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FACTORS INHIBITING THE IMPLEMENTATION OF INQUIRY-BASED LEARNING AND PROJECT-BASED LEARNING IN THE K–12 NEW YORK STATE SOCIAL STUDIES CLASSROOM Author(s): Joseph Pesqueira

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ABSTRACT

FACTORS INHIBITING THE IMPLEMENTATION OF INQUIRY-BASED LEARNING AND PROJECT-BASED LEARNING IN THE K–12 NEW YORK STATE SOCIAL STUDIES CLASSROOM

Joseph Pesqueira

Research has shown that a majority of students retain information and learn much more effectively through instructional approaches that put them in control. Student-centered approaches to instruction, such as Inquiry-Based and Project-Based Learning are considered to be effective and engaging methods of instruction aimed at increasing student learning. In the K-12 social studies classroom, these types of learning experiences are few and far between. This study analyzes the factors, both internal and external, that social studies instructional leaders believe are inhibiting a more wide-scale implementation of Inquiry-Based and/or Project-Based learning in the classroom. This study looks at instructional leaders in numerous districts in the Northeastern United States. Methods of data collection include one-on-one semi structured interviews. This study reveals the following emerging themes: time constraints, resistant teachers, state mandated curriculum, and state mandated standardized tests all converge to create a system that does not value Inquiry-Based and/or Project-Based Learning. This study finds that the role of the instructional leader is to build trust, to support teachers, and to find pockets of success with this type of learning, especially in areas where the above-mentioned themes are less of an issue in the day-to-day classroom experience. Recommendations include building relationships and trust with teachers and putting less emphasis on standardized testing results. These recommendations will help social studies

instructors navigate through some of the barriers to embedding this type of instructional practice in the K-12 Social Studies classroom.

DEDICATION

This work is dedicated to my grandfather, Nicholas Trovato, and my grandmother, Carmela Trovato, who have both passed on. Some kids are lucky enough to see their grandparents every few weeks, but I was blessed enough to live with them. They taught me, through their actions, that family always comes first. I have tried my best to carry that sentiment with me throughout my childhood and adult life. I know they are up in heaven smiling down on all that we have accomplished. Thank you, grandma and grandpa!

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Additionally, I'd like to thank my parents, Angela and Wayne Pesqueira, who were patient with a son who was full of energy, loved playing sports, and put very little value into academics. They provided me the space to navigate my adolescence with independence but provided support whenever they felt it was necessary. They gave up everything in their life to make sure my brother and I received everything we needed. I will be forever indebted to you for what you did for me. Thank you to my big brother, Chris, who always challenged me to be my very best. He was always there to support me, whether it was going to my baseball, basketball, and football games, or just teaching me about life. To my uncle, Michael Trovato, who felt more like a second father to me than an uncle. His willingness to get on a train every morning at 1 a.m. to go to work instilled in me the value of a hard day's work. I don't know where I would be without his support.

I'd also like to thank my colleagues, both former and current, for their support through this process. At Oyster Bay, I am blessed to work with a great social studies

department. I also have colleagues who have helped me through every part of this process. A special thanks to my superintendent, Dr. Laura Seinfeld and my assistant superintendent for curriculum and instruction, Dr. Lisa Mulhall, for not only the support, but for the encouragement when things felt overwhelming. Special thanks to Dr. Ryan O'Hara, Ms. Janna Ostroff, Ms. Sharon Lasher, Dr. Valerie Vacchio and Ms. Sabrina Meehan who have willingly lent an ear throughout this process so that I could vent.

It is important to never forget your roots. To that end, I would be remiss if I did not thank my friends for all their support. I've had the same group of friends for 27 years. Some people consider themselves lucky if they remain friends with one or two people from their childhood. I've got seven childhood friends who I still speak with on a daily basis. They have literally been by my side for every important event in my life. They make sure to knock me down a peg or two when need be and for that I will be forever grateful.

Most importantly, I would like to thank my wife Anne, who has supported me from day one of this process. Her willingness to take on double duty raising two young children while I was at classes is something that I will never forget. From our days teaching social studies together in New York City to our everyday struggles as working parents living on Long Island, I have loved every minute of our lives together. You are my home.

To my children, Nicholas and Joanna. I've tried to make this process as pain-free on you as possible, but I know that you have still felt my absence. You have dealt with daddy having late nights since you were both born. I hope you understand I did this to better myself and better our future. Setting lofty goals and seeing them through is

something I hope you both find value in as you grow up in this world. I love you more than life itself and cannot wait to have things get back to normal! Daddy will finally be home at night!

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CHAPTER 1

Introduction

The introduction of the New York State Social Studies Framework (2014; 2016) and College, Career and Civic (C3) Inquiry Framework (2013) presented an expectation of inquiry-based teaching to those teaching and leading social studies throughout New York State. However, this shift from content-driven instruction to inquiry-based and project-based learning has been slow developing for a myriad of reasons. Classrooms have been slow to embrace inquiry-based and project-based learning as methods to increase student learning and engagement.

The purpose of this study is to better understand the lived experiences of social studies leaders in Long Island, New York regarding the implementation of inquiry-based and/or project-based learning in the social studies classroom. With the rapidly changing expectations for employees due to technology, it is nearly impossible to equip students with the skills to be prepared for the workforce. Instead, developing the ability to think critically through inquiry-based or project-based learning experiences may help prepare students to adjust to all possible situations, both in school and in life.

The study will be phenomenological and will focus on the lived experiences of a maximum of 10 social studies instructional leaders from various school districts on Long Island, New York. The data will be collected through one on one semi structured interviews and will help to provide a better understanding of the barriers preventing a larger implementation of inquiry-based or project-based learning in the social studies classroom.

Problem Statement

Inquiry-based learning (IBL) and Project-based learning (PBL) take aim at the changing dynamic of the classroom from one that is teacher-centric to one that is student-centric, with the teacher serving a larger role as a facilitator of learning rather than a disseminator of information. In New York, these methods of instructional reform, while aimed at developing students' critical thinking skills, often do not align with curricular goals or state assessments. Will (2019) quoted a teacher and blogger for EdWeek who stated,

> Within our classrooms, there is such a focus on pushing content as much as possible that we often forget how important it is to give kids time and space to work on homework or projects as a way to lead to real inquiry (p.1).

Finding a medium between providing students with content for year-end standardized examinations and the freedom and space to become critical thinkers has become a paradox within the world of education.

Quigley, Marshall, Deaton, Cook, and Padilla (2011) discussed the faulty premise that content and inquiry are mutually exclusive. Quigley at al. (2011) noted that

> One often hears teachers complain that they cannot implement an inquiry classroom because they have so much content to cover. With the pressure of high stakes testing and curriculum standards sometimes emphasizing breadth instead of depth, teachers struggle with the amount of content they need to cover. (p. 58–59)

Quigley et al. (2011) suggested that linking content standards and inquiry as well as requiring evidence-based explanations allow students the opportunity to learn content through inquiry and to truly take ownership of the learning. Furthermore, Quigley et al.

(2011) suggested that assessments need to be revisited and that teachers need to add a repertoire of assessments in order to evaluate student growth in terms of both their inquiry and content skills.

Similarly, Molnar (2017) noted this shift as one that all stakeholders associated with education are trying to figure out. Molnar (2017) stated, "Preparing for a K–12 future that is digitally driven and more student-centered will change the role of almost everyone involved in education—and companies are among those trying to figure out just how to respond" (p. 1) All those involved in education, including students, teachers, administrators, politicians, and businesses, are well aware of the shifts from students as memorizers of information to creators of information based on their research.

Chris Lehman, the founding principal of Philadelphia's Science Leadership Academy, a science and technology high school that emphasizes project-based and tech-focused learning, believed the education system has to unlearn past practice before instructional reform can truly take place. Lehman suggested the purpose of education is not to prepare students for specific jobs in the 21st-century economy since schools have no idea what current kindergarteners' professional experience will look like in the future. Instead, he favored, "an inquiry-driven education in which students ask powerful questions that no one knows the answer to—until they do their research" (Molnar, 2017, p. 1).

Alper (2018) further argued that students have little to no experience with inquiry-based and project-based learning and therefore are often resistant to instructional shifts because of the frustration that comes along with these changes. Alper (2018) suggested that

> For inquiry-based instruction to be implemented successfully, three ideas need to be embraced: We need to let go of control and embrace the freedom. We need to let go of content and embrace the processes. We need to let go of avoiding discomfort and struggle and embrace them (p. 1).

These three ideas require a massive shift in thinking and approach and are often difficult for teachers to completely comprehend and implement. Providing this freedom for students is difficult in classes that often terminate in a content-driven exam and do not reflect the thinking skills and approaches developed through inquiry-based learning.

This literature has suggested that a deeper understanding into the reasons regarding the inability to successfully implement IBL and PBL is necessary. The literature has suggested that the shift to inquiry-based and/or project-based learning requires a great deal of change on the part of the educators and the educational system. Accountability-driven federal mandates have done little to spark the IBL and PBL initiatives, while New York has only recently started developing frameworks with a larger focus on inquiry. The literature in Chapter two will focus on the changing landscape in the workforce and the slow process of developing a K–12 system to reflect this change. Chapter two will also analyze instructional reform in the past and the reasons behind the inability for real change to take place. Finally, Chapter two will look at the importance of educational leadership as a change agent as well as the importance of collective self-efficacy in order to bring about any type of institutional change.

Statement of Purpose

The purpose of this study is to analyze the reasons that instructional reform, such as Inquiry-based learning (IBL) and Project-based learning (PBL), is often ineffectively

implemented in the classroom. This study will focus on both the internal and external influences that prevent a teacher from embracing instructional reform in his or her classroom through the lived experiences of social studies instructional leaders. Instructional reform, for the purposes of this study, focuses on the implementation of inquiry-based and project-based instruction in the K–12 classroom. Implementation of IBL and PBL in the social studies classroom has been slow developing with many factors preventing this reform from taking place (citation). While there has been research conducted on transitioning to and sustaining inquiry-based learning (Purnell, 2018), this work focuses on the role and lived experiences of the school principal. In many districts, the principal is not the first line of instructional leadership in the school. That role is often filled by content-specific directors, supervisors, coordinators, and/or curriculum associates.

This study will evaluate the role of social studies instructional leaders in implementing inquiry-based and/or project-based education in the social studies classroom. The study will also analyze the espoused versus enacted values of social studies instructional leaders regarding inquiry-based and project-based learning. The goal is to uncover why different districts have implemented inquiry-based learning and/or project-based learning at a different pace.

Research Questions

This study will use a qualitative approach with semi-structured interviews conducted to obtain the necessary data. The study will focus around four specific research questions that will be analyzed through the data obtained. Research Questions

one and two were adapted from a similar study conducted with principals as the focus (Purnell, 2018).

- Research Question 1: How do social studies leaders describe their lived experiences in developing and implementing project-based and/or inquiry-based teaching experiences?
- Research Question 2: How do social studies leaders perceive their roles in encouraging teacher practice of inquiry methodologies?
- Research Question 3: What are the perceived barriers that prevent inquiry-based and project-based learning from taking place in the classroom?
- Research Question 4: How do espoused values regarding inquiry-based and project-based learning differ from enacted values?

Overview of Methodology

The study will use a phenomenological approach in order to better understand the lived experiences of social studies leaders in trying to implement inquiry-based and/or project-based learning in the social studies classroom. For this phenomenological study, the researcher will conduct interviews using a developed interview protocol (Purnell, 2018) to better understand the lived experiences. Participant responses will be recorded and transcribed using the Rev recorder application on the iPhone. Data will then be coded using Dedoose software to find all major patterns and themes.

Rationale and Significance

While research exists that uncovers and discusses some teacher trepidations regarding the implementation of IBL and PBL, minimal studies have specifically focused on the lived experience of social studies educational leaders regarding IBL and PBL.

Purnell (2018) focused on the lived experience of principals in developing, implementing, and maintaining IBL. However, many principals have only a working knowledge of inquiry-based learning in the social studies setting (citation). This study will focus on those instructional leaders who are on the "front line" in implementing IBL and PBL in the social studies classroom.

Theoretical/Conceptual Framework

The theoretical framework for this study will be based on the works of Michael Fullan (1991, 2007, 2011, 2014, 2016) focused on change theory and Albert Bandura's (1977, 1995) social learning theory.

The implementation of inquiry-based and/or project-based learning in the classroom is a large-scale instructional shift for most teachers. Fullan (2011) urged leaders to be resolute and noted, "You know that you have to be in for the long haul when you realize that all effective change leaders face challenges, especially in the early stages of the new initiative" (p. 53) Fullan noted the importance of maintaining a keen focus on the long-term goal as well as the willingness to ensure that change is occurring at a slow enough pace for all to be on board.

A shift towards inquiry and/or project-based learning must first focus on the comfort level of teachers. In order to be effectively implemented, Fullan (1991) noted, "educational change is a learning experience for the adults involved" (p. 66). Fullan (1991) stressed the importance of teachers truly learning about the instructional shifts. In order to ensure that teachers are supported in implementing inquiry-based instruction and project-based learning, an implementation process should be developed. Fullan (2011)

suggested that these changes are best implemented through a change leader framework in which the leaders are resolute, motivate the masses, and collaborate to compete.

Bandura (1977, 1995) suggested that people learn from one another through methods such as observation and discussion. In education, Bandura (1995) stressed the importance of collective school self-efficacy. Bandura (1995) stated, "Teachers operate collectively within an interactive social system, rather than as isolates. … Schools in which staff members collectively judge themselves capable of promoting academic success imbue their schools with a positive atmosphere for development" (p. 20-21). It is important to note the importance of teachers developing and growing together as a unit. While the act of teaching is isolated, the development of pedagogy and curriculum is an art that is much more effective in a collaborative setting.

The conceptual framework for this study was influenced by the work of theorists such as Fullan and Bandura as well other leading researchers in the field. The framework focuses on three crucial steps that must be taken by leaders in order to facilitate a shift in instruction. In this case, the shift of instruction focuses on the implementation of inquiry-based and/or project-based learning. The works of DeSimone (2009, 2018) focus on the importance of an educational leader as a facilitator of learning, specifically through his or her knowledge of the content and his or her development and implementation of relevant and meaningful professional development. The works of Bandura (1977, 1995) and Hattie (2012) focused on the concept of collective self-efficacy and the importance of teachers working together to achieve success in instructional shifts. Finally, the works of Fullan (1991, 2007, 2011, 2014, 2016) and C. Heath and Heath (2010) focused on the

importance of clarity in terms of the objective and the interim goals to meet that objective.

The conceptual framework is explained using a visual model. At the center of this conceptual framework is a mind that represents the shift to student thought as the epicenter of the instructional experience. The structure of the conceptual framework has been developed in a way to show that no one step of the process is bigger than another and that all three must work together for a successful instructional shift to take place. For the educational leader, it is important to acknowledge his or her role within these three steps to ensure that change is taking place with fidelity.

Figure 1. Conceptual Framework

Role of the Researcher

At the time of this study, the researcher will be 32 years of age and will have been an educator for 10 years. Over those 10 years, the researcher has been in four different schools in both urban and suburban settings and at all grade levels, kindergarten through 12th grade. The researcher started his career in the classroom as a middle school permanent substitute teacher and became a full-time social studies teacher shortly thereafter. After seven years in the classroom as a social studies teacher, the researcher became a District-Level K–12 Supervisor for Social Studies and has been in that role for the last three years. These experiences have been noted because the researcher has been both a colleague and supervisor of teachers who have ranged from exceptional teachers to those in need of serious improvement and intervention. The researcher's personal experience with inquiry-based and project-based learning in the classroom must be acknowledged.

Researcher Assumptions

As a K–12 social studies leader in a district on Long Island, New York, the researcher holds assumptions, beliefs, and biases regarding the study. The researcher believes that a barrier to implementation of inquiry-based and/or project-based learning in the social studies classroom is New York State standardized tests such as the New York State Regents Examinations. Furthermore, the researcher believes that many teachers are unwilling to make shifts because they believe IBL and PBL and content-driven Regents examinations are mutually exclusive and therefore cannot be taught together. Because of this, the researcher believes that social studies instructional leaders do not push their teachers to change instruction to be more IBL or PBL focused.

Definition of Key Terminology

Collective Efficacy: Collective efficacy is defined by Bandura (1997) as, "A group's shared belief in its conjoint capability to organize and execute the courses of action required to produce given levels of attainment" (p. 477).

College, Career, and Civic Life (C3) Framework: The College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2014) defines the framework as a focus on inquiry skills, key concepts, and guides to promote rigorous social studies programs. It does not prescribe but instead guides the choice of curricular content that will help drive a rigorous social studies program.

Inquiry-Based Learning: Inquiry-based learning is defined by Fogarty (1997) and Kingsland (1996) as learning where some form of problem or task serves as a catalyst for student engagement and participation.

New York State Social Studies Framework: The NYS Social Studies Framework is defined by The New York State Education Department (2016) as,

> A framework designed to prepare students for college, careers, and civic life with courses that are rigorous and aligned to New York State Learning Standards. This Framework integrates existing New York State Learning Standards and the New York State Core Curriculum for Social Studies into a single, three-part document. It is intended to serve as a guide for local districts in developing their Social

Studies curricula. Social Studies practices are identified, as well as the key ideas, conceptual understandings, and content specifications (p.).

