



Findings of Root Cause Analysis for Comprehensive Support and Improvement Schools

Alexander Hamilton Elementary School

September, 2019



COLLEGE OF
EDUCATION

CENTER FOR EDUCATIONAL
INNOVATION AND IMPROVEMENT



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This report was prepared by the University of Maryland College Park Center for Educational Innovation and Improvement at the College of Education and in partnership with the Bowie State University College of Education and the

Morgan State University School of Education & Urban Studies. The Root Cause Analysis process was facilitated by Dr. Wil Parker and Dr. Akeda Pearson, who also co-authored this report.

These resources, developed with federal funds i.e. Title I, are considered open source and made available for use or modification as users or other developers see fit.

I. INTRODUCTION

The purpose of this report is to share the outcomes of a Root Cause Analysis (RCA) conducted to support Alexander Hamilton in identifying underlying causes of school performance problems. The report provides an overview of the RCA process, school profile, problem statement, root cause analysis, and recommendations to address the root causes.

The Maryland Every Student Succeeds Act (ESSA) Consolidated State Plan requires schools that have been identified for comprehensive support and improvement (CSI) engage in a root cause analysis process facilitated by a third party. CSI schools are the lowest achieving 5 percent of Title I schools; high schools that do not graduate one third or more of their students; or schools that have federal school improvement grants (SIG). Alexander Hamilton Elementary School was identified as a CSI school because it is one of the lowest achieving 5 percent of Title I schools. Outcomes of the root cause analysis must be used to inform the development of intervention plans to improve school performance.

CSI schools that were identified in the 2018-2019 school year have three years to exit CSI status. CSI school leaders will receive a leadership coach to support the development and implementation of the intervention plan. CSI principals are also required to participate in the Leading for School Improvement Institute which provides customized professional learning experiences to support school improvement. CSI principals are also required to engage in monitoring visits by the Maryland State Department of Education (MSDE) to ensure that progress is being made toward school improvement goals.

MSDE established a memorandum of understanding with the University of Maryland College Park to facilitate the RCA process. The University of Maryland College Park collaborated with the American Institutes for Research (AIR) to develop RCA tools and train field teams. Field teams consisted of researchers, data analysts, and education practitioners from Morgan State University, Johns Hopkins University, Bowie State University, and other organizations. Field team members worked with all CSI schools to go through an RCA process. MSDE will support each school to engage in a long-term continuous improvement process that includes RCA analyses, recommended interventions, and evaluations of employed interventions. As part of this process, CSI schools were first required to go through a needs-assessment process that was used to drive the RCA work.

I. INTRODUCTION

RCA Process for CSI Schools

A Root Cause Analysis Facilitator Guide was developed to promote consistency in the root cause analysis process. The Facilitator Guide contains protocols designed to engage school leaders and stakeholders in identifying a specific problem and prioritizing root causes for the problem.

There was a four step process used to facilitate the root cause analysis:

1. Craft a Problem Statement Based on Data.
2. Brainstorm Causal Factors
3. Analyze Underlying Causes to Identify Root Causes
4. Prioritize Root Causes for Intervention

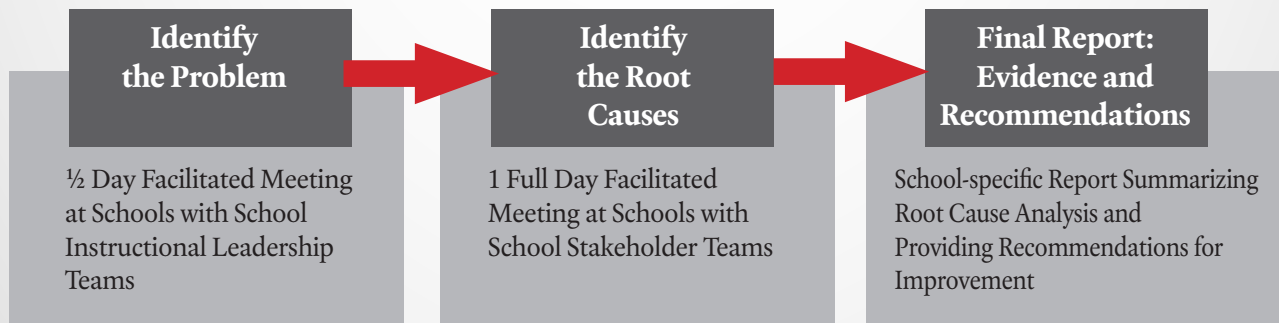
The root cause analysis process translates the successes and challenges identified through the CSI needs assessment into priorities to inform actionable improvement planning. The work with schools was staged in three steps: 1) identify

