with the research, this study found that while the behavioral aspect of academic engagement (discussed above) was related to actually doing the work in school, *cognitive* engagement, in contrast, was related to the internal efforts focused on learning and mastering the content (Fredricks, Blumenfeld, & Paris, 2004). Consequently, like in other research, this study found that descriptions of cognitive engagement were limited (Connell and Wellborn, 1991; Fredricks, Blumenfeld, & Paris, 2004). In this study, there was difficulty in assessing cognition because it is not an external, observable, measureable "doing" by participants.

To be sure, although observational techniques have been used to assess cognitive engagement and strategy use in certain subject areas, it was difficult for teacher and administrator participants in the study to discern whether students were trying to get work done as quickly and easily as possible, or whether they were using a variety of deep level learning strategies to master the content. As noted earlier in this chapter, administrators had difficulty demonstrating their understanding of the cognitive and affective areas of academic engagement, which are harder-to-observe internal indicators, and which require

understanding of students' personal meaning of experiences and performance

(Christenson et al., 2008). Administrators stated they "couldn't tell" whether other

academic impacts occurred as a result of the curriculum, signaling their lack of ability to

conceptualize and, therefore, identify all aspects of academic engagement, in particular,

the cognitive aspect. The resulting lack of meaningful data related to cognition may be

due to a) the absence of well-defined terms relative to cognitive engagement and b) the

fact that the researcher provided only a few tangible terms about which participants could

talk. Indeed, participants were limited to providing general statements about their beliefs

related to the internal, intangible workings of cognitive efforts.

Why is being data important?

While this study of citizenship education and students engagement is a qualitative

one—that is one focused on coming to understand perceptions of participants, this twelfth

conclusion points out that the perceptions data is primarily about the doing of education

and engagement rather than the deeper perceptions of the being of engagement.

However, when one considers the components of citizenship education that

support student engagement, it is clear that without a certain type of person (for example,

teachers) to design and deliver and educate students, engagement is less likely to occur. A

reference to "a certain type of person", in this study, came to be understood as an

engaged/engaging being. Without a doubt, the study lacked the more in-depth

descriptions of the nature of an engaged/engaging being and how that nature inspired

students to become engaged/engaging beings.

The lack of being data in this study is only one example of a lack of being data

across the literature. This lack is noteworthy because one of the main findings that

emerged from analysis of the data was that the "being" of the teachers (who were inspired by Tom Burnett's being as displayed in his focus on the greater good) inspired a change in curriculum toward the service for the greater good. In so "doing", the teachers' "being" also changed the "being" of the students, and at once, the students became "doers" or were able to display the "doing" of overt acts of engagement. Indeed, being affects doing, and, in turn, doing affects the being. Knowing more about the "being" side of this circular process has potential to enhance, support, and ensure its presence.

Research Question Four: Conclusions and Discussion

This section contains conclusions and discussion related to how the study informs leadership lessons, including ones about professional development. The four additional conclusions that follow reflect data and findings from across administrator, teacher, and student participants.

Conclusion #13—*Administrators' supervision (a potential form of professional development) produces little learning for teachers and/or increased engagement for students.*

Unlike this study, Lee (1991) found that instructional leaders could play a key role in providing leadership for increasing student engagement at their schools. In constrast to Lee's work and as is consistent with the findings of previous research (e.g. Acheson & Gail, 1980), participants in this study were unable to cite evidence that administrators' supervision produced any learning for teachers or increased student engagement. Recently, researchers found that teacher evaluation had limited utility as a way to advance teacher learning, and that evaluation focused more on problem teachers rather than on those who could be looked at as leaders (Kelley & Maslow, 2005). Other

research has identified that effective principals share and develop leadership among teachers (Fullan, 2001; Marks & Printy, 2003). Over half of respondents said that actual instructional leadership came most often from within the teacher teams.

Conclusion #14—*Professional Development must occur, but it can come from any place.*

Over half of the administrators and teachers reported that professional development was not overtly provided by the school or district generally. Educational literature in the last decade presents a convincing argument that professional development focused on professional learning can promote effective teaching (Killion, 2002). Specifically, professional development can provide deeper content knowledge, more content-specific instructional strategies, and greater understanding about how students learn (Killion, 2002). Consequently, professional development has potential to better enable teachers to craft instruction to engage students (Killion, p. 9). However, school systems have failed to provide this kind of professional development for teachers (Killion, p. 10).

Although the school in this study did not provide professional development generally, teachers did find support in one another and from external sources. In particular, BCE teachers felt support from district instructional mentors who shaped their ideas about good teaching and taught them about authentic pedagogy. Additional external forces shaping the BCE teachers were Tom Burnett, Jr.'s family members and wife Deena, who supported the development of the curriculum by establishing the Thomas Burnett Family Foundation (TBFF, 2007). As discussed earlier, while administrators provided teachers from both teams with the culture of freedom and trust—the "fertile

soil"—necessary for the development of full engagement, the external professional development and the teachers, who wanted to learn and deliver, provided the "seed" and the "nourishment" for the seed of engagement to grow and develop fully.

Conclusion #15—*Professional development, by itself, may or may not lead to student engagement.*

Participants in this study agreed that the two teams realized different support for teaming, leadership role development, collegial inquiry and mentoring relationships. While BCE teachers capitalized on professional development by producing curricula that engaged students, GCE teachers did not. Student engagement is a result of a number of components—which are more likely to occur with the existence of collaborating professionals operating in a learning community (Louis, 2008). Literature suggests that instructional leaders must work to create a culture that encourages daily interaction based on trust and develop a system where people know their roles and buy into those roles (Bryk & Schneider, 2003). While BCE operated in an environment that allowed them to engage in trusting, professional collaborations, GCE teachers were missing the same team dynamics and were therefore unable to develop curricula that engaged students.

Conclusion #16—*Documentation of successful programs can serve as a starting point for possible professional development.*

The BCE curriculum was created using documentation from three reform strategies—Authentic Pedagogy, Service Learning, Middle Level Model—in order to help students make connections to "real" things – things bigger than themselves (J. Lockhart, personal communication, October 15, 2006). BCE teachers identified *Turning Points 2000* as one supporting document, which suggests middle school learners need to

have exploratory experiences and the structures listed above allow for curriculum and experiences that match this need (Erb, 2001). BCE teachers also borrowed rationale from Nelson et al. (2004) in order to develop a "day of volunteering", which suggested that the purpose of citizenship and multiculturalism are to "engage students in critical study of the society and its institutions with the dual purpose of liberating themselves from the blinders that simply reproduce old values that continue, such as ethical blights as greed, corruption, and inhumanity" (p. 315). BCE teachers made use of authentic pedagogy, and worked to embed instructional concepts from the research on authentic pedagogy in an effort to develop students' sense of participatory citizenship and to connect students to their community (Newmann, Secada, and Wehlage, 1995).

Summary

Without a doubt, the components of citizenship education that produce full student engagement are numerous. In sum, full student engagement is the result of a variety of external and internal components whose nature can be characterized in terms of "doing", "being", or both, and are detailed in Figure 4 (p. 247). "Doing" components are those associated with actions that are *external, observable,* and *tangible*, and include: a) proper design, b) inclusion of particular reform strategies, c) advanced, intentional planning and the creation of detailed supporting curriculum documents, d) professional development targeted at reform strategies, e) use of successful program documentation. "Being" components are those that are *internal, ontologically-seated,* and *intangible*, and include: a) particular cultural conditions, b) engaged/engaging teachers, c) teachers operating as an effective professional learning community, d) relevant, real-life curricula, and e) a culture of freedom and trust. Components that exist as both "doing" and "being"

include: a) engaged/engaging teachers, b) teachers operating as an effective

professional learning community, and c) relevant, real-life curricula.

Figure 4: External and Internal Components of Full Student Engagement
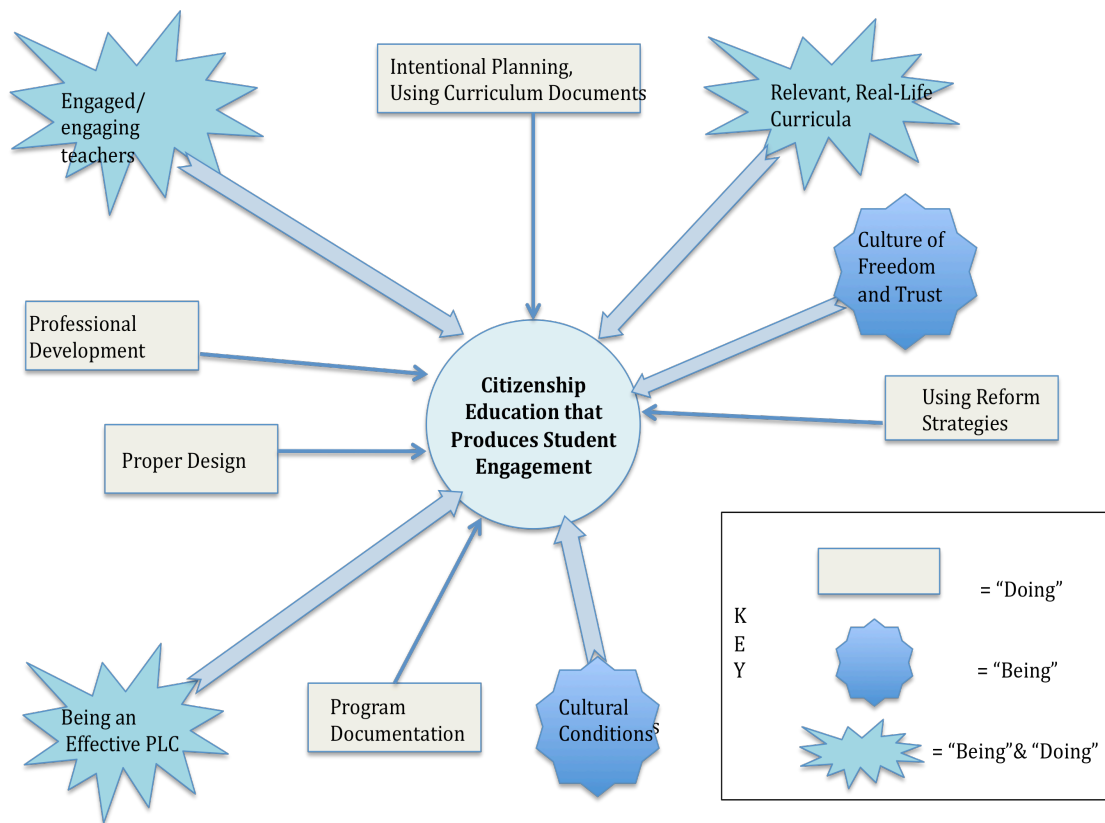
This list of components—components that are found in the literature—is comprehensively constructed from one single-case study that documented perceptions of two citizenship curricula: 1) a traditional eighth grade citizenship curriculum and its use, and 2) an innovative citizenship curriculum that had several dynamic components. The uni-dimensional, traditional program did not produce enough student engagement to merit attention. In this study, a multi-dimensional curriculum—Burnett Citizenship Education—was noteworthy because it led to full student engagement.