Project-Based Learning: Project-Based Learning, or PBL, is defined by Thomas (2000) through five criteria. The five criteria are centrality, driving question, constructive investigations, autonomy, and realism

Self-Efficacy: Self-efficacy is defined by Hattie (2012) as, "The confidence or strength of belief that we have in ourselves that we can make our learning happen" (p. 46).

Student-Centric Classroom: A student-centered classroom, as defined by Barnes (2013), is "Built on autonomy and the elimination of traditional teaching practices. The student-centered classroom operates on collaboration, project-based learning, technology integration, and plenty of conversation between students and teachers about learning" (p.)

Organization of the Dissertation

Chapter two of this dissertation will focus on the literature behind this study. It will review all crucial literature that has suggested a need for this study and will also provide a conceptual framework regarding the implementation of IBL and PBL. Chapter 3 will discuss the methodology behind this study in detail. It will discuss the approach, setting, sample, instrumentation, data collection and analysis, validity, and reliability. Chapter 4 will discuss the findings and will provide and analysis and synthesis of those findings. Finally, Chapter 5 will provide conclusions and recommendations for future studies based on the findings.

CHAPTER 2

Review of Related Literature

Introduction

This chapter will provide a comprehensive review of the literature that was analyzed for this research. The literature review is divided into the following sections: History of Instructional Reform Through 2000, A Brief History of Social Studies Instructional Reform, Federal and New York State Standards, Current Social Studies Instructional Reform Initiatives: Inquiry-Based Learning and Project-Based Learning, Michael Fullan and Change Theory, Implementing Innovative Curriculum with Instructional Leadership as the Cornerstone, and Bandura's Self-Efficacy Theory and John Hattie's theory on Collective Self-Efficacy and the Role of the Educator.

Chapter two begins with an assessment of educational reform in America dating back to the early 1980s. Thomas Popkewitz (1984, 1981, 2009), a leading researcher on educational reform, analyzed educational reform and hypothesized about the potential reasons for reform failure throughout the years. Following educational reform, the chapter will then provide a brief overview of the history of instructional reform that has been introduced to social studies over the past 50 years.

The concept of instructional reform strategies such as project-based learning and inquiry-based learning are by no means new. While student-centered methods of instruction have existed for quite some time, the development of a new global society has changed the scope of what we want students to know and do. Authors such as Tony Wagner, Ted Dintersmith, Yong Zhao, and Linda Darling-Hammond have discussed the

importance of shifting our mindset and instructional strategies to be more aligned to the world in which students live. Leading social studies figures, including Jack Zevin and Alan Singer, have discussed the evolution of the social studies classroom through new methods of instruction that created a student-centric classroom. The student-centered classroom, while a seemingly beneficial and engaging method of instruction, has been slow to evolve for a myriad of reasons.

Federal and state legislation that was passed beginning in 1998 and continuing through the present (2018) will be discussed in this chapter. The overview will provide the history of social studies educational standards in New York State and will discuss the marriage between the New York State K–12 Social Studies Framework and the College, Career, and Civic Life, or C3, Framework. It is this partnership that has put in place the focus towards inquiry-based learning in New York State social studies classrooms.

Inquiry-based learning (IBL), along with project-based learning (PBL) are two instructional strategies that focus on the establishment of a student-centered classroom. These two strategies, while advocated for by some of the leaders in social studies education and by New York State, are limited in their implementation in social studies classrooms. (citation)

A considerable amount of the chapter will focus on the theoretical frameworks of change theory and social learning theory and their effects on instructional reform. The seminal works on change theory by Michael Fullan (1991, 2007, 2011, 2014, 2016) will be discussed in detail. Similarly, Albert Bandura (1977, 1995, 1997), well-known for his contributions to the field of social learning theory and self-efficacy, as well as John Hattie (2012, 2016) with collective self-efficacy will be also be focuses of this chapter.

At the conclusion of the chapter, a conceptual framework will be introduced to analyze the ideal conditions for sustainable instructional reform to take place. At the core, this framework details three key components integral to this change: the educational leader as a facilitator, clarity, and collective self-efficacy. Through the analysis of the literature, these three components were repetitive themes in bringing about successful and sustainable change.

History of Instructional Reform Through 2000

In evaluating the present and future of education, it is important to first understand the decades of attempted educational reform that have brought about minimal change. Thomas Popkewitz is one of the most well-known authors in the field of curriculum and instruction and has written numerous works on educational reform in America.

Dating as far back as the 1960s, there were calls to reform the educational systems that were created during the industrial age of America at the turn of the 20th century. In 1960, a reform effort known as Individually Guided Education (IGE) aimed to rectify a system that its supporters found to be focused on instruction grounded in routinized, trivial, and ineffective methods. Students were classified based on age and test scores and teachers' autonomy in the classroom had been reduced or eliminated (Popkewitz, Tabachnick, & Wehlage, 1982).

Klausemeier (1977), the developer of IGE, outlined the seven components of an IGE school. According to Klausemeier (1977):

> The seven components of an IGE school are as follows: (a) the multiunit organizational administrative arrangements, (b) a model of instructional

programming for the individual student, (c) evaluation for educational decision making, (d) compatible curriculum materials, (e) a program of home-school-community relations, (f) facilitative environments, and (g) continuing research and development. (p. 331)

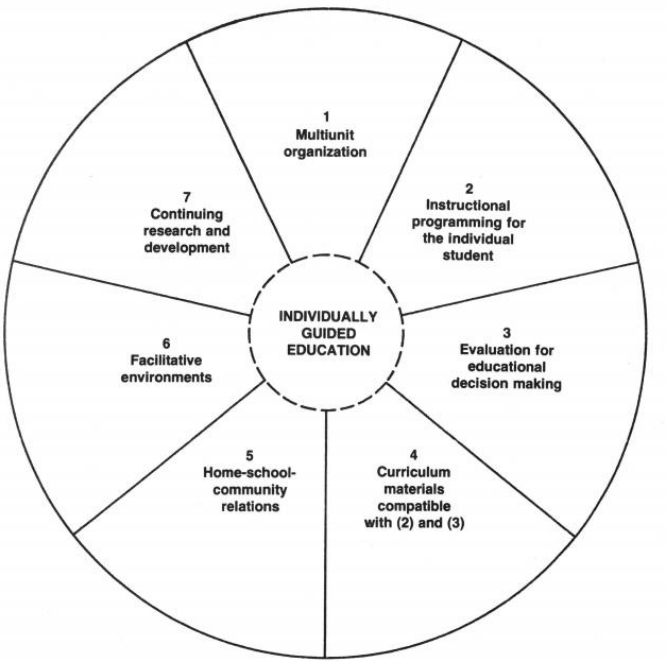

Figure 2. Major components of IGE, (adapted from Klausmeier, H. J. (1977). IGE in Elementary & Middle Schools. Educational Leadership, 330-336.)

The IGE approach was a whole-system approach aimed at bringing out change in education. In terms of curriculum and instruction, the goal was to find stronger methods focused on improving student skills in their cognitive domain (Popkewitz, Tabachnick, & Wehlage, 1982).

Through their case studies, Popkewitz, Tabachnick, and Wehlage (1982) found schools' engagement in IGE was illusory in nature. On the surface, it appeared as though reform was being made, but in reality, very little had changed. According to Popkewitz,

Tabachnick, and Wehlage (1982), "Reform programs interact with school routines and assumptions, sometimes creating superficial changes, but leaving the underlying interpretive rules unchallenged. In many cases reform activities take on ceremonial or symbolic functions" (pp. 154–155). This seems to be a microcosm of the educational reform. The ideas for reform are never fully embraced by all members of the school community and therefore never take shape as sustainable change.

The large-scale push for educational reform truly began in the 1980s and continued through the 1990s. Goodson (2001) suggested that the educational reform of the 1980s and 1990s was dominated by external change mandates, with a number of downsides related to internal and personal missions. This shift in reform became apparent with The National Commission on Excellence in Education issuing *A Nation at Risk* in 1983. According to Louis (1998), "…castigated the quality of U.S. schools and called for broad reform, which the commissioners defined as those measures that stimulated more effective education for all students" (p. 13). Among the recommendations of The National Commission on Excellence was sweeping reform focused on content, standards and expectations, time, teaching, and leadership and fiscal support (*A Nation at Risk Report*, 1983).

Figure 3 displays the content recommendations provided by The National Commission on Excellence, and Figure 4 displays the Standards and Expectations recommendations.

Recommendation A: Content

We recommend that State and local high school graduation requirements be strengthened and that, at a minimum, all students seeking a diploma be required to lay the foundations in the Five New Basics by taking the following curriculum during their 4 years of high school: (a) 4 years of English; (b) 3 years of mathematics; (c) 3 years of science; (d) 3 years of social studies; and (e) one-half year of computer science. For the college-bound,

2 years of foreign language in high school are strongly recommended in addition to those taken earlier.

Implementing Recommendations

1. The teaching of *English* in high school should equip graduates to: (a) comprehend, interpret, evaluate, and use what they read; (b) write well-organized, effective papers; (c) listen effectively and discuss ideas intelligently; and (d) know our literary heritage and how it enhances imagination and ethical understanding, and how it relates to the customs, ideas, and values of today's life and culture.
2. The teaching of *mathematics* in high school should equip graduates to: (a) understand geometric and algebraic concepts; (b) understand elementary probability and statistics; (c) apply mathematics in everyday situations; and (d) estimate, approximate, measure, and test the accuracy of their calculations. In addition to the traditional sequence of studies available for college-bound students, new, equally demanding mathematics curricula need to be developed for those who do not plan to continue their formal education immediately.
3. The teaching of *science* in high school should provide graduates with an introduction to: (a) the concepts, laws, and processes of the physical and biological sciences; (b) the methods of scientific inquiry and reasoning; (c) the application of scientific knowledge to everyday life; and (d) the social and environmental implications of scientific and technological development. Science courses must be revised and updated for both the college-bound and those not intending to go to college. An example of such work is the American Chemical Society's "Chemistry in the Community" program.
4. The teaching of *social studies* in high school should be designed to: (a) enable students to fix their places and possibilities within the larger social and cultural structure; (b) understand the broad sweep of both ancient and contemporary ideas that have shaped our world; and (c) understand the fundamentals of how our economic system works and how our political system functions; and (d) grasp the difference between free and repressive societies. An understanding of each of these areas is requisite to the informed and committed exercise of citizenship in our free society.
5. The teaching of *computer science* in high school should equip graduates to: (a) understand the computer as an information, computation, and communication device; (b) use the computer in the study of the other Basics and for personal and work-related purposes; and (c) understand the world of computers, electronics, and related technologies.

   In addition to the New Basics, other important curriculum matters must be addressed.

6. Achieving proficiency in a *foreign language* ordinarily requires from 4 to 6 years of study and should, therefore, be started in the elementary grades. We believe it is desirable that students achieve such proficiency because study of a foreign

language introduces students to non-English-speaking cultures, heightens awareness and comprehension of one's native tongue, and serves the Nation's needs in commerce, diplomacy, defense, and education.

7. The high school curriculum should also provide students with programs requiring rigorous effort in subjects that advance students' personal, educational, and occupational goals, such as the fine and performing arts and vocational education. These areas complement the New Basics, and they should demand the same level of performance as the Basics.
8. The curriculum in the crucial eight grades leading to the high school years should be specifically designed to provide a sound base for study in those and later years in such areas as English language development and writing, computational and problem solving skills, science, social studies, foreign language, and the arts. These years should foster an enthusiasm for learning and the development of the individual's gifts and talents.
9. We encourage the continuation of efforts by groups such as the American Chemical Society, the American Association for the Advancement of Science, the Modern Language Association, and the National Councils of Teachers of English and Teachers of Mathematics, to revise, update, improve, and make available new and more diverse curricular materials. We applaud the consortia of educators and scientific, industrial, and scholarly societies that cooperate to improve the school curriculum.

Figure 3. Recommendation A: Content, (Reprinted from A nation at risk report. (1983). Retrieved from http://mathcurriculumcenter.org/PDFS/CCM/summaries/NationAtRisk.pdf

Recommendation B: Standards and Expectations

We recommend that schools, colleges, and universities adopt more rigorous and measurable standards, and higher expectations, for academic performance and student conduct, and that 4-year colleges and universities raise their requirements for admission. This will help students do their best educationally with challenging materials in an environment that supports learning and authentic accomplishment.

Implementing Recommendations

1. Grades should be indicators of academic achievement so they can be relied on as evidence of a student's readiness for further study.
2. Four-year colleges and universities should raise their admissions requirements and advise all potential applicants of the standards for admission in terms of specific courses required, performance in these areas, and levels of achievement on standardized achievement tests in each of the five Basics and, where applicable, foreign languages.
3. Standardized tests of achievement (not to be confused with aptitude tests) should be administered at major transition points from one level of schooling to another and particularly from high school to college or work. The purposes of these tests would be to: (a) certify the student's credentials; (b) identify the need for remedial

intervention; and (c) identify the opportunity for advanced or accelerated work. The tests should be administered as part of a nationwide (but not Federal) system of State and local standardized tests. This system should include other diagnostic procedures that assist teachers and students to evaluate student progress.

4. Textbooks and other tools of learning and teaching should be upgraded and updated to assure more rigorous content. We call upon university scientists, scholars, and members of professional societies, in collaboration with master teachers, to help in this task, as they did in the post-Sputnik era. They should assist willing publishers in developing the products or publish their own alternatives where there are persistent inadequacies.
5. In considering textbooks for adoption, States and school districts should: (a) evaluate texts and other materials on their ability to present rigorous and challenging material clearly; and (b) require publishers to furnish evaluation data on the material's effectiveness.
6. Because no textbook in any subject can be geared to the needs of all students, funds should be made available to support text development in "thin-market" areas, such as those for disadvantaged students, the learning disabled, and the gifted and talented.
7. To assure quality, all publishers should furnish evidence of the quality and appropriateness of textbooks, based on results from field trials and credible evaluation. In view of the enormous numbers and varieties of texts available, more widespread consumer information services for purchasers are badly needed.
8. New instructional materials should reflect the most current applications of technology in appropriate curriculum areas, the best scholarship in each discipline, and research in learning and teaching.

Figure 4. Recommendation B: Standards and Expectations, (Reprinted from A nation at risk report. (1983). Retrieved from http://mathcurriculumcenter.org/PDFS/CCM/summaries/NationAtRisk.pdf)

In analyzing the recommendations set forth by *A Nation at Risk* (1983), there is very little mentioned that would suggest a focus on project or inquiry-based instruction and learning. In the recommendations for science, inquiry is mentioned in terms of scientific inquiry and reasoning but is not mentioned at all in discussing social studies. It is clear in the *Standards and Expectations* that the focus of this work is standardized testing through a nationwide but not federal system (*A Nation at Risk*, 1983).

Popkewitz (1984), without directly addressing *A Nation at* Risk, argued, "To focus solely on techniques and procedures produces certain limitations to the conduct of inquiry" (p. ix). Instead, he suggested that in subjects such as social studies, it is incredibly important to understand the historical phenomenon by relating it, through inquiry, to larger social and cultural trends. While government-sponsored studies focused a considerable amount of their time on standardization and accountability, Popkewitz believed it was more important for students to dig deep, make connections, and be able to discuss their understanding of important social and cultural issues (Popkewitz, 1984).

Notable educational theorist E.D. Hirsch (1988, 2000) believed reformers such as Popkewitz, in their attempt to develop critical thinking skills, have lost sight of the importance of what some call "rote learning." Hirsch (1988, 2000) challenged the theory that students will gain all necessary knowledge through passive means such as inquiry-based and project-based learning. Hirsch (1988) believed,

> There is a consensus in cognitive psychology that it takes knowledge to gain knowledge. Those who repudiate a fact-filled curriculum on the grounds that kids can always look things up miss the paradox that de-emphasizing factual knowledge actually disables children from looking things up effectively (p. 2).

The passage of *No Child Left Behind* at the turn of the 21st century seemingly supported Hirsch's theory of the importance of "rote learning" and standardized assessment as crucial to student success.

Federal Legislation

According to the U.S. Department of Education (2017),

> Education is primarily a State and local responsibility in the United States. It is States and communities, as well as public and private organizations of all kinds, that establish schools and colleges, develop curricula, and determine requirements for enrollment and graduation.

While the Ninth Amendment makes education a state-issue, the 21st century has seen the federal government using funding as a carrot to ensure states follow federally developed education guidelines.

No Child Left Behind, Race to the Top, and Every Student Succeeds Act. No Child Left Behind (hereafter NCLB), a federal law on education signed by George W. Bush in 2002, put a large focus on accountability through standardized testing measures at the expense of inquiry-based learning and other critical thinking skills. The law was focused on trying to "close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers" (No Child Left Behind [NCLB], 2002, p.).

Race to the Top (hereafter RTTT), a federal grant program launched by the Obama administration, was viewed as a continuation of NCLB. The goal of RTTT was to prepare students for success and competition in society through enhancing students' educational experiences in four specific areas: enhancing standards and assessments, building effective use of data systems, retaining and increasing teacher effectiveness and achieving equity in teacher distribution, and transforming low-performing schools. States were provided federal grant money based on their ability to address these four specific areas (U.S. Department of Education, 2010).

The aim to measure student achievement and provide accountability were the drivers behind NCLB and RTTT. Both of these programs forced educators and educational leaders to focus their energy on high-stakes assessments and took time away from project-based and inquiry-based experiences for students.