the problem; 2) identify the root causes; 3) draft a school report with recommendations for improvement.

First, the RCA team worked with school leadership teams to craft a problem statement in a half-day meeting. Using the available school, school system, and state data, the school team selected a problem that relates to their CSI status and provides a direction for the root cause analysis.

Second, the facilitators returned to the school for a full-day meeting with the school's stakeholder team to better understand the root causes of the problem. Once the stakeholders worked through the process of determining the root causes, they prioritized those root causes based on importance, feasibility, and alignment to CSI status.

As a third and final step, the RCA teams created these school-specific reports with recommendations for addressing the problem and root causes in improvement planning.



I. INTRODUCTION

An RCA starts with asking the question: What problem do we face that, if solved or mitigated, would most effectively lead to our desired outcomes (in this case significant improvement in student outcomes that would lead to the school being removed from CSI status)? This “Problem Statement” is then studied and interrogated by a team of stakeholders through the RCA process that answers questions such as:

- Why do we get the outcomes that we currently do?
- Who are the people involved in this problem?
- What policies, procedures, or rules contribute to this problem?
- What resources are currently engaging with this problem?
- What environmental issues impact this problem?

This process led to a small number of “root causes” to the problem designed to help school stakeholders design strategies and programs that are more likely to lead to significant improvement for students. In addition, the process will include conducting research on the problem and prioritized root causes and recommending evidence-based strategies for improvement.

II. SCHOOL PROFILE

School Name: Alexander Hamilton Elementary School
 800 Poplar Grove St, Baltimore, MD 21216
 (410) 396-0520

Total teachers : 16

Student Demographics								
Total Students	Asian	Black African Americans	Hispanic/Latino	White	Other	% Economically Disadvantaged	% English Learners	% Students with Disabilities
223	<10	217	<10	<10	<10	83.92%	<5%	12.5%

Alexander Hamilton Elementary School MSDE School Report Card Profile							
Academic Progress		School Quality and Student Success		Academic Achievement		Progress in Achieving English Language Proficiency	
Student Growth Percentile in Math	26	Students Not Chronically Absent	49.8%	% Proficient in Math	3.8%	% English Learners Making Progress Toward Learning English	N/A
Student Growth Percentile in ELA	32.5			Average Performance Math	1.7		
Credit for Well Rounded Curriculum N/A	3.1%	Access to Well Rounded Curriculum	100%	% Proficient in ELA	6.3%		
				Average Performance ELA	1.7		
Earned Points	6.2/30	Earned Points	11/25	Earned Points	3.9/20	Earned Points	N/A
Total Earned Percent:				28%			

To view this school's full report card, visit www.mdreportcard.org

III. PROBLEM STATEMENT

Description of the Process

Day one of the process was an opportunity to develop trust among the educational stakeholders and provide transparency of the RCA project. Educational stakeholders included Alexander Hamilton Elementary School's principal, staff, and school district personnel. The primary goal of the first day, which was facilitated on April 3, 2019, involved the exploration of the RCA purpose and the process involved in crafting a problem statement. This goal extended into a review of the Maryland School Report Card data and the CSI School Needs Assessment for Alexander Hamilton Elementary School so as to identify leading challenges the school faces. Participants could then pinpoint one priority problem area as an RCA problem.

