

Education Doctorate (Ed.D.)

White Papers

Issue I, March 2015

Contributing Authors:

Anibal A. Galiana
Michelle Rosen
Patricia Tartivita
Carrie Wojenski

Editor: Alisa Belzer, Ph.D.

RUTGERS

Graduate School of Education

Advancing Excellence and Equity in Education

Table of Contents

“Increasing their ranks: What can we learn from the rare Hispanic Superintendent in New Jersey?”
by Anibal A. Galiana.....pg 1

“Teacher Leaders as Professional Development Providers: A Look at their Work in Action”
by Michelle Rosen.....pg 6

“A Fish In Water: Implementing an Induction and Mentoring Program for Novice Teachers and Mentors at a High School”
by Patricia Tartivita.....pg 11

“Virtually there: Examining a collaborative online international learning pre-departure study abroad intervention”
by Carrie Wojenski.....pg 15

About the Doctorate in Education (Ed.D.) program.....pg 19

About the Graduate School of Education.....pg 19

About Rutgers, The State University of New Jersey.....pg 19

Increasing their ranks: What can we learn from the rare Hispanic Superintendent in New Jersey?

Anibal A. Galiana

Dr. Anibal A. Galiana is an assistant principal at Hackensack High School. Hackensack High School is located in Bergen County and is one of the most diverse comprehensive high schools in the state of New Jersey.

If superintendencies were filled in the same way as the Voice, the musical performance show, did where you are judged on your experience, your character, your commitment, your ability to communicate but not knowing what your last name is and what you look like, then I think it's a different story. But the moment you factor in your ethnicity, then it starts to add in things that people won't really admit or even recognize.

-Gabriel, Hispanic Superintendent in New Jersey

Problem of Practice:

In New Jersey, the Hispanic student population has risen from 11.1% of the total number of students attending public schools in 1999-2000 to 20.6% in the 2009-2010 school year. However, the number of Hispanic educational leaders serving the students of New Jersey has not kept pace. This trend is especially noticeable in the underrepresentation of Hispanics in the position of superintendent. According to the New Jersey Department of Education's Fall 2012 Staffing Report, the state of New Jersey has 593 superintendents, but only 1.1% or 7 of these are Hispanic. National population trends show that Hispanic students are the fastest growing minority in United States schools. Hispanic students' families come from many Spanish speaking countries and regions including Cuba, Mexico, Puerto Rico, as well as South and Central America (National Center for Education Statistics, 2013). For the purpose of this research study I utilized the term Hispanic because it is the term used in the data provided by the State of New Jersey, but I also refer to the participants as Latino because it captures the pan-ethnicity of who they are, and not a term imposed upon them. In a state as diverse as NJ where 1.6 million people

are Hispanic (Pew Hispanic Profile, 2011) the underrepresentation of Hispanics leading public school districts is concerning.

To date, the research base on educational leaders' ethnicity and race is sparse and therefore offers limited insights as to why there are so few Hispanic superintendents in New Jersey. Most of the research that examines issues of race and educational leadership has been conducted with a focus on African American leaders (Beard, 2012; Hunter & Donahoo, 2003; Redish, 2010). The limited number of studies on Hispanic educational leaders that do exist are qualitative studies and that focus specifically on the experiences of female Hispanic superintendents in the Midwest (Carrion-Mendez, 2001; Gonzalez, 2007; Manuel & Slate, 2003; Mendez-Morse, 2004; Quinlantan & Ochoa, 2004; Tamez, 2011).

The purpose of this qualitative research study was to examine the experiences of Hispanic superintendents in New Jersey and their perspectives on how their ethnicity has affected their leadership experiences. My intent was to provide a deeper understanding of the experiences of Hispanic superintendents, their perceptions about being superintendents and their perceptions of the challenges and supports they have experienced as superintendents and as Hispanics. Additionally, this qualitative research study addressed the absence of information regarding Hispanic superintendents in the literature on leadership by giving voice to the experiences and histories of Hispanic educational leaders that would otherwise go unheard.

The following research questions guided this study:

1. What are the experiences of Hispanic superintendents in New Jersey?
 - a. What factors contributed to their becoming a superintendent?
 - b. How did their ethnicity mediate their becoming a superintendent?
 - c. What do they identify as supports and challenges to becoming a superintendent?
2. How does their ethnicity shape their beliefs and practices of leadership?
 - a. What do they identify as supports and challenges to remaining in the position of superintendent?
3. What do the experiences of Hispanic superintendents in New Jersey suggest for aspiring and current Hispanic educational leaders?

Research Background

Many researchers have expressed concern about the fact that the demographics of public school leaders do not reflect the increasingly diverse student population in the United States, leaving minority school leaders severely underrepresented (de Santa Ana, 2008; Garcia, 2011; Kowalski, McCord, Peterson, Young, & Ellerson, 2011; Magdaleno, 2006). These concerns are compounded by research that indicates the few Hispanic superintendents we do have face different challenges than those of the overwhelming majority of superintendents who are white and male. For example, according to the AASA 2010 Decennial Study, minority superintendents were more than twice as likely as their peers in the nonminority group to report that they had encountered discrimination in their pursuit of the superintendency (Kowalski et al., 2011).

Racial prejudice continues to be a constant reality for all minorities, even when they attain higher level administrative positions such as that of the school district superintendent (Campbell-Jones & Avellar-Lasalle, 2000; Carrion-Mendez, 2001; Mendez-Morse, 2004; Ortiz, 2000; Quinlantan & Ochoa, 2004; Tamez, 2011). For Latino superintendents, negative preconceptions about their abilities, leadership, effectiveness, and qualifications can result in their

feeling pressured to work harder and longer and to be more knowledgeable and successful than their White counterparts in order to dispel the misconception by some that they did not earn their position based on merit (Campbell-Jones & Avellar-Lasalle, 2000).

Researchers have found that white male senior administrators almost exclusively mentor junior administrators who are demographically similar to themselves (Campbell-Jones & Avellar-Lasalle, 2000; Ortiz, 2000; Quilantan & Ochoa, 2004; Van Tuyle & Watkins, 2009). Thus the underrepresentation of Hispanic superintendents is also a legitimate barrier for future Hispanic leaders, due to the lack of opportunities for mentorship or sponsored mobility. Ortiz (2000) describes sponsored mobility as senior administrators mentoring junior administrators in order to help the junior administrator ascend the administrative ladder. Given that the vast majority of senior administrators are white, minority junior administrators have lacked sponsors. This has contributed to the superintendency in the United States remaining consistently and almost exclusively a White male dominated position (Kowalski et al., 2011; Ortiz, 2000). Although the percentage of minority superintendents is rising, it remains low, and therefore has a significant negative effect on the mentorship opportunities available for minority superintendent candidates (Kowalski et al., 2011; Quilantan, & Ochoa, 2004; Van Tuyle & Watkins, 2009).