Every Student Succeeds Act (hereafter ESSA), which became law in 2015, has started changing the views regarding project-based and inquiry-based learning in the classroom. According to Wilson and Mathis (2017), "Unlike its earlier predecessor, the 2001 'No Child Left Behind' Act, ESSA grants states more flexibility and control over the design of accountability and assessment systems, teacher certification and evaluation, among other issues" (p. 3). This legislation indicates a change in the climate around educational reform in America. From 2000 until 2015, it had seemed like the Federal Government had tightened its control on education and had pushed for more rigorous standards through standardized testing and accountability. ESSA, in the minds of some, has shifted control back to local and state authority as the main governing body of education. This allows for more flexibility and less of an emphasis on standardized testing. In turn, this should suggest an increase in project-based and inquiry-based education with teachers being provided more autonomy in their classroom. On the other hand, some have suggested that ESSA is just a repackaged version of NCLB. ESSA requires a larger number of students to be tested than NCLB. Under the provisions of ESSA, only about one percent of the state population is eligible for alternate assessments based on cognitive disabilities and a larger percentage of English language learners and minorities to take the assessments for accountability (Tampio, 2019).

According to Darling-Hammond et al. (2016),

> The law [ESSA] encourages states to consider including measures of performance to evaluate critical abilities—such as critical thinking, inquiry, communication, and collaboration—that are part of the new standards most states have adopted and essential for student success, but poorly measured by many traditional tests (p.).

At the heart of the initiative was the goal to develop accountability through test scores. These tests did not measure some of the most important skills for a student to possess, such as critical thinking and problem solving. Instead, rote memorization was valued. ESSA has started the slow pendulum swing towards an emphasis on project-based and inquiry-based education.

Common Core State Standards. One of the most debated topics in educational reform was the introduction of the Common Core State Standards (hereafter CCSS) in 2010. Since the establishment of public education for all in America, curriculum and standards have always been developed and modified by each individual state. According to Zhao (2012),

> June 2, 2010, was a symbolically big day from American education. From this day on, the United States of America theoretically and technically ended its history of no national curriculum, for on this day, a national curriculum was born with the official launch of the Common Core State Standards by the National Governors Association (NGA) and the Council of Chief State School officers (CCSSO) (p. 23).

The Common Core aimed to develop a set of high-quality academic standards in ELA and mathematics that would be adopted by the individual states. "The standards were

created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live" (*Common Core State Standards Initiative,* n.d., p.). In order to do this, standards were developed at each grade level, K–12, that were research- and evidence-based; clear, understandable, and consistent; aligned with college and career expectations; based on rigorous content and application of knowledge through higher-order thinking skills; built upon the strengths and lessons of current state standards; and informed by other top performing counties in order to prepare all students for success in our global economy and society (*Common Core State Standards Initiative, n.d.*).

CCSS were developed to teach students to answer questions by defending their statements with textual evidence, a skill useful in all content areas, as well as college and career. However, according to Tampio (2019), CCSS missed the mark when trying to address this goal. Tampio (2019) stated:

> Problems become apparent, however, in the program's actual implementation. Common Core assignments and tests require students to read a passage and then submit answers using exact words from the text, a pedagogy that facilitates computer grading. Students under Common Core do poorly if they answer questions using material that is not in the assigned passages. Put in Kantian terms, schools now train determinate judgment—the placing of round pegs in round holes – rather than reflective judgement, the crafting of singular responses to problems (p.).

In evaluating the standards, themselves, or the goals of CCSS, it would seem as though the skills being developed were aimed at developing skill sets in students to prepare them

for college and career. However, rather than assessing students based on their creativity and divergent thinking in their responses, CCSS assessments had narrow, convergent-based expectations in terms of acceptable responses.

While higher order, or critical thinking, skills are a large focus of the CCSS, Anderson (2015) noted that nowhere in the CCSS are the terms "critical thinking" or "skill" defined by the authors. This concern has been one that has been raised by educational leaders throughout the United States. The CCSS, while providing what some may consider to be rigorous mathematics and ELA standards, did minimal work in explaining how critical thinking should be addressed. Anderson (2015) stated:

> I argue that this trend—a myopic focus on allegedly measurable skill sets—is symptomatic of the larger educational climate that Dewey would critique as a misguided "quest for certainty." Rather than engaging with and embracing the messiness and uncertainty that is characteristic of human growth and inquiry, current proponents of reforms such as the Common Core would have us believe that it is possible—and desirable—to reduce complex human activities to a tidy set of definable and measurable skills (pp. 83–84).

One of the most controversial and polarizing issues to come out of CCSS is the assessment piece. The rollout of CCSS focused on measurement, growth, and accountability through assessment. In the process, it stunted inquiry and project-based learning in the classroom in exchange for more time working on ELA and mathematics in preparation for annual assessments.

A Changing Global Society

The calls for reform in education are directly linked to the changing society in which we currently find ourselves to be a part of in the 21st century. Reform-minded individuals believe it is the job of our educational system to prepare students for a global society with skills far different from the ones needed in the past. In discussing the role of schools at the end of the 19th century, Wagner and Dintersmith (2015) stated, "we needed schools to teach the surging numbers of factory workers the basic skills needed for jobs in our emerging cities—to follow orders, be punctual, and perform rote tasks" (p. 25). This was the role of education at the turn of the 20th century—to train workers to perform repetitive tasks through an "assembly-line model of education" (Wagner & Dintersmith, 2015, p. 25). The 20th century soon gave way to the 21st century; however, the education model changed very minimally. Rather than change to fit the needs of our evolving world, the U.S. doubled down on the obsolete educational system with NCLB and RTTT (Wagner, 2008; Wagner & Dintersmith, 2015).

Wagner (2008) suggested:

> The "problem," simply stated, is that the future of our economy, the strength of our democracy, and perhaps even the health of the planet's ecosystems depend on educating future generations in ways very different from how many of us were schooled (p. xviii).

Educational reformers of today see the writing on the wall for a new, technology-based age where we are unable to teach students rote tasks for the future. Instead, we must teach them to be creative, collaborative, and critical thinkers. Classrooms reflecting this changing global society, in the opinion of educational reformers, should begin to look

more like collaborative labs where academic content is taught through interdisciplinary projects and project-based learning and where rows and bells do not define the class day (Wagner, 2008). Instead, Wagner (2008) believed that there are seven survival skills that would prepare students for the new world and work: Critical thinking and problem solving, Collaborations across networks and leading by influence, Agility and adaptability, Initiative and entrepreneurialism, Effective oral and Written Communication, Accessing and Analyzing Information, and Curiosity and Imagination. These seven skills would have been looked at as distractors from the goal in early 20th century education, but today, these are the skills that will help prepare American students for the changing global society.

Many have questioned whether findings such as *A Nation at Risk* and legislation such as NCLB and RTTT have actually done more to hurt our educational and preparational abilities in the global arena. The United States, a county always known for its rugged individuality, has tried in recent decades to conform through uniform standards and expectations. A country that has been known for valuing individuals more than many has, in turn, started to stifle that individuality and creativity that it once nurtured and held dear (Zhao, 2009, 2012). According to Zhao (2009), "In the lack of standards and evaluation we see one of the greatest values of American culture expressed in education, the value of individuals" (p. 47).

America's hyper-focus on accountability over the past few decades, according to many educational reformers, has led us down the wrong path. They have believed that those who have aimed to reform education have done so with the wrong goals in mind. Zhao (2009) believed, "The reformers have chosen test scores in a limited number of

subject areas (the core academics) over diversity, individual interests, creativity, and the risk-taking spirit that has helped us sustain a strong economy and society in the United States" (p.59). In looking at current New York State assessments, Grades 3–8 only assess students in ELA and math. Because of this, subjects such as science, social studies, and the arts have been minimized or eliminated due to a larger focus on assessment. In Grades 9–12, the arts are considered elective opportunities for those students finding success in the core subjects. Bringing America back to a focus on individuality and on student strengths in all areas with less of a focus on assessment and accountability would be a more beneficial path.

When discussing educational reform, one of the countries that is often used as the model of success is Finland. Salonen-Hakomäki, Soini, Pietarinen and Pyhältö (2016) examined the central reform architects' in the Finnish education system and their understanding of educational development. The focus was specifically on their theory of change. The architects' personal and shared theories on change were also analyzed to better understand the future of the Finnish Comprehensive School.

Twenty-seven administrators from the Finnish National Board of Education (FNBE) were requested, but only 23 (N = 23) administrators participated. This sample included six men and 17 women. The majority, 17 of 23, had previously worked as teachers, and 16 of 23 had previous experience with core curriculum reform. This was a qualitative study in which interviews were used as the data source. The interview protocol was developed in 2013 and was piloted and revised prior to use in this study. The interview was comprised of 50 questions, 14 of which were essential to the research

problem of the study. Interviews were conducted over a 1-month period (Salonen-Hakomäki, Soini, Pietarinen & Pyhältö, 2016).

The results of this study showed that many of the architects of educational reform did share a theory of change; however, the things to react to were often related to society, whereas the aims were related to pedagogy. There is a perceived implementation gap—a lack of coherence between policy and practice that exists, which prevents proper implementation of reform. Salonen-Hakomäki, Soini, Pietarinen and Pyhältö (2016) stated:

> The collaborative nature of school development was noted as one of the strengths of Finnish schools, and as our results show, that crucial element of theory of change is a shared goal to increase collaboration in schools among the teaching staff, and with wider multi-professional networks and parents (p. 684).

It is important to note that even in a country such as Finland, well-known for their progressive educational reforms, the changes are slow-moving and lack clarity among all.

The introduction of CCSS, NCLB, and RTTT all considerably narrowed the scope of instruction and did damage to the arts programs in most public schools in the United States. In speaking on the effects of NCLB, Zhao (2012) stated:

> NCLB is effectively a way to reduce the richness of the education environment. Depriving children of the opportunities to be exposed to the arts, music, field trips, and sports in order to focus on the prescribed and assessed curriculum leads to an impoverished education (p. 176).

The changing global society values individuals that possess diverse skills and abilities rather than the ability to perform rote tasks. In an age where automation will continue to

change the work of humans, it is integral for our students to be well-rounded and possess many different, varied experiences to draw upon.

In a social studies classroom, the shift from a 20th-century educational model to a 21st-century model in a changing global society is significantly different. Wagner and Dintersmith (2015, pp.123–124) described the massive shift that must take place in social studies instruction in order to prepare our students (Figure 5). In the 21stcentury world, knowing and recalling is simply not enough, or even valued. Instead, the ability of students to look at multiple sources and be able to analyze certain events through multiple lenses is truly what the essence of historical knowledge is about in the 21st century. This shift, in theory, will develop stronger critical thinkers and will develop students' ability to communicate, collaborate, and understand multiple viewpoints. This shift in skills, while seemingly clear, has been difficult to implement in the classroom. The National Council for the Social Studies (NCSS) has started the slow process of shifting mindsets and developing a framework to help approach these 21st century skills.

20th - Century Model

History Skills Needed to Succeed

Coverage of important events and figures

Ability to recall important historical facts

Write short essays clearly recounting historical information

21st - Century Model

History Skills Needed to Succeed

Critically analyze historical events and sources

Form independent views on dynamics and implications

Write clear and thought-provoking theses

Ask questions and engage in constructive debate

Relate historical developments to current issues shaping the world we live in

Figure 5. 20th vs. 21st Century model: History skills needed to succeed (Reprinted from Wagner, T., & Dintersmith, T. (2015). *Most likely to succeed: Preparing our kids for the innovation era* (First Scribner hardcover edition.). New York, NY: Scribner.)

National Council for the Social Studies (NCSS)

The National Council for the Social Studies (hereafter NCSS), is a national organization dedicated to the furtherance of social studies in the United States. The mission of NCSS is, "…to advocate and build capacity for high-quality social studies by providing leadership, services, and support to educators" (National Council for the Social Studies, n.d.). Similar to educational reformers such as Wagner, Dintersmith, and Zhao, members of NCSS believed a new approach was needed to teaching and learning of history in K–12 education.

Adoption of the College, Career, and Civic Life (C3) Inquiries.

Beginning in 2010, a group of 15 organizations, including NCSS, partnered to develop the College, Career & Civic Life (C3) Framework for Social Studies Standards (hereafter known as the C3 Framework). The goal of The College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2017) is the following:

> In the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, the call for students to become more prepared for the challenges of college and career is united with a third critical element: Preparation for civic life. Advocates of citizenship education cross the political spectrum, but they are bound by a common belief that our democratic republic will not sustain unless students are aware of their changing cultural and physical environments; know the past; read, write, and think deeply; and act in ways that promote common good. There will always be differing perspectives on these objectives. The goal of knowledgeable, thinking, and active citizens, however, is universal (p. 5).

C3 views the future of social studies as one in which students are actively engaging in their learning through project-based and inquiry-based learning. The goal is no longer rote memorization of materials but is, instead, a focus on critical thinking and ways to make a difference in the world.

The C3 Framework provides an inquiry arc—a set of four distinct yet interconnected dimensions (*Figure 6*): Developing questions and planning inquiries, applying disciplinary tools and concepts, evaluating sources and using evidence, and communicating conclusions and taking informed action.

<table>
<tr><th>DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES</th><th>DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS</th><th>DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE</th><th>DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION</th></tr>
<tr><td rowspan="4">Developing Questions and Planning Inquiries</td><td>Civics</td><td rowspan="2">Gathering and Evaluating Sources</td><td rowspan="2">Communicating and Critiquing Conclusions</td></tr>
<tr><td>Economics</td></tr>
<tr><td>Geography</td><td rowspan="2">Developing Claims and Using Evidence</td><td rowspan="2">Taking Informed Action</td></tr>
<tr><td>History</td></tr>
</table>

Figure 6. Four dimensions of the inquiry arc –Reprinted from C3 Framework.

Questioning. A central focus of the C3 Framework revolves around the concept of questioning. According to The College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2017), "Questioning is key to student learning. The C3 Framework encourages the use of compelling and supporting questions, both teacher- and student-generated, as a central element of the teaching and learning process" (p. 17). The goal is to develop questions that can be explored deeper to truly figure out the how and the why. This type of instruction is much different than social studies instruction of the 20th century. Students are truly in control of their learning and are a large part of the questioning process. While teachers may still develop questions, these questions should lead to other deep-thinking questions. The questions being asked are not simple yes or no response but instead force the students to make connections, conduct research, and use textual evidence to support their claims.

Disciplinary ***concepts.*** The backbone of the C3 Framework is the flexibility it provides in allowing divergent thought. The goal of this dimension is for students to access disciplinary knowledge to develop questions and answer those questions using disciplinary concepts and tools. According to The College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2017),

> Rich social studies teaching, however, offers students opportunities to investigate those questions more thoroughly through disciplinary (civic, economic, geographical, or historical) and multi-disciplinary means. Dimension 2 sets forth the conceptual content that defines the disciplines, such as the historian's habit of describing how the perspectives of people in the present shape their interpretations of the past (pp. 17–18).

Students making connections between events and larger themes is a 21st-century social studies skill that is crucial to student success. This type of learning differs greatly from 20th-century social studies learning in which concepts were taught in isolation, and connections were rarely, if ever, made. This skill is vital to student success in college and career.

Gathering and evaluating sources. The C3 Framework has put an emphasis not only on the use of primary sources but also on the process of gathering and evaluating these sources. In the 21st century, the availability of sources through technology are unlimited; however, not all sources are created equally. According to The College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2017),

> Having students gather, evaluate, and use a rich subset of those sources offers them opportunities to identify claims and counterclaims and to support those claims with evidence. Making and supporting evidence-based claims and counterclaims is key to student capacity to construct explanations and arguments (p. 18).

The goal of the C3 Framework is to prepare students for college, career, and civic life. The ability to gather and evaluate sources is a skill that all citizens must have in the 21st century. With all of the outlets for news, it is important for students to be able to gather and analyze sources for reliability and to be able to construct and defend arguments based on these sources.

Communicating conclusions and taking informed action.

An important aspect of teaching history is making the work not only rigorous, but relevant to the individual student. The C3 Framework has ensured that students will not

only learn about important topics but will also actively engage with these topics through their conclusions and taking informed action piece. According to The College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2017), "Individual mastery of content often no longer suffices; students should also develop the capacity to work together to apply knowledge to real problems. Thus, a rich social studies education is an education for college, career, and civic life" (p. 19). Student mastery, as presented by the C3 Framework, is only a piece of the puzzle. Students must be able to work together and apply what they have learned to real-world problems through application. This concept fits much more with the changing global world than standardized testing in which students are being evaluating solely on scores.

New York State Education Department Legislation

The New York State Education Department (hereafter referred to as NYSED) has slowly modified standards and curriculum to meet the needs of 21st-century learners. In 2014, New York State started the transition from the 1999 Social Studies Resource Guide and Core Curriculum to the New York State K–12 Social Studies Framework (New York State Education Department, 2014).

New York State Social Studies Framework (2014).

The New York State Social Studies Framework (hereafter referred to as the NYS Framework), first introduced in 2014, and slightly revised in 2016, provided an overhaul to the way in which social studies takes place in the classroom. According to Polan (2014):

The Social Studies Framework allows for:

• Students to develop an understanding of concepts and key ideas through inquiry,

analysis of primary and secondary source documents, and disciplinary skills and practices.

• Students to be assessed on their understanding of key ideas and conceptual understandings as well as Social Studies practices.

• Students to be instructed across the K–12 spectrum by using a cohesive set of themes, key ideas, and concepts.

• Districts and teachers to continue to have decision-making power about how to teach and illustrate key ideas and conceptual understandings to promote student understanding (p.2).