The data and the needs assessment were thoroughly reviewed and discussed. The Maryland Report Card contained data measuring student performance in academic achievement, academic progress, and achievement of English language proficiency, as well as school quality and student success. Students met the economically disadvantaged annual target for both mathematics and ELA, and the special education students met the annual target for ELA, which were positive results. These results were encouraging to the participants because the negative results were more visible. The Maryland Report Card data also revealed that approximately 50% of the students were chronically absent, which no doubt affected academic achievement and progress. The Maryland Report Card and the CSI assessment both exhibited overall negative results; however, academic growth is being demonstrated at Alexander Hamilton Elementary School. The percentage of students who are more than two grade levels below in ELA appears to decrease from the beginning of the year. In addition, the percentage of students who are one to two

grade levels below or two or more grade levels below in mathematics appears to decrease from the beginning of the year to the end of the year. Overall, it is important to note that some students are making substantial growth while others are making very little growth. Another reporting tool used at the school is I-Ready. I-Ready is a diagnostic tool that assesses student performance in reading, mathematics, and ELA, but it is not aligned with the state assessment.

Problem Statement Criteria

Participants arrived at a problem statement by examining how CSI schools were identified; by using data to understand why the school received CSI status; by organizing data trends into themes; by evaluating the feasibility of addressing those themes; and by prioritizing addressable themes to identify the RCA area of focus. The problem statement was crafted based on the following criteria:

1. *How important is the problem to addressing our needs?*

Importance is determined by whether student outcomes will be improved, teacher efficacy is increased, and/or organizational systems will be improved.

2. *How feasible is it to address this problem?*

Feasibility is defined by the availability of adequate resources, staff, and capacity, and whether there is sufficient support and buy-in.

3. *How aligned is the problem to our needs?*

The problem statement should be related to the reason the school was identified as a CSI school. Also the school should be able to address the problem and its root causes by the effective selection and implementation of evidence-based practices.

III. PROBLEM STATEMENT

Day One Summary

Many of the conversations on this day focused on the nature of academic needs of the students in the school. A few of the instructional staff indicated that their diagnostic assessments indicate that a majority of 6th grade students arrive lacking foundational skills (i.e. decoding, phonemic awareness, basic computation) which are prerequisites to accessing a rigorous grade level curriculum.

Additionally, some team members saw the structures that have been created for ELL students in the building (pull out classes, gradual entry into general education, academic support from extracurricular activities) as a model for what could be done for other students who struggle in the building. The sense was also that early, targeted interventions would benefit students greatly during their tenure at Vanguard and set them up for success in high school.

Key Data Themes

Data Source	Key Takeaways
Needs Assessment	<ul style="list-style-type: none"> The percentage of students who are more than two grade levels below in ELA decreases from the beginning of the year to the end of the year.
Maryland School Report Card	<ul style="list-style-type: none"> Student achievement, as measured by the state assessment, decreases for the cohort of students from 2015–2016 to 2017–2018.
Needs Assessment	<ul style="list-style-type: none"> The percentage of students who are one to two grade levels below in mathematics decreases from the beginning of the year to the end of the year.
Maryland School Report Card	<ul style="list-style-type: none"> 93.7% of students did not score proficient or higher on the state assessment in third through fifth grades.

Themes Across Data Sources (Topics) (1 being highest priority)	Ranking
93.7% of students did not score proficient or higher on the state assessment in third through fifth grades.	1
Student achievement, as measured by the state assessment, decreases for the cohort of students from 2015–2016 to 2017–2018.	2
The percentage of students who are more than two grade levels below in ELA decreases from the beginning of the year to the end of the year.	3
The percentage of students who are one to two grade levels below in mathematics decreases from the beginning of the year to the end of the year.	4

III. PROBLEM STATEMENT

Final Problem Statement

For students in grades K-5, academic growth is insufficient to meet grade level proficiency.

Evidence Base for Problem Statement

This section represents a brief research summary of the evidence related to the significance and/or impact of the problem statement identified above.

Alexander Hamilton Elementary School is consistently cited as low-performing based on the Maryland State Report Card that reports limited to no measurable growth. As we reviewed the research on teaching and learning practices, professional learning to build teacher capacity is essential for student growth (Hattie, 2012). This problem is consistent with schools that are low-performing, and which have limited opportunities to demonstrate student growth.