Study Context

As a Hispanic educational leader aspiring to the superintendency, my aim in conducting this study was to get an in depth understanding of the work, beliefs and perceived practices of Hispanic superintendents in New Jersey. By focusing on one state and interviewing every Hispanic superintendent in that state, I was able to learn from the participants and build a picture of who Hispanic superintendents are based on their own experiences and perspectives, thus “increasing the amount of relevant literature available” (Creswell, 1994, p.21) on the topic. In keeping with the aim of elevating the voices of Latino educational leaders, I drew on qualitative research methodology using Seidman’s (2006)

phenomenological approach to explore the experiences of the Hispanic school superintendents in New Jersey. Utilizing a qualitative design allowed me to elucidate their beliefs and perceived practices. The design involved the collection of two interviews with each of 7 active Hispanic superintendents and 2 retired Hispanic superintendents from New Jersey over the course of six months.

Lessons Learned and Implications for Practice

Analysis of the interview data led to two central findings a) race and ethnicity creates a paradox in the lives and careers of Hispanic educational leaders, and b) supports are essential in order to overcome institutional racism and become an educational leader.

Education System as a Paradox and Its Influence on Practice

In talking about their experiences from their early schooling to their work as district leaders, all of the superintendents in this study spoke about the paradox embedded in the U.S. education system. On the one hand, they observed that many consider it to be meritocratic so that the most able attain the best outcomes, yet it often favors some and marginalizes others for reasons that have little to do with merit. On the other hand, it is the non-meritocratic negative experiences these leaders had in school, which they attributed to racism, that catalyzed their educational achievement and encouraged them to pursue a career in education. All of the participants became educators in order to make a difference in the lives of young people, especially students from minority backgrounds. As a consequence, and perhaps not surprisingly, when asked to describe their leadership work, all of the superintendents spoke about goals related to social justice, equity, and access. For these leaders, social justice involves enacting policies and practices that address inequities. The superintendents spoke of having a mindset always attuned to the needs of marginal groups in their school communities. They also said they saw their role as change agents, enacting policies that could address the achievement gap, therefore addressing the paradox in education they experienced as Latinos growing up in an education system that was anything but meritocratic.

Intentional and Systematic Mentoring

Of the nine superintendents, only two reported having had the opportunity to be formally mentored. Interestingly, the two superintendents that had been mentored formally had done so in states other than New Jersey. This is significant as research studies on minority leaders show that mentoring is a key component to the ascension of minority leaders into high level positions such as superintendent (Carrion-Mendez, 2011; Couch, 2007; Gonzalez, 2007; Magdaleno, 2004). Additionally, research on these formal mentor programs (Glass & Franceschini, 2007; Gutierrez, Castaneda, & Katsinas, 2002) reveal that aspiring superintendents who take part in them are more likely to pursue superintendent positions. The fact that the only two Hispanic superintendents who mentioned formal mentoring in their interviews are from out of state is compelling and indicates the need for formalized mentoring programs for aspiring Hispanic superintendents in New Jersey. The lack of formal mentoring programs meant that the Hispanic superintendents relied on informal mentors they met by chance who aided their ascension in education and solidified the need to create formal mentor programs. This happenstance mentoring does not seem likely to increase the ranks of Hispanic school leaders.

Implications for Practice

For all of the leaders in this study, becoming a superintendent was mediated by race and ethnicity. Their identities as leaders for social justice are intricately entwined with their experiences as people of color living and working in the U.S. Using their voices and my own reflections as a Hispanic leader there are several implications for my own and others’ practice. These are: a) prepare leaders to effectively work toward social justice and inequity, b) institutionalize formal mentoring programs, and c) create professional leadership networks that recognize, advocate and support aspiring Hispanic leaders.

Prepare Leaders to Address Issues of Social Justice and Inequity

The racism perpetuated by school system procedures and policies perceived by the research participants and the fact that the majority of educational leaders are white, necessitates that attention be given to how

all leaders are prepared in order to increase equitable opportunities for all children. Leadership preparation programs are key in efforts to address educational inequities. For aspiring educational leaders, leadership preparation programs center around school law, financial planning, curriculum, evaluation and human resources, often omitting a focus on the inequities of a system that disenfranchises minorities and strategies leaders can use to address the inequity that exists in education. The complexity of social justice issues, however, should not be crammed into a three credit course. Rather, a social justice lens should be infused throughout leadership preparation programs in order to prepare a new cadre of leaders who foreground issues of equity in their day to day decision making, regardless of their race or ethnicity.

Formalize Mentoring

Mentoring potential educational leaders is often viewed as key to the development of their leadership identity and skills. If mentoring is left to chance, however, it seems likely that the number of Hispanic superintendents will remain low. The findings from this study suggest the profession needs to do a better job of ensuring that Hispanic teachers and school level leaders who consider moving into superintendent positions receive systematically planned and implemented mentoring. To ensure that all aspiring superintendents receive mentoring that provides them with the skills and knowledge to succeed in a racist system, mentoring opportunities must be formally and systematically implemented.

Create Professional Leadership Networks

In addition to a formal mentoring process, creating a network of Hispanic administrators and aspiring administrators is integral to addressing the underrepresentation of Hispanic educational leaders. Through a network, Hispanic educators would be able to meet Hispanic educational leaders with whom they can share their work and ideas in order to build support and become resources for one another as they ascend into positions of leadership. This type of leadership network, in addition to the mentoring, adds a solid layer of support that is beneficial to aspiring Latino leaders.

Conclusion

There is much work to be done to eradicate the injustice

and racism that penetrates all aspects of schooling, whether one is a student, teacher, or leader. The stories the Hispanic superintendents who participated in this study told provide some hope that with attention to mentoring, preparation programs, and support networks, the number of Latinos in educational leadership positions will increase. Including taking steps to increase the number of Latino educational leaders, a concerted effort is needed by all who lead to ensure that we are identifying and supporting leaders who can and will work for social justice in our schools.

References

- Beard, K.S. (2012). Making the Case for the Outlier: Researcher Reflections of an African-American Female Deputy Superintendent Who Decided to Close the Achievement Gap. *International Journal of Qualitative Studies in Education*, 25(1), 59-71.
- Campbell-Jones, F. & Avelar-Lasalle, R. (2000). African American and Hispanic superintendents: Factors for success. (ERIC Document Reproduction Service No. ED443931).
- Carrion-Mendez, J. M. (2011). Latinas as school superintendents in Arizona: Voices from the field, hope for the future. ProQuest, UMI Dissertation Publishing, 1-108.
- Couch, K. M. (2007). The under-representation of Latinas in the superintendency: A comparative case study of the perceptions and lived experiences of Latina superintendents and aspirants in the Southwest. ProQuest.
- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- de Santa Ana, T. M. (2008). Opening up the superintendency. *Leadership*, 38(1), 24-27.
- Garcia, C. A. (2011). Championing the Latino administrator. *School Administrator*, 68(5), 28-32.
- Glass, T. E., & Franceschini, L. A. (2007). The state of the American school superintendency: A mid-decade study. *R&L Education*.
- Gonzales, I. (2007). Latinas aspiring to the superintendency: A portraiture study. Retrieved from ProQuest Digital Dissertations. (AAT 3264401).
- Gutierrez, M., Castaneda, C., & Katsinas, S.G. (2002). Latino leadership in community colleges: Issues and