Implications

This final large section of the dissertation focuses on the implications of the study for various educators and research. The section includes the following: 1) Lessons for Administrators, Instructional Leaders, and Leadership Preparation Programs, and 2) Possibilities for Future Research.

Lessons for Administrators, Instructional Leaders, and Leadership Preparation

Programs

The conclusions of this study provide lessons for educators and researchers broadly speaking. In particular, nine lessons emerged from the study. Each one is discussed below.

First, leaders must themselves be knowledgeable about reform strategies (in the case of this study: authentic pedagogy, service learning, middle level model). Such knowledge allows administrators to identify teachers during the hiring process who know about reform strategies and/or who would be open to using these strategies. Clearly, this study illustrates that BCE benefited because teachers were knowledgeable about these

strategies and, therefore, more easily able to strengthen and transform the existing district curriculum. Teachers were able to re-craft their syllabus and units by regularly embedding elements of reform strategies.

Second, if leaders wish to ensure that reform strategies are used, they need to shape a culture that generates staff freedom and support. For teachers, collegiality—as measured by the frequency of communication, mutual support, and help—is a strong indicator of success (Fullan, 2001). Results of this study clearly illuminate that teachers from both teams knew that they were working in a culture of trust—a culture that invited them to explore creative options and to try their ideas without fear of repercussion or reprisal from administration. However, only one team was knowledgeable about authentic pedagogy and service learning, and this knowledge allowed them to implement these reforms within the culture of Plain View Middle School.

Third, in addition to enhancing their own knowledge of reform strategies and fostering a supportive culture, school leaders need to focus more fully on exhibiting the traits of instructional leaders. Although most school leaders do not believe they can effectively fulfill all their responsibilities related to instructional leadership (Fullan, 2001), research suggests that they can do more if they embody the roles of instructional leaders (Marks & Printy, 2003). Teachers in this study perceived a need for administrative leadership to move beyond simplified notions of supervision as the formal pre-conference, observation, post-conference processes, as Killion (2002) suggested. Instead, leaders must think of the act of supervision as the sum of the personal interactions between and among teachers and the principal—interactions that lead to the improvement of instruction (Lee, 1991; Killion, 2002).

Such leadership is possible if administrators can collaborate with teachers on curriculum, instruction, and assessment. In this study, principals did not do this, leaving open the possibility that an opportunity for even better results was missed. In this study, the district instructional mentor and the BCE teachers themselves filled this function during regular team meetings, based on their rather advanced knowledge of reform strategies. The teachers agreed that it was a "magic year"—something that happened by chance. Without a doubt, if administrators were more involved in the creation of such curriculum, programs that create engagement would not be left to chance. Left to implement the standard curriculum, GCE teachers did not realize the importance of the three-reform strategy focus, and, therefore, did not reflect on these strategies or grow professionally in these areas. An informed administrator would have known the engagement research (Newmann, Secada, & Wehlage, 1995; Billig, 2004), for example, and thus could have encouraged the regular involvement of students in authentic tasks that connect them to the real world or community. In order to increase the likelihood that reform strategies are implemented, administrators are called upon to promote teacher reflection and professional growth in the areas of authentic pedagogy, service learning, and the middle level model.

Fourth, administrator and leadership preparation programs need to include the information about the connection between reform strategies and student engagement, broadly cast. Coursework, projects, and internships could include this information and require that preparation students have their own experiential learning during carefully designed fieldwork focused on the creation of engagement curriculum in cooperation with teaching staff. Clearly, educational administrators and leaders must also be engaged

in the curriculum that preparation programs offer. Leadership preparation program development requires the same engagement-supportive curriculum as was evident in this study of BCE curriculum.

Fifth, programs that train teachers—either Professional Development or teacher preparation—should take into consideration the finding from this study that teachers who implemented authentic pedagogy and service learning delivered a more engaging curriculum than those who did not. Leaders of Professional Development and teacher preparation programs might better train teachers if they incorporated three measures into their instructional programs: 1) foster teacher leadership 2) incorporate mentors 3) build culture, and 4) implement professional learning communities.

Sixth, leaders should follow advice from Marzano (2003), who found that effective leaders build teacher leadership capacity because they are accessible, seek teacher input, portray confidence in teachers, and monitor the continuity of the curriculum. Therefore, teacher training should overtly foster teacher leadership by building teachers' abilities to this end. Teacher participants in this study had the positive perception that administration was accessible and had confidence in teachers, which helped build teacher leadership. Teachers who become leaders experienced personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and new learning (Barth, 2001). In this study, all of these benefits spilled over into instruction on Burnett Team, as teachers became investors in the school and in the purpose of school. Barth (2001) suggested this was possible.

Seventh, leaders designing Professional Development and teacher training should consider ways to involve ongoing mentoring as a component of training. In this study, a

district mentor helped shape the teaching philosophy of key BCE teachers and

informed their work on BCE by providing them with the skills to be intentional in their

instructional planning. BCE teachers believed their mentor pointed them in the direction

of the reform strategies they used in designing the curriculum. One of the teachers put it

this way:

> …I mean we wrote this whole document about Newmann and Wiggins and stuff
>
> before we made this year-long curriculum and sent it out to all the parents…that
>
> was really shaped by [the mentor]. Those ideas about what was good teaching
>
> were really shaped by her, but she did not play a part in doing this project…she
>
> finished her Masters on Newmann and sold the district in it…

Another BCE teacher believed the mentor helped define BCE teachers because she was

an instructional leader herself:

> She made teaching not just what people think like 'oh people either have it or they
>
> don't have it.' She made it more sciency; well here are ways of really being a
>
> good teacher, here are some good instructional strategies that help reach the needs
>
> of your kids. You know, just little things she was able to come in and indicate
>
> what is a positive in you but how it could be a negative in your classroom and she
>
> was just good at making you analyze and reflect on the type of teacher you are
>
> and who you want to be…

Eighth, leaders should intentionally include culture in their thinking when

planning training programs. Many schools have shown symptoms consistent with

Pederson's (2002) "toxic culture," where staff members blame students, discourage

collaboration, and openly engage in hostile relationships. In this study, GCE teachers

identified an element of Geography Team culture that illustrated many of these characteristics, depending on which teachers were present. Schein (1992) suggested that if instructional leaders do not become conscious of the cultures in which they are embedded, those cultures manage them. Therefore, leaders must consciously construct cultures that encourage daily interaction based on trust and develop a system where people know their roles and buy into those roles (Bryk & Schneider, 2003).

Finally, in this study, BCE teachers more often exemplified the characteristics deemed necessary in order to be called professional learning communities, as defined by Kruse, Louis, and Bryk, (1995). Although structured time was provided for teachers to work together in planning instruction and sharing feedback, BCE teachers did so in a way that more regularly elicited a sense of efficacy and support. According to Hord (1997), such teachers are likely to teach better, stay in the profession longer, and are willing and likely to change for the better. Plain View administrators echoed the research (Kruse, Louis & Bryk, 1995) when they stated that BCE teachers demonstrated many leadership qualities, felt more empowerment, and had greater intrinsic motivation than did GCE teachers.

Possibilities for Future Research

Based on the conclusions of this study, several implications for future research surfaced. Four potential areas for future research are presented here: (a) Engagement and Achievement, (b) BCE Curriculum and Other Sites, (c) School Models and Reform Strategies, and (d) Participants and Verbal Expressions of Being.

Engagement and Achievement

Participants in the study overwhelmingly perceived that BCE curriculum increased student engagement. From this conclusion, one might infer that student achievement was related to greater engagement. However, more research is required to establish a causal relationship between achievement and engagement. A researcher may want to compare the achievement of the two cohorts of students in this study to find if a correlation exists between more engaged/engaging students and less engaged/engaging students. A researcher may also want to study whether a particular form of student engagement (academic, civic, social) correlates with achievement more or less than the other forms.

BCE Curriculum and Other Sites

The findings from this study are particular to the site of the study. However, several other school districts—some in other states—have adopted the BCE curriculum. A researcher may wish to explore the perceptions of participants in these other districts to ascertain the degree to which this study's conclusions can be generalized.