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Day Two Summary

Alexander Hamilton Elementary School convened on April 10, 2019 for day two of the RCA process. Day two continued with all the educational stakeholders from day one, along with a parent and another local school system leader.

The dialogue opened with the principal sharing her actions to continue the conversation after day one with her staff. They looked deeper at their attendance data (where the children lived who are chronically absent) and examined the potential correlation between attendance and performance. They explored the following questions:

- (1) Do teachers need additional professional development to assist students to attain academic success?
- (2) What data does I-Ready provide, and how does that correlate with the standardized assessments?
- (3) Is it really possible to close the gaps for some of their children?
- (4) What would it take to get students who are two grade levels behind to meet the standards?

The principal and staff also talked about understanding the entire academic program as a key

to comprehending the whole picture of student growth and achievement. The facilitators continued with guiding the stakeholders to create themes based on the problem, which included attendance, learning styles, the problem of only one form of testing, educators knowing students and how they learn, differentiated instruction, varied pedagogical approaches, assessment and feedback cycles, learner achievement, and adequate resources.

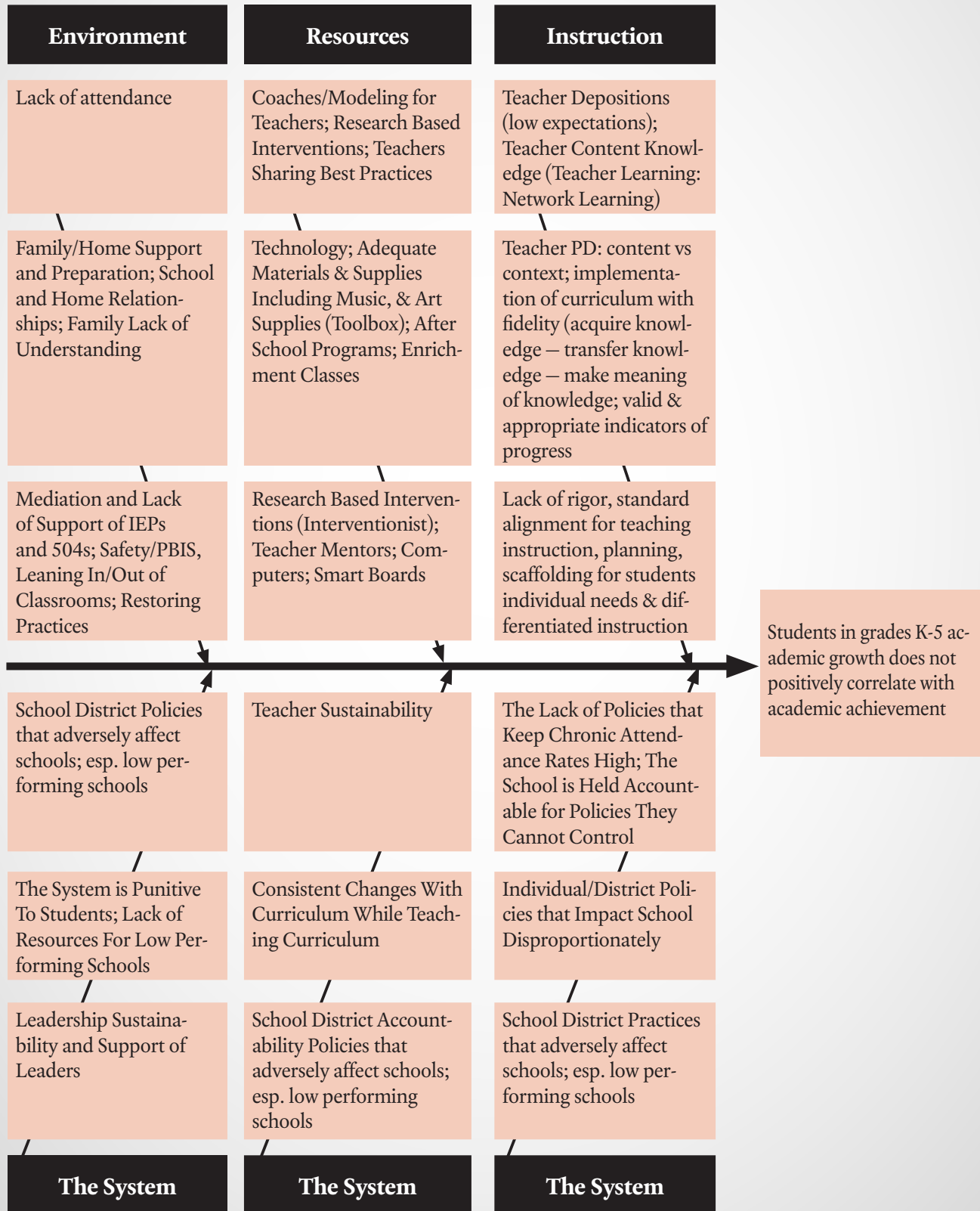
The educational stakeholders reviewed the goals from day one. They were curious about the impact absenteeism had on students, while being concerned about the staff's hard work not being reflected in the data reports. All stakeholders had a strong desire to be actively involved in assisting the school to obtain academic achievement for all students. Aligned assessments were a topic of discussion and perceived as a benefit if disconnection with I-Ready, grades, and testing were fixed.