- challenges. *Community College Journal of Research and Practice*, 26(4).
- Hodgk & Minegro
- Hunter, R. C., & Donahoo, S. (2003). The Nature of Urban School Politics after Brown The Need for New Political Knowledge, Leadership, and Organizational Skills. *Education and Urban Society*, 36(1), 3-15.
- Kowalski, T. J., McCord, R. S., Peterson, G. J., Young, I. P. & Ellerson, N. M. (2011). *The American school superintendent: The 2010 decennial study*. Lanham, MD: Rowman & Littlefield.
- Magdaleno, K. R. (2004). Lending a helping hand: Mentoring tomorrow's Latina and Latino leaders into the 21st century. (Doctoral dissertation, University of California Los Angeles).
- Magdaleno, K.R. (2006). Mentoring Latino school leaders. *Leadership*, September – December, 12-14.
- Manuel, M.A., & Slate, J.R. (2003). Hispanic female superintendents in America: A profile. Retrieved July 29, 2012, from <http://www.advancingwomen.com/awl/winter2003/MANUEL~1.html>
- Mendez-Morse, S. E. (1997). The meaning of becoming a superintendents: A phenomenological study of Mexican American female superintendents (Doctoral dissertation). Available from Pro-Quest Dissertations and Theses database (UMI No. 9825026).
- Mendez-Morse, S. (2004). Constructing mentors: Latina educational leaders' role models and mentors. *Educational Administration Quarterly*, 40, 561-590.
- National Center for Educational Statistics. (2013). Retrieved January 2013 from <https://nces.ed.gov/>
- New Jersey Department of Education. (2012). NJ Fall Staffing Data 2011. Retrieved December 2012 from: <http://www.nj.gov/education/>.
- Ortiz, F. I. (2000). Who controls succession in the superintendency?: A minority perspective. *Urban Education*, 35(1), 557-566.
- Pew Hispanic Center (2011). Demographic Profile: Hispanics in New Jersey. Retrieved August 2013 from: <http://www.pewhispanic.org/states/state/nj/>
- Quilantan, M. C., & Ochoa, V. M. (2004). The superintendency becomes a reality for Hispanic women. *Kappa Delta Pi Record*, (40)3, 124-137.
- Redish, C.D. (2010). A Study of the Leadership Practices of South Carolina Superintendent. ProQuest LLC, Ph.D. Dissertation, University of South Carolina,

1-104.

- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences (3rd ed.)*. New York: Teachers College Press.
- Tamez, A. E. (2011). *Latina superintendents: A phenomenological study of superintendent-board relations*. Doctoral dissertation, University of Texas at Austin. Available electronically from <http://hdl.handle.net/2152/ETD-UT-2011-05-2753>.
- Van Tuyle, V. & Watkins, S.G. (2009). Women superintendents in Illinois: Gender barriers and challenges. *Journal of Women in Educational Leadership*, 7(3), 135-151.

Teacher Leaders as Professional Development Providers: A Look at their Work in Action

Michelle Rosen

Michelle L. Rosen is an assistant professor in the Literacy Education Department at New Jersey City University.

Problem of Practice:

Implementing formal teacher leadership, as part of a complex educational system, offers an opportunity for better interaction among professionals, school change, and increased student achievement (Barth, 2001; DuFour & Eaker, 1998; Lieberman & Walker, 2007; Muchmore, Cooley & Crowell, 2004). A major teacher leader responsibility is acting as a professional development provider for colleagues. In this position, teacher leaders foster a professional learning environment for teachers to build on their knowledge, and thus, increase their instructional capacity. Given that high quality, on-going professional development is essential in promoting teacher growth, quality classroom instruction, and ultimately, student learning (Yoon, K. S., Duncan, T., Lee, S. W.Y., Scarloss, B., & Shapley, K. 2007; Guskey, 2000; Hawley, & Valli, 1998), teacher leaders can be critical in achieving this goal.

In order to be effective professional development providers, teacher leaders need content knowledge and attributes for effectively guiding adult learning and change. In order to provide quality professional development, teacher leaders must be lifelong learners. To understand how their learning shapes their role enactment, this study followed three teacher leaders who participated in activities at a University Professional Development Center (UPDC) in order to increase their content knowledge. It tracked the ways in which that participation shaped the professional development they provided once they returned to their schools. These teacher leaders all work in one suburban New Jersey school district which has designated formal teacher leadership

positions. A major aspect of their job is to work as professional development providers within their assigned buildings.

The existing body of research suggests a promising role for teacher leaders as professional development providers (Griffin, 1995; Hargreaves, 1994). However, there are few in-depth studies of teacher leaders enacting this role who are also participating in their own professional development. This qualitative study adds to the body of research by examining formal teacher leaders who function, in part, as in-house professional development providers. In particular, I focus on the factors that influence the professional development they provide as a way to deepen our understanding of the teacher leader in this role. Uncovering factors that contribute to teacher leaders' abilities to provide effective professional development can help district leaders and planners of resource centers like the UPDC develop successful teacher leader support models and effective professional development opportunities for teacher leaders. In an effort to study the teacher leaders' work as professional providers, the following questions were examined: What do teacher leaders who receive professional development through a University Professional Development Center do as professional development providers once they return to their schools? What influences their activities? What are the supports and obstacles do they face?

Research Background

Deploying teacher leaders as professional development providers helps accomplish two interrelated goals: fostering impactful professional

development for teachers as lifelong learners and effectively using strategies to promote improved student achievement. Teacher leaders who engage in effective professional development opportunities are invaluable assets to their schools as they can then facilitate opportunities for their colleagues (Pancucci, 2007). The goal of professional development, according to Loucks-Horseley (1997) is that it should contribute to a lasting change in our educational system. In order for teachers to be a part of a life-long learning process that makes a difference in improving educational outcomes, they must have identities as learners, in addition to teachers (Miller, Wallace, DiBiase and Nesbit, 1999; Fisher, Frey and Nelson, 2012). Since teacher leaders are a permanent presence in their schools, they foster an atmosphere of continued learning and development for the entire teaching staff. In an effort to foster productive teacher professional development, improve teaching practices, and promote student progress, we must understand that teacher leaders play a critical role in achieving this goal. (Blasé & Blasé, 2004; Katzenmeyer & Moller, 2001; Lieberman & Miller, 2008; National Commission on Teaching & America's Future, 1996; Newmann & Wehlage, 1995).