The introduction of the NYS Framework was a massive shift in the way in which students learn social studies. The focus of this work is rooted in inquiry, document analysis, and disciplinary skills working together as well as on the social studies practices and the C3 Framework.

New York State social studies practices.

A big shift with the NYS Framework was a larger focus on social studies skills. The 1999 Social Studies Resource Guide and Core Curriculum and the old Regents examinations in social studies were very content driven with skills being a secondary focus. The NYS Framework strikes a balance between content and skills with the addition of the Social Studies Practices (Polan, 2016). According to Polan (2016),

> The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K–12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies

> Practices should be infused with the Social Studies content contained within the Key Ideas and Conceptual Understandings. (p. 9)

These six practices—Gathering, Interpreting, and Using Evidence; Chronological Reasoning and Causation; Comparison and Contextualization; Geographic Reasoning; Economics and Economic Systems; and Civic Participation— were developed based on dimension two of the C3 Framework along with Advanced Placement (AP) Standards in World History and the National Geography Standards (Polan, 2016). The practices developed by New York State have made a much more focused effort to engage students more in the art of thinking like a historian rather than just performing rote memorization tasks.

Adoption of College, Career, and Civic (C3) Framework.

New York State, in its creation of the NYS Framework, adopted the C3 Framework as part of its framework. The four dimensions of C3—Developing questions and planning inquiries, applying disciplinary tools and concepts, evaluating sources and using evidence, and communicating conclusions and taking informed action—were aligned to the NYS Framework. According to Polan (2016),

> Each of these four Dimensions aligns to the priorities of the NYS Framework. The emphasis in Dimensions 2 and 3 mirrors the focus on skills in general and the vertical articulation of Social Studies practices in particular. The C3 framework also can provide guidance related to questioning as a part of the curriculum design (p. 7).

New York State's integration of the C3 Framework into the NYS Framework shows a concerted effort on the part of New York State to shift social studies instruction towards

21st-century student needs. New York State, in an effort to ensure that the integration of the inquiry arc was clear, developed a graphic showing how components of the NYS Framework are integrated with the arc (*Figure* 7). This graphic shows the connection between the content (content specifications), big ideas (key ideas and conceptual understandings), the social studies skills (Common Core Literacy Skills and Social Studies Practices), unifying themes, and the inquiry arc.

New York State, with the release of the NYS Framework in 2014, took a step towards a 21st-century curriculum in social studies. This framework, while maintaining most of the content from the 1999 Social Studies Resource Guide and Core Curriculum, was able to reimagine the goal on instruction to be more focused on critical thinking skills through inquiry-based learning experiences. The adoption and integration of the C3 Framework into the NYS Framework provided skills that are vital to student success in the 21st century.

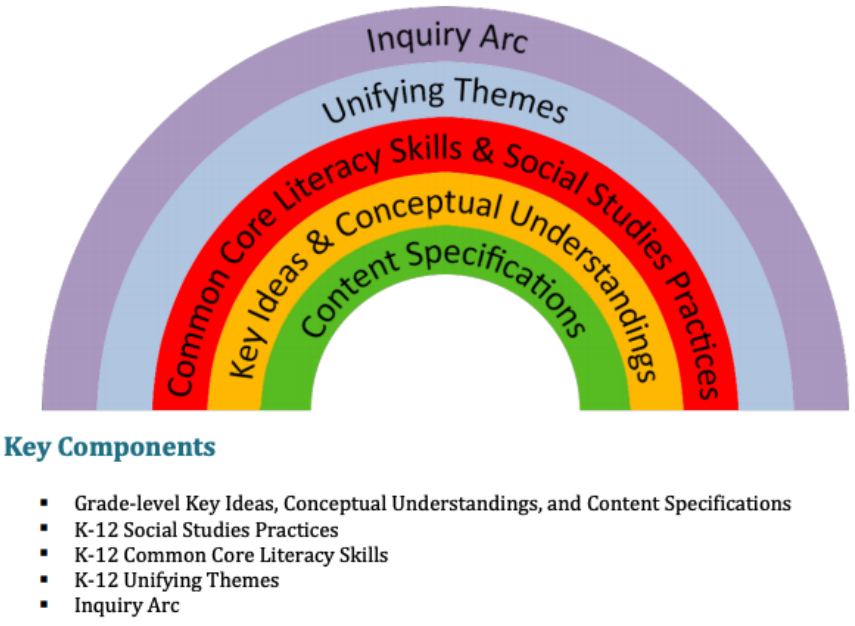

Figure 7. Key components of NYS Social Studies Framework (Adapted from Polan, P. (2014). *New York State Common Core Social Studies K–12 Frameworks*.

Retrieved from http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-12-intro.pdf).

Instructional Reform in Social Studies

The concept of instructional reform is not new in the social studies classroom. Singer and Zevin have both discussed concepts associated with instructional reform since the 1980s. Singer & Hofstra New Teachers Network (2003) suggested that social studies must move away from lecture-based, teacher-centric instruction towards a more student-centered experience. He noted that this type of instruction runs counter to effective types of teaching described by people like John Dewey. Singer (2003) noted that this sentiment is especially important for social studies where "our expressed goals include developing active citizens and critical thinkers prepared to offer leadership in a democratic society" (p.). Singer believed that lecturing and teacher-centered learning establishes a culture in which students are passive, submit to authority, and compete rather than work together. Similarly, Zevin (2007) suggested that students are often passive receptors of ideas. This type of learning promotes rote memorization and devalues the asking of questions and the deeper digging into controversial topics.

Instead, Singer (2003) suggested student engagement in the classroom through document analysis, class discussions, and a constant focus on Bloom's taxonomy, specifically on higher-level categories such as evaluation and synthesis. Within this instruction, Singer (2003) believed it was important to embrace, not just mention, controversial topics. Singer (2003) stated, "I believe that this requires social studies teachers to emphasize—not just introduce—controversial, contemporary, and historical issues in the curriculum" (p. 38). He noted that working with controversial topics should

be a multiple-day experience in which students clarify the issues, gather supporting evidence for positions, develop and acknowledge counter-arguments, examine criteria for evaluating positions, and, finally, reach either consensus or respectful disagreement (Singer, 2003). This type of experience is far removed from teacher-centered, lecture-based learning and represents an inquiry-based approach at its core.

Singer (2003) also discussed the importance of implementing project-based learning in the social studies curriculum. He believed that project-based learning gave students the opportunities to learn while at the same time provided them with experiences as practicing historians. Similarly, these projects connect the subject matter of the class with the lives of students to create powerful motivation. Singer (2003) stated, "These projects engage students as historians or social scientists and stimulate them to want to know more about the events and people they investigate" (p.56). Singer's suggestions regarding instructional reform, in the form of inquiry-based and project-based learning, while more than 30 years old at this point, have still yet to be fully realized.

Zevin (2007) suggested that the future of social studies would include more of a focus on higher order thinking, reflective teaching, and discussing of social issues. Zevin (2007, p.24) proposed that we move towards an inquiry-based learning style rhetorically and asked, "Might we involve students in the mystery of historical and social science investigations promoting good detective work, the search for clues, concordance, and conclusions based on evidence?"

Zevin (2007) suggested that there are two varying schools of thought when it comes to instructional reform. The conservative approach believes in the continued indoctrination of students through direct instruction, while the liberal or radical approach,

"press the social studies to direct students' values, but in the direction of social justice and community responsibility" (p. 66). Zevin (2007) said the key is to achieve a balance of the two in which students are able to be guided yet have the ability to raise questions and can conform in some areas while exercise activism in others; the two approaches cannot be viewed as mutually exclusive.

Inquiry-Based Learning (IBL) and Project-Based Learning (PBL)

Although the pendulum has started to swing, for a shift of pedagogy as extreme as project-based or inquiry-based learning, there has to be an understanding that the shift will take time and will most likely not be as transformative as expected. Beach (1999) analyzed the deep-rooted reasons behind the difficulties in bringing real change to the education system. Beach defined deep change, which he also referred to as progressive, transformative, or radical, as reform involving initiating behavior that diverges significantly from previous norms. He applied regulation theory, the ways in which our social world and social practices are regulated through their relations to the economic base of society, to discuss why progressive education has failed. He suggested that education is quite difficult to change and that it cannot be changed without other changes within the political and economic order.

Beach (1999) suggested, "…Progressive education change should challenge traditional education forms and ideas by initiating changes to the modalities of practice and the normal forms and/or contents of specific and deliberate modes of intentional determination of educational transmissions" (p. 238). Beach (1999) summarized his beliefs by saying,

> What seems to stand in the way of the transformation of the education system of the present is thus social and material development itself and the forms of public discourse and praxis which bear up particular ideologies according to the previous content (p. 240).

Beach (1999) suggested that very little can be done in terms of bringing about progressive instructional change and that change is slow to happen in nature. Traditional methods only slowly change and eventually some smaller change takes place; however, this change is never really the transformative change that is expected.

Blanchard, Osborne, Wallwork, and Harris (2013) conducted a quantitative study on teacher implementation of inquiry in science in Grades K–12 in North Carolina. Through the analysis of 977 surveys from K–12 science teachers, they were able to gain insight into the contextual factors related to teachers' inquiry implementation. The data indicated that administrator support, while a necessary condition for successful implementation, was not a factor that stimulated teaching through inquiry-based methods. According to Blanchard et al. (2013):

> The important lesson in these data is that it is critical to assist teachers in becoming comfortable with inquiry methodology if policymakers want teachers to use inquiry in their classrooms. Merely focusing on training will have little effect if it does not improve comfort and enhancing the importance of science for teachers may actually be counterproductive to implementing inquiry if comfort with inquiry is low. This suggests that it is important to get teachers comfortable with inquiry and provide scaffolding and support in training/professional development (p. 40).

Teachers also noted that other constraints on inquiry-based learning included a lack of time to prepare for teaching using IBL, a lack of resources, and a lack of preparation. At the middle and high school level, teachers also noted that issues with state and national standards/assessments prevented implementation from taking place.

It is crucial for social studies educational leaders to ensure that teachers are supported in all phases of the implementation process. Ensuring proper professional development, ample planning time, and an abundance of resources to draw from are all critical to successful implementation.

Similarly, Gillies and Nichols (2014) conducted a qualitative study in which they interviewed nine teachers of 6th-grade science who came from five different schools in a large metropolitan city in Australia. Five of the teachers were interviewed individually, and the other four were done in pairs. The interviews were intended to collect data to understand teachers' reflections of their experience teaching inquiry science. While the teacher interviews uncovered a plethora of positive experiences associated with inquiry-based learning, teachers voiced concerns with the implementation of IBL. Among the biggest concerns was once again the time factor. One teacher noted,

> We could go way off over here left field, but I've got this to do. So, I was torn. Especially when we got within the 3 or 4 weeks to go and I was like… having to make sure we covered our curriculum requirements. (qtd. in Gillies & Nichols, 2014, p. 17)

Teachers also acknowledged constraints regarding curriculum and standardized testing. Gillies and Nichols (2014) noted that some teachers observed more proficient teachers in order to strengthen their own skill set. This strategy indicates the importance of

collective self-efficacy in bringing about instructional change of this magnitude. Finally, Gillies and Nichols (2014) stressed the importance of professional development and stated, "teachers do transfer knowledge and skills gained in professional learning experiences to their teaching, and these studies highlight the benefits that can accrue to primary teachers, and ultimately students, from implementing professional learning programs on science education" (p. 18).

Educational Leadership as a Change Agent

Ng (2009) conducted a study that looked at differing viewpoints on curriculum reform between teachers and administrators. The primary purpose of this study was to evaluate teacher and administrator opinions on curriculum reform. Both groups were asked to report on how well they understood and how they would rate the curriculum reform that was occurring in their city of employment (Hong Kong). The study focused on both administrators, specifically principals, and teachers and looked at short-term curriculum developments in schools from 2001 to 2006. The findings of this study showed a huge discrepancy in the attitudes of principals and teachers towards reform. In general, principals responded to survey questions in a more positive manner, while teachers were less positive.

The sample was made up of administrators and teachers in Hong Kong, China. The administrators were divided into School Heads (SHs) and Principal Senior Masters (PSMs[CD]) in curriculum development in primary schools, and the teachers were divided into KLA Coordinators/Panel Heads (KHs) and Teachers (KTs). There were 10 participants per group (N = 40) who came from different primary and secondary schools throughout Hong Kong.

The study was broken into the short-term phase (2001–2006) and the medium-term phase (2006–2011). During the short-term phase, schools should have reviewed their current position and formulated their curriculum development plan (including pedagogy, textbooks, learning resources, and assessment strategies). It was intended that schools worked at their own pace by adapting the central curriculum to suit the needs and interests of the students, the context of the school, the readiness of teachers, and the leadership of school heads. The results showed that while 98% of administrators showed overall agreement with the rationale of curriculum reform, this number was much lower (83–91%) for teachers.

Marshall, Smart, and Horton (2011) conducted a study examining how teachers' perceptions of their growth and challenges experienced in the implementing of inquiry-based practices align with the assessments made by the PD facilitators. The study consisted of 22 middle school math and science teachers (N = 22) from two diverse middle schools from the state's largest district. This was a mixed methods study in which the researchers followed a triangulation convergence model. Quantitative and qualitative data were collected simultaneously, were analyzed separately of one another, and were then mixed together for analysis. One hundred and two classroom observations were conducted, and teacher self-reflections were measured using a descriptive rubric known as EQUIP (Electronic Quality of Inquiry Protocol). For the classroom observations, observers used SPSS for statistical analysis (N = 102, df = 100). The two means compared were observational data collected during the fall and spring semesters.

Teacher self-reflections indicated that the two categories teachers felt that had grown the most were in instruction and discourse. The observations indicated that means

increased significantly on 12 of the 19 indicators being analyzed. The data also showed an area that teachers had perceived challenges with was in creating inquiry-based assessments. Four teachers noted that assessing was their greatest perceived challenge. However, Role of Assessing was the only indicator on the Assessment scale in which teachers showed significant growth.

Similarly, Towers (2012) studied the role and support of administrators in bringing out inquiry-based change in the classroom. The primary purpose of this study explored the extent to which a new teacher was able to utilize inquiry-based teaching approaches in a mathematics classroom and consider resources to sustain and enhance inquiry-based learning in today's schools.

This case study involved one male math teacher (N = 1) who recently graduated from an inquiry-based teacher training program and taught 6th-grade mathematics. The data were collected through interviews with the subject as well as video data collected from his classroom teaching. During the post-study interview, the teacher stated how important knowledgeable administration was during this endeavor. The author shared that the principal clearly supported the teacher but let him discover his own path in order to sustain inquiry in the classroom. During the interview, the teacher suggested that working with a co-teacher familiar with inquiry-based learning would have been helpful. This speaks to the importance of collaboration when bringing about instructional reform in the classroom (Towers, 2012). The author stated that the data suggested, "There is reason to be hopeful about the possibility of educating teachers to enact inquiry-based teaching practices, but that there is also reason to be concerned about the sustainability of those practices in K–12 schools" (Towers, 2012, p. 269).

Voet and De Wever (2017) analyzed pre-service teachers' experiences with inquiry-based learning and the effect of workshops on their ability to effectively implement inquiry-based learning in the classroom. A training program was designed to provide student teachers with the knowledge necessary to organize inquiry-based learning (IBL) activities during the history lesson.

There were 54 student teachers (N = 54) who started the workshop. Twenty-seven of those students were enrolled in an academic training (AT) teaching program for those students who have already attained a master's degree at an academic university, while the other 27 students were enrolled in a non-academic training (NAT), which is predominately comprised of students who enrolled immediately following secondary school. By the end of the study, 36 students (N = 36) completed the study (Voet & De Wever, 2017).

The analysis of this study combined a quantitative and qualitative methodology (mixed method). On the one hand, the results of the questionnaires, together with the workshop evaluation, provided an overview of the workshop's effectiveness. These data were analyzed using SPSS 23. On the other hand, student teachers' lesson plans, reflection papers and interviews helped to further illustrate the exact impact of the workshop on students' thinking and work in practice. Data were gathered through a pretest and two posttests, the lesson plan of student teachers' IBL-activity, and two reflection papers. In addition, all student teachers who completed the assignment were invited to an interview afterwards (Voet & De Wever, 2017).

Looking first at the quantitative analysis of the training, the results indicated that student teachers found the workshop valuable and afterwards felt significantly more

capable to organize IBL activities in the classroom. On the qualitative end, many of the student teachers who were not familiar with inquiry-based learning found the method of instruction refreshing (Voet & De Wever, 2017). One student noted, "Students finally have to do something themselves, while you, as a teacher, have to do something other than classic teaching. You become more of a guide, enter into a dialogue with students, and go into the classroom among them" (qtd. in Voet & De Wever, 2017, p. 25).

Tetenbaum and Mulkeen (1987) conducted a study of teachers and administrators in New York State and found the biggest concern with professional development was that they are "one-shot deals" and that there is "no integration with a comprehensive plan to achieve school goals" (p. 11). Research behind successful models has indicated that effective PD has: (a) a content focus, (b) active learning and participation opportunities, (c) an emphasis on collaborative and teambuilding activities, (d) coherence with other PD experiences, and (e) content delivered over time to include at least 20 hours of contact time (Desimone, 2009, 2018). This suggested that educational leaders looking to bring about instructional reform must re-evaluate the way in which professional development is delivered to their staff. Time is always an issue in any educational setting. Marx, Blumenfeld, Krajcik, and Soloway (1997) noted, "One challenge is time. Investigations and discussions often take longer than anticipated" (p. 347). Expectations should be reasonable and the "go slow to go fast" approach should be applied. While the development of PLCs enables common planning time, this time must be held sacred. Mergendoller and Thomas (2005) interviewed 12 teachers who implemented project-based learning in order to gain better insight into the instructional shifts that must take place. The researchers noted an important part of the process was the common planning

time that occurred during the pre-project planning. During this time, teachers set a certain number of days for the project (which included a 20% increase to account for overrun) and formal planning sessions on Wednesday for a half hour and Friday for an hour and a half (Mergendoller & Thomas, 2015).