Casual Factors

The "Fishbone" diagram represents the stakeholder group's initial assessment of all of the individual factors contributing to the existence or recurrence of the problem statement.

IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Alexander Hamilton Elementary School Fishbone: Exploring Causes



IV. ROOT CAUSE ANALYSIS OF THE PROBLEM STATEMENT

Prioritized Root Causes

Following several group exercises, the stakeholder group came to consensus on the priority root causes. These are the causes most critical to addressing the problem based on the criteria of importance, feasibility, and alignment.

Final Output. Prioritized Root Causes:	Ranking
Lack of social, emotional, and other supports for students, and inadequate family connections to communicate high expectations throughout.	1
Insufficient opportunities for professional learning that would allow teachers to practice in real-time or with others to grow their instructional practice.	2
Inadequate research-based interventions and materials to support differentiation.	3

Evidence Base for Prioritized Root Causes

According to Milner (2015) once students are identified as low-achieving, instruments and assessment indicators become punitive frameworks rather than instruments of growth potential. In order to build student achievement and resilient learning communities, students must have multiple opportunities to demonstrate growth, learning, and academic success (Hattie, 2012).

Instructional practices are deemed effective when they speak to and relate to the culture and lived experiences of the learners. These practices create deep learning and accomplished instructional techniques.

Teachers who have limited skills and/or teaching practices offer students who struggle limited learning opportunities for growth and conceptual understanding (Hattie, 2012).

Research shows that if the fundamental structure of the school can become a collaborative team, all educational stakeholders then become mutually accountable (DuFour & DuFour, 2013). Additionally, to build these teams all interventions and supports must meet the needs of those students who struggle; teams must address the school culture, environment, resources, and instruction, as well as the system's ability to build capacity.

V. RECOMMENDATIONS FOR IMPROVEMENT

Brainstormed Ideas for Improvement Planning from Stakeholders

At the conclusion of day two, the stakeholders had a brief opportunity to brainstorm ideas and strategies that might help to address the root causes identified. This brainstorming activity asked participants to list ideas they had based on their experiences and firsthand knowledge. These ideas were not prioritized or identified as formal recommendations to the school.

To address environment

- Obtain more buy-in from teachers for professional learning.
- Identify additional ways to solicit parental and community involvement.
- Extend the definition of family unit.
- Integrate social and emotional learning resources and practices as well as Safety/Positive, Behavioral Interventions & Supports (PBIS).
- Provide additional learning opportunities for families and community.
- Request more support from the school district.

To address resources

- Request additional funding from the school district.
- Identify accomplished teaching practices.
- Obtain resources and support to align curriculum, teaching practices, and state assessments.