Teacher Leaders may be more likely to achieve these goals when two conditions occur: they implement "turnkey" training paired with ongoing, embedded, teacher-led professional development, and become integrated into a school's administrative structure. Implementing turnkey training and leading follow up activities often change the procedure in which professional development is brought into a school and how teachers can access help. A turnkey trainer is sent somewhere to learn a specific skill or gain new knowledge and is then expected to return and share what s/he has learned with colleagues (Coburn & Russell, 2008). Turnkey training creates a "live-in" resource for the school, meaning that the teacher leader presents and is then on hand to support the teachers in adapting new knowledge or skill through modeling, discussion, coaching and critical feedback (Stoelinga & Mangin, 2010; Coburn & Russell, 2008). However, another specific structural change in a school's administration helps make teacher leadership more effective: teacher leaders need to be a part of the administrative structure. Capable and knowledgeable

teacher leaders who work collaboratively with a principal to improve teacher learning and student outcomes can work more effectively (Spillane, J.P, Healey, K., & Parisi, L.M., 2009; Hulpia, Devos, Roseel, 2009). A reciprocal support system between principals and teacher leaders benefits the entire school. Successfully utilizing teacher leaders in this way requires a principal who understands and values the importance of the role and enables teachers to acquire and exercise leadership skills (Danielson, 2006). These conditions, one procedural, the other structural, can work together and contribute to effective results.

Lessons Learned

In order to find out what factors were affecting the professional development teacher leaders study participants, the following data was collected: video-recorded sessions of their professional development sessions with interviews before and after each meeting, artifacts of their work (e.g., school-wide professional development goals and personal professional development plans), and interviews with each teacher leaders and their respective principals. The study findings describe key influences which affect the teacher leaders' work as professional development providers. District and state level drivers of professional development, access to resources, and relationships emerged as important influences on professional development opportunities teacher leaders provided.

District and State Drivers of Professional Development Offerings

Ideally, professional development is designed to meet teachers' needs, but analysis of the data showed that a majority of the professional development topics and activities that the teacher leaders led, were identified by the district to support implementation of new curriculum or state policy initiatives, or were identified by the teacher leaders based on their own professional judgment. Although teachers did ask for assistance from teacher leaders, it was generally as a follow up to previous professional development in which they had participated on a required topic or because they had concerns about effectively implementing district or state mandates. In other words, teacher leaders rarely selected professional

development topics to pursue as a result of bottom up needs observed in or expressed by teachers because of instructional challenges they identified.

Resources

Teacher leaders drew on a number of resources to inform their work. Internally, they relied on their commitment to lifelong learning which gave them ongoing access to new information, strong interpersonal skills, and flexibility. Externally, teacher leaders relied on their teacher leader colleagues and the UPDC. They were able to use their colleagues as a resource because they met regularly to brainstorm about their work and consult on ways to overcome obstacles they were encountering. They drew on their experiences with the UPDC selectively when the topics were aligned with school and district priorities. When this occurred, the UPDC was the source of almost all information, ideas, and materials they shared when they led turnkey training.

Relationships

Supportive and generative working relationships between teacher leader and principal, teacher leader and teacher, and teacher leader and other teacher leaders were an essential resource they drew upon in their role of professional development providers. Positive relationships based on mutual and genuine respect helped create an environment in which collaboration and participation in professional development sessions was successfully encouraged. The principals were not only themselves supportive of the teacher leaders, they were also instrumental in facilitating supportive relationships between the teacher leaders and their teachers. The teacher leaders actively strove to create and maintain positive attitudes among teachers regarding their roles as their school professional development providers. They had to carefully navigate these relationships while teachers were dealing with the stress of multiple new district and state mandates including implementing the new Core Content State Standards and administering a new accountability system. In addition, the teacher leaders drew on their productive working relationships with each other which they had established as a result of their time together during regularly scheduled meetings

planned by the district administration and on their own.

Implications for Practice

Although this study set out to uncover factors that affect the professional development that teacher leaders who participate in UPDC activities provide, it also revealed important information that may be useful for other external professional development providers that act as a resource/support for teacher leaders. Even though it was clear the UPDC played an important role in the work of the teacher leaders, it may not have always hit its mark in terms of immediate application because it was not purposefully aligning topics with current district priorities. For this reason, no matter how valuable the content of their offerings, the teacher leaders were not always able to turnkey the information they gained from participating in UPDC activities. Knowing that the teacher leaders are frequently messengers tasked with supporting the implementation of new practices driven by district and state initiatives and mandates, externally provided professional development should explicitly focus on topics that will support them in these efforts. The study also revealed that although teacher leaders do convey the content knowledge they gain from participating in professional development if it fits with local priorities, they did not necessarily help their colleagues improve their practice using effective professional development approaches. This may be because they do not have the knowledge or tools to do so. The UPDC focused on giving the teacher leaders professional development content, but teacher leaders also need to develop skills related to facilitating teacher learning that is designed around research based professional development practices. Therefore, in addition to focusing on information and instructional strategies in the target content area, professional development for teacher leaders should include opportunities to learn about a range of topics related to being professional development providers including effective strategies for overcoming teacher resistance to change, how to build trust, gain buy-in, and establish a culture of collaboration and cooperation. They also need to understand that an effective professional development model is typically school-wide and long-term with many opportunities

for follow-up and processes that encourage collegiality (for example through learning communities and extended dialogue). In order to strengthen learning about professional development best practices, the learning experiences that teacher leaders participate in should model effective approaches and explicit activities should be built in to help develop skills in this area.

Not only are the nature of learning experiences important, but so too is the larger design and layout of professional development offerings. Research shows that professional development activities of longer duration, that are subject specific with a deeper content focus, and provide greater opportunities for active learning and collaboration with other teachers make them more effective (Birman, Desimone, Porter & Garet, 2000; Fisher, Frey & Nelson, 2012; Guskey, 2000; Darling-Hammond, 2009; Corcoran, T.B., Shields, P.M., & Zucker, A.A., 1998). Thus, rather than offering four different speakers covering four different topics each year, providers could choose one speaker/topic to work with the participants over the four sessions they offer each year or offer four different speakers on the same topic. Or there could be several follow-up sessions subsequent to a formal presentation that extend and deepen knowledge through collaborative, data driven experiences, and ongoing discussions that relate the teacher leaders' efforts to make change as a result of the information they learned about in the presentation.

In summary, this study uncovered critical information for both district supervisors as well as professional development center providers. Factors that affect teacher leaders' abilities to provide professional development are often out of their hands. When the topics are mandated by district and state policies and priorities and curricular changes, there is little decision-making power teacher leaders can exercise pertaining to the content. Yet, outside providers can support their work by providing activities aligned with local and state initiatives and by modeling and explicitly working to develop skills for facilitating professional development using research-based best practices that have the potential to help teachers change and improve their practice with the support

of teacher leaders.