School Models and Reform Strategies

This study found that three reform strategies (authentic pedagogy, service learning, middle level model) were perceived by all participant groups to have impacted student academic, civic, and social engagement. A researcher may wish to investigate participant perceptions in a different school model where these strategies are employed, or design a study to determine which models are most likely to employ these reform strategies.

Participants and Verbal Expression of Being

The study concluded that there is a need for more qualitative work focused on the more elusive concepts related to student engagement. The analysis of interview and document data highlighted the reality that there is a gap in the findings in this study around notions of "being". The Model for Capturing Descriptions of Engagement (Figure 3, p. 237) highlights the gap in the findings where participants' perceptions are either absent or initially under-represented. Indeed, perception data is more heavily anchored around notions of "doing" and less around notions of "being", a phenomenon that creates a lack of findings. Based on GCE and BCE participants' (administration, teachers, students) responses, data about engagement is shaped by particular objective aspects of the nature of knowledge and is limited to certain modes of communication. The model helps to partially illustrate the lack of less tangible findings.

By way of explanation, the twelfth conclusion of this study identified that some terms used to describe reasons for engagement were not well defined by participants. For example, in this study, since cognitive engagement was hard to capture verbally in interviews, engagement was inferred from triangulated student self-reports of behavior. Even the more easily understood conclusions were difficult to make clear. For example, one conclusion of the study was that the "being" of the teacher changed the "being" of the students and in turn the students became "doers" or were able to display overt acts of the "doing" of acts of engagement. In order to unpack the meaning of this conclusion, a substantial amount of prior knowledge of the elusive concepts referenced in the literature is necessary.

Since the study uncovered a lack of clarity and even vocabulary that describes or captures the fuller experience of engagement, future qualitative research could be conducted to un-pack student experiences of the times or moments in which they believe engagement occurs. Research in this area might aid instructional leaders and teachers who wish to engage students. As with all abstract ideas, concepts, and experiences that involve the being of individuals, verbal expression is difficult. A study focused on a deeper understanding of the terms used to describe engagement might shed greater light on the elements that cause students to be engaged/engaging.

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Appendix A

Interview Protocols

Interview Protocol
High School Administrator

Semi-structured Questions	Follow-up Questions
Academic Engagement	
1. After comparing two lists of students, what are your perceptions of students' academic achievement?	
2. After comparing two lists of students, what are your perceptions of students' co-curricular involvement?	
Behavioral 3. After comparing two lists of students, what are your perceptions of students' positive behaviors (such as following rules and norms while in school)?	*Is there a difference between Burnett Team and Geography Team Students?*
Behavioral 4. After comparing two lists of students , what are your perceptions of students' involvement in learning, such as giving effort and persistence?	
Behavioral 5. After comparing two lists of students, what are your perceptions of students' concentration pertaining to coursework?	
Cognitive 6. After comparing two lists of students, what are your perceptions of students' strategic thinking concerning problem solving?	
Cognitive 7. After comparing two lists of students, what are your perceptions of students' preference for challenge?	
Emotional 8. After comparing two lists of students, what are your perceptions of students' investment in learning?	

Emotional 9. After comparing two lists of students, what are your perceptions of students' emotional engagement, such as interest in class work?	
Emotional 10. After comparing two lists of students, what are your perceptions of the boredom, anxiety, sadness, and fear that students exhibit?	
Civic Engagement	
Community Knowledge 11. After comparing two lists of students, what are your perceptions of students' knowledge of their community?	
Making A Difference 12. After comparing two lists of students, what are your perceptions of students' attitude concerning their ability to make a difference in his/her communities?	
Current and Planned Actions 13. After comparing two lists of students, what are your perceptions of students' and current and planned actions in the community?	*How did kids on other teams, other schools experience citizen/volunteering, meaning in school?*
Social Engagement	
14. After comparing two lists of students, what are your perceptions of students' decisions to participate in co-curricular activities?	
15. After comparing two lists of students, what are your perceptions of students' connectedness to peers and friends at school?	
16. After comparing two lists of students, what are your perceptions students' sense of loyalty to the school?	
17. After comparing two lists of students, what are your perceptions of students' belief in the general legitimacy of the school?	
18. After comparing two lists of students, what questions or additional comments or insights do you have that I haven't given you a chance to talk about in the interview?	

Interview Protocol
Middle School Administrator

Semi-structured Questions	Follow-up Questions
1. Talk to me about citizenship education.	
2. Why are there two different curricula in eighth grade?	
3. How do students, teachers, administrators perceive their experiences with Burnett Citizenship Education, and their experiences with Geography Citizenship Curriculum?	
4. What lessons do you think instructional leaders should learn from comparing and contrasting Burnett Citizenship Education to Geography Citizenship Curriculum?	
Sense-making 5. Did the culture of Plain View in terms of helping to develop and support the capacity of the teachers who created the Burnett Citizenship Education curriculum? If so, how?	
Sense-making 6. What is your perception of the ways administration provided methods of improving instructional leadership to teams in these areas: •resource provider, •instructional resource, •communicator, and •visibility?	
Transformational Leadership 7. What is your perception of the ways the leadership team provided support and empower teachers as partners in decision-making?	
Shared Instructional Leadership 8. How would you describe the collaboration of teachers and principals on curriculum, instructions, and assessment?	*In what ways did the principal and teachers share responsibility for Professional Development, curricular development, and supervision of instructional tasks?*
Shared Instructional Leadership 9. What is your perception about the leadership team's ability to promote teacher reflection and professional growth?	*In what ways did teachers interact with principals during reflection and professional growth?*
Implementation 10. What is your perception about teacher's collegiality—as measured by the frequency of communication, mutual support, and help?	*Describe the similarities and differences between Pura Vida and Citizen?*
Professional Development	*Describe the similarities and*

Semi-structured Questions	Follow-up Questions
11. What was your perception about whether teachers felt judged while implementing/not implementing Burnett Citizenship Education and the Geography Citizenship Curriculum?	*differences between Geography Team and Citizen?*
Professional Development 12.What is your perception about teachers from the two teams feelings in terms of: •personal and professional satisfaction, •a reduction in isolation, •a sense of instrumentality, and •new learning?	*Describe the similarities and differences between Geography Team and Citizen?*
Professional Development 13. Describe teachers' experiences of: •support for teaming, •leadership roles, •collegial inquiry, and •mentoring relationships.	
Professional Development 14. How would you describe the professional learning communities in eighth grade in 2002-2003 in terms of effectiveness?	
Culture 15. What was your perception about the culture that existed on the eighth grade teams in terms of: •daily interaction based on trust, and •people knowing their roles?	*How did kids on other teams, other schools experience citizen/volunteering, meaning in school?*
16. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' positive behaviors (such as following rules and norms while in school)?	
17. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' : •knowledge of their community, •attitude concerning their ability to make a difference, and •current and planned actions?	
18. How do you believe the citizenship curricula (Burnett Citizenship Education and the	*How did kids on other teams, other schools experience connection to,*

Semi-structured Questions	Follow-up Questions
Geography Citizenship Curriculum) impacted students' : •sense of loyalty to the school •connectedness to peers and friends at school	*and meaning in school?*
19. What is your perception about the relationship between the two types of citizenship curricula and the following reform strategies: •Service-Learning •Authentic Pedagogy •Middle Level Model	
20. Do you have any questions or additional comments or insights that I haven't given you a chance to talk about in the interview?	

Interview Protocol
Eighth Grade Teacher, Part I

Semi-structured Questions	Follow-up Questions
1. Talk to me about citizenship education.	
2. How do students, teachers, administrators describe/perceive their experiences with Burnett Citizenship Education, and their experiences with Geography Citizenship Curriculum?	
3. Why are there two types of citizenship education in eighth grade?	
4. How did the different curriculum get started?	
5. What is your perception about the role Professional Development played in the construction of the eighth grade Geography Citizenship Education?	
Academic Engagement	
Behavioral 6. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' positive conduct, such as following rules and norms while in school?	
Behavioral 7. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' involvement in learning, such as giving effort and persistence?	
Behavioral 8. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' concentration pertaining to coursework?	
Cognitive 9. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' strategic thinking concerning problem solving?	
Cognitive 10. What are your perceptions of the relationship	*How would you compare eighth grade curriculum with the*

Semi-structured Questions	Follow-up Questions
between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' preference for challenge?	*curriculum students experience their other years of school?*
Emotional 11. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' interest and investment in learning?	
Emotional 12. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' emotional engagement, such as interest in class work?	
Emotional 13. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' boredom, anxiety, sadness, and fear?	*What do you think students remember about their eighth grade experience?*
Civic Engagement	
Community Knowledge 14. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' knowledge of their community ?	
Making A Difference 15. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' attitude concerning their ability to make a difference in his/her communities?	
Current and Planned Actions 16. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' current and planned actions in the community?	
Social Engagement	

Semi-structured Questions	Follow-up Questions
17. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' decisions to participate in co- curricular activities?	
18. What are your perceptions of the relationship between the curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' connectedness to peers and friends at school?	
19. What are your perceptions of the relationship between the curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' sense of loyalty to the school?	*How did kids on other teams, other schools experience connection to, and meaning in school?*
20. What are your perceptions of the relationship between the curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' belief in the general value of the school?	
21. Do you have any questions or additional comments or insights that I haven't given you a chance to talk about in the interview?	