To address instruction

- Participate in professional learning to address classroom practices and instructional learning.
- Create opportunities for building trusting relationships between staff.

To address the system

- Continuously share disaggregated data that shows student growth.
- Collaborate more with school district personnel assigned to the school and request additional equitable funding for programming and stakeholder development.
- Solicit participation from all stakeholders.

Recommendations for Evidence-Based Improvement

Final recommendations for this report have been developed by the University of Maryland College Park in consultation with UMD/RCA facilitators and leaders at MSDE. Recommendations were developed using the following process:

- Reviewing the ideas, notes, and stakeholder perspectives gathered throughout the Root Cause Analysis process;
- Conducting a scan of the research literature related to the problem statement and prioritized root causes identified throughout the process. While a comprehensive research analysis was outside the scope of this project, the team reviewed research using the standards of evidence model outlined in the Every Student Succeeds Act (ESSA) to offer research that had moderate or strong evidence of effectiveness (Level 2 or Level 1 on the ESSA framework);
- Compiling, organizing and categorizing over 150 recommendations submitted by UMD/RCA facilitators.

These recommendations are offered by the University of Maryland College Park in consultation with MSDE. They represent only a portion of the potential strategies and interventions that will become a part of the school's three-year improvement plan developed in concert with the MSDE Title I office.

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION

¹Four Domains
Domain of Rapid
School Improvement

Implement one or more research-backed strategies to promote positive school climate, including positive discipline, conflict management, anti-bullying, and positive youth development.

Culture Shift

Research indicates that a positive school climate is strongly linked to student academic outcomes. For example, school climate can influence attendance, achievement, retention, and graduation (MacNeil, Prater, & Busch, 2009; Stewart, 2008; McNeely, Nonnemaker, & Blum, 2002). The Department of Education has conceptualized school climate as broadly consisting of the domains of safety, engagement, and environment. These domains encompass students’ perceptions of inclusion and belonging, incidents of bullying and the response of students and educators, school connectedness, peer to peer relationships as well as relationships between teachers and students, school discipline practices, and the state of the physical facilities. According to the National Center on Safe Supportive Learning Environments, “the strength of the linkages between school climate and academic achievement make it essential that all students have the opportunity to attend schools that provide a safe and supportive environment where they can thrive and fully engage in their studies” (www.safesupportivelearning.ed.gov).

To address concerns regarding school climate, there are many resources available to educators that can guide efforts to foster a more inclusive and supportive school environment for all students, including Teaching Tolerance (www.tolerance.org/professional-development/school-climate) and the National Center on Safe and Supportive Learning Environments (safesupportivelearning.ed.gov/scirp/action-guides). In schools with indicators that the school climate needs to be improved, a wide variety of factors can contribute to poor climate conditions, and conversely, a wide range of strategies exist to address such conditions. These research-based strategies include:

1. Adopting school-wide alternative, positive discipline systems with clear and well-supported expectations and consequences for student behavior, such as Restorative Justice (Augustine et al., 2018; www.alternativesyouth.org/programs/restorative-justice), or PBIS (Epstein, 2008; www.pbis.org)
2. Mandating anti-bullying training for all educators and staff. Training should define what constitutes bullying and how to recognize when it is happening to students so they can effectively intervene (www.stopbullying.gov; www.teachingtolerance.org).
3. Implementing conflict resolution strategies or a school-wide program (creducation.net/teachers) integrating practices from the “Positive Youth Development” approach into the management of school co-curricular activities and student clubs: (youth.gov/youth-topics/positive-youth-development).