References

- Barth, R. (2001). *Teacher Leader*. Phi Delta Kappa, 443-449.
- Birman, B. F., Desimone, L., Garet, M. S., & Porter, A. C. (2000) *Designing professional development that works*. *Educational Leadership*, 57(8), 28-33.
- Blase, J., & Blase, J. (2004). *Handbook of instructional leadership: How successful principals promote teaching and learning* (2nd ed.). Thousand Oaks, CA: Corwin.
- Coburn, C. E. & Russell, J. L. (2008). District policy and teachers' social networks. *Educational Evaluation and Policy Analysis*, 30(3), 203-235.
- Corcoran, T. B., Shields, P. M., & Zucker, A. A. (1998). *The SSIs and professional development for teachers*. Menlo Park, CA: SRI International.
- Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Darling-Hammond, L. & Richardson, N. (2009). *Teacher learning: What matters?* *Educational Leadership*, 66 (5), 46-53.
- DuFour, R., and Eaker, R. (1998). *Professional learning communities at work: best practices for enhancing student achievement*. Bloomington: National Education Service.
- Fisher, D., Frey, N. and Nelson, J. (2012), *Literacy Achievement Through Sustained Professional Development*. *The Reading Teacher*, 65: 551–563.
- Griffin, G. A. (1995). Influences of shared decision making on school and classroom activity: Conversations with five teachers. *Elementary School Journal*, 96(1), 29–45.
- Gusky, T. (2000). *Evaluating professional development*. Thousand Oaks, Ca: Corwin Press.
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and Culture in the postmodern age*. New York: Teachers College Press.
- Hawley W.D. & Valli, L. (1998). The essentials of effective professional development. In L. Darling-Hammond & G. Sykes (eds.), *Teaching*

- as the learning profession: Handbook of policy and practice (pp. 127-150). San Francisco: Jossey-Bass.
- Hulpia, H., Devos, G., & Rosseel, Y. (2009). The relationship between the perception of distributed leadership in secondary schools and teachers' and teacher leaders' job satisfaction and organizational commitment. *School Effectiveness & School Improvement*, 20(3), 291-317.
- Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant: Helping teachers develop as leaders*. Thousand Oaks, CA: Corwin Press.
- Lieberman, J., and Walker, D. (2007). Connecting curriculum and instruction to national teaching standards. *The Educational Forum*, 71, 274-282.
- Lieberman, A. & Miller, L. (2008). *Teachers in Professional Communities: Improving Teaching and Learning*. New York: Teachers College Press.
- Loucks-Horsley, S. (1997). Teacher change, staff development, and systemic change: Reflections from the eye of a paradigm shift. In S.N. Friel & G.W. Bright (Eds.), *Reflecting on our work: NSF teacher enhancement in K-6 mathematics* (pp. 133-149). Lanham, MD: University Press of America.
- Miller, A.S., Wallace, J.D., DiBiase, W.J., & Nesbit, C.R. (1999). *Pebbles in the ocean or fountains of change? New insights on professional development: Examining the links—Professional development, teacher leaders, and school change*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Boston, MA.
- Muchmore, J., Cooley, V., Marx, G., and Crowell, R. (2004). *Enhancing teacher leadership in urban education: The oak park experience*. *Educational Horizons*, 82(3), 236-244.
- National Commission on Teaching and America's Future (1996). *What matters most: Teaching for America's future*. New York: Author.
- Newmann, F., & Wehlage, G. (1995). *Successful school restructuring*. University of Wisconsin-Madison: Center on Organization and Restructuring Schools.
- Pancucci (2007). *Train the trainer: the bricks in the learning scaffold of professional development*. Brock University. St. Catharines, Ontario, Canada. Manuscript submitted for publication.
- Spillane, J.P., Healey, K., & Parisi, L.M. (2009). School leaders opportunities to learn: a descriptive analysis from a distributed perspective. *Educational Review*, 61 (4). 407-432.
- Stoelinga, S.R. & Mangin, M.M. (2010). *Examining effective teacher leadership: a case study approach*. New York: Teachers College Press.
- Yoon, K. S., Duncan, T., Lee, S. W.Y., Scarloss, B., & Shapley, K. (2007). *Reviewing the evidence on how teacher professional development affects student achievement* (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

A Fish In Water: Implementing an Induction and Mentoring Program for Novice Teachers and Mentors at a High School

Patricia Tartivita

Patricia Tartivita is the Language Arts Department Chair at Linden High School in Linden, NJ.

Problem of Practice:

There is an old African proverb, which states, “A fish in water doesn’t know it’s in water”. This proverb, and its inverse, “a fish out of water”, aptly describes the mentoring and novice teacher experience. Experienced teachers often don’t think about the everyday challenges of teaching. They swim along, flowing with the current of changing administrators, challenging students, and disappearing supplies. Novice teachers, on the other hand, may feel like fish out of water. They are looking in from the outside. As one novice teacher reported, they “are afraid to ask questions” because they feel it may make them look incompetent. Instead, they struggle without asking for help. While they sometimes learn to “swim”, many leave before doing so (Weiss, 1999). At best, they struggle more than need be.

My study is based on this experience. I remember all too clearly my first year as a novice teacher. With no real mentoring, and the expectation, common in the teaching profession, that new teachers must “sink or swim”, my first year was spent wondering how to implement the basics of teaching, and how to master the complexities, both political and social, of a large, urban high school. Now, as a veteran teacher with 20 years of experience in the same high school, I watch novice teachers as they struggle with finding their way, just as I did. Although researchers suggest that some anxiety is unavoidable, and even normal, much of the anxiety new teachers experience could be relieved through the effective implementation of a research-based induction and mentoring program (Darling-Hammond, 2000).

Novice high school teachers have to navigate a minefield of new challenges including classroom management, school politics, and curriculum implementation, all too often without the support of school administrators or more experienced fellow teachers. This is not necessarily because of uncaring or hostile faculty, but because those who are already integrated in the hectic, day-to-day experience of teaching do not necessarily see or think about the struggles of the novice teacher. Moreover, this difficult situation is often amplified by systemic challenges. For example, ineffective or practically non-existent induction and traditional “doors closed” school culture tend to isolate teachers. Making the situation even more difficult, novice teachers are often placed in the most challenging classroom situations (Cochran-Smith, 2004; Ingersoll & Strong, 2011). These conditions have been associated with many new teachers leaving the profession soon after they begin (Cochran-Smith, 2004, Lumdsen, 1998). Low rates of new teacher retention continually fill the teacher ranks with novices at significant expense to school districts. Experienced teachers are often higher quality teachers, and are linked to improved student achievement (Darling-Hammond, 2000). These findings make teacher retention critically important.

My study was designed to address the challenge of helping new teachers feel like fish in water by documenting what happened when a research-based induction and mentoring program was implemented at my high school. The research question for this study was: How is a research-based new teacher induction and mentoring program implemented at

Linwood High School?

Sub questions included:

- What challenges do new teachers face, and how can induction and mentoring support them?
- How do mentors, novice teachers, and administrators feel about the induction and mentoring process at Linwood High School at the beginning of the study?
- What implementation challenges does a research-based new teacher induction and mentoring program encounter in Linwood High School?

Research Background

Peterson, Valk, Baker, Bruger, and Hightower (2010) explain that, as with any type of learning, educators' professional learning is a process that takes place within a social, historical, and cultural context. The last ten years have seen a dramatic increase in the formation of teacher professional learning communities (Coburn, 2008) in an attempt to create professional development that is aligned with these findings. For new teachers, this includes having a mentor in the same field (Ingersoll & Smith, 2003), being involved in a community of support (Weiss, 1999), and being part of an organized induction program (Smith & Ingersoll, 2004), which have all been shown as ways to keep teachers in the profession and in district.