Interview Protocol
Eighth Grade Teacher, Part II

Semi-structured Questions	Follow-up Questions
1. What lessons do you think instructional leaders should learn from comparing and contrasting Burnett Citizenship Education to Geography Citizenship Curriculum?	
1b. What is your perception about the relationship between the two types of citizenship curricula and the following reform strategies: •Service-Learning •Authentic Pedagogy •Middle Level Model	
Sense-making 2. Did the culture of Plain View in terms of helping to develop and support the capacity of the teachers who created the curriculum? If so, how?	
Sense-making 3. What is your perception of the ways administration provided methods of improving instructional leadership to teams in these areas: •resource provider, •instructional resource, •communicator, and •visibility?	
Transformational Leadership 4. What is your perception of the ways the leadership team provided support and empower teachers as partners in decision-making?	
Shared Instructional Leadership 5. How would you describe the collaboration of teachers and principals on curriculum, instructions, and assessment?	*In what ways did the principal and teachers share responsibility for Professional Development, curricular development, and supervision of instructional tasks?*
Shared Instructional Leadership 6. What is your perception about the leadership team's ability to promote teacher reflection and professional growth?	*In what ways did teachers interact with principals during reflection and professional growth?*
Implementation 7. What is your perception about teacher's collegiality—as measured by the frequency of communication, mutual support, and help?	*Describe the similarities and differences between Geography Team and Citizen?*
Professional Development 8. What was your perception about whether teachers felt judged while implementing/not	*Describe the similarities and differences between Geography Team and Citizen?*

Semi-structured Questions	Follow-up Questions
implementing Burnett Citizenship Education and the Geography Citizenship Curriculum?	
Professional Development 9.What is your perception about teachers from the two teams feelings in terms of: •personal and professional satisfaction, •a reduction in isolation, •a sense of instrumentality, and •new learning?	*Describe the similarities and differences between Geography Team and Citizen?*
Professional Development 10. Describe teachers' experiences of: •support for teaming, •leadership roles, •collegial inquiry, and •mentoring relationships.	
Professional Development 11. How would you describe the professional learning communities in eighth grade in 2002-2003 in terms of effectiveness?	
Culture 12. What was your perception about the culture that existed on the eighth grade teams in terms of: •daily interaction based on trust, and •people knowing their roles?	*How did kids on other teams, other schools experience citizen/volunteering, meaning in school?*
13. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' positive behaviors (such as following rules and norms while in school)?	
14. What are your perceptions of the relationship between the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) and students' : •knowledge of their community, •attitude concerning their ability to make a difference, and •current and planned actions?	
15. How do you believe the citizenship curricula (Burnett Citizenship Education and the Geography Citizenship Curriculum) impacted students' : •sense of loyalty to the school	*How did kids on other teams, other schools experience connection to, and meaning in school?*

Semi-structured Questions	Follow-up Questions
•connectedness to peers and friends at school	
16. Do you have any questions or additional comments or insights that I haven't given you a chance to talk about in the interview?	

Interview Protocol
Geography Citizenship Education Student

Semi-structured Questions	Follow-up Questions
1. Why did you agree to be a part of this interview?	
1b. Talk to me about citizenship education.	
2. How do you describe/perceive your experiences with Geography Citizenship Curriculum?	
Academic Engagement	
Behavioral 3**.** What are your perceptions about how the Geography Citizenship Education impacted your positive conduct, such as following rules and norms while in school?	*What about other students?*
Behavioral 4. What are your perceptions about how the Geography Citizenship Education impacted your involvement in learning, such as giving effort and persistence?	
Behavioral 5. What are your perceptions about how the Geography Citizenship Education impacted your concentration pertaining to coursework?	*What do you remember about your eighth grade experience? What do others remember from your team?*
Cognitive 6. What are your perceptions about how the Geography Citizenship Education impacted your strategic thinking concerning problem solving?	
Cognitive 7. What are your perceptions about how the Geography Citizenship Education impacted your preference for challenge?	*How would you compare eighth grade curriculum with the curriculum you experienced your other years of school?*
Emotional 8. What are your perceptions about how the Geography Citizenship Education impacted your investment in learning?	
Emotional 9. What are your perceptions about how the Geography Citizenship Education impacted your emotional engagement, such as interest in class work?	
Emotional 10. What are your perceptions about how the Geography Citizenship Education impacted the	*What do you remember about your eighth grade experience? What do others remember from*

Semi-structured Questions	Follow-up Questions
boredom, anxiety, sadness, for you?	*your team?*
Civic Engagement	
Community Knowledge 11. What are your perceptions about how the Geography Citizenship Education impacted your knowledge of their community ?	
Making A Difference 12. What are your perceptions about how the Geography Citizenship Education impacted your attitude concerning their ability to make a difference in his/her communities?	
Current and Planned Actions 13. What are your perceptions about how the Geography Citizenship Education impacted your and current and planned actions in the community?	*How did kids on other teams, other schools experience citizenship/volunteering, meaning in school?*
Social Engagement	
14. What are your perceptions about how the Geography Citizenship Education impacted your decisions to participate in co-curricular activities?	
15. What are your perceptions about how the Geography Citizenship Education impacted your connectedness to peers and friends at school?	
16. What are your perceptions about how the Geography Citizenship Education impacted your sense of loyalty to the school?	*How did kids on other teams, other schools experience connection to, and meaning in school?*
17. What are your perceptions about how the Geography Citizenship Education impacted your belief in the general value of the school?	
18. Do you have any questions or additional comments or insights that I haven't given you a chance to talk about in the interview?	

Interview Protocol
Burnett Citizenship Education Student

Semi-structured Questions	Follow-up Questions
1. Why did you agree to be a part of this interview?	
1b. Talk to me about citizenship education.	
2. How do you describe/perceive their experiences with Burnett Citizenship Education, and your experiences with Geography Citizenship Curriculum.	
Academic Engagement	
Behavioral 3. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your positive conduct, such as following rules and norms while in school?	*What about other students?*
Behavioral 4. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your involvement in learning, such as giving effort and persistence?	
Behavioral 5. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your concentration pertaining to coursework?	*What do you remember about your eighth grade experience? What do others remember from your team remember?*
Cognitive 6. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your strategic thinking concerning problem solving?	
Cognitive 7. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your preference for challenge?	*How would you compare eighth grade curriculum with the curriculum you experienced your other years of school?*
Emotional 8. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your investment in learning?	
Emotional 9. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your emotional engagement, such as interest in class work?	
Emotional	*What do you remember about*

Semi-structured Questions	Follow-up Questions
10. What are your perceptions about how the Burnett Citizenship Education curriculum impacted boredom, anxiety, sadness, and fear for you?	*your eighth grade experience? What do others remember from your team?*
Civic Engagement	
Community Knowledge 11. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your knowledge of your community ?	
Making A Difference 12. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your attitude concerning their ability to make a difference in his/her communities?	
Current and Planned Actions 13. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your current and planned actions in the community?	*How did kids on other teams, other schools experience citizen/volunteering, meaning in school?*
Social Engagement	
14. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your decisions to participate in co-citizenship curricular activities?	
15. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your connectedness to peers and friends at school?	
16. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your sense of loyalty to the school?	*How did kids on other teams, other schools experience connection to, and meaning in school?*
17. What are your perceptions about how the Burnett Citizenship Education curriculum impacted your belief in the general value (legitimacy) of the school?	
18. What questions or additional comments or insights do you have that I haven't given you a chance to talk about in the interview?	

Appendix B

Introductory Letter

First Contact with Participant

Date

Tim Anderson

4001 W. 102nd St.

Bloomington, MN 55437

<participant's address>

Dear <participant's name>,

Citizenship Education, from the Tom Burnett Family Foundation, is a relatively new curriculum for 8th grade students. This curriculum was designed to include many research-based educational reforms.

I am a doctoral candidate at the University of Minnesota, and I am conducting research on the perceptions that administrators, teachers, and students have about their experience with Citizenship Education. I am also interested in the perceptions that administrators, teachers, and students have about academic, social, and civic engagement. By exploring the experiences of those who were exposed to this curriculum, I hope to provide insights about academic, social, and civic engagement for policy makers and program developers. I ask that you participate in this study based on your experiences with the Citizenship Education curriculum.

Your participation would entail an interview (in person, or by phone) lasting approximately one half

hour to one hour. I also ask that you agree to respond to any follow-up interview questions that may take

place in person or by phone. You may also be asked to provide the names of other individuals in your

district that fit one of several criteria for inclusion in this study; doing so is strictly voluntary.

I will contact you either by phone or in person in the next couple of months, and in order to an interview

with you. Interviews that cannot take place in person will be conducted over the telephone. All interviews

will be recorded. The tapes will be destroyed after they have been transcribed. Your name will not be used

in the research report.

Information gained from the interviews will be used in my dissertation. Both the Educational Policy and

Administration Department and the Institutional Review Board at the University of Minnesota have

approved this study. The findings from this study may be published.

Thank you for considering my invitation to participate in this study. If you would like to contact me

regarding any questions or concerns you might have, please feel free to call me at (952) 806-7810 or email

me at ande0650@umn.edu.

I look forward to speaking with you soon.

Sincerely,

Mr. Tim Anderson

Appendix C

CITIZENSHIP EDUCATION AND STUDENT ENGAGEMENT:

A CASE STUDY OF THE CURRICULUM AT PLAIN VIEW MIDDLE SCHOOL

Consent Form

Please read this document and ask any questions you may have before agreeing to be in the study. The researcher is Tim J. Anderson, who is a doctoral candidate in the Department of Educational Policy & Administration the University of Minnesota.

You are invited to be in a research study of Citizenship Education curriculum, from the Thomas Burnett Family Foundation. Administrators, teachers and students are being sought to give their perspectives about the curriculum and student academic and civic engagement. You were selected as a possible participant because you have been identified as someone who may provide insights about Citizenship Education curriculum and student engagement.