Change Theory

The path to sustainable change requires a focus on changing the current structures, providing clarity on the change process, and providing structures and time for collaboration to take place (Fullan 1991, 2011; Heath & Heath, 2010; Lewin, 1947).

Lewin's (1947) model for change focuses on a three-step change model: unfreeze, change, freeze. During the unfreeze model, learned bad habits must be disposed of and the organization (teachers and administrators) must reassess current practice and look for new ways to meet objectives. This change is often difficult for schools that are "stuck in their ways." Fullan (2011) urged leaders to be resolute and noted, "You know that you have to be in for the long haul when you realize that all effective change leaders face challenges, especially in the early stages of the new initiative" (p.153). The change step (step two) is the implementation process. Lewin (1947) viewed this as a slow and deliberate process that requires the organization to slow down in hopes of a long-term investment. The third part is the freezing of these changes and making the work "stick." This is often a spot where organizations fall short, as they do not fully ensure that the changes are permanent. It is at this point that Lewin (1947) suggested that every effort should be made to ensure that the changes become standardized throughout the organization.

A shift towards inquiry and/or project-based learning must first focus on the comfort level of teachers. In order to be effectively implemented, Fullan (1991) noted, "educational change is a learning experience for the adults involved" (p. 66). Fullan (1991) stressed the importance of teachers truly learning about the instructional shifts. In order to ensure that teachers are supported in implementing inquiry-based instruction and project-based learning, an implementation process should be developed. Fullan (2011) suggested that these changes are best implemented through a change leader framework in which the leaders are resolute, motivate the masses, and collaborate to compete. Along with the necessary tools, administrators should remove as many perceived obstacles as possible that would prevent this implementation from taking place (Heath & Heath, 2010).

Self-Efficacy and Collective Efficacy

Bandura (1977) discussed the importance of self-efficacy, the belief in one's own ability to learn. Furthermore, Bandura (1997) found that when a group with confidence in their abilities worked together, a higher success rate existed. This term, which Bandura coined collective efficacy, can be applied to the concepts of IBL and PBL in the social studies classroom. When all teachers are working together and believe in their abilities to implement IBL and PBL, there is a higher likelihood of this shift occurring.

Hattie (2012, 2016) conducted a meta-analysis in which he looked at the largest factors influencing student achievement. According to Hattie's (2016) analyses, collective teacher efficacy has the largest effect size on influencing student achievement. The effect size of collective teacher efficacy, according to Hattie (2016) is more than twice that of the second closest factor, which is prior achievement (see *Figure 8*).

These data suggest that teachers should be working more closely together to develop a more innovative, exciting, and engaging classroom for students. For this collective teacher efficacy to take place, instructional leaders must ensure that there is time and space for this work to occur. According to Donohoo, Hattie, and Eells (2018), "Leaders can also influence collective efficacy by setting expectations for formal, frequent, and productive teacher collaboration and by creating high levels of trust for this collaboration to take place" (p. 43).

Influence	Effect Size
Collective Teacher Efficacy	1.57
Prior achievement	0.65
Socioeconomic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29
Note: Effect sizes are based on Cohen's d. The average effect size is d=0.40. This average summarizes the typical effect of all possible influences on education.	

Figure 8. Source: Effect size of possible influences on education. Reprinted from Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. London; Routledge.

Chwalisz, Altmaier, and Russell (1992) noted that teachers with high efficacy were more adept to resolving academic problems through different means, while those with low self-efficacy avoided dealing with problems that they faced. This avoidance of problems leads to teacher burnout as they manage their stress by suppressing it inward.

One method of professional development that helps to further collective self-efficacy is the Edcamp model. According to Wake and Mills (2018),

> An Edcamp is often referred to as an "unconference" in that no pre-set agenda exists. Instead, the content of the Edcamp day relies solely on the participants establishing common foci to include technology integration, pedagogy, current issues and educational trends (p. 93).

Wake and Mills (2018) conducted a mixed method study aimed at examining a model for staging relevant and responsive professional development. The data from the survey portion of the study indicated that 90.3% of participants found Edcamp as relevant, 97% viewed it as a viable means of updating professional knowledge, and 84.9% found it as a means to improve student learning opportunities. Leveraging Edcamps, both internally and externally, would potentially be a valuable way to establish professional development aimed at implementing flipped classroom instruction and project-based learning.

Summary

Chapter 2 suggests a disconnect between Federal Legislation and equipping students with the critical thinking skills for a successful future. The idea of instructional reform is not new, but reform has never truly taken shape in the K–12 classroom in the United States, let alone New York State. Studies have shown the value associated with student-centric learning such as IBL and PBL in the social studies classroom, but standardized testing and content-focused curricula have prevented this from being implemented. The role of the educational leader is paramount to this process as they are the individuals who provide clarity, support teachers throughout the process, and provide an opportunity for collaboration and collective self-efficacy to take place. While this

initiative or any other educational initiative cannot be top-down, the educational leaders should serve as change agents to help facilitate this shift in instructional practice to develop more a student-centric classroom.

CHAPTER 3

Method

Introduction

The purpose of this study is to analyze the reasons that instructional reform, such as Inquiry-Based Learning (IBL) and Project-Based Learning (PBL), is often ineffectively implemented in the classroom. This study will focus on both the internal and external influences that prevent a teacher from embracing instructional reform in his or her classroom through the lived experiences of social studies instructional leaders. Instructional reform, for the purposes of this study, focuses on the implementation of inquiry-based and project-based instruction in the K–12 classroom. Implementation of IBL and PBL in the social studies classroom has been slow developing with many factors preventing this reform from taking place. While there has been research conducted on transitioning to and sustaining inquiry-based learning (Purnell, 2018), this work focuses on the role and lived experiences of the school principal. In many districts, the principal is not the first line of instructional leadership in the school. That role is often filled by content-specific directors, supervisors, coordinators, and/or curriculum associates.

This study will evaluate the role of social studies instructional leaders in implementing inquiry-based and/or project-based education in the social studies classroom. The study will also analyze the espoused versus enacted values of social studies instructional leaders regarding inquiry-based and project-based learning. The goal is to uncover why different districts have implemented inquiry-based learning and/or project-based learning at a different pace.

Chapter 3 will discuss the rationale for the research approach, the research setting and context, the research sample and data sources, the data collection methods, the data analysis methods, issues of trustworthiness, and limitations and delimitations. The chapter will conclude with a concise summary of the main points of Chapter 3.

Rationale for Research Approach

This qualitative inquiry is an investigation of the lived experiences of nine social studies instructional leaders (directors, supervisors, coordinators, and/or curriculum associates) that have experience with the implementation of inquiry-based or project-based learning in the social studies classroom.

The research is phenomenological and focuses on the lived experiences of the participants. Creswell (2007) noted, "Phenomenologists focus on describing what all participants have in common as they experience a phenomenon. The basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence" (pp. 57–58).

The use of a phenomenological approach for this research is appropriate because it aligns with the intended research questions. The research focuses on the lived experiences of social studies instructional leaders in terms of their experiences with inquiry-based and project-based learning. The phenomenological approach will allow participants to provide candid information about their experiences that will hopefully uncover their perceived role within the change process, as well as the barriers they view as most evident in preventing change from taking place in social studies instruction.

The purpose of a phenomenological study is to better understand a phenomenon through the lived experiences of the participants. Moustakas (1994) notes that

phenomenological studies do not look to analyze nor explain experiences, but rather focus on describing the essence of these experiences. Additionally, Ponce (2014, as cited in Padilla-Diaz, 2015) suggests that, "The role of the phenomenological investigator or researcher is to construct the studied object according to its own manifestations, structures, and components" (p. 104).

With these studies providing the tenets for phenomenological studies, triangulation of data are not necessary or useful. According to Yin (2011), "Many qualitative studies can be based solely on a set of open-ended interviews. What makes the studies qualitative is that they are interested in the interviewees' words and ideas, not in arraying the responses numerically" (p.32). Furthermore, Yin (2011) suggests that, "The need to triangulate will be less important when you capture and record the actual data directly. For instance, if you can tape record an interview or photograph a visually important matter, there will be less, if any, need to corroborate the evidence" (p. 82). In this case, since the data for this study is being collected through face-to-face interviews, the need for triangulation is not necessary.

Research Setting/Context

The setting for this research is naturalistic, as the research takes place in a natural setting. Denzin and Lincoln (2005) noted that qualitative researchers "study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p. 3). Opposed to quantitative research, qualitative data are usually collected at the site of participants' experiences and do not send out instruments for individuals to complete (Creswell, 2007). Creswell (2007) stated:

> Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. (p. 37)

Research Sample and Data Source

This researcher selected participants from numerous districts in a large suburban area of the Northeastern United States. Participants include social studies instructional leaders with titles such as social studies director, social studies supervisor, social studies coordinator, and social studies curriculum associate. To select participants, employed a purposive sampling method. Those who were willing to participate in the interview had the ability to be part of the study. Nine subjects volunteered to take part in the survey. All subjects provided written consent to take part in the interview prior to the discussion. Specific perspectives included number of years as an instructional leader and the number of years in education. To seek out participants, the researcher asked members of his Listserv using a recruitment letter (See Appendix A). The interview is estimated to take between 45 minutes to an hour of the participant's time. The sample consisted of nine social studies instructional leaders and years of experience as an instructional leader ranged from three years to 20 years. The sample consisted of six male instructional leaders and three female instructional leaders. The districts ranged from low-socio-economic to high socio-economic and small districts to large districts.

Table 1. *Participant Information*

Pseudonym	Grades Overseeing	Self-Reported Gender	Self-Reported Number of Year Leading	Self-Reported School Size	Self-Reported Demographic
Mr. Roman	K-12	Male	7 years	Large	Medium SES
Mr. Money	6-12	Male	5 years	Medium	High SES
Mr. Bald	K-12	Male	5 years	Small	Medium SES
Mr. Board	5-12	Male	6 years	Small	High SES
Ms. Twins	K-12	Female	4 years	Medium	Low SES
Ms. Minivan	K-12	Female	5 years	Large	Low SES
Mr. Pioneer	9-12	Male	4 years	Medium	Low SES
Ms. Smile	K-12	Female	4 years	Large	Medium SES
Mr. Cool	6-12	Male	20 years	Large	Medium SES

The participants of this study will all be social studies instructional leaders in Long Island, New York. Long Island consists of two counties: Nassau County, which is immediately east of New York City and Suffolk County, which is immediately east of Nassau County.

According to Marcou-O'Malley (2018):

> Long Island is a place of extremes: extreme segregation, poverty and wealth. It is the most segregated region in the New York State. Long Island is home to 10 of the 16 school districts in New York State that have 80% or more Black and Latino students—including 9 of the top 10. These 10 hyper-segregated school districts are the subject of this report. Not only are they racially segregated, with 93% of

> their students Black and Latino, they are also economically segregated with 70% of their students are economically disadvantaged (p.2).

Long Island is not a typical suburb in the fact that there are the richest of the rich and the poorest of the poor living within the same county, and in some cases in bordering towns. While taxes on Long Island are some of the highest in the nation, this does not necessarily translate to equitable education for all Long Island students. Renwick (2009) notes that Long Island has more property wealth and more income per-pupil than the rest of the state, but some of the poorest districts on Long Island are also some of the most financially strapped districts in the entire state. This disparity between the "haves and have nots" has created an unequal education system amongst different parts of Long Island. The potential experiences of instructional leaders of social studies may be vastly different based on the socioeconomic status of the district in which they work. Therefore, it is important that the researcher obtain a sample that reflects the entire picture.

Data Collection

Data collection for phenomenological research often consists of in-depth interviews with participants (Creswell, 2007). The research design consists of direct interaction with individuals in a one-on-one setting through the use of open-ended semi-structured interviews. Polkinghome (1989) suggested between five and 25 individuals be interviewed for phenomenological research. For this research, nine participants will be interviewed.

The structure of the interviews focuses around two broad general questions: What have you experienced in terms of the phenomenon? What contexts or situations have typically influenced or affected your experiences of the phenomenon? (Moustakas, 1994).

While other questions will be asked, Moustakas (1994) noted that these two questions will lead to a textual and structural description of the experiences that will lead to a better understanding of the common experiences of the participants.

To prepare for the research, the researcher requested and was granted permission to use an interview protocol focused on the lived experiences of principals in implementing inquiry-based learning in the classroom (Purnell, 2018). The researcher modified this interview protocol to focus on social studies instructional leaders and added the concept of project-based learning to the questions. Furthermore, the researcher added questions to enhance the level of data collected to better understand the common experiences of the participants.

An 11-question protocol will be used for this study (See Appendix A). The questions were based off a study conducted by Purnell (2018), which focused on principals' lived experiences with implementing inquiry-based learning. The questions were modified to reflect social studies instructional leaders, and project-based learning was added so that questions focused on inquiry and/or project-based instruction.

Interviews will be conducted with selected social studies instructional leaders in a location chosen by the participant. This may include their place of work or a location agreed upon by both the researcher and participant. Responses to the semi-structured interview questions will be recorded using an iPhone and will be transcribed using Rev Voice Recorder software. During the interview, the researcher will ensure eye contact is maintained to build trust and comfort with the participants. Since the interview is semi-structured in nature, the researcher will have the opportunity to ask both clarifying and probing questions where deemed appropriate. The researcher will also be taking notes

during the interviews. All transcriptions will be analyzed using Dedoose in order to organize the data and determine themes.

Once data was obtained and the interviews were transcribed into text us Rev Voice Recorder software, the researcher used concept coding as a first cycle coding method and axial coding as a second cycle coding method. Saldana (2016) notes that concept coding, "Assign meso or macro levels of meaning to data or to data analytic work in progress" (p.119). Axial coding then helps to reassemble the data that were split or fractured during the concept coding (Salanda, 2016). Will participants be reviewing the transcripts for validity?

The researcher ensured validity of the interview protocol by conducting a pilot study. The pilot study consisted of three participants who were interviewed using the protocol and had the opportunity to provide feedback regarding the study. Minor changes were made to the interview protocol based on the feedback of the participants in the pilot study.

Data Analysis Methods

Data will be analyzed using Dedoose qualitative analysis software. Saldaña (2016) noted that a CAQDAS (Computer Assisted Qualitative Data Analysis) program, such as Dedoose, "efficiently stores, organizes, manages, and reconfigures your data to enable human analytic reflection" (p. 30). It is still the responsibility of the researcher to discover themes within the data.

The 9 interview transcripts were first uploaded to Dedoose software to manage data and determine themes from the participants responses. The researcher began by using a word frequency query to create a first round of open nodes. Appendix B indicates

the most frequent words in the participant interviews. The first round of coding consisted of 23 nodes which encompassed what the researcher believed were the micro-level concepts found through the collection of data (Appendix C). For the second round of axial coding, the researcher took the 23 nodes developed in concept coding and put them into 7 larger nodes: Personal Experiences as a Learner, Conditions to Implement, Description of IBL/PBL, Challenges, Positive Experiences, System Roadblocks, and Techniques as Instructional Leader (Appendix D).

Issues of Trustworthiness

The researcher attempted to ensure validity to employing member checking. Following the interviews, the researcher will employ member checking to ensure that all participant responses were accurately portrayed in the final findings. Creswell (2007) noted that member checking leads to credibility through solicitation of participants' views of the findings and interpretations. According to Lincoln and Guba (1985), member check is "the most critical technique for establishing credibility" (p. 314). Participants will be welcomed to comment on the researcher's findings and opinions.

> According to Creswell and Miller (2000),
>
> It is particularly important for researchers to acknowledge and describe their entering beliefs and biases early in the research process to allow readers to understand their positions, and then to bracket or suspend those researcher biases as the study proceeds. (p. 127)

As part of this study, the researcher provided information about his connection to the topic and his assumptions and biases in the role of the researcher and researcher assumption paragraphs of Chapter 1.

A threat to validity exists due to the fact that the researcher will not be able to triangulate the data. For this study, the researcher will simply be conducting interviews using the interview protocol and will not be partaking in observations or collecting of artifacts. Since this is a phenomenological study, the researcher truly wanted to understand the lived experiences of these social studies' instructional leaders through their responses rather than other forms of data.

In terms of reliability, the researcher will maintain consistency throughout the interviews by closely adhering to the interview protocol. While the interview is semi-structured and allows the researcher to probe and clarify, the researcher will do everything possible to ensure that all participants have the same questions from the interview protocol.

Limitations and Delimitations

Due to the fact that this is a phenomenological study, generalizability is not the goal; however, transferability is important. The researcher is unsure whether or not transferability would occur if this interview protocol were provided to social studies leaders in other parts of the country or even in other parts of New York State. Similarly, the researcher is not sure of transferability to other disciplines such as science.

The researcher also implemented delimitations on the group for this research. The researcher was focused only on instructional leaders who oversee social studies instruction and currently are employed on Long Island, New York.

Summary

The researcher plans to conduct qualitative research using a phenomenological study as the methodology. The goal of this study is to better understand the lived

experiences of social studies instructional leaders in implementing inquiry-based and/or project-based learning. Data will be obtained using a semi-structured interview protocol as the instrumentation. All data will be collected, analyzed, and synthesized by the researcher with the help of Dedoose qualitative analysis software. The researcher will take the information collected through the coding process to establish themes from the data.

CHAPTER 4

FINDINGS

Introduction

The findings below will begin to answer the research questions posed by the researcher.

- Research Question 1: How do social studies leaders describe their lived experiences in developing and implementing project-based and/or inquiry-based teaching experiences?
- Research Question 2: How do social studies leaders perceive their roles in encouraging teacher practice of inquiry methodologies?
- Research Question 3: What are the perceived barriers that prevent inquiry-based and project-based learning from taking place in the classroom?
- Research Question 4: How do espoused values regarding inquiry-based and project-based learning differ from enacted values?

Data were analyzed through coding of the interview transcripts of each participant. From this analysis, nine themes were developed to begin coding of the responses. The nine themes were: Description of IBL/PBL, personal experiences as learner, benefits, successes, positive experiences, conditions to implement, challenges, system roadblocks, and techniques as an instructional leader. Many of these themes, or root codes, also had child codes nested within them. For challenges, there were child codes for elementary, secondary, resistant teachers, and funding. For description of IBL/PBL, there were child codes specifically focused on IBL and PBL. For system roadblocks, child codes were developed for curriculum, district priorities, lack of professional development, testing, and time. Under testing, there was a third-level child

code focused on results. Finally, techniques as an instructional leader had nine child codes: autonomy, communication, creating collaborative opportunities, modeling, organizing professional development opportunities, providing resources, staying relevant, strong listening, support, teacher desire, and trust. post-coding, the researcher found the codes for benefits, positive experiences, and successes to be very similar, so the three were merged into one theme which was titled positive experiences.

Each theme helps to answer one of more of the research questions posed by the researcher. The conceptual framework presented by the researcher focuses on three forces that are equally important to the successful implementation of inquiry-based and/or project-based learning. The three parts of the conceptual framework: educational leader as facilitator, clarity, and collective self-efficacy can all be found within the themes uncovered by the interviews.

Research Question #1

- How do social studies leaders describe their lived experiences in developing and implementing project-based and/or inquiry-based teaching experiences?

Instructional Leaders as Learners Using IBL/PBL

The researcher believed it was important to first understand the subjects lived experiences as a learner with inquiry-based and/or project-based learning during their careers as students. Each subject was asked about their experiences as a learner with IBL and/or PBL. While all subjects noted that they did not have much IBL/PBL experience as a learner, only two shared that they had never experienced IBL or PBL as a learner. Most of those who had experienced IBL/PBL noted that it was not in social studies or it was not in their K-12 schooling. Some noted having this experience in science classrooms,

while most noted the first time, they had experienced these methods of learning were as an undergraduate or graduate student. Mr. Roman, a K-12 Social Studies with seven years of leadership experience noted, “I did have a class during my undergrad, where the teacher implemented an inquiry-based approach. I found it valuable because I found that I was really guiding my learning and the professor was there supporting me (personal communication, November 18, 2019)”

Mr. Board, a 6-year veteran administrator, added on by noting, “I actually did have some teachers who used more of a, not an inquiry approach, but certainly a project based approach (personal communication, November 19, 2019).

While most instructional leaders discussed their K-12 and undergraduate and graduate experiences, Mr. Money, a 5-year administrator, described his post-graduate experiences as a working professional. Mr. Money explained:

> One of the experiences I had was working with PADI, which is the Performance Assessment Design Initiative. And in that program, we were going to create project-based learning for kids. It was to try to figure out how could we as adults learn how to create and decide what would be interesting things for our students to explore (personal communication, November 19, 2019).

Instructional Leaders Definitions of IBL/PBL

Building off of this, the researcher believed it was important to gauge each instructional leader and their understanding of project-based and/or inquiry-based learning. All nine instructional leaders provided definitions that were generally on-target with the accepted definitions. Mr. Cool, a 20-year administrative veteran, provided a general definition of both and stated:

> Inquiry and project-based approaches are essentially almost flipping it over and having the teacher approach a broad topic and have the students go and investigate that topic, what interests them, hopefully with some guidance from the teacher, and have them learn through experience rather than through direct instruction (personal communication, November 19, 2019).

In focusing specifically on Inquiry-Based Learning, Ms. Smile, a 4-year veteran instructional leader shared that she believes:

> All of the social studies, K through 12, has at its essence an inquiry approach. What is being explored, what topics are being examined, allows the teacher and student to approach from a place of questioning, a place of examination, and stresses that the skills that we are expecting from the students are really about ensuring that they can learn to ask the right questions and how they can find out their own answers, to really empower them not only in the subject area, but to empower them with ongoing learning (personal communication, November 20, 2019).

Building off that, Mr. Money suggests that, “Inquiry is more of the teacher's role as a facilitator than it is them as the experts sharing their wisdom with students” (personal communication, November 19, 2019).

Similarly, Mr. Pioneer a 4-year veteran in his leadership position, discussed the main tenets behind project-based learning. Mr. Pioneer shared that he describes PBL as, “Instruction that is built around an ill structured question, one that doesn't have a particular answer that you're looking for. It's got to have real life relevance” (personal communication, November 20, 2019).

Building off that, Ms. Twins, a 4-year veteran in her leadership position, discussed how project-based learning must have the student needs in mind. She explained, “A project-based approach to learning needs to really have student choice and student voice so they need to choose the compelling question or driving question that they want to research” (personal communication, November 20, 2019).

Experience Leading Implementation of IBL/PBL

Once the researcher built a base in which they understood the experiences the subjects had as learners using IBL/PBL, as well as their definitions of IBL/PBL, the researcher started to question subjects on their development and implementation of these instructional approaches in the K-12 classroom. Eight of the nine subjects noted that they have intentionally worked to implement IBL/PBL in the classroom with varying levels of success. Mr. Cool, a 20-year veteran, notes that as an instructional leader he has not done much to promote IBL/PBL in the social studies classroom. Mr. Cool explained, “I’m never going to teachers and discussing ways they can be more project-based or inquiry-based in their instruction. I'd like to see the research that says this is going to be the most important or the best way to learn” (personal communication, November 19, 2019).

The other eight participants, to varying degrees, have worked to develop Inquiry-Based and/or Project-Based approaches in their social studies departments. Ms. Smile, a huge proponent of instructional reform such as PBL/IBL, noted that in order for this to be implemented effectively, instructional leaders must take a central role in removing distractions and roadblocks. She noted that, “I think pulling away excuses, and showing that the classroom, showing that this is what we value as a as a district, showing this is what we value as educational leaders” (personal communication, November 20, 2019).

Ms. Minivan, a 4-year educational leader, also notes the importance of the collaborative approach, as well as a re-envisioning of the classroom environment. She explained, “The classroom layout must be completely re-energized. We cannot keep doing the rows for all students and expect different results. I envision collaborative seating with tables and comfortable seating rather than rows, desks, and chairs” (personal communication, November 18, 2019).

Similarly, Mr. Money notes the importance of technology, as well as the re-thinking of the teacher’s role into one that is centered more around the facilitator-based approach and less around the teacher-centered approach. Ms. Minivan and Mr. Money were among six of the participants who noted the importance of flexible seating. Mr. Money thinks, “It begins with kids operating more in classrooms where it’s not in rows and there is more flexible seating. Students are using iPads and Chromebooks, the Internet, and looking for different books and sources” (personal communication, November 19, 2019).

Echoing those sentiments, Mr. Bald, a 5-year instructional leader, also stressed the importance of creating a flexible classroom when developing and implementing IBL/PBL in the social studies classroom. He noted that it is important to, “ Ensure there is a technology piece, as well as flexible seating and allowing students to work in a way where they feel they will create a system of maximum production for themselves and their group” (personal communication, November 18, 2019).

Mr. Board, who has also pushed the implementation of PBL/IBL in his district with varying degrees of success also notes that instructional leaders must make this a system-wide approach. He stated, “Your school district needs to be fully on board. It can't

just be Social Studies department. You've got to have the other departments on board and that usually comes from the principals and the superintendent" (personal communication, November 20, 2019).

Building off that, Mr. Roman noted that in order to teachers to effectively implement IBL/PBL in the social studies classroom, it is our job as social studies instructional leaders to develop an environment that promotes IBL/PBL as an instructional method. In doing this, similar to Mr. Board, he explained:

> We need to give teachers some flexibility. We can't have them feel like they're going to be punished for trying this. I think more so than anything, it needs to be a risk-free environment. Give teachers the flexibility to be successful using inquiry and/or project-based approaches while seeing how students do on the Regents exams. But if they don't do well, give them a pass, let them try it. They need the opportunity to try it. And if they're not successful then we'll stop doing it. I think first off, one of the things that must happen is we must kind of separate from this thought that the only way in which students will be successful on a standardized test is the drill and kill model. I think teachers need to take the chance of teaching in an inquiry and or project-based approach, at least sometimes, and see, did your scores change (personal communication, November 18, 2019).

While eight out of nine subjects noted they had promoted IBL/PBL as a method of instruction in social studies, their experiences varied for varied reasons. All eight teachers shared that they had some successes involving IBL/PBL, but also noted there were both internal and external factors that inhibited the implementation of IBL/PBL.

The researcher will share data regarding both the positives and the negatives, which will lead us into research questions number two.

Each of the eight subjects who have actively pushed the implementation of IBL/PBL shared positive experiences regarding IBL/PBL in the classroom. They shared anecdotes about teachers using the C3 Inquiries provided by New York State, as well as times in which teachers had students take part in Socratic Seminars or Structured Academic Controversies. Ms. Minivan noted, “I have seen students analyzing multiple perspectives on a topic which I believe is crucial in social studies. I have seen students engaged in meaningful discussions in which they are eliciting questions and content through their discussions” (personal communication, November 18, 2019).

Mr. Money noted that since he has started promoting IBL/PBL, he has noticed more engaged learners in all grades. He discussed the importance of choice in the process and how that is what drives student engagement. Mr. Money explained, “I think one is going to be engagement that it's something that has a potential because there's usually a degree of choice in it, that you're interested in that you can explore. It is truly interest driven, November 19, 2019).

Building on the interest concept, Ms. Smile discussed the concept of power and that students were truly taking ownership of their learning. When she saw this type of learning in action, she noted students were empowered. She shared, “It was great seeing instruct that allowed the students a position of power in his or her learning. Allowing them to utilize their own experiences, their own context, to bring questions to the topic at hand. It does prepare students” (personal communication, November 20, 2019).

Student engagement, the major tenet behind IBL/PBL, is something that Mr. Pioneer believes is the real selling point of this type of instruction. Mr. Pioneer shared, “I think definitely the kids once they buy in, they get more invested. You don't have to sell the real-life relevance to it because it's constructed around something that's real life and relevant” (personal communication, November 20, 2019).

Similarly, Mr. Bald discussed the student-driven aspect of the instruction and shared some insight into where he has seen this work done the best, which is at the elementary level. Five of the nine participants stated they had experienced higher levels of IBL/PBL implementation at the elementary level. Mr. Bald noted, “There's no bells, there's no time constraints to it. Sixth and seventh is attempting it. Once you get into the high school, it becomes much more Regents based” (personal communication, November 18, 2019).

Mr. Roman echoed the beliefs that there was more success found at the elementary level when discussing this type of work. He also noted that his experiences with IBL/PBL are that the learners are more engaged and invested. He shared, “I think whenever you can make the learning relevant to the student and meaningful, you're going to get a better product, and you're going to get a more meaningful type of learning” (personal communication, November 18, 2019).

Four of the nine participants also explicitly stated that they believed the work was more powerful because it wasn’t all about a grade. Ms. Twins noted, “I think kids, they write best when they care about something. So, I think the areas of success I have seen are not only in their assessments, but in life, in empathy and caring for others” (personal communication, November 20, 2019).

Mr. Board believes IBL/PBL approaches help students to prepare for the "real world." He suggests that this type of instruction allows students to focus something they're passionate about or something that has piqued their interest. He explained, "I think it gets us into what a lot of people do in the real world when they're historians, which is that they are looking at a hyper-focused subject and they become experts in that" (personal communication, November 19, 2019).

Research Question #2

- How do social studies leaders perceive their roles in encouraging teacher practice of inquiry methodologies?

All nine participants realized their importance as an instructional leader in ensuring IBL/PBL is implemented properly in the K-12 Social Studies classroom. When asked about their role, instructional leaders noted numerous ways in which they would help to lead the learning. The most repeated themes seen during data collection focused on the instructional leaders providing autonomy, creating collaborative opportunities, maintaining a clear line of communication, modeling best practices, organizing professional development opportunities/providing resources, offering support, and developing a relationship built on trust.

Autonomy

Of the nine participants, five stated the importance of developing IBL/PBL opportunities and providing teachers the autonomy to implement this instruction in the way they believe will be most effective for their students. Autonomy does not mean hands-off, but instead provides the instructor with the space to implement the instruction the way they feel will best fit the needs of their student population. Mr. Money noted:

> I think we have to allow teachers to collaborate and get them autonomy to create all the curriculum itself. So while collaboration is a huge aspect of any sort of inquiry-based or project-based experience, I think it is just as important that you provide each teacher with autonomy to take this opportunity and run with it in a way they feel comfortable and in a way they believe their students will be successful (personal communication, November 19, 2019).

Ms. Twins noted that providing the room for teacher autonomy is important because this work is, "Accomplished really by empowering teachers to be teacher leaders" (personal communication, November 20, 2019).

Collaboration

While autonomy is key, eight of the nine participants also noted developing and providing collaborative opportunities as one of the key roles of the instructional leader in implementing work focused on IBL/PBL. Ms. Minivan noted, "This type of learning has to evolve from teachers and building administrators must promote to get 100% investment, common planning for teachers to collaborate, appropriate resources to support learning, classroom must be inviting for this type of learning" (personal communication, November 18, 2019).

Building on that, Mr. Board noted the importance of ensuring teachers have plenty of time to develop these types of lessons. He explained, "More opportunities for interaction between teachers are crucial. Open the door and get school districts encouraging interaction between people, between departments, between teachers. The first thing is we have teachers observing teachers here" (personal communication, November 19, 2019).

Ms. Twins notes that the best thing she can do as an instructional leader is to just give her teachers the time and space to have these valuable conversations. She noted, "My job is really to give them support and time to get together and organize the work" (personal communication, November 20, 2019).

Mr. Roman noted how a simple thing like allowing teachers the opportunity to collaborate actually speaks volumes about the importance of an initiative. He noted the importance of, "A collaborative group of people who are willing to talk with each other about instruction, to help you have an open mind to changing practices based on what they see, based on what they discuss with each other." (personal communication, November 18, 2019).

Three of the nine participants made reference to Professional Learning Communities (PLC's) as a valuable part of this work. Professional Learning Communities allow the ability to collaborate, think critically, provide open and honest feedback, and look for ways to improve their instructional practices in a safe environment. Ms. Smile noted, "I think that teaching professionals really have to use each other as support, as team. We expect the students to work both independently and collaboratively, and I think that that takes root with the grade-level teachers" (personal communication, November 20, 2019).

Communication

Along with the importance of creating opportunities for teachers to collaborate, the participants stressed the importance of open and clear communication between the instructional leader and teachers about expectations regarding IBL/PBL work. Mr. Cool explained, "The culture of openness, the culture of trying to help teachers, a culture of

collegial supervision. Also, where teachers are looking at each other to see what they're doing. I think that's a very effective way to manage a department" (personal communication, November 19, 2019).

Mr. Roman discussed the importance of being open and honest about everything. He stressed the value of transparency in this process. He stated, "I think that teachers really are looking for someone who's honest and open with them about what the expectations are and why they are doing things. So, I think more so than anything is just an open line of communication" (personal communication, November 18, 2019).

Modeling

Eight of the nine participants also noted the importance of effective modeling in order to ensure IBL/PBL is properly implemented in the classroom. The concept of modeling allows teachers to see the process from another teacher/instructional leader prior to implementing in their own classroom. Mr. Bald noted that he started with just a couple of teachers doing IBL/PBL and using them to model the practice. He stated that this, "Showed that when they got to the Regents it actually worked better, the grades went up. And they moved it to everybody in ninth grade and now everybody does it in ninth grade" (personal communication, November 18, 2019).

Similarly, Mr. Money noted that teachers sometimes need to "see to believe" and it is important to provide them with that opportunity prior to expecting them to implement this type of instruction in the classroom. He explained teachers, "Need to see models of people that are doing really well, whether it's in your own school culture or you're looking at people outside of it. I think one of those things is seeing is believing" (personal communication, November 19, 2019).

Professional Development/Resources

Participants stressed the importance of the instructional leader providing support through providing professional development opportunities, as well as resources. While these were coded as two separate themes, they both speak to the same concept, which is the instructional leader providing pedagogical support. Eight of the nine participants made reference to the importance of professional development opportunities in successfully implementing this work. While the instructional leaders do not necessarily need to lead the professional development, they must have the ability to find and make available professional development that furthers this work. Ms. Minivan noted, "It is of the utmost importance that the instructional leader be able to find coaches and professional development opportunities that will support and model this type of learning for all teachers" (personal communication, November 18, 2019).

Ms. Smile noted how serious she takes this part of her job description and how important it is that the instructional leader provide the right professional development and the right supports to move the work forward. She explained:

> I think, as somebody who's responsible for professional learning within the department, as somebody who is responsible for evaluations, ensuring that curriculum and curriculum standards are being met, I think that it is my deep responsibility to ensure that my message gets across, and that it's something that has to be repeated over and over and over again about a mantra, and going at it in different ways. Providing meaningful professional development is paramount for the success of this (personal communication, November 20, 2019).

Along with the professional development, Mr. Roman noted the importance of resources to help support this method of instruction. Mr. Roman explained, “I think my job is to really make sure I'm giving them all the resources to be successful in their endeavors. I help provide them with documents that are geared towards specific student's reading levels and whatnot” (personal communication, November 18, 2019).

Support

All nine participants spoke to the role of the instructional leader as a support system for teachers looking to implement IBL/PBL in the classroom. Support is really the overlying theme in all of these codes, but the concept of support is more than just the tangible. This really focuses on the “intangibles,” or the instructional leader’s ability to be there for moral support, as well as to provide the teacher with anything needed to be successful. Mr. Cool discussed the importance of approachability. He explained, “From a school leader or a building leader or even the department leader, it is important that there is support in everything. Directives will just not go very far in the world of education” (personal communication, November 19, 2019).

Mr. Money notes that this is a big ask of teachers to completely change the way in which they approach learning in the classroom. With that in mind, he notes the importance of the instructional leader being there at every step of the process to provide support. He shared, “We're going to take this risk and you're going to take a risk; we want to make all of the teachers feel supported that they have someone to work with in order to sustain it” (personal communication, November 19, 2019).

Trust

None of this work can be done, according to the participants interviewed, without the creation of two-way trust. There has to be a relationship built between the instructional leader and teacher that centers around trust. It is important that the instructional leader always assumes best intentions by the teacher and vice versa. Building trust also creates a level of comfort. Ms. Smile is stressed the importance of trust. She explained, "I couldn't do anything without establishing and maintaining relationships. My years in the classroom give me my most considerable leverage, with ensuring that programs, curriculum, all of the things that we expect in a high-level social studies program, happen" (personal communication, November 20, 2019).

Mr. Cool believes trust is instrumental to any successful implementation of IBL/PBL in the social studies classroom. He stated, "You have to trust your teachers. In building that trust, you will begin to see teachers who are more engaged in the process and who have bought in to this type of instruction" (personal communication, November 19, 2019).

Mr. Roman also suggests that the instructional should re-imagine their role within the evaluation process. He explained:

> I go in to observe in a no risk situation. I'm not observing them where I'm going to see if the lesson goes great and the inquiry goes great, I'll count that as their observation and give them some feedback on how to keep improving. But if for whatever reason it doesn't go well, I'm not going to penalize them for doing this because they're taking a chance, they're taking a risk, they're doing something new, they're doing something different. And that kind of situation can only

happen after you have built a relationship with your teachers based on trust (personal communication, November 18, 2019).

Research Question #3

- What are the perceived barriers that prevent inquiry-based and project-based learning from taking place in the classroom?

While the majority of participants noted positive experiences regarding the development and implementation of IBL/PBL, they also noted potential shortcomings and hurdles to implementation of the approach. The concerns came up in the form of both internal concern and external system roadblocks.

Internal Concerns

The most evident internal concern when it came to implementation of IBL/PBL in the social studies classroom was resistant teachers. Eight of the nine participants discussed the difficulties of an instructional shift of this magnitude when resistant teachers push back. Six of the nine participants noted that the resistant teachers were often veteran teachers who were "stuck in their ways." Mr. Cool noted, "Some teachers are reluctant, especially the older teachers, or the veteran teachers, we like to say. I think younger teachers tend to run with it even more" (personal communication, November 19, 2019).

Mr. Money notes that his experiences with many of his veteran teachers lead him to believe they are unaware of any problems with teacher-driven instruction. He shared, "They have a fundamental lack of awareness of their instructional practices and how they are making kids disinterested" (personal communication, November 19, 2019).

Mr. Bald notes that this is a huge frustration when trying to implement instructional reform. He shared:

> Some teachers are resistant to change, that's a frustration. I think philosophically when those teachers came out of college and the master's program, that wasn't a focus. The focus was on something different, and therefore they were never provided instruction on this type of learning. Now, we are trying to change their perceptions of what learning looks like in the classroom and that is a difficult ask (personal communication, November 18, 2019).

Ms. Twins notes that some of her most resistant teachers suggest that this type of learning is a fad, something she knows is not true. She explained, "Research shows that this is not a fad, it's not new. I learned it when I went to college, it's another way of saying problem-based learning" (personal communication, November 20, 2019).

Five of the nine participants are instructional leaders for social studies for their entire districts. This role means they oversee all social studies from Kindergarten all the way through 12th grade. These participants noted some internal issues associated with IBL/PBL at the elementary level versus the secondary level. Ms. Smile shared that, "The use of stations and grouping is very much a comfort level at the elementary schools, Things like the seating, and how the students can flow from one to another, and how they can have autonomy over their learning" (November 20, 2019).

Similarly, Mr. Bald believes the success in the elementary grades is due to less of a concern about grades, while the secondary level is very grade driven. He explained, "In elementary schools' kids aren't worried about grades and they're excited to learn and they all learn new things. And then in about the middle school level, they start to kind of

change, like things start to become about grades" (personal communication, November 18, 2019).

Mr. Roman also noted that he believed there was less resistance at the elementary level because of the lack of testing in social studies. He noted, "Teachers at the elementary level are much more willing to commit to this type of learning because of that flexibility that they have in terms of daily schedules" (personal communication, November 18, 2019).

There is also the question of whether or not a district has put their support behind instructional reform strategies such as IBL/PBL. Many districts, in their hyper-focus on results, are disinterested in trying instructional methods that may interfere with their results. Four of the nine participants noted district priorities play a role. Mr. Cool noted that type of instruction was not a major priority in his district while Mr. Money went further and explained, "One of the system roadblocks is our district isn't committed to whether it's an IB or AP school. Not everyone in the district has supported that, so getting things like inquiry and project-based learning off the ground is a struggle" (personal communication, November 19, 2019).

External Concerns

External concerns are those that are not controlled by the individual, school, or district. These include state mandates regarding curriculum, testing, and time. All nine participants noted that the external concerns created the largest roadblocks to implementation of IBL/PBL in the social studies classroom.

Five of nine participants noted that the roadblocks begin with the social studies curriculum, specifically at the high school level. The idea of taking multiple days on a

concept when the magnitude of their curriculum is so large is a concern for many teachers and instructional leaders. Mr. Roman explained, “My teachers are concerned about the exams, they need to make sure they have time to go over all of the content so that they're successful on the exams” (personal communication, November 18, 2019).

Mr. Pioneer expanded on this and shared that, “When you talk about taking a couple of weeks, to go deep on a concept, it makes teachers nervous. And I think partly, that's a systemic problem. Because we always send the message that content is extremely important. And you need to get through it” (personal communication, November 20, 2019).

These responses began to uncover a larger concern, which is time. All nine participants noted that time was something that prevented their teachers from implementing IBL/PBL with more frequency. Ms. Smile noted that, “We have our limited resource which is time, and it's also helping teachers rethink and reframe learning, so that we can eliminate that question of time” (personal communication, November 20, 2019).

Mr. Board, who has noted teachers are beginning to be more willing to attempt IBL/PBL, built on the comments from Ms. Smile, and explained:

> The fear that any project is going to somehow take away the time on task that you have with kids. Most classrooms it's a 40-minute period. They have all this content to cover from the K-12 social studies framework and they feel like taking one to two weeks to do an inquiry is just not possible (personal communication, November 19, 2019).

The covering of curricular material and the concern regarding time uncovers a bigger problem which is the state exams in social studies, specifically in grades 10 and 11, but the development of the skills in the years preceding grade 10. All nine participants noted that testing was the number one roadblock to a larger-scale implementation of IBL/PBL in the classroom. Many of the responses were very similar in substance. The theme of testing is looked at from two angles, the focus on time preparing for the exams and the expectations regarding results. Both created roadblocks that inhibit the implementation of IBL/PBL in the social studies classroom. Mr. Cool explained there was concern about state exams. He noted, "I think that's a legitimate concern. You want to make sure that kids are getting into stuff they really do need to be successful on that state test, because there's a microscope on those test scores" (personal communication, November 19, 2019).

Mr. Money notes that he has seen the most movement towards IBL/PBL in classes that do not terminate in either a state exam or an international exam such as Advanced Placement. He noted, "The most successful areas are areas that aren't overly tested. They were allowed to learn some of the skills, explore topics they were interested in and passionate about" (personal communication, November 19, 2019).

Mr. Roman echoed this sentiment and discussed why he believes the push for IBL/PBL will be a difficult one in high school until policy changes are made at the state level. He explained, "As much as New York State and College Board say they want students to go deep and have a deeper understanding, they give all of this curriculum that needs to be covered, all of this content, and they expect that they still go deep. And a lot of teachers fear that they just don't have the time. Anytime where you don't have

something like a Regents exam tied to it, I think it's going to be much more of an easy sell because people don't feel strapped for time and results. And I think it's tough because I believe a lot of administrators feel the same way that I sometimes feel, which is I think inquiry-based learning and project-based learning are great methods of instruction. However, my teachers are concerned about the exams, they need to make sure they have time to go over all of the content so that they're successful on the exams (personal communication, November 18, 2019).

As with any initiative, there are both internal and external factors inhibiting a larger adoption of IBL/PBL as a beneficial method of learning for K-12 students. It is apparent through the lived experiences of the participants that they are working against both concerns from within, as well as policy controlled at the state level.

Research Question #4

- How do espoused values regarding inquiry-based and project-based learning differ from enacted values?

As with any instructional shift, IBL/PBL has been met with mixed reviews and mixed results in the K-12 Social Studies classroom. All nine instructional leaders noted the value of this type of learning and believed it was in the student's best interest to be introduced to this type of instruction with some frequency. However, as seen in the responses by the participants, there are internal and external factors in play that prevent this from happening with any consistency. In looking at instructional leaders espoused vs. enacted values, it seems as though most are trying to slowly move this change along. However, Mr. Cool, while acknowledging how valuable this type of instruction might be for students, noted that he does not promote this instructional shift and does not expect

his teachers to implement this type of instruction in the classroom. Mr. Cool explained, "Although I do believe this type of instruction is valuable, teachers make their own judgements on whether or not this type of instruction will help their students be better prepared for the standardized exams" (personal communication, November 19, 2019).

Within the statement above is highlighted the paradox that exists within this work. Instructional leaders find IBL/PBL to be valuable for instructional purposes, however they do not know if implementing more of this type of learning will cause lower test scores. Therefore, Mr. Cool, and many other instructional leaders, do not push instructional reform such as IBL/PBL in the social studies classroom.

Summary

In analyzing the data, many of the themes uncovered through the participant interviews align with the conceptual framework which focuses on three major tenets that work together to bring about a shift towards IBL/PBL.

Participants spoke about the importance of communication. One part of the conceptual framework focuses on the concept of clarity. It is evident through this data that instructional leaders believe they must be clear, concise, and deliberate in their expectations regarding inquiry-based and/or project-based learning. It is important that at all phases of the implementation process that instructional leaders are providing their teachers with support and showing them trust as the process unfolds.

Participants also noted the importance of creating an opportunity for collaboration to take place and providing time for teachers to work on developing inquiry-based and/or project-based approaches that will work in their classroom. A second component of the conceptual framework focuses on collective self-efficacy. This concept suggests that for

real institutional change to take place, teachers must work together in a collaborative setting. Through their interviews, participants noted the importance of providing their teachers with autonomy, flexibility, dedicated time to co-plan and collaborate, as well as the development of professional learning communities to further their work around IBL/PBL.

Every participant noted the importance of the instructional leader organizing and implementing effective professional development in order for the instructional shifts to be successful. The third component of the conceptual framework speaks to the educational leader as a facilitator. The instructional leader must provide resources, professional development opportunities, and support and allows their teachers the space and autonomy to create inquiry-based and/or project-based lessons based on their own understandings of the methods of instruction. All participants spoke to the importance of trust and allowing the teachers the autonomy to develop the IBL/PBL in a way they feel will be useful for their students. With that being said, the instructional leader views their role as one of support and helping to guide them towards effective instructional methods.

All nine participants spoke to the major roadblocks to this type of learning, which is not much of a surprise. Standardized state testing, along with Advanced Placement examinations inhibit the implementation of instructional-based learning in most high school social studies classes. Instructional leaders note that they have seen much more success with implementation in the elementary grades where there is a certain level of flexibility.

CHAPTER 5

Analysis and Synthesis

Introduction

Findings from this study illustrate the lived experiences of social studies instructional leaders regarding inquiry-based and project-based learning, as well as their views on the roles of instructional leaders in bringing about such instructional reform. The findings of this study also focus on the factors that inhibit the more widespread implementation of Inquiry-Based and/or Project-Based learning in the K-12 Social Studies classroom. Chapter 5 will focus on an in-depth interpretation, analysis, and synthesis of the results/findings of this study. Following the analysis, the researcher will present concluding statements and recommendations based on the findings of the study.

Discussion

Within the theme of the role of the instructional leader, participants revealed specific methods they either used or believed were effective in bringing about the instructional shifts necessary to allow inquiry-based and project-based learning to take place. These methods included providing resources and support, developing a clear and open two-way communication system, modeling best practices, organizing of professional development opportunities, creating the opportunity for collaborative to take place frequently, and the organization of professional development opportunities.

All participants discussed their role as being a communicator, a listener, and a supporter. What was very apparent from this data was that instructional leaders viewed themselves not as the expert on the instructional strategies, rather they viewed themselves as supporters and empowered their teachers by providing resources, support, and

opportunities to develop this work. Hargreaves and Fullan (2014) support this sentiment and noted, “Strong and positive collaboration is not about whether everyone has a word wall, or a set of posted standards, or not. It’s about whether teachers are committed to, inquisitive about, and increasingly knowledgeable and well-informed about becoming better practitioners together, using and deeply understanding all the technologies and strategies that can help them with this” (p.127).

This concept of collaboration that all participants spoke about is something that Bandura (1995) describes as collective efficacy. These instructional leaders understand the importance of putting minds together and allowing for collaboration to bring about results. The instructional leaders discussed the importance of time and space to allow teachers to collaborate towards an initiative. Bandura (1995) stated, “Teachers operate collectively within an interactive social system, rather than as isolates. … Schools in which staff members collectively judge themselves capable of promoting academic success imbue their schools with a positive atmosphere for development” (pp. 20–21).

Not one participant said that high-stakes observations/evaluations were a way in which they helped to lead this work. On the contrary, they believed that building a level of trust with teachers was of the utmost importance. They viewed themselves as cheerleaders whose main goal was to try to bring about change by encouraging risk-taking in a safe environment where failure is a positive experience, not a negative one. Glickman, Gordon, and Ross-Gordon (2009) support this notion and state that, “Trust is both a product of adhering to the other principles and a requirement for those principles to flourish over the long run. Authentic learning is based not only on the transmission of knowledge and skills but also on personal relationships, and trust is the ground on which

those relationships are built" (p. 342). The participants noted that more than anything, building trust with and amongst their colleagues was integral for this work to move forward.

Another theme that was uncovered through this research was roadblocks, both internal and external, that prevent inquiry-based and/or project-based learning from taking place with greater frequency. Within that theme, participants revealed a number of internal roadblocks including resistant teachers, district priorities, time, as well as external roadblocks including standardized testing and curriculum requirements.

Many participants noted that resistant teachers, a majority of whom were veteran teachers who had never been equipped with the skills to teach in an inquiry-based and/or project-based fashion were one of the biggest external roadblocks. Glickman, Gordon, and Ross-Gordon (2009) noted that, "The need to individualize teacher learning, indicated by the literature on adult learning, stands in sharp contrast to the actual treatment of teachers. Many supervisors treat teachers as if they were all the same, rather than individuals in various stages of adult growth" (pp. 47-48). This suggests that the resistance might be more of a manifestation of supervisor's short-sightedness in creating learning opportunities for teachers, rather than a true resistant approach by the teacher.

Time, another roadblock noted by the participants, speaks to the fixed structure of timing and how this is often an impediment to implementing inquiry-based and/or project-based learning in the social studies classroom. The participants all shared that teachers don't have enough time, both to plan and implement, these types of instructional strategies in the classroom. Glickman, Gordon, and Ross-Gordon (2009) support this concern in noting that,

> Of course, elementary and secondary teachers often do make readjustments within the assigned time, within their four walls, with their assigned students, and with instruction. School time, however, is imposed. Starting and ending times, number of students, physical locations for teaching, and extra duties are set for the duration, and a teacher has little control. The routines the school as a workplace imposes are more like those of the factory than those of high-status professions. The punch-in, punch-out clock may not be visible in the entering hallway of the school, but nonetheless it exists (p.19).

The participants, for the most part, believe that time is a huge factor in why there has not been a more widespread adoption of inquiry-based and/or project-based approached. The current structures associated with the school day simply stymie this type of work from taking place with any type of fidelity.

As difficult as the internal roadblocks may be, the external roadblocks are those that the participants believe are an even more daunting task to navigate around. The state-mandated curriculum, as well as testing at the 10th and 11th grade level has added another layer of interference to compete with when working to implement this type of instructional shift. These two pieces, curriculum and testing, go hand-in-hand. Participants noted that their teachers are concerned about taking extra time in their curriculum to go deep on specific topics when the breadth of their curriculum is so large and there is the component of preparing students for high-stakes testing. Kirtman and Fullan (2016) noted that, "…Most leaders were high compliant in state, federal, and local mandates and practices. Interestingly, this was not the case for the most effective leaders. High-performing leaders were not the rule followers or overly compliant" (pp.16-17).

This surfaces one of the paradoxes associated with this type of work, which is the focus on compliance and standardized test scores versus what instructional leaders know is best for student learning and growth. Kirtman and Fullan (2016) continued by saying, "One way of describing it is that they [instructional leaders] are prepared to get a grade of C on compliance as long as they get an A on learning" (p. 17).

Research Questions 1 and 2

- Research Question 1: How do social studies leaders describe their lived experiences in developing and implementing project-based and/or inquiry-based teaching experiences?
- Research Question 2: How do social studies leaders perceive their roles in encouraging teacher practice of inquiry methodologies?

This addresses both the lived experiences of social studies leaders and their perceived roles, is that a relationship built on trust is integral between instructional leaders of social studies and teachers in order for inquiry-based and/or project-based learning to be successful in the K-12 social studies classroom. An instructional leader must foster and maintain relationships in order to lead this type of learning. By building these relationships, the dialogue regarding instructional shifts will be much more positive. The instructional leader must show their investment in the instructional shifts by providing support, resources, time, collaborative opportunities, and collaboration in order for any meaningful change to take place. The concept of clarity through clear communication is also crucial to the successful implementation of this type of learning in the K-12 social studies classroom. Participants referenced their relationships with their teachers as key to bringing about any type of instructional change. They viewed their role

as one centered around support and feedback as a critical colleague rather than one centered on observation and evaluative feedback from an administrator.

This directly relates to the definition of a collaborative supervisor set forth by Glickman, Gordon, and Ross-Gordon (2009) who stated:

> Collaborative supervision is premised on participation by equals making instructional decisions. Its outcome is a mutual plan of action. Collaborative behaviors consist of clarifying, listening, reflecting, presenting, problem solving, negotiating, and standardizing. Collaboration is appropriate when teachers and supervisors have similar levels of expertise, involvement, and concerns with a problem. The key consideration for a supervisor is the fact that collaboration is both an attitude and a repertoire of behaviors. Unless teachers have the attitude, they are equal, collaborative behaviors can be used to undermine true equality (p.138).

Teachers must not only feel but must truly be equals in this process of instructional change in order for meaningful results to take place. The participant responses provided insight into how they view their roles in helping to facilitate this process. These instructional leaders understand the importance of creating equality in the instructional arena in order for this work to take place in a meaningful and sustainable way.

Research Question 3

- Research Question 3: What are the perceived barriers that prevent inquiry-based and project-based learning from taking place in the classroom?

System roadblocks, both internal and external in nature, will continue to prevent more wide scale implementation of inquiry-based and/or performance-based learning in

the social studies classroom. The way in which instructional leaders in social studies must approach inquiry-based and/or project-based learning is in many ways controlled by both internal and external factors. Resistant teachers, those who would be in the most need of individualized support, prevent large-scale implementation from taking place. While this problem can be alleviated with individual support, internal factors such as district priorities and external factors, such as state mandates regarding testing, put this type of instruction very low on the list of priorities.

This issue of testing also manifests itself in terms of district priorities. Participants noted that at both the elementary and secondary levels, the focus on testing sometimes provided districts with tunnel vision not on what is most instructionally sound, but rather what will yield the best results on standardized exams. Jacobs and Alcock (2017), noted that,

> Not only is the time focused on testing; it is overly focused on certain subjects at the expense of others. We have each had personal interactions with teachers throughout the United States who say directly that the message from their district office is that elementary teachers really need to drop the emphasis on areas like social studies in order to spend more time on the basic literacies for test in English Language Arts and mathematics (p.171).

Therefore, it is very clear that in many of these situations, teachers are directly or indirectly teaching to the test. The thought of inquiry-based and/or project-based learning, while exciting in terms of what it can do for student's critical thinking skills, simply does not guarantee the necessary results on the standardized exams districts need to do well on. Most of our participants spoke to the idea of being able to do this work

only if it does not cause any sort of negative trend in the standardized testing scores for the district. This type of approach, while shortsighted, is understandable in a results-driven culture of accountability. At the end of the day, these supervisors are evaluated based on the performance of students on their standardized testing. If they have a system that currently works, even if it is one that is teacher-centered, they will continue to rely on what has provided the results in the past. Very few instructional leaders are willing to take the risk of shifting instructional practice with the potential adverse effects of that shift on student assessment data at the end of the school year.

Bandura (1995) posits that the only way to eliminate these concerns is by implementing the changes and seeing if an undesired effect occurs. Once teachers begin to implement these types of instructional shifts with minimal change to standardized assessment scores, then the possibility of a larger adoption of inquiry-based and/or project-based instruction may be possible. Bandura (1995) notes, "When stable outcome expectancies and self-beliefs are already formed, the motivational value of risk perceptions may become negligible" (p. 277).

Research Question 4

- Research Question 4: How do espoused values regarding inquiry-based and project-based learning differ from enacted values?

This research question was more difficult because it was not explicitly stated by any of the participants. Instead, the researcher drew these conclusions from participant responses to questions on inquiry-based and/or project-based learning versus their focus on compliance-based expectations such as state standardized testing. For the third conclusion, the researcher found, that while all participants found the instructional value

of Inquiry-Based and/or Project-Based Learning, none of these instructional leaders were willing to make large-scale shifts to the instructional approach in their school district regarding the way in which social studies is taught.

Popkewitz (1991) notes that, "There is a blurring of the boundaries between our own thoughts and actions and those that are given to us in the practices that form our collective efforts" (pp. 214-215). While the participants espoused values were wholly in favor in instructional shifts in social studies that promoted inquiry-based and/or project-based learning, their lived experiences indicated this was not happening with any fidelity in their districts. More so than anything else was the concerns regarding standardized assessments, time, and getting through the entire curriculum. These responses indicate that while their espoused values might be ones in which student learning are at the epicenter of all instructional decisions, the enacted values put data and compliance at the epicenter with less of a concern on the value of true student learning opportunities. When instructional leaders are being told that these are the values of the district, they have no choice but to focus on ensuring the success of the district on standardized assessments.

Limitations of the Study

Since this is a phenomenological study, generalizability is not the goal; however, transferability is important. The researcher is unsure whether transferability would occur if this interview protocol were provided to social studies leaders in other parts of the country or even in other parts of New York State. Similarly, the researcher is not sure of transferability to other disciplines such as science.

The researcher also implemented delimitations on the group for this research. The researcher was focused only on instructional leaders who oversee social studies instruction and currently are employed on Long Island, New York.

Another limitation was the bias of the researcher. He works in the area of the potential sample and all of the participants knows the researcher through various collegial groups. While a semi-structured interview process with open-ended questions provided a valuable platform to conduct this phenomenological study, not all participants provided robust answers to each question. Some of this might have been a hesitation to share based on the relationship with the interviewer, while it may also be due to their own limitations in working with inquiry-based and/or project-based learning.

Conclusion

Prior to this study, the researcher noted the importance of time as a commodity needed for this type of instruction to take place with more regularity. However, the researcher, as a result of this study, gained a deeper understanding of just how massive the role of time truly is in the development of inquiry-based and/or project-based instruction. The participants overwhelmingly stressed that providing their teachers with the time to do this work would yield positive results. They noted that their inability to create more opportunities in their district for inquiry-based and/or project-based approaches stems from their inability to provide enough time for their teachers to make a real instructional shift.

A paradox exists between the expectations to go deeper into the content through inquiry-based and/or project-based approaches, while at the same time maintaining the breadth of topics when it comes to teaching the state mandated curriculum. While time is

the most precious resources, both in terms of the time to plan and the time to implement this type of instruction, the seemingly mixed messages from both internal and external mandates create an even larger issue. While inquiry-based and/or project-based approaches often create a higher level of student engagement and autonomy, the concern about standardized assessments and covering the entire curriculum often prevent this work from happening with any regularity. Participants noted that in a perfect system, students would learn through these methods and would be prepared for the year-end exams. However, they understand that many teachers are concerned with spending copious amounts of time on a single concept when there are end of year assessments that evaluate students and teachers on a sizable amount of content.

To that end, while the researcher noted the importance of trust through the inclusion of autonomy as part of the conceptual framework, the researcher did not consider the importance of risk-taking in the implementation of this type of instruction. Most of the participants noted risk-taking as absolutely vital to the success of an instructional shift towards inquiry-based and/or project-based learning. The risk needs to be shared by the district, the instructional leader, and the individual teachers with trust being the bonding agent. The district must embrace this instructional shift if they believe the learning is stronger and the student engagement is higher, the instructional leader must convey a message of trust and the embracing of risk. The instructional leader must be clear that the goal is to engage students in meaningful work with state assessments being a byproduct of strong instruction. The teacher must trust the instructional leader and take the risk of shifting their instruction from a teacher-centered to student-centered approach.

Furthermore, when participants discussed risk taking, autonomy, and trust, they seemed to be describing many of the key components of teacher leadership. These participants wanted to empower teachers to take leadership and be visionaries in the classroom. In order for that to occur, they understood the importance of providing them space to take risks and try new things in the classroom without the fear of failure, or even worse, punitive evaluations.

The researcher also discovered that many participants viewed reimagined classrooms and flexible seating as paramount to the success of inquiry-based and/or project-based learning. The participants noted that in order to re-think the way in which instruction is delivered, classrooms must be modified to meet the needs of students in this setting. This was something the researcher did not consider and was surprised to hear numerous times throughout the interviews. These types of learning require that students are comfortable in different settings within their classroom rather than the standard rows that have existed since the beginning of formal education. For these types of instructions to be successful, students must be given some freedoms within the classroom in order to work collaboratively with their peers in a setting that is comfortable and conducive to groupwork.

According to many of the participants, experience plays a factor in the willingness of teachers to experiment with instructional shifts towards inquiry-based and/or project-based approaches. Many of the participants noted that more veteran teachers were hesitant to shift their instruction and often leaned on the old adage, “If it isn’t broke, don’t fix it.” On the other hand, some participants noted that some of their more novice

teachers, those who have been in the classroom for less time, were more comfortable with this type of instruction and were more willing to implement it in their classroom.

Lastly, the researcher concluded that for this work to be successful, it must be teacher driven. The role of the instructional leader is nothing more than a supporter. All participants viewed their role as one in which they are providing resources, support, feedback, and time for teachers to effectively plan and implement these types of instruction. In no instances did any participants note that this type of shift was done through a mandate or directive. Instead, they noted the slow process and their role as a cheerleader throughout the process.

Recommendations for Future Practice

First Recommendation

Relationships between instructional leaders in a supervisory role and teachers are integral to creating and environment for professional growth, especially when discussing a sizeable shift in instructional approach such as Inquiry-Based and/or Project-Based Learning. The recommendation for the first conclusion would be to make deliberate goals focused on establishing a relationship of trust between instructional leaders and their teachers. This type of relationship building would be best met through regular meetings between the instructional leader and individual teachers, as well as frequent meetings with the entire department. Rather than these meetings becoming a list of compliance-driven checklist items, these meetings should focus on instructional growth for both the teachers and the instructional leader. These meetings will begin to create that trust between the two groups and will help to develop the necessary relationship to achieve this type of work. Along with meetings, instructional leaders must be willing to provide

support along the way, both in terms of moral support and resources to further the instructional goals. The supervisor must also do everything within their power to build a collaborative department and ensure that professional development is readily available and is of the highest possible quality to ensure department goals, such as Inquiry-Based and/or Project-Based Learning are fully supported. Finally, it is important that instructional leaders provide a very high level of clarity with everything they do. It is important that communication is not only clear, but that it is frequent and two-way. While instructional leaders are tasked with communicating district goals and initiatives, it is just as important that they are willing to listen to their teachers and speak on their behalf to higher-level administrators.

Second Recommendation

Changes to standardized testing are not going to happen anytime in the near future and instructional leaders must be realistic about expectations. At the same time, instructional leaders should promote risk-taking amongst their teachers in regard to project-based and/or inquiry-based learning. The recommendation for this second conclusion is to, as a district, allow forward-thinking teachers the opportunity to implement more inquiry-based and/or project-based instruction in the social studies classroom without negative consequences if standardized assessment scores decrease.

For those teachers who are tenured, asking them to take a leap of faith and embed more inquiry-based and or project-based learning in their classroom might have a valuable long-term impact. In interviews, many participants voiced their belief that exceptional standardized test scores and teaching using inquiry-based and/or project-based approaches were not mutually exclusive in their minds, however it was difficult to

have teachers test this hypothesis with student test scores on the line. Providing teachers with a guarantee, even if only for a year, that they will not be tied to their student's scores on standardized assessments will provide them with the flexibility to shift their instructional approach. If the hypotheses of the participants are correct, the results will show little to no negative changes in student assessment scores, while at the same time a class experience that is much more student-centered and valuable. If, on the off chance, the scores come back worse, the teacher can simply return to the old format of instruction the following school year.

This recommendation allows teachers the freedom to try something new in a low risk setting. If they are successful, then this can be used as the case study as the district begins a further rollout of this type of instruction. If it fails, then it was a one-year trial and things can always return to the way they were beforehand.

Recommendations for Future Research

While this study uncovered a great deal on the lived experiences of social studies instructional leaders and Inquiry-Based and/or Project-Based learning, there are many questions regarding this topic that have been left unanswered.

The first recommendation for future research would be to look at teachers and their experiences regarding the implementation of inquiry-based and/or project-based Learning. It would be interesting to hear about their lived experiences and to compare them side by side with the experiences shared by the participants of this study.

This study can also be looked at through the lens of the Board of Education. At the end of the day, the emphasis on accountability falls on the board and their vision and mission statement for the district. It would be interesting to see what it is that Board

members truly value: active student engagement and meaningful learning or maintaining/increasing student performance on standardized assessments.

In addition, a researcher can look at instructional leader perceptions of inquiry-based learner in different classroom settings. Different classroom settings would include general classrooms, classes with a high English language learner population, and classrooms with a special education population. Lastly, a researcher may want to look at the relationship between district socioeconomic status and their willingness to implement Inquiry-Based and/or Project-Based instruction in their classrooms.

Lastly, an interesting continuation of this study could focus on administrator's espoused versus their enacted values pertaining to teacher leadership. While many administrator's openly acknowledge the importance of teacher leadership, it would be interesting to dive deeper into what that truly means.

Epilogue

The goal of all educators is to ensure their students are learning. In today's day and age, research has shown that students learn best by doing and by being part of the instructional process. Methods such as inquiry-based and project-based learning provide students with the opportunity to be in control of their own learning. A paradox exists in that, trying the measure learning, many states are actually inhibiting the implementation of student-driven learning experiences because accountability creates a teacher-centered approach to instruction. Unless we make student-centered learning the priority and begin to change our attitudes toward standardized testing, instructional strategies such as inquiry-based learning and project-based learning are going to continue to exist only within pockets of the school community.

Teachers must be given the autonomy and flexibility to create a student-driven classroom where they help to create their own learning experiences. Instructional leaders and the system as a whole must allow teachers the ability to take risks in order to prepare students for college and career, rather than simply preparing them for standardized assessments. In order for any true instructional change to occur on a large scale, there must be pockets of success where inquiry-based and/or projected-based learning is implemented with fidelity and standardized assessment scores are not negatively impacted. If that trend begins to occur, there may be some hope that this instructional shift may take place. Until risk-takers are willing to do that, this type of instruction will continue to be implemented infrequently.

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Appendix A: Individual Interview Protocol and Guiding Questions

Adapted from Purnell (2018)

Interview Protocol and Guiding Questions Protocol

- As the interview begins, show appreciation for volunteering and taking time to
- share experiences with regard to this topic.
- Briefly describe the topic of the interview and the approximate length.
- Detail the audio and visual methods through which the interview will be digitally
- recorded and how these recording will be safeguarded.
- Inform participants that reporting employs the use of pseudonyms and, therefore,
- one should feel comfortable, speaking in truth and without hesitation.
- Remind each participant that involvement is strictly voluntary and that the
- interview may end anytime at the behest of the interviewee.
- At the outset, ask the participant to share a first name and begin the interview.
- At the conclusion, thank the participant. Arrange for additional interviews, no
- more than three in total, so as to further develop concepts and experiences shared
- in the first interview.

Guiding Questions

1. What is your role as instructional leader in your building?
    a. How is this accomplished?
    b. What techniques are helpful to you?

2. How would you describe an inquiry and/or project-based approach to learning?
    a. As a learner, have you experienced the inquiry and/or project-based process as a method of instruction? When?
    b. What are the perceived benefits?

3. How would you describe attempting to have conversations about inquiry and/or project-based with others?
    a. What positive experiences have you seen in classrooms that use inquiry and/or project-based approaches?
    b. Where have you experienced areas of success?

4. Describe a successful conversation you had with other administrators in promoting inquiry and/or project-based approaches in their schools.

5. How have you initiated that which supports inquiry and/or project-based instruction in the classroom?

6. How have you experienced challenge in this regard? What are some of your frustrations?

7. How would you describe any system roadblocks which make adoption more difficult?

8. What conditions do you believe must emerge before inquiry and/or project-based instruction is more widely accepted?

9. How do you influence the adoption of inquiry and/or project-based techniques?

10. How might you describe the culture instructional leaders must develop in allowing inquiry and/or project-based instruction to be sustainable?