Effective teacher mentoring programs pair new teachers with those who can help them navigate the difficult early years of teaching, and continue to try to improve their own teaching skills (Hunt & Carroll, 2002). Mentors can help foster new teacher development (Carver, 2004) by co-planning with novices, providing feedback, and helping them access resources (Stanulis & Floden, 2009).

Leaders in education know that induction programs can help address the significant problem of new teacher retention, but in many districts, like Linwood, there are no formal, systematic, supported, research-based induction programs.

Study Context

Linwood High School, the site of this study, is a large, urban, comprehensive high school, which has struggled in past years with meeting state standards, discipline problems, and rapidly changing student demographics. At Linwood, the state requirement for an induction and

mentoring program was generally neglected among the many administrative responsibilities faced by school leaders, addressing the letter of the law but not the spirit. Mentors were matched with mentees, but no further professional development or other supports was provided and there was accountability. Time constraints, a lack of defined leadership in the area of induction and mentoring for novice teachers, and a focus on other concerns in the district had left the mentoring program in a state of neglect. Linwood is, however, unexceptional in its neglect of new teachers. Nationally, many teachers leave the profession because of a lack of support (Cochran-Smith, 2004). Until recently, the education profession has largely ignored the needs of its new recruits, allowing them to struggle on their own, leaving many of them feeling lost (Smith & Ingersoll, 2004; Kelley, 2004). Retaining teachers in urban districts, especially, has been a challenge (Quartz, 2003).

In preparation for addressing my research questions, I researched best practices on induction and mentoring; asked novice teachers, mentors, and administrators what their perceptions were of the induction and mentoring process at Linwood, and then designed, implemented and studied a research-based induction program. Based on what I learned from this effort, I also created an induction and mentoring manual, which was adopted by the district.

Lessons Learned and Implications for Practice

A research based, comprehensive, and ongoing induction and mentoring program at Linwood High School helped support new teachers as well as provide professional development and leadership opportunities for experienced teachers in my district. It also created the opportunity for both novices and mentors to inform ongoing efforts to revise and refine it. As a result of analyzing their experiences and reflections on participating in the new induction program, several recommendations emerged that may be helpful for other districts seeking to implement or improve their induction and mentoring programs.

First, from interviews with both novices and mentors it emerged that systematic support from administration was needed for an induction and mentoring program to succeed. Novices expressed that they felt the need for a

mentor teacher as soon as they were hired in the district, but they were not assigned one until after the school year had commenced. An induction and mentoring program should, therefore, match novice to mentor prior to or at the very beginning of the school year, provide relevant professional development before the school year begins, in addition to systematic, context-based, and ongoing professional development activities for mentors and novices throughout the year.

Mentors and novices also indicated that they did not have enough time or opportunity to observe one another to either model best practices or seek support for areas in need of improvement. This implied that both mentors and novices needed planned release time to observe one another. It seems likely, then, that all mentoring programs need systematic implementation support unless a district already has a well developed observation system in place.

Mentors and novices observed that unstated role definitions and expectations left them uncertain about their responsibilities, and a lack of training meant they sometimes struggled with how best to help the novice teachers. This led to very uneven and inconsistent support for novices. To address this, a clear articulation of mentor responsibilities and systematic and ongoing mentor training and support is necessary to clear up ambiguity about the mentoring role and strengthen mentors' ability to support the development of novice teachers' skills. Mentors should have specific, measurable guidelines, and be held accountable for adhering to these guidelines throughout the mentoring process. Therefore, an administrator or teacher leader should be responsible for program implementation and oversight.

Additionally, mentoring is a learned, professional practice. The skills involved go well beyond subject area and pedagogical expertise. They also include knowing how to support teacher growth, how to facilitate peer observation and employ the reflection and analysis skills necessary to make this activity a constructive learning experience (Stanulis and Floden, 2009). This points to how important professional development for mentors is in the successful implementation of an effective induction program.

Finally, the participants' call for clarity and support for novices and mentors suggested that additional resources were needed. To that end, I developed a mentoring handbook for participants in the induction program. However, ever changing needs, policies, and regulations suggest that it should be updated on a yearly basis and distributed to all mentors and novices at professional development meetings held before the school year begins. The handbook should be a living document that reflects changing expectations and context-specific information along with guidance on best practices for induction and mentoring. Each year, the mentoring coordinator should use evaluation data from the mentor/novice professional development, informal suggestions, and data from peer observations to add to and refine the existing handbook.

References

- Carver, C. A. (2004). Teaching at the boundary of acceptable practice: What is a new teacher mentor to do? *Journal of Teacher Education*, 55, 449-462.
- Coburn, C. (2008). District policy and teachers' social networks. *Educational Evaluation and Policy Analysis*, 30, 203-235.
- Cochran-Smith, M. (2004). Stayers, leavers, lovers, and dreamers: Insights about teacher education. *Journal of Teacher Education*, 55(5), 392-397.
- Darling-Hammond, L. (2000). Teacher quality and student achievement. *Education Policy Analysis Archives*, 8(1), 1-44.
- Hunt, J. B. and Carol, T. G. (2002). Unraveling the "Teacher Shortage" problem: Teacher retention is the key. Symposium presented at the National Commission on Teaching and America's Future and NCTAF State Partner.
- Ingersoll, R., & Smith, T. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(3), 30-33.
- Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Education Research*, 81(2), 201-223.
- Kelly, L. M. (2004). Why induction matters. *Journal of Teacher Education*, 55, 438-448.
- Lumdsen, L. (1998). Teacher morale. *ERIC Digest*, (March), 1-7.

- Peterson, S., Valk, C., Brugger, L., Baker, A., & Hightower, A. (2010). We're not just interested in the work: Social and emotional aspects of early educator mentoring relationships. *Mentoring and Tutoring: Partnership in Learning*, (May), 155-175.
- Quartz, K. (2003). Too angry to leave: Supporting new teachers' commitment to transform urban schools. *Journal of Teacher Education*, (May).
- Smith, T. M., & Ingersoll, R. (2004). What are the effects of induction and mentoring on beginning teacher turnover? *American Educational Research Journal*, 41(3), 681-714.
- Stanulis, R., & Floden, R. E. (2009). Intensive mentoring as a way to help beginning teachers develop balanced instruction. *Journal of Teacher Education*, 60(2), 30-33.
- Unravelling the "teacher shortage" problem: Teacher retention is the key. (2002). In *The national commission on teaching and America's future*. Washington, DC.
- Weiss, E. M. (1999). Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: A secondary analysis. *Teaching and Teacher Education*, 15, 861-879.

Virtually there: Examining a collaborative online international learning pre-departure study abroad intervention

Carrie Wojenski

Carrie Wojenski is the Director of Global Affairs at Sacred Heart University in Fairfield, CT.

Problem of Practice

Until recently, education abroad professionals believed that study abroad participants automatically gained global competencies, such as intercultural communication skill, and became more culturally aware simply by being abroad (La Brack, 1994). We now know that this is not the case. Study abroad participants need to receive guided education and training so that they may successfully navigate new cultures, as well as recognize and understand their own cultural beliefs and values as related to their experiences abroad (Paige, 1993). To address this need, some study abroad programs offer intercultural interventions before, during, or after the study abroad experience.

