

Glassboro Public Schools



MEMO

To: Dr. Mark Silverstein, Superintendent of Schools

From: Danielle M. Sochor, Chief Academic Officer

Date: February 9, 2018

Re: Action Memo
February 21, 2018 Board Meeting

Request board approval for Eshe Price to conduct her research study *A Case Study of a Suburban Professional Development School (PDS) with Urban Characteristics* at Dorothy L. Bullock School.



Title of Project: A Case Study of a Suburban Professional Development School (PDS) with Urban Characteristics

***Principal Investigator:** Eshe Price

****Funding Source(s):** N/A

1. Purpose/Specific Aims

This case study seeks to understand the dynamics of a suburban PDS with urban characteristics serving students from diverse backgrounds.

1.1 Objectives

1. What types of attitudes and beliefs do practitioners have about teaching students from diverse groups?
2. What are the benefits and challenges of teaching students from diverse backgrounds?
3. How does the curriculum support teaching students from diverse backgrounds?
4. How have current events such as Charlottesville, Black Lives Matter protest, Women's March, etc. impacted teaching students from diverse groups?
5. How do we best replicate effective study outcomes across the school and district?

1.2 Hypotheses

1. What types of attitudes and beliefs do practitioners have about teaching students from diverse groups? I hypothesize that teachers and administrators will explain that they are color-blind and treat all of their students same regardless of their differences.
2. What are the benefits and challenges of teaching students from diverse backgrounds? I hypothesize that teachers and administrators will believe a benefit of teaching students from diverse backgrounds is the opportunity to learn about different cultures and challenge would be the achievement gap of students from diverse background.
3. How does the curriculum support teaching students from diverse backgrounds? I hypothesize that teachers and administrators will believe that the curriculum does support students from diverse background because a literacy unit focuses on impact and advocacy in the community.
4. How have current events such as Charlottesville, Black Lives Matter protest, Women's March, etc. impacted teaching students from diverse groups? I anticipate that teachers and administrators will reveal that current events have made them more aware of the issues that students from diverse communities face.
5. How do we best replicate effective study outcomes across the school and district? The overall hypothesis is that the practices that evolve from this study will be replicable to other schools in Glassboro Public Schools and New Jersey, as well as school across the nation.

2. Background and Significance

Increased diversity of the student population in US schools is changing the demographics of suburban schools. For this reason, suburban schools should be included in the continuum of urban schools. High rates of poverty, racial and ethnic diversity, low achievement scores are no longer defining characteristics of urban metropolitan schools but some suburban schools as well. This case study seeks to understand the dynamics of a suburban PDS with urban characteristics serving students from diverse backgrounds. According to Howard (2010), educational inquiry is needed to more holistically understand what the growing levels of diversity mean for today's schools.

3. Research Design and Methods

In this study, I plan to approach up to 15 participants to be involved with this project. The participants will either be teachers or administrators serving grades 1-3. Participation in this study entails attending monthly focus group meetings, semi-structured 1:1 interviews, professional development sessions, and classroom observations.

The goal of case study research, a form of qualitative research, is to provide a detailed account and analysis of characteristics and dynamics present in one or more cases (Johnson & Christensen, 2017). Case study researchers consider a case to be a bound system and study how the system operates. First, this research seeks to understand how the individuals - teachers and administrators operate within the system - the school. Second, this research will give a holistic description of the dynamics around serving students from diverse backgrounds. Third, this research will examine the internal and external context of serving students from diverse backgrounds.

3.1. Duration of Study

This study will take approximately 4 grading periods that align with the school calendar. For example, if the project begins in March 2018 (after IRB and school board approval), the first round of interviews will align with the next grading period which is March 2018. The second round of interviews will coincide with the end of the year (May), and will conclude at the end of next year (May 2019). Data collection will begin upon receiving IRB approval.

3.2 Study Sites

The study will be conducted at Dorothy L. Bullock School in Glassboro, New Jersey.

3.3 Sample Size Justification

In this study, I plan to approach up to 15 participants to be involved with this project. The participants will either be teachers or administrators serving grades 1-3.

3.4 Subject Selection and Enrollment Considerations

Initially, the target subject population will be current 1-3 grade teachers and administrators (e.g., principal, assistant principal, chief academic officer) currently on the PDS Steering Committee at Dorothy L. Bullock School. The PDS Steering Committee can change over time, which means that new participants may enter the project at a later date.

3.5.1 Inclusion Criteria

Our starting population is teachers and administrators at Dorothy L. Bullock School who are currently on the PDS Steering Committee. The inclusion criteria is outlined below:

Teachers: All teacher participants must currently teach at Dorothy L. Bullock School, be a member of the PDS Committee, and be willing to participate in project activities.

Administrators: All administrators must currently work at Dorothy L. Bullock and/or Glassboro Public Schools, be current member of the PDS committee, and be willing to participate in project activities.

3.5.2 Exclusion Criteria

Uncertified or unemployed teachers will not be considered for participation in this project. Administrators from other school districts will not be considered for participation in this project.

3.5.3 Subject Recruitment

How?

Once I have IRB and school board project approval, I will recruit teacher and administration by having a conversation about the parameters of participations and the study in our regularly scheduled face-to-face PDS Steering Committee meeting.

When?

Teacher and administration recruitment will happen upon receiving IRB and school board project approval.

By Whom?

The Principal Investigator will recruit teachers and administrators.

3.5.4 Consent Procedures

How?

Teacher and administrator participants: The study will be explained to the potential participant by the PI. The consent will be read, and their questions will be answered. If s/he wishes to enroll, the subject will sign the consent form. The PI will also sign and date the consent form, and a copy will be given to the subject. The PI will periodically check in with participants to answer any further questions they may have about the study or their rights while participating in it.

When?

Teacher and administration recruitment will happen upon receiving IRB and school board project approval.

Where?

If potential participants decide to participate, consent procedures will be initiated (outlined above) at Dorothy L. Bullock School prior to the potential participant's participation in the first PDS steering committee meeting.

By whom?

The PI will facilitate all recruitment activities.

3.5.5 Subject Costs and Compensation

There will be no costs to the participants.

3.5 Chart Review Selection

Not Applicable.

4. Study Variables

4.1 Independent Variables or Interventions

Participants will be asked about their view about serving diverse student populations.

4.1.1 Drug or Device Interventions

This item is not applicable to this study.

4.2 Dependent Variables or Outcome Measures

This item is not applicable to this study.

4.3 Risk of Harm

The risks are minimal. Participants may feel uncomfortable talking about diverse student populations such as students of color, students with disabilities, linguistically diverse students, and economically disadvantaged students. In addition, participants may feel nervous talking about political current events. Participants have the right to stop the interview at any time and/or withdraw from the study at any time.

4.4 Potential for Benefit

There are many potential benefits. One, participants might gain an increased understanding of culturally responsive pedagogies and teaching for social action from the professional development sessions. Two, participation in the study might allow teachers and administrators to thoroughly reflect on the dimensions of serving diverse student populations. Meaning, participants might gain an increased awareness of the individual, instructional, and institutional levels of serving diverse student populations.

5. Data Handling and Statistical Analysis

Data, including field notes, recordings of interviews (audio), and artifacts will be stored on a password-protected computer or in locked files in the principal investigator's office. Audio and video data will be destroyed after the research is completed. No participant names will be connected to any data sets, as all data sets will be coded for analysis purposes.

Qualitative analysis will follow a model of critical discourse analysis, using a process of coding to identify themes that emerge in the data.

6. Data and Safety Monitoring

Not applicable.

7. Reporting Results

7.1 Individual Results

Not applicable.

7.2 Aggregate Results

Not applicable.

7.3 Professional Reporting

I will write up a PDS report at the end of each school year (May 2018 and May 2019) school year for my supervisors at Rowan University. I will present preliminary and final results at regional, national, and international conferences, and publish articles in US-based academic journals.

8. Bibliography

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Title: PDS Case Study – A Suburban School with Urban Characteristics
PI: Eshe Price



College of Education
Interdisciplinary and Inclusive Education

CONSENT TO TAKE PART IN A RESEARCH STUDY

TITLE OF STUDY: *A Case Study of a Suburban Professional Development School (PDS) with Urban Characteristics*

Principal Investigator: Eshe Price

This consent form is part of an informed consent process for a research study and it will provide information that will help you to decide whether you wish to volunteer for this research study. It will help you to understand what the study is about and what will happen in the course of the study.

If you have questions at any time during the research study, you should feel free to ask them and should expect to be given answers that you completely understand.

After all of your questions have been answered, if you still wish to take part in the study, you will be asked to sign this informed consent form.

Eshe Price or another member of the study team will also be asked to sign this informed consent. You will be given a copy of the signed consent form to keep.

You are not giving up any of your legal rights by volunteering for this research study or by signing this consent form.

A. Why is this study being done?

I am trying to understand the dynamics of a suburban professional development school (PDS) with urban characteristics serving students from diverse backgrounds.

B. Why have you been asked to take part in this study?

You have been selected because of your current experience working with students from diverse backgrounds.

C. Who may take part in this study? And who may not?

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Participants in the study may include teachers and administrators at Dorothy L. Bullock School. Non-certified teachers at Dorothy L. Bullock School may not participate in the study.

D. How many subjects will be enrolled in the study?

There will be approximately 15 participants in this study.

E. How long will my participation in this study take?

The project will last 4 grading periods. Four grading periods is roughly 13 months (not including the months of July and August).

As a participant, you will be asked to attend 1 focus group meeting per semester. These meetings should last about an hour. You may be asked to answer questions about your experiences and thoughts related to serving students from diverse backgrounds. Interviews at the end of each grading period last about 30 minutes, and maybe up to an hour.

F. Where will the study take place?

You will be asked to come to Dorothy L. Bullock School, located at 370 New St E, Glassboro, NJ, 08028. Focus groups will occur once a month once a month after school with interviews happening at the end of each grading period (approximately every three months).

G. What will you be asked to do if you take part in this research study?

As a participant, you will be asked to attend a series of focus group meetings (and teacher observations if you are a teacher participant) that will be conducted by the researcher at Dorothy L. Bullock School (and your classroom if you are a teacher participant). These meetings should last about an hour. You will be asked to participate in periodic interviews, and allow the researcher to observe you teaching in your classroom (if you are a teacher participant). These activities should not take longer than 1 hour of your time each. You may be asked to answer questions about your experiences and thoughts related to serving students from diverse backgrounds. Interviews last about 30 minutes, and maybe up to an hour. Interviews will take place in a private place at Dorothy L. Bullock School. If it is ok with you, we may do more than one interview, but that is up to you.

H. What are the risks and/or discomforts you might experience if you take part in this study?

There are some things about this study you should know. You may feel uncomfortable or nervous if you talk about diverse student populations such as students of color, students with disabilities, linguistically diverse students, and economically disadvantaged students in schools

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and your community. Teacher participants may feel anxiety when I observe them in their classrooms. However, if you feel uncomfortable, you do not have to talk about those things, and we can stop the interview at any time. If you experience psychological discomfort, you are encouraged to seek support from the Institutional Review Board (IRB) office at Rowan University (contact information is listed below). If you decide you no longer wish to continue, you have the right to withdraw from the study at any time, without penalty.

I. Are there any benefits for you if you choose to take part in this research study?

There are many potential benefits. One, participants might gain an increased understanding of culturally responsive pedagogies and teaching for social action from the professional development sessions. Two, participation in the study might allow teachers and administrators to thoroughly reflect on the dimensions of serving diverse student populations. Meaning, participants might gain an increased awareness of the individual, instructional, and institutional levels of serving diverse student populations.

J. What are your alternatives if you don't want to take part in this study?

There are no alternative treatments available. Your alternative is not to take part in this study.

K. How will you know if new information is learned that may affect whether you are willing to stay in this research study?

During the course of the study, you will be updated about any new information that may affect whether you are willing to continue taking part in the study. If new information is learned that may affect you, you will be contacted.

L. Will there be any cost to you to take part in this study?

You may incur transportation costs associated with your travel to Dorothy L. Bullock School.

M. Will you be paid to take part in this study?

You will not be paid for your participation in this research study. However, if and when grant funds become available, in order show appreciation for participants' time attending meetings, some funds will be used to provide refreshments. Similarly, some funds may be used to purchase school supplies and gift cards to periodically pass out at meetings.

N. How will information about you be kept private or confidential?

All efforts will be made to keep your personal information in your research record confidential, but total confidentiality cannot be guaranteed. Your personal information may be given out, if required by law. Presentations and publications to the public and at scientific conferences and

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meetings will not use your name and other personal information. I plan on recording participant interviews. This is so I can remember what participants tell me when I write about it. I will keep the recordings along with other project data in a locked computer and only I will have the password. After I am finished with this project, I will erase the files. When I am finished with this study I will write a report about what was learned. This report will not include participant names or that they were in the study. All information will be kept confidential.

O. What will happen if you are injured during this study?

If you are injured in this study and need treatment, contact *the front office at Dorothy L. Bullock School* and seek treatment.

We will offer the care needed to treat injuries directly resulting from taking part in this study. Rowan University may bill your insurance company or other third parties, if appropriate, for the costs of the care you get for the injury. However, you may be responsible for some of those costs. Rowan University does not plan to pay you or provide compensation for the injury. You do not give up your legal rights by signing this form.

If at any time during your participation and conduct in the study you have been or are injured, you should communicate those injuries to the research staff present at the time of injury and to the Principal Investigator, whose name and contact information is on this consent form.

P. What will happen if you do not wish to take part in the study or if you later decide not to stay in the study?

Participation in this study is voluntary. You may choose not to participate or you may change your mind at any time.

If you do not want to enter the study or decide to stop participating, your relationship with the study staff will not change, and you may do so without penalty and without loss of benefits to which you are otherwise entitled.

You may also withdraw your consent for the use of data already collected about you, but you must do this in writing to:

Eshe Price
Rowan University College of Education
James Hall
Glassboro, NJ 08028

If you decide to withdraw from the study for any reason, you may be asked to participate in one meeting with the Principal Investigator.

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Q. Who can you call if you have any questions?

If you have any questions about taking part in this study or if you feel you may have suffered a research related injury, you can call the Principal Investigator:

Eshe Price
Interdisciplinary and Inclusive Education Department
856-256-4500 ext. 3811

If you have any questions about your rights as a research subject, you can call:

Office of Research Compliance
(856) 256-4078– Glassboro/CMSRU

What are your rights if you decide to take part in this research study?

You have the right to ask questions about any part of the study at any time. You should not sign this form unless you have had a chance to ask questions and have been given answers to all of your questions.

AGREEMENT TO PARTICIPATE

I have read this entire form, or it has been read to me, and I believe that I understand what has been discussed. All of my questions about this form or this study have been answered.

Subject Name: _____

Subject Signature: _____ Date: _____

Signature of Investigator/Individual Obtaining Consent:

To the best of my ability, I have explained and discussed the full contents of the study including all of the information contained in this consent form. All questions of the research subject and those of his/her parent or legal guardian have been accurately answered.

Investigator/Person Obtaining Consent: _____

Signature: _____ Date: _____

ROWAN UNIVERSITY INSTITUTIONAL REVIEW BOARD
AUDIO/VIDEOTAPE ADDENDUM TO CONSENT FORM



College of Education
Interdisciplinary and Inclusive Education

You have already agreed to participate in a research study conducted by Eshe Price. We are asking for your permission to allow us to audiotape (sound) as part of that research study. You do not have to agree to be recorded in order to participate in the main part of the study.

The recording(s) will be used for:

- analysis by the research team;
- possible use as a teaching tool to those who are not members of the research staff (i.e. for educational purposes);

The recording(s) will include subjects' names and potentially details specific to their experiences at Dorothy L. Bullock School. All efforts will be made to keep your personal information in your research record confidential, but total confidentiality cannot be guaranteed. Your personal information may be given out, if required by law. Presentations and publications to the public and at scientific conferences and meetings will not use your name and other personal information. The investigator plans on recording participant interviews and focus groups. This is so she can remember what participants tell her when she writes about it. She will keep the recordings along with other project data in a locked computer and only she will have the password. After she is finished with the study, she will erase the files. When she is finished with the study she will write a report about what she learned. This report will not include the participants names or they were in the study. All information is confidential.

Your signature on this form grants the investigator named above permission to record you as described above during participation in the above-referenced study. The investigator will not use the recording(s) for any other reason than that those stated in the consent form without your written permission.

AGREEMENT TO PARTICIPATE

I have read this entire form, or it has been read to me, and I believe that I understand what has been discussed. All of my questions about this form or this study have been answered.

Subject Name: _____

Subject Signature: _____ Date: _____

Signature of Investigator/Individual Obtaining Consent:

To the best of my ability, I have explained and discussed the full contents of the study including all of the information contained in this consent form. All questions of the research subject and those of his/her parent or legal guardian have been accurately answered.

Investigator/Person Obtaining Consent: _____

Signature: _____ Date: _____

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Principal Investigator: Eshe Price

Sample Short Form/Informal Recruitment Script:

My name is Eshe Price and I am a professor in residence at Rowan University in the Department of Interdisciplinary and Inclusive Education. You have been selected to participate in a research study involving teacher training and serving diverse student populations. Involvement in the study is for research purposes, and is voluntary, so you may choose to withdraw your participation at any time.

For teacher participants: You have been selected to participate in this project because you are certified and employed as teachers in Glassboro Public Schools and may or may not be a member of the PDS Steering Committee.

For administrator participants: You have been selected to participate in this project because you are certified and employed in Glassboro Public Schools and may or may not be a member of the PDS Steering Committee.

We are interested in understanding the dynamics of a suburban PDS with urban characteristics serving students from diverse backgrounds. You will be asked to attend a number of focus group meetings once a grading period that I will conduct at Dorothy L. Bullock School. If you are a teacher participant, I may observe you at a time of your choosing once. Also, I will interview you four times during the project. The interviews should not last more than an hour each and will take place at Dorothy L Bullock School.

If you have any questions, concerns or complaints about this research, you can contact me at pricee@rowan.edu or 856-256-4500 ext. 3811.

Recruitment and Consent Protocol:

- Begin with introductions and restating project purpose.
- Review the consent form and answer any questions. Emphasize key aspects of the consent form and read it aloud if necessary for any reason.
- Remind participants that involvement in the research study portion is voluntary. Explain that in our research we will be asking participants to reflect on their experiences with disability and inclusive education. All information received from participants will be kept confidential.
- Obtain written consent from each participant. Participants choosing not to participate in research evaluating the training efficacy will still be able to attend project events.
- Answer any other questions.

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Teacher Focus Group Questions

Focus Group 1 – Benefits & Challenges

1. What are the benefits of having students from diverse backgrounds?
2. What are the challenges of having students from diverse backgrounds?
3. How do you think the challenges should be addressed?

Focus Group 2 – Current Events

1. What major events that have occurred within the last 5 years have had an impact on the students in your classroom?
2. How do you know those events had an impact?
3. How did you handle the conversation?
4. What skills should teachers have to approach when current events in the classroom?

Focus Group 3 – Replication

1. What is working to support diverse student populations?
2. How do we replicate those best practices across the campus and district?

Dorothy L. Bullock School

370 East New Street, Glassboro NJ, 08028

Phone: (856) 652-2700

Fax: (856) 881-7587



www.glassboroschools.us

Mrs. Marian Dunn
School Nurse

Mr. Richard J. Taibi, Principal

Mrs. Joan Mannino, Secretary to the Principal

Mrs. Carol Yaksta
School Secretary

January 25, 2018

To Whom It May Concern:

I write to give my permission for Mrs. Eshe Price to conduct her research study *A Case Study of a Suburban Professional Development School (PDS) with Urban Characteristics* at Dorothy L. Bullock School where I am the principal.

I understand that Mrs. Price plans to work with teachers and administrators to understand the dynamics of serving students from diverse backgrounds. Along with providing professional development to teachers and staff, Mrs. Price may observe teachers in their classrooms, ask faculty to complete feedback forms, participate in focus groups, and interview participants at regular intervals.

I am aware of the purpose and methodologies of this project being conducted at my school site, and am supportive of everything that comes with that. If you have any questions, please do not hesitate to contact me through my information listed below.

Sincerely,

A handwritten signature in blue ink, appearing to read "Richard J. Taibi", is written over a faint, larger version of the same signature.

Richard J. Taibi

Principal- Dorothy L. Bullock School Thomas E. Bowe Elementary

rtaibi@gpsd.us