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	¹ Four Domains Domain of Rapid School Improvement
<p>Maximize professional learning focused on planning, instruction, and improving learning conditions for students.</p> <p>Establish or significantly strengthen a school-wide cycle of professional learning—coaching, observations, and team planning—that includes an aligned focus across core instructional activities. Several studies link teacher professional learning with improvements in instruction and quality of learning environments (Vescio, Ross, & Adams, 2008). Professional learning opportunities are most effective when they are part of coherent school-wide efforts that link content, assessments, and reflection, rather than episodic professional workshops (Akiba & Liang, 2016). Two effective professional learning strategies include professional learning communities and job-embedded professional learning.</p> <p>Professional Learning Communities: Teachers need time spent planning and learning with colleagues in collaborative planning time and/or professional learning communities (PLCs) that are focused on teaching and learning, not on administrative or organizational demands. Research shows that PLCs are most successful when they are designed and supported with specific attention to leadership, group dynamics, trust, and respect (Vangrieken, Meredith, Packer, & Kyndt, 2017). PLCs form around topics that teachers can explore, plan for, and build upon together using peer observations and deeper capacity-building on areas of need, such as social emotional learning or trauma-informed teaching. Authentic PLC’s include the following features:</p> <ul style="list-style-type: none"> • Dedicated time for the PLC • Teacher-led and based on specific needs of students • Supported by school leaders with training and development activities • Dedicated time for the PLC • Teacher-led and based on specific needs of students • Supported by school leaders with training and development activities <p>Job Embedded Professional Learning: Research emphasizes the importance of professional learning that emphasizes explicit strategies for conducting active teaching, assessment, observation, and reflection rather than just abstract discussions (Darling-Hammond & Richardson, 2009).</p>	<p><i>Talent Development</i></p> <p><i>Instructional Transformation</i></p>

¹The Maryland State Department of Education uses the Center on School Turnaround at WestEd’s Four Domains of Rapid School Improvement as a framework for continuous improvement. The framework identifies four areas as central to rapid and significant improvement: turnaround leadership, talent development, instructional transformation, and culture shift. The recommendations in this report are aligned to the four domains as a way to organize and frame the improvement efforts. For more information: <https://centeronschoolturnaround.org>.

V. RECOMMENDATIONS FOR IMPROVEMENT

RECOMMENDATION	¹ Four Domains Domain of Rapid School Improvement
<p>Invest in professional learning opportunities and support for principal’s development as an effective turnaround leader</p> <p>The research literature clearly indicates that leadership is important to student achievement and other school-based outcomes. However, in chronically low-performing schools, a specialized set of leadership skills are required that extend beyond the traditional management role of principals. To engage as an effective leader in the most challenging school conditions, principals must become equipped as transformational, turnaround leaders (Leithwood, Louis, Anderson, & Wahlstrom, 2008; Herman et al., 2017).</p> <p>To become an effective turnaround leader, principals need training and development across a range of skills, including:</p> <ul style="list-style-type: none"> • Setting and reinforcing high expectations of all teachers and staff • Distributing instructional leadership responsibilities and opportunities to effective teachers • Focusing on goal setting and strategic planning (“Driving for Results”) • Establishing data collection, monitoring, and analysis • Enlisting others in adopting changes to routines, structures, and processes • Using adaptive problem-solving <p>Just as teachers grow best through job-embedded, authentic professional learning supports, so, too, do school leaders. The research on professional learning indicates that collaborative cohorts and coaching are two high leverage strategies through which principals can be supported in acquiring new leadership skills (Sucher, Podolsky, & Espinoza, 2017). Additionally, there are a variety of evidence-based turnaround leadership frameworks and tools that can be adapted as resources for principals who are developing as effective change agents, including WestEd’s Four Domains for Rapid School Improvement (https://www.centeronschoolturnaround.org/wp-content/uploads/2018/03/CST_Four-Domains-Framework-Final.pdf), American Institutes for Research’s District and School Improvement Center (www.air.org/center/district-and-school-improvement-center), the Public Impact’s School Turnaround Core Competencies (https://publicimpact.com/school-turnarounds), and New Leaders’ Transformational Leadership Framework (www.newleaders.org).</p>	<p><i>Talent Development</i></p> <p><i>Turnaround Leadership</i></p>