Access to a diverse set of technological tools has enabled more and more of these interventions to be offered online and to virtual groups of students. Today, numerous online learning interventions are used to bring together far away populations, to explore new ways of disseminating orientation information, and to teach intercultural learning and intercultural learning theories (La Brack, 1994; Lou & Bosley, 2008). Studies of such online interventions explore changes in students' pre/post intercultural development, but do not examine the factors that contribute to the intervention outcome such as social interactions, technology, and perceived learning (Lou & Bosley, 2008). As more study abroad interventions move online and into a collaborative format, it is important to examine these processes. This study was designed to address this gap by in the knowledge base on collaborative online international learning (COIL) pre-departure study

abroad interventions. The purpose of this study was to examine the relationship between participants' experiences in a COIL intervention and their intercultural development, as well as to understand which variables influence the success of an online intervention. Understanding these factors can help education abroad professionals design more effective online interventions for pre-departure study abroad students. The research questions posed were: (a) what is the influence of a collaborative online international learning intervention on pre-departure study abroad students' intercultural development; (b) how do social interactions influence pre-departure study abroad students' experiences within the intervention; and (c) what are the affordances and constraints of collaborative learning in an online, international intervention? For the purposes of this paper, only findings and implications related to research questions b and c are addressed.

Research Background

Intercultural awareness is a process of growth and development acquired as a person comes to understand and accept cultural differences encountered at home and abroad (Bennett, 2008). The Georgetown Consortium Study researchers found that an on-site "cultural mentor" is potentially "the single most important intervention to improve student intercultural learning abroad" and exposure to another culture is a necessary, although not always sufficient, condition for intercultural learning (Vande Berg, Connor-Linton, & Paige, 2009, p. 25). Continuing this line of thought, the assumption is that combining an online intervention with guided support can facilitate intercultural development

(Lou & Bosley, 2008). Cunningham (2009) and West (2010) found that creating connections like these between domestic and international students increases the likelihood of critical thinking and reflection on the nature of the other because course discussion can be enriched and deepened by the diversity of opinions, experiences, and cultures of the participants (Cunningham, 2009; West, 2010).

Although researchers have not explored peer interaction within collaborative online interventions, nor have they examined the relationship between collaborative learning and intercultural development in a study abroad context, studies in other contexts have documented the benefits and challenges of online, computer supported collaborative learning (CSCL). The primary focus of CSCL research, however, is the understanding and analysis of how computer tools aid learning and facilitation of knowledge sharing and collaborative meaning making.

Research in the fields of collaborative learning and CSCL demonstrate that learning in an online environment comes with many design and social challenges, among them encouraging the use of tools, helping students to understand the value of collaboration, and social isolation (Muilenburg & Berg, 2005; Vonderwell, 2003; Volet & Wosnitza, 2004; Fung, 2004). An added challenge is creating and maintaining social presence in a non-traditional academic environment. Yet, despite the challenges, when collaborative learning is successful it can foster meaning making and shared knowledge creation (Resta & Laferrière, 2007; Stahl, 2006).

Much like the finding that study abroad students do not automatically gain intercultural competence while abroad, it is not enough to place individuals in a learning environment and hope that learning will occur (Wegerif & Mansour, 2010). Students' prior knowledge and experience, the design of the curriculum, the role of the instructor, choice of tool use, a secure sense of community, and group cohesion must be purposefully addressed and carefully integrated to foster a successful CSCL environment (van Aalst, 2009; Resta & Laferrière, 2007; Hmelo, Guzdial, & Turns, 1998). In addition, CSCL must be designed around authentic and engaging activities and be prepared to work in collaborative groups prior to engaging in the online environment

(Hmelo-Silver, 2006; Wegerif & Mansour, 2010).

Study Context

To explore my research questions, I designed a non-credit bearing COIL seminar for university level, semester study abroad students. Topics of the seminar include study abroad preparedness and intercultural communication theories. In academic year 2012/13, two groups of pre-departure U.S. study abroad students and international students coming to study in the U.S. participated in an online, collaborative seminar. The first seminar was six weeks long and was conducted using Sakai, a learning management system. A revised design for the second seminar took into consideration feedback from fall participants. It was five weeks and a social media platform, Facebook, instead of Sakai.

The seminar design reflected Garrison, Anderson, and Archer's (2000) Community of Inquiry (COI) model. This framework suggests that learning occurs when interdependent elements of social, cognitive, and teaching variables are aligned within an educational experience (Garrison, Anderson, & Archer, 2000). The research environment was designed to explore how social interactions influence students' experiences within a COIL intervention, and investigate their experiences in the intervention environment. Data collected included: (1) a needs assessment; (2) focus groups; and (3) seminar discussions. The two forms of data analysis used in this study were the COI framework and a phenomenological review of participants' text.

Lessons Learned

This research highlighted variables that influence learning outcomes and experiences within a COIL intervention. Lessons learned are as follows:

- Students' experiences and engagement within an intervention are intimately connected to the social interactions experienced. Both groups reported that interacting with other participants was the most educational, developmental, and enjoyable aspect of the seminar.
- Students who participated actively in the seminar demonstrated more of the intended learning outcomes, felt more socially connected, and had a more positive seminar experience. Active participation was also connected to the quality of reflections.

- Factors that inhibit social connectedness included overall participation rates, individual insecurity, and technological challenges.
- Different technologies, which offer different affordances and constraints for supporting a COIL community, greatly influence learning and social experiences. Choice of platform and integration of tools influenced seminar students' motivation and perceived socialness, as well as perceptions of the value-added affordances of technology.

Implications for Practice

This study highlights challenges which led to implications for designing an effective online Community of Inquiry and how intervention design can influence outcomes.

- Initial technological constraints, such as connectivity, lack of embedded collaboration tools, and disjointed flow discouraged participation and thwarted the success of the intervention. Technologies used in COIL environments must support the social connections necessary to create a collaborative community; otherwise, students will not achieve the desired learning outcomes.
- Some students were not prepared with the technical skills necessary to navigate the technologies used in the first seminar, which detracted from interacting with others and participating in activities. This suggests the importance of utilizing technologies that are familiar to participants and afford the desired activities, as well as supporting social, cognitive, and instructional development.
- While both groups felt engaging with other study abroad students and learning about other cultures provided some incentive to participate, as the weeks progressed participation steadily declined. Intrinsic motivation is not enough to sustain motivation and encourage quality academic learning or reflection. An intervention of this nature should be offered for credit.
- After an initial virtual meet-and-greet, few students took the initiative to begin their own discussion threads due to fears of interrupting the academic, facilitated nature of the seminar. Special care should be taken to balance the instructional and learning outcomes with an environment that affords sociability, because students may not otherwise

feel at liberty to socialize and develop bonds in an academic environment, even if the platform is informal in nature.