Background Information:

Research suggests that there is a lack of civic and academic engagement among youth. Concerns have arisen because lack of engagement has been cited as a reason students drop out of school and fail to develop community knowledge. Particular curricular reforms have been increasingly emphasized in recent years to promote civic and academic engagement. One such curriculum, Citizenship Education, from the Tom Burnett Family Foundation, is gaining interest because it incorporates many of these reforms. It is unclear, however, how students, teachers and administrators perceive the impact this curriculum has on student academic, social and civic engagement. Therefore, the purpose of this qualitative case study is to explore the perceptions students, teachers and administrators develop about academic and civic engagement once exposed to Citizenship Education, a particular curriculum offered at Plain View Middle School. The proposed research project has no risks to participants and has potential benefits. The benefits include the possible addition to the knowledge base related to student academic and civic engagement when exposed to particular curriculum.

Procedure: you will be asked to do the following things during this study:

If you agree to be in this study, I ask that you do the following things:
>•Participate in a recorded interview (either in person, or over the phone) by providing answers to a series of questions. Interview length is partly dependent on the length of your answers; however, most interviews should last about one half hour, and should not last longer than one hour. You will be asked questions surrounding your impressions of Citizenship Education curriculum and any impact it has on student academic or civic engagement.
>•Agree to any follow-up interview questions (by phone) that might develop based on your answers to the interview questions.

Information Regarding Publishing of the Study:

Findings will be reported in a research report in the form of a dissertation for the University of Minnesota. Findings may also be submitted for publication.

Risks of Being in the Study:

No risks are foreseen to you other than a possible breach of confidentiality. To guard against this risk, pseudonyms/alias will be used for personal names. You will only be identified in the study by an alias or by your position in the study (such as superintendent, student, principal, teacher, etc.).

As to the benefits of participating in this study, there are none, with the exception that some people find participating in an interview to be beneficial because it gives them a chance to talk about, and reflect on, issues that matter to them. Also, information provided may be used to help inform those who work in education to develop improved instruction.

Confidentiality:

Any personal information that may reveal your identity will be kept secret or anonymous, such as, your name, education place, occupation, location of current job, etc. Any information published will not include any information that will make it possible to identify a subject. Interview tapes, research notes, and interview transcriptions will usually be stored in a locked cabinet at the researcher's residence. Interview recordings will only be removed for transcription. The transcriber (other than the researcher) will agree to not disclose any information from the transcriptions, and s/he will share the typed transcriptions only with the researcher. At the completion of the research project, all interview recordings and any identifying information will be destroyed.

Voluntary Nature of the Study:

You have the ultimate right to deny participating in this study or to withdraw from this study after you have agreed to participate at any time of your choice during the study. You also have the right not to answer those questions posed by the researcher that you don't want to give any answer or response.

Contacts and Questions:

You may ask any questions you have now. Or if you have any question later please feel free to contact Mr. Tim Anderson at 612-968-1937 or e-mail at tanders05@yahoo.com. This study has been approved by the University of Minnesota, Department of Educational Policy & Administration. It has also been approved by the Institutional Review Board of the University of Minnesota. The researcher's advisor is Dr. C. Cryss Brunner. She can be reached at (612) 624-8527 or brunner@umn.edu, for questions regarding this study.

If you have any questions regarding this study and you would like to talk with someone other than the researcher or advisor, contact Research Subjects' Advocate Line, D528 Mayo, 420 Delaware Street Southeast , Minneapolis, Minnesota, 55455, telephone (612) 625-1650.

You will be given a copy of this form to keep for your records.

Statement of Consent:
I have read the above information. I have asked questions and have received answers. I consent to participate in the study.
Signature_____Date _____

Signature of Investigator or Person Obtaining Consent:

Signature_____Date _____

Appendix D

Pre-interview questionnaire for students

Eighth Grade Curriculum Study: Plain View , 2002-2003

Thank you for your participation in this study about eighth grade! The purpose of this survey is to learn about the perceptions teachers and students have about their eighth grade curriculum at Plain View Middle School. There are four sections of this survey: academic engagement, civic engagement, social engagement, and demographic. It will take 10-15 minutes to complete. Again, we appreciate your participation. Your responses will be anonymous.

Part I: Academic *Engagement*	*Very Little*	---------- ----	*Somewhat*	--------- --	*Very Much*
1. How much did eighth grade Geography Citizenship Education impact your involvement in learning, such as giving effort and persistence?	1	2	3	4	5
2. To what extent did eighth grade Geography Citizenship Education impact your concentration regarding coursework?	1	2	3	4	5
3. How much did the eighth grade Geography Citizenship Education influence your preference for challenge?	1	2	3	4	5
4. To what extent did eighth grade Geography Citizenship Education impact your interest in class work?	1	2	3	4	5
5. To what extent did eighth grade Geography Citizenship Education impact how much effort you put in learning?	1	2	3	4	5
6. To what extent did eighth grade Geography Citizenship Education impact the boredom you felt in class?	1	2	3	4	5

Part II: Civic Engagement	Very Little	-------- -----	Somewhat	-------- --	Very Much
1. How much did eighth grade Geography Citizenship Education impact your knowledge of your community?	1	2	3	4	5
2. To what extent did eighth grade Geography Citizenship Education impact your attitude about your ability to make a difference in your community?	1	2	3	4	5
3. How much did the eighth grade Geography Citizenship Education influence your preference for challenge?	1	2	3	4	5
4. To what extent did eighth grade Geography Citizenship Education impact your current actions in the community?	1	2	3	4	5
5. To what extent did eighth grade Geography Citizenship Education impact your planned actions in the community?	1	2	3	4	5

Part III: Social Engagement	Very Little	----- ----- ----	Somewhat	---------- -	Very Much
1. How much did eighth grade Geography Citizenship Education impact your connectedness to peers and friends at school?	1	2	3	4	5
2. How much did eighth grade Geography Citizenship Education impact your sense of loyalty to the school?	1	2	3	4	5
3. To what extent did eighth grade Geography Citizenship Education	1	2	3	4	5

impact your belief in the general value of the school?	

Part IV:

Demographic Information: This is voluntary information, if you would like to fill out the following information we would appreciate it.

1. Which of the following best describes your racial or ethnic background? You may check more than one box.

Asian
Black/African American
White/Caucasian
Hispanic (may be any ethnicity)
Native American
Other. Please Specify:_____

2. Which of the following best describes your gender?
Female
Male
Transgender
Other. Please Specify:_____

Table 1 Question 1: Academic Engagement—Effort & Persistence

	Likert Ave.?	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat "	Answered "2" or "little"	Answered "1" or "very little"
G C E	3.43	8.6%(2)	48%(11)	22%(5)	22%(5)	0%
B C	3.67	9.5%(2)	52.4%(11)	33.3%(7)	4.8%(1)	0%

E						

Table 2 Question 2: Academic Engagement—Concentration

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GC E	3.43	4.3%(1)	48%(11)	26%(6)	22%(5)	0%
BC E	3.23	4.8%(1)	29%(6)	48%(10)	14.3%(3)	0%

Table 3 Question 3: Academic Engagement—Preference for challenge

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GC E	**3.34**	8.6%(2)	48%(11)	13%(3)	30%(7)	0%
BCE	**3.76**	14.3%(3)	57%(12)	19%(4)	9.5%(2)	0%

Table 4 Question 4: Academic Engagement—Interest in Classwork

	Likert Ave.	Answered "5" or "very	Answered "4" or	Answered "3" or	Answered "2" or	Answered "1" or

		"much"	"much"	"somewhat "	"little"	"very little"
GCE	**3.17**	13%(3)	17.4%(4)	43.4%(10)	26%(6)	0%
BCE	**3.57**	9.5%(2)	48%(10)	33.3%(7)	9.5%(2)	0 %

Table 5 Question 5: Academic Engagement—Effort Put Into Learning

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat "	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.43**	13%(3)	34.7%(8)	22%(5)	22%(5)	8.6%(2)
BCE	**3.19**	0%(0)	38%(8)	48%(10)	9.5%(2)	4.8%(1)

Table 6 Question 6: Academic Engagement—Boredom

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat "	Answered "2" or "little"	Answered "1" or "very little"
GCE	2.82	8.6% (2)	0% (0)	61% (14)	26% (6)	4.3% (1)
BCE	3.26	14.3% (3)	29% (6)	33.3% (7)	19% (4)	4.8% (1)

Table 7 Question 1: Civic Engagement—Knowledge of Community

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.3**	13% (3)	30% (7)	35% (8)	17.4% (4)	4.3(1)
BCE	**3.9**	24% (5)	43% (9)	33.3% (7)	0% (0)	0% (0)

Table 8 Question 2: Civic Engagement—Ability to Make a Difference

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**2.8**	4.3% (1)	22% (5)	35% (8)	17.4% (4)	17.4% (4)
BCE	**4.19**	33% (7)	52.4% (11)	14.3% (3)	0% (0)	0%(0)

Table 9 Question 3: Civic Engagement—Preference for Challenge

	Likert Ave.	Answered "5" or "very	Answered "4" or	Answered "3" or	Answered "2" or	Answered "1" or

		"much"	"much"	"somewhat"	"little"	"very little"
GCE	**2.9**	4.3% (1)	26% (6)	35% (8)	26% (6)	8.6% (2)
BCE	**3.667**	19% (4)	43% (9)	24% (5)	14.3% (3)	0% (0)

Table 10 Question 4: Civic Engagement—Current Actions in the Community

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**2.65**	0% (0)	22% (5)	35% (8)	30% (7)	13% (3)
BCE	**3.61**	14.3% (3)	43% (9)	33.3% (7)	9.5% (2)	0% (0)

Table 11 Question 5: Civic Engagement—Planned Actions in the Community

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or	Answered "2" or	Answered "1" or "very little"

			"somewhat"	"little"	
GC E	**2.26**	0% (0)	17.4% (4)	13% (3)	48% (11)	22% (5)

				"somewhat"	"little"	
GC E	**2.26**	0% (0)	17.4% (4)	13% (3)	48% (11)	22% (5)
BC E	**3.43**	14.3% (3)	33% (7)	38% (8)	9.5% (2)	4.8% (1)

Table 12 Question 1: Social Engagement—Connectedness to Friends and Peers

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
G C E	**3.56**	34.7% (8)	22% (5)	13% (3)	26% (6)	4.3% (1)
B C E	**4.05**	38% (8)	38% (8)	14.3% (3)	9.5% (2)	0 (0)

Table 13 Question 2: Social Engagement—Loyalty to School

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
G C E	**3.34**	26%(6)	13%(3)	35%(8)	22%(5)	4.3%(1)

B					
C					
E	**4.19**	38%(8)	43%(9)	19%(4)	0	0

Table 14 Question 3: Social Engagement—Belief in General Value of the School

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
G C E	**3.39**	17.4% (4)	35% (8)	22% (5)	22% (5)	4.3% (1)
B C E	**3.95**	24% (5)	57% (12)	14.3% (3)	0% (0)	4.8% (1)

Pre-interview questionnaire questions for teachers
Plain View

2002-2003 Plain View eighth Grade Survey   Name_____
Team Name: _____

I need your help! I am studying eighth graders from the 2002-2003 school year. I am interviewing these students now that they are 18 and want to learn about the last 5 years of their school experience. You are important and helpful as you taught at PLAIN VIEW when they were there! The purpose of this survey is to learn about the perceptions teachers have about the eighth grade curriculum at Plain View Middle School. There are four sections of this survey: academic engagement, civic engagement, social engagement, and demographic information. It will take 10-15 minutes to complete. Again, I appreciate your participation. Your responses will be anonymous.

From: Jefferson Teacher & Graduate Student Tim Anderson (please return to JHS, Tim Anderson). For questions, email <u>tanders1@bloomington.k12.mn.us</u> or call 612.968.1937

Part I: Academic *Engagement*	*Very Little*	*----------- ---*	*Somewhat*	*---------- --*	*Very Much*
1. How much did eighth grade curriculum impact student involvement in learning, such as giving effort and persistence?	1	2	3	4	5
2. To what extent did eighth grade curriculum impact student concentration regarding coursework?	1	2	3	4	5
3. How much did the eighth grade curriculum influence student preference for challenge?	1	2	3	4	5
4. To what extent did eighth grade curriculum impact student interest in class work?	1	2	3	4	5
5. To what extent did eighth grade curriculum impact how much effort students put in learning?	1	2	3	4	5
6. To what extent did eighth grade curriculum impact the boredom students felt in class?	1	2	3	4	5

Part II: Civic Engagement	*Very Little*	*----------- --*	*Somewhat*	*---------- -*	*Very Much*
1. How much did eighth grade curriculum impact student knowledge of your community?	1	2	3	4	5
2. To what extent did eighth grade curriculum impact student attitude about their ability <u>to make a difference</u>	1	2	3	4	5

in the community?					
3. How much did the eighth grade curriculum influence student preference for challenge?	1	2	3	4	5
4. To what extent did eighth grade curriculum impact student current actions in the community?	1	2	3	4	5
5. To what extent did eighth grade curriculum impact student planned actions in the community?	1	2	3	4	5

Part III: Social Engagement	*Very Little*	*------------ ---*	*Somewhat*	*---------- --*	*Very Much*
1. How much did eighth grade curriculum impact student connectedness to peers and friends at school?	1	2	3	4	5
2. How much did eighth grade curriculum impact student sense of loyalty to the team or school?	1	2	3	4	5
3. To what extent did eighth grade curriculum impact student belief in the general value of the school?	1	2	3	4	5

Part IV: Demographic Information: This is voluntary information, if you would like to fill out the following information we would appreciate it.
In 2002-2003, I had been working at this school for: (circle one)
     It was my first year
     2-4 years
     5-10 years
     More than 10 years
   You have helped Tim Anderson, the Bloomington Schools, and people who read these results everywhere!

Citizen

2002-2003 Plain View Eighth Grade Pre-interview Questionnaire
    Name_____

Team Name: _____

I need your help! I am studying eighth graders from the 2002-2003 school year. I am interviewing these students now that they are 18 and want to learn about the last 5 years of their school experience. You are important and helpful as you taught at PLAIN VIEW when they were there! The purpose of this survey is to learn about the perceptions teachers have about the eighth grade curriculum at Plain View Middle School. There are four sections of this survey: academic engagement, civic engagement, social engagement, and demographic information. It will take 10-15 minutes to complete. Again, I appreciate your participation. Your responses will be anonymous.

From: Jefferson Teacher & Graduate Student Tim Anderson (please return to JHS, Tim Anderson). For questions, email tanders1@bloomington.k12.mn.us or call 612.968.1937.

Part I: Academic Engagement	*Very Little*	*----------- ---*	*Somewhat*	*---------- --*	*Very Much*
1. How much did eighth grade Burnett Citizenship Education curriculum impact student involvement in learning, such as giving effort and persistence?	1	2	3	4	5
2. To what extent did eighth grade Burnett Citizenship Education curriculum impact student concentration regarding coursework?	1	2	3	4	5
3. How much did the eighth grade Burnett Citizenship Education curriculum influence student preference for challenge?	1	2	3	4	5
4. To what extent did eighth grade Burnett Citizenship Education curriculum impact student interest in class work?	1	2	3	4	5
5. To what extent did eighth grade Burnett Citizenship Education curriculum impact how much effort students put in learning?	1	2	3	4	5
6. To what extent did eighth	1	2	3	4	5

grade Burnett Citizenship Education curriculum impact the boredom students felt in class?					

Part II: Civic Engagement	*Very Little*	*----------- --*	*Somewha t*	*---------- -*	*Very Much*
1. How much did eighth grade Burnett Citizenship Education curriculum impact student knowledge of your community?	1	2	3	4	5
2. To what extent did eighth grade Burnett Citizenship Education curriculum impact student attitude about their ability to make a difference in the community?	1	2	3	4	5
3. How much did the eighth grade Burnett Citizenship Education curriculum influence student preference for challenge?	1	2	3	4	5
4. To what extent did eighth grade Burnett Citizenship Education curriculum impact student current actions in the community?	1	2	3	4	5
5. To what extent did eighth grade Burnett Citizenship Education curriculum impact student planned actions in the community?	1	2	3	4	5

Part III: Social Engagement	*Very Little*	*----------- ---*	*Somewha t*	*--------- --*	*Very Much*
1. How much did eighth grade Burnett Citizenship Education curriculum impact student connectedness to peers and friends at school?	1	2	3	4	5
2. How much did eighth grade Burnett Citizenship	1	2	3	4	5

Education curriculum impact student sense of loyalty to the team or school?					
3. To what extent did eighth grade Burnett Citizenship Education curriculum impact student belief in the general value of the school?	1	2	3	4	5

Part IV: Demographic Information: This is voluntary information, if you would like to fill out the following information we would appreciate it.
In 2002-2003, I had been working at this school for: (circle one)

> It was my first year
> 2-4 years
> 5-10 years
> More than 10 years

You have helped Tim Anderson, the Bloomington Schools, and people who read these results everywhere!

Table 15 Question 1: Academic Engagement—Giving Effort and Persistence (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.16**	0	1.5	1.5	1	0
BCE	**4.2**	2	2	1	0	0

Table 16 Question 2: Academic Engagement—Concentration in Coursework (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"

GCE	**3.33**	0	2	0	1	0
BCE	**3.6**	0	3	2	0	0

Table 17 Question 3: Academic Engagement—Preference for Challenge (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.0**	0	1	1	1	0
BCE	**3.8**	1	2	2	0	0

Table 18 Question 4: Academic Engagement—Interest in Coursework (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.33**	0	1	2	0	0
BCE	**3.8**	0	4	1	0	0

Table 19 Question 5: Academic Engagement—Effort (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat "	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.33**	0	1	2	0	0
BCE	**3.6**	0	3	2	0	0

Table 20 Question 6: Academic Engagement—Boredom (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat "	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.67**	0	2	1	0	0
BCE	**3.8**	1	2	2	0	0

Table 21 Question 1: Civic Engagement—Knowledge of Community (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat "	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.67**	1	0	2	0	0

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
BCE	**4.2**	2	2	1	0	0

Table 22 Question 2: Civic Engagement—Make a Difference (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.67**	1	0	2	0	0
BCE	**4.4**	2	3	0	0	0

Table 23 Question 3: Civic Engagement—Preference for Challenge (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**2.67**	0	1	0	2	0
BCE	**3.8**	1	2	2	0	0

Table 24 Question 4: Civic Engagement—Current Actions (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"

				,"		
GCE	**2.3**	0	0	1	2	0
BCE	**3.6**	0	3	2	0	0

Table 25 Question 5: Civic Engagement—Planned Actions (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**2.0**	0	0	1	1	1
BCE	**3.4**	0	3	1	1	0

Table 26 Question 1: Social Engagement—Connectedness to Friends and Peers

(Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.67**	1	1	0	1	0
BCE	**4.2**	2	2	1	0	0

Table 27 Question 2: Social Engagement—Loyalty to School (Raw Numbers)

	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**4.0**	0	3	0	0	0
BCE	4.8	4	1	0	0	0

Table 28 Question 3: Social Engagement—Value of School (Raw Numbers)

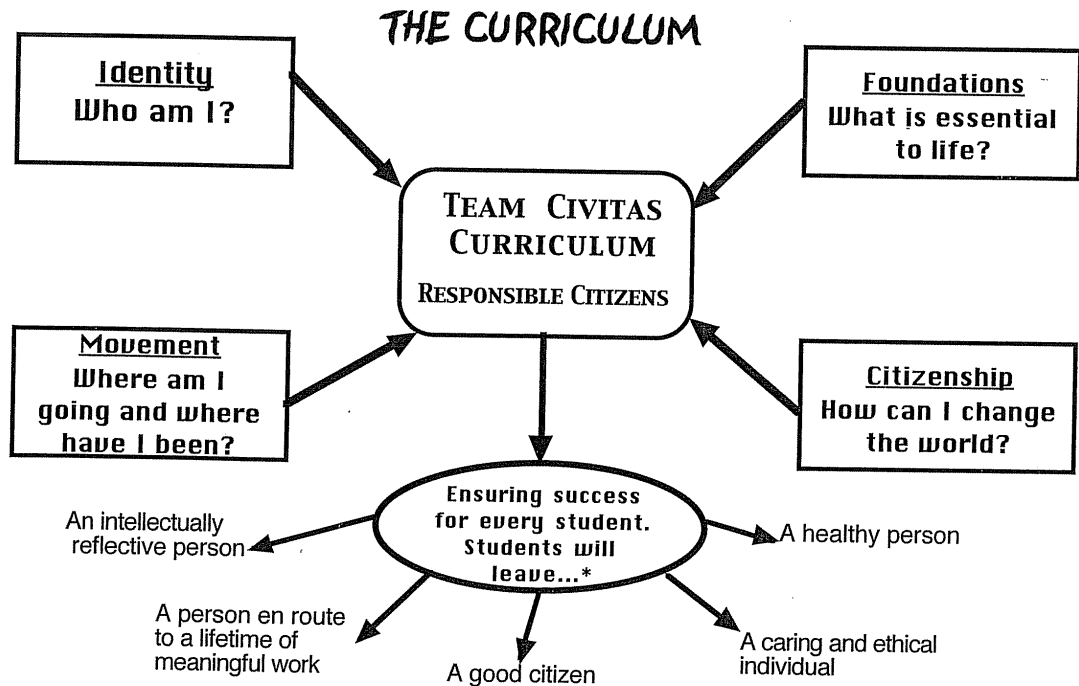|	Likert Ave.	Answered "5" or "very much"	Answered "4" or "much"	Answered "3" or "somewhat"	Answered "2" or "little"	Answered "1" or "very little"
GCE	**3.3**	0	1	2	0	0
BCE	**4.2**	2	2	1	0	0

TEAM CIVITAS: YEAR 2002-2003

WHY?

Have you ever asked yourself why you're in school? Why do "they" *make* you go to school? Have you ever wondered, or have you just played the game called "school"? Do you know your purpose? Do you know who you are? Do you know that you are here to learn?

* *

AS YOUR TEACHERS, WE PROMISE THAT YOU WILL LEAVE EIGHTH GRADE AS A DIFFERENT PERSON; YOU WILL HAVE CHANGED. YOU WILL HAVE LEARNED.

* *
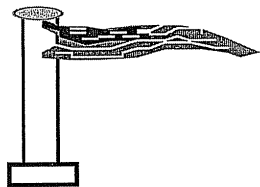
For those who'd like to know the nitty gritty, we've designed our core curriculum for this year based on research compiled by experts in the field of middle-level education at the Carnegie Corporation of New York. <u>Turning Points 2000</u>, one of two prominent texts articulating recommendations for excellent middle schools, gives us a foundation on which to base our units. Our vision for you this year can be summed up in the following segment from the Vision Statement of the National Form to Accelerate Middle-Grades Reform:

High-performing middle schools "challenge all students to use their minds well, providing them with the curriculum, instruction, assessment, support, and time they need to meet rigorous academic standards. They recognize that early adolescence is characterized by dramatic cognitive growth, which enables students to think in more abstract and complex ways. The curriculum and extracurricular programs in such schools are challenging and engaging, tapping young adolescents' boundless energy, interests, and curiosity. Students learn to understand important concepts, develop essential skills, and apply what they learn to real-world problems" (<u>Turning Points 2000</u>)

We will ask a lot from you personally, academically, and morally this year; and in turn, we will give you the best of ourselves as teachers.

THE CURRICULUM

Identity
Who am I?

Foundations
What is essential to life?

TEAM CIVITAS CURRICULUM
RESPONSIBLE CITIZENS

Movement
Where am I going and where have I been?

Citizenship
How can I change the world?

Ensuring success for every student. Students will leave...*

An intellectually reflective person

A healthy person

A person en route to a lifetime of meaningful work

A good citizen

A caring and ethical individual

* <u>Turning Points 2000</u>

Expectations for Team Civitas: Students and Teachers

To Learn
This is the reason you are here. The material your teachers will be presenting is for your benefit and will help to further your understanding of the world. A good citizen has an understanding that allows her to make better decisions and judgments. Knowledge is the key to citizenship in a multicultural society.

"Work is love made visible." Kahlil Gibran

Keep an Open Mind
Be ready for anything. You are probably not going to love every subject, every day, every hour, but keep an open mind. You might be surprised! You may find a new subject to love, a new talent, or a new situation to apply your knowledge.

Have a Good Attitude
Attitude is everything. Do not set yourself up for failure with a poor attitude. Everyone can succeed, but a positive learning environment is necessary. Recognize your strengths!

"Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives."
James Madison, 1822

Show Respect
Every person in this building is here for a reason: respect the teachers and staff; respect the students and classroom. RESPECT LEARNING! When you show respect, you earn respect. As you mature, you will begin to recognize different strengths and weaknesses of individuals. These do not make one person better than another-just different. Show your respect for differences.

" We need love and creative imagination to do constructive work."
Paula Ollendorf

To Produce and Participate
Team Civitas has great expectations for all of its students and teachers. To accurately measure your success in learning, we will ask you to produce meaningful work and participate with the class. Learning can only continue when you take an active role in your own education.

"Work that we do to improve our personal circumstances always affects others. If we do good work, that good radiates to others. Of course, poor or bad work also radiates to others,,causing a general decline in the wealth of the community."
Michael Hartoonian

Honesty
As a responsible member of our society, you are expected to be honest. Honestly deal with your administrators, teachers, peers and yourself. It is important that you are honest in your evaluations of yourself: how can you best learn and contribute?

Grades 6-12

Social Studies

Social Studies
Curriculum Guide

Social Studies Curriculum Guide

Introduction

"As we learn about ourselves, we learn about others; as we learn about others, we learn about ourselves."

<div align="right">--Jesus Garcia</div>

"Social Studies educators teach students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."

<div align="right">--National Council for the Social Studies (NCSS)</div>

To enable young people to "make informed and reasoned decisions for the public good", a social studies curriculum must include several components. Students must build a knowledge base of essential facts. They must develop the skills of acquiring and evaluating information, developing arguments, constructing new knowledge, and working cooperatively in groups. Young people who live and participate in a democratic society need to learn to value democracy, freedom, and equality. Students must learn about fundamental rights and corresponding responsibilities, basic freedoms, and the complexity of decisions citizens face. Most importantly, young people must learn the value and importance of being knowledgeable, critically thinking, engaged members of society.

With the advent of the 21st century, the events of September 11, 2001, and continuing domestic and global challenges, a new sense of urgency is evident in social studies education. Young people must learn what it means to be a citizen of a democracy made up of diverse groups, and must develop the skills to deal with the challenges inherent in such a society. Not only must students learn about the workings of their own country, they must also learn what it means to be part of an interdependent, global community. As complex issues arise, young people will need to be able to assess both national and global

implications of policy decisions. Our social studies program has a crucial role in preparing students to be critical thinkers who participate in civic affairs.

In developing our curriculum, the district's Social Studies Steering Committee carefully considered all these challenges. We adopted as our program's vision statement the quotation from NCSS: *"The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world."* The course descriptions and standards that follow in this Curriculum Guide reflect not only what content will be taught, but also say how values, multicultural proficiency, relevance to the world beyond the classroom, and critical thinking skills are addressed in each course. Additionally, we recognize the essential role that reading and writing skills play in thinking and learning, and we are including the teaching and use of these skills at all levels of our program.

Throughout the process of developing this curriculum guide, the Steering Committee sought and received input from MDE, the district PER committee, the Office of Educational Equity, the Department of Learning and Leadership, principals, and Social Studies teachers. This valuable input was used in making decisions about the entire social studies program of study, including standards, skills, and instructional focus. The Steering Committee is grateful to all these groups for their interest and support.

Grade 8 - Global Connections

COURSE DESCRIPTION

The Global Connections course uses perspectives from the field of geography to examine and make sense of the world in which our students live. The course content ranges from the local geography of our own Bloomington community and Twin Cities to the entire world with a special emphasis on the Western Hemisphere. Whenever possible, contemporary issues of a geographic nature will be included in the course of study (e.g., conflict in the Middle East, destruction of the rain forest in South America, the issue of development in third world countries).

The geographic perspective each student develops is based on five nationally recognized themes of geography:

- **Location** (refers to the global position of places using both absolute and relative placement methodologies).
- **Place** (refers to the description of human and national characteristics that make an area unique).
- **Human Environmental Interaction** (refers to the cultural, economic, political and technological modifications and resulting consequences that humans impose on their natural environment).
- **Movement** (refers to the spatial interactive patterns that develop from the movement of people, goods, and ideas).
- **Region** (refers to formal and functional areas that are identified by their similar natural or cultural characteristics).

These five themes are complimented by a series of geographic skills which each learner needs to develop in order to interpret geographic data of all types. These skills range from basic map reading to the analysis of data in order to define regional areas. In addition, critical thinking skills are also developed in order that students may analyze how events in one area of the world have an impact on other areas of the world.

Grade 8 - Global Connections Standards

Essential

The student can:

A. Know the location of places, geographic features, and patterns of the environment.
 - Know the location of physical and human features on maps and globes.

B. Understand the physical and human characteristics of place.
 - Know the human characteristics of places (e.g., cultural characteristics such as religion, language, politics, technology, family structure, gender; population characteristics; land uses; levels of development).
 - Know the physical characteristics of places (e.g., soils, landforms, vegetation, wildlife, climate, natural hazards).

C. Understand the characteristics and uses of maps, globes, and other geographic tools and technologies.
 - Use thematic maps (e.g., patterns of population, disease, economic features, rainfall, vegetation).

D. Understand how regions of the world are defined in terms of location, resources, people and culture, and physical features.

E. Understand the concept of regions.
 - Understand criteria that give a region identity (e.g., its central focus, such as Amsterdam as a transportation center; relationships between physical and cultural characteristics, such as the Sunbelt's warm climate and popularity with retired people).

F. Understand the nature, distribution, and migration of human populations on the earth's surface.
 - Understand demographic concepts and how they are used to describe population characteristics and quality of life of a country or region (e.g., rates of natural increase, crude birth and death rates, infant mortality, population growth rates, doubling time, life expectancy, average family size).

G. Understand how global systems are interconnected.

H. Understand how human actions modify the physical environment.
 - Understand the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., the effect of a factory's airborne emissions on air quality in communities located downwind and, because of acid rain, on ecosystems located downwind; the effects of pesticides washed into river systems on water quality in communities located downstream; the effects of the construction of dams and levees on river systems in one region on places downstream).

I. Understand the characteristics and uses of spatial organizations of the earth's surface.
   - Understand how places are connected and how these connections demonstrate interdependence and accessibility (e.g., the role of changing transportation and communication technology, regions and countries Americans depend on for imported resources and manufactured goods).

J. Understand the concept of regions.
   - Understand ways regional systems are interconnected (e.g., watersheds and river systems, regional connections through trade, cultural ties between regions).

K. Identify current or historical issues or conflicts involving particular regions.
   - Use mental maps to show location of region.
   - Describe the physical and cultural characteristics.
   - Describe the economic development.
   - Describe how the issue or conflict is influenced by location, physical and cultural geography.

Important

The student can:

L. Understand the characteristics and uses of maps, globes, and other geographic tools and technologies.
   - Know the purposes and distinguishing characteristics of different map projections, including distortion on flat-map projections.
   - Know the characteristics and purposes of geographic databases (e.g., databases containing census data, land-use data, topographic information).

M. Know the location of places, geographic features, and patterns of the environment.
   - Know the relative location of, size of, and distances between places (e.g., major urban centers in the United States).

N. Understand the characteristics and uses of spatial organizations of the earth's surface.
   - Understand distributions of physical and human occurrences with respect to spatial patterns, arrangements, and associations (why some areas are more densely settled than others, relationships and patterns in the kind and number of links between settlements).
   - Understand patterns of land use in urban, suburban, and rural areas (land uses that are frequently nearby and others not frequently adjacent to one another, dominant land-use patterns in city centers and peripheral areas).

O. Understand the physical and human characteristics of place.
- Know how technology shapes the human and physical characteristics of places (e.g., satellite dishes, computers, road construction).

P. Understand the concept of regions.
- Know regions at various spatial scales (e.g., hemispheres, regions within continents, countries, cities).
- Know types of regions such as formal regions (e.g., school districts, circuit court districts, states of the United States), functional regions (e.g., the marketing area of a local newspaper, the "fanshed" of a professional sports team), and perceptual regions (e.g., the Bible Belt in the United States, the Riviera in southern France, the Great American Desert).
- Know factors that contribute to changing regional characteristics (e.g., economic development, accessibility, migration, media image).

Q. Understand the patterns of human settlement and their causes.
- Know the factors involved in the development of cities (e.g., geographic factors for location such as transportation and food supply; the need for a marketplace, religious needs, or for military protection).
- Know the internal spatial structures of cities (e.g., the concentric zone model and the sector model of cities; the impact of different transportation systems on the spatial arrangement of business, industry, and residence in a city).

R. Understand how human actions modify the environment.
- Understand the environmental results of people changing the physical environment (e.g., the effects of ozone depletion, climate change, deforestation, land degradation, soil salinization and acidification, ocean pollution, groundwater-quality decline, using natural wetlands for recreational and housing development).

S. Understand how physical systems affect human systems.
- Know how the physical environment affects life in different regions (e.g., how people in Siberia, Alaska, and other high-latitude places deal with the characteristics of tundra environments; limitations to coastline settlements as a result of tidal, storm, and erosional processes).
- Know the ways people take aspects of the environment into account when deciding on locations for human activities (e.g., early American industrial development along streams and rivers at the fall line to take advantage of water-generated power).
- Understand relationships between population density and environmental quality (e.g., resource distribution, rainfall, temperature, soil fertility, landform relief, carrying capacity).

T. Understand global development and environmental issues.
- Understand how the interaction between physical and human systems affects current conditions on earth (e.g., relationships involved in economic, political, social, and environmental changes; geographic

impact of using petroleum, coal, nuclear power, and solar power as major energy sources).
- Know how the quality of environments in large cities can be improved (e.g., greenways, transportation corridors, pedestrian walkways, bicycle lanes).

U. Effectively use mental processes that are based on identifying similarities and differences (compares, contrasts, classifies).
- Select criteria or rules for category membership that are relevant and important.
- Order information based on importance to a given criterion.

Nice to Know

The student can:

V. Know the advantages and disadvantages of maps, globes, and other geographic tools to illustrate a data set (e.g., data on population distribution, language-use patterns, energy consumption at different times of the year).

W. Know how mental maps can reflect attitudes and perceptions of places (e.g., how personal interests emphasize some details at the expense of others).

X. Know the factors that influence spatial perception (e.g., culture, education, age, gender, occupation, experience).

Y. Understand the patterns and processes of migration and diffusion (spread of language, religion, and customs from one culture to another; spread of a contagious disease through a population; global migration patterns of plants and animals).

Z. Know the causes and effects of changes in a place over time (e.g., physical changes such as forest cover, water distribution, temperature fluctuations; human changes such as urban growth, the clearing of forests, development of transportation systems).

aa. Understand the influences and effects of particular regional labels and images (e.g., Twin Peaks in San Francisco, Capitol Hill in Washington, D.C., the South, the Rust Belt, "developed" vs. "less-developed" regions).

bb. Know how technology affects the ways in which culture groups perceive and use places and regions (e.g., impact of technology such as air conditioning and irrigation on the human use of arid lands; changes in perception of environment by culture groups, such as the snowmobile's impact on the lives of Inuit people or the swamp buggy's impact on tourist travel in the Everglades).

cc. Know the ways in which culture influences the perception of places and regions (e.g., religion an other belief systems, language and tradition; perceptions of "beautiful" or "valuable").

dd. Know the factors that influence patterns of rural-urban migration (e.g., urban commuting, effects of technology on transportation, communication and people's mobility, barriers that impede the flow of people, goods, and ideas).

ee. Know the ways in which human movement and migration influence the character of a place (e.g., New Delhi before and after the partition of the Indian subcontinent in the 1940's and the massive realignment of the Hindu and Muslim populations; Boston before and after the large-sale influx of Irish immigrants in the mid-nineteenth century; the impact of Indians settling in South Africa, Algerians settling in France, Vietnamese settling in the United States).

ff. Understand the significance of patterns of cultural diffusion (e.g, the use of terraced rice fields in China, Japan, Indonesia, and the Philippines; the use of satellite television dishes in the United States, England, Canada, and Saudi Arabia).

gg. Know the causes and consequences of urbanization (e.g., industrial development; cultural activities such as entertainment, religious facilities, higher education; economic attractions such as businesses and entrepreneurial opportunities; access to information and other resources).

hh. Know the similarities and differences in various settlement patterns of the world (e.g., agricultural settlement types such as plantations, subsistence farming, truck-farming communities; urban settlement types such as port cities, governmental centers, single-industry cities, planned cities).

ii. Know ways in which both the landscape and society change as a consequence of shifting from a dispersed to a concentrated settlement form (e.g., a larger marketplace, the need for an agricultural surplus to provide for the urban population, the loss of some rural workers as people decide to move into the city, changes in the transportation system).

jj. Know the social, political and economic divisions on the earth's surface at the local, state, national, and international levels (e.g., transnational corporations, political alliances, economic groupings, world religions).

kk. Understand the ways in which technology influences the human capacity to modify the physical environment (e.g., effects of the introduction of fire, steam power, diesel machinery, electricity, work animals, explosives, chemical fertilizers and pesticides, hybridization of crops).

ll. Understand the reasons for conflicting viewpoints regarding how resources should be used (e.g., attitudes toward electric cars, water-rationing, urban public transportation, use of fossil fuels, excessive timber cutting in old growth forests, buffalo in the western United States, soil conservation in semiarid areas).

mm. Understand the possible impact that present conditions and patterns of consumption, production and population growth might have on the future spatial organization of the earth.

nn. Know the ways in which human systems develop in response to conditions in the physical environment (e.g., patterns of land use, economic livelihoods, architectural styles of buildings, building materials, flows of traffic, recreation activities).

oo. Know world patterns of resource distribution and utilization (e.g., petroleum, coal, iron ore, diamonds, silver, gold, molybdenum).