VI. CONCLUSION AND NEXT STEPS

Collaboratively with the Local School System (LSS) and stakeholders, Comprehensive Support and Improvement (CSI) school teams will develop intervention plans that identify SMART (Specific, Measurable, Achievable, Realistic, Time-bound) intervention goals with measurable annual outcomes and progress indicators that will guide schools toward meeting annual targets and exit criteria in three years. The outcomes of the root cause analysis must be used to inform the development of the SMART intervention goals

and identification of evidence-based strategies included in the intervention plan. Any evidence-based strategy must meet the Every Student Succeeds Act (ESSA) evidence requirements (level 1, 2, or 3). Intervention Plans will be approved by the school, LSS, and the Maryland State Department of Education (MSDE), and monitored annually by staff from the LSS and the MSDE. Additional information and resources are available on the MSDE Resource Hub. <https://www.marylandresourcehub.com/>

APPENDICES

Appendix A: List of Stakeholders

Day 1 April 3, 2019	Name	Position
	Charné Ashby	<i>Special Education Lead</i>
	Terrence Wheeler	<i>Climate Lead</i>
	Angela Berkley	<i>Mathematics Lead</i>
	Shemel Taylor	<i>Literacy Lead</i>
	Alzata Spencer	<i>Principal</i>
	Lisa Donmoyer	<i>Title I Specialist</i>
	Mack D. Jones	<i>School Turnaround Specialist</i>
Day 2 April 10, 2019	Name	Position
	Lisa Donmoyer	<i>Title I Specialist</i>
	Charné Ashby	<i>Special Education Lead</i>
	Alzata Spencer	<i>Principal</i>
	Dr. Hollie Hood Mincey	<i>Resource Lead</i>
	Terrence Wheeler	<i>Climate Lead</i>
	Mack D. Jones	<i>School Turnaround Specialist</i>
	Angela Berkley	<i>Mathematics Lead</i>
	Shemel Taylor	<i>Literacy Lead</i>
	Tierra Turner	<i>Teacher (Grade 2)</i>
Anjanise Burten	<i>Parent</i>	

APPENDICES

Appendix B: Bios of Facilitators

Wil Parker, is an accomplished keynote speaker, presenter, and teaching clinician. He has given professional learning and keynote sessions throughout the United States, Canada, Europe, and South America.

Parker is an assistant professor of educational leadership at Bowie State University. He serves as a liaison and resource for school districts, superintendents, ministers of education, school administrators, colleges, and universities to develop support programs, residency programs, and partnerships that cultivate accomplished teachers. He delivers professional learning and coaching to school districts on differentiated instruction as a member of the Association for Supervision and Curriculum Development's Differentiated Instruction Cadre, and on his other areas of expertise including curriculum design, Common Core State Standards, teacher leadership, and school and district leadership. Most recently, Parker created and implemented districtwide capacity-building initiatives to increase student and teacher learning in large urban school districts. His teaching and leadership experience includes an advanced placement biology teacher; science, technology, engineering, and mathematics; International Baccalaureate; and an allied health careers professor in public schools, community colleges, and university teacher preparation programs. Parker's research agenda includes school leadership and teacher leadership development, urban school leader development, critical race theory, multicultural education, social justice, African American male teachers, and student athlete achievement. Parker holds a doctorate in educational and organizational leadership from the University of Pennsylvania, a master's degree in science education from The George Washington University, and a bachelor's degree in biology from Tennessee State University.



Dr. Akeda Pearson is an awarded and results-oriented educational leader who has dedicated her life to the betterment of youth, women, men, and families. With over twenty-five years in the field of education and Christian ministry, she has had the pleasure to provide exceptional instructional expertise

(especially equitable practices and cultural proficiency) to diverse school personnel, colleges, universities, faith-based organizations, and nonprofits. Dr. Pearson consistently provides trainings and strategic planning on all levels while fostering environments conducive to learning, operationalizing departments, training/mentoring educational leaders, cultivating proven community engagement strategies, and developing strategic plans for the implementation of data-driven programming as well as mobilizing communities. She serves as the Director of Advancement for Teaching and Learning at Bowie State University. She is also an education specialist/consultant, professor, advocate, community activist, entrepreneur, certified mentor, and author.



APPENDICES

Appendix C: Citations of research

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