- Most students in the first seminar did not feel socially connected with their peers, and students in the second enactment felt only superficially connected. More time and opportunities for synchronous web conference or video chat interaction is recommended. Both groups of students indicated that virtual face time was the most enjoyable and educational aspects of the seminar, as well as when they felt most connected.

There is more to study in COIL seminar than its outcomes. It is equally important to understand what happens cognitively and socially within a seminar because these elements contribute to its success. Purposeful design and greater understanding of the factors that influence students' learning and experiences are imperative to the successful creation and deployment of COIL seminars.

References

- Bennett, J. M. (2008). On becoming a global soul: A path to engagement during study abroad. In V. Savicki (Ed.), *Developing intercultural competence and transformation: Theory, research, and application in international education* (pp. 13-31). Sterling, VA: Stylus Publishing, LLC.
- Cunningham, J. (2009). Cultural exchange in online peer collaboration. *6*, 181-206.
- Fung, Y. Y. H. (2004). Collaborative online learning: Interaction patterns and limiting factors. *Open Learning*, *19*(2), 135-149.
- Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, *2*(2-3), 87-105.
- Hmelo-Silver, C. E. (2006). Introduction: Cognitive tools for collaborative communities. *Journal of Educational Computing Research*, *35*(2), 97-102.
- Hmelo, C. E., Guzdial, M., & Turns, J. (1998). Computer-support for collaborative learning: Learning to support student engagement. *Journal of Interactive Learning Research*, *9*(2), 107-129.
- La Brack, B. (1994). Covert competencies: The recognition and assessment of "hidden" skills gained from study abroad. In R. Lambert (Ed.),

- Educational exchange and global competence (pp. 199-204). New York, NY: Council on International Education.
- Lou, K. & Bosley, G. (2008). Dynamics of cultural contexts: Meta-level intervention in the study abroad experience. In V. Savicki (Ed.), *Developing intercultural competence and transformation: Theory, research and application in international education* (pp. 276-296). Sterling, VA: Stylus Publishing, LLC.
- Muilenburg, L. Y. & Berge, Z. L. (2005). Student barriers to online learning: A factor analytic study. *Distance Education*, 26(1), 29-48.
- Paige, R. M. (1993). On the nature of intercultural experiences and intercultural education. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 1-20). Yarmouth, ME: Intercultural Press, Inc.
- Resta, P., & Laferrière, T. (2007). Technology in support of collaborative learning. *Educational Psychology Review*, 19(1), 65-83.
- Stahl, G. (2006). *Group cognition: Computer support for building collaborative knowledge*. Cambridge, MA: MIT Press.
- van Aalst, J. (2009). Distinguishing knowledge-sharing, knowledge-construction, and knowledge-creation discourses. *International Journal of Computer-Supported Collaborative Learning*, 4(3), 259-287.
- Vande Berg, M., Connor-Linton, J., & Paige, R. M. (2009). The Georgetown Consortium project: Interventions for student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 1-75.
- Volet, S. & Wosnitzer, M. (2004). Social affordances and students' engagement in cross-national online learning: An exploratory study. *Journal of Research in International Education*, 3(1), 5-29. doi:ht tp://10.1177/1475240904041460.
- Vonderwell, S. (2003). An examination of asynchronous communication experiences and perspectives of students in an online course: A case study. *Internet and Higher Education*, 6, 77-90. doi:http://10.1016/S1096-7516(02)00164-1.
- Wegerif, R., & Mansour, N. (2010). A dialogic approach to technology-enhanced education for the global knowledge society. In M. S. Khine & I. M. Saleh (Eds.), *The new science of learning: Cognition, computers, and collaboration in education* (325-339). New York: Springer.
- West, C. (2010). Borderless via technology. *International Educator*, 19(2), 24-33.

About the Education Doctorate (Ed.D.)

The Ed.D. degree helps future and current leaders develop the knowledge, skills, and dispositions to solve problems of practice and improve instructional quality. Graduates will learn to be change agents who improve the lives of students and their families and communities. The program is specifically designed for working professionals, providing a sequence of coursework and hands-on leadership experiences along with individualized mentoring. Students learn how to:

- work with instructional staff to enact improvements;
- diagnose, frame, and address organizational and practice problems;
- create networks and community partnerships to enact policy;
- analyze data and draw implications for programs, policy, and practice;
- hone their pedagogical skills to lead instructional improvements at the classroom and local levels; and
- advocate on behalf of their educational community.

Designed with full-time working professionals in mind, the program may be completed in three years plus one summer and features early evening courses.

The Education Doctorate is offered with the following concentrations:

- Design of Learning Environments
- Education, Culture, and Society
- Educational Leadership
- Special Education
- Teacher Leadership

Learn more about the Education Doctorate by visiting gse.rutgers.edu/edd

About the Graduate School of Education

The Rutgers University Graduate School of Education (GSE) is dedicated to the study and improvement of education. The creation of knowledge about teaching and learning is central to our mission. We seek to ensure that all children and adults have access to high quality educational programs. As such, our work addresses the cognitive, social, organizational, cultural, linguistic, developmental, and policy dimensions of education.

Our faculty makes unique and significant contributions to educational scholarship by conducting research and improving practice in relation to three pressing issues in education: (i) meeting the needs of diverse learners, (ii) using emerging digital pedagogical tools effectively, and (iii) addressing the equity and adequacy of financial, human, and social resources for PK-12 and higher education.

Our instructional programs are designed to produce graduates who become effective educational practitioners, transformative educational leaders, and accomplished educational researchers. Our partnerships and service contributions focus on New Jersey but extend to both national and global communities.

In summary, our mission is to create new knowledge about educational processes and to lead in the development of research-based instructional, professional, and outreach programs.

The GSE has been consistently ranked as one of "America's Best" graduate schools of education in the annual US News & World Report survey.

Please explore our website gse.rutgers.edu to learn more about the Graduate School of Education.

About Rutgers, The State University of New Jersey

Chartered in 1766, Rutgers, the State University of New Jersey, is the eighth-oldest institution of higher learning in the United States. It has a unique history: from its inception as a colonial liberal arts college, Rutgers grew to become the land-grant college of New Jersey in 1864, and to assume full university status in 1924. Legislative acts of 1945 and 1956 designated it the State University of New Jersey.

Today, Rutgers is one of the leading public research universities in the nation. With nearly 58,000 students and over 9,000 faculty and staff on its three campuses in Camden, Newark, and New Brunswick, Rutgers is a vibrant academic community committed to the highest standards of teaching, research, and service.

With 27 schools and colleges, Rutgers offers over 100 undergraduate majors and more than 100 graduate and professional degree programs. The university graduates more than 10,000 students each year, and has more than 350,000 living alumni residing in all 50 states and on six continents. Rutgers also sponsors community initiatives in all 21 New Jersey counties. University wide, new degree programs, research endeavors, and community outreach are in development to meet the demands of the 21st century.

RUTGERS

Graduate School of Education

Advancing Excellence and Equity in Education

10 Seminary Place
New Brunswick, NJ 08901
gse.rutgers.edu
848-932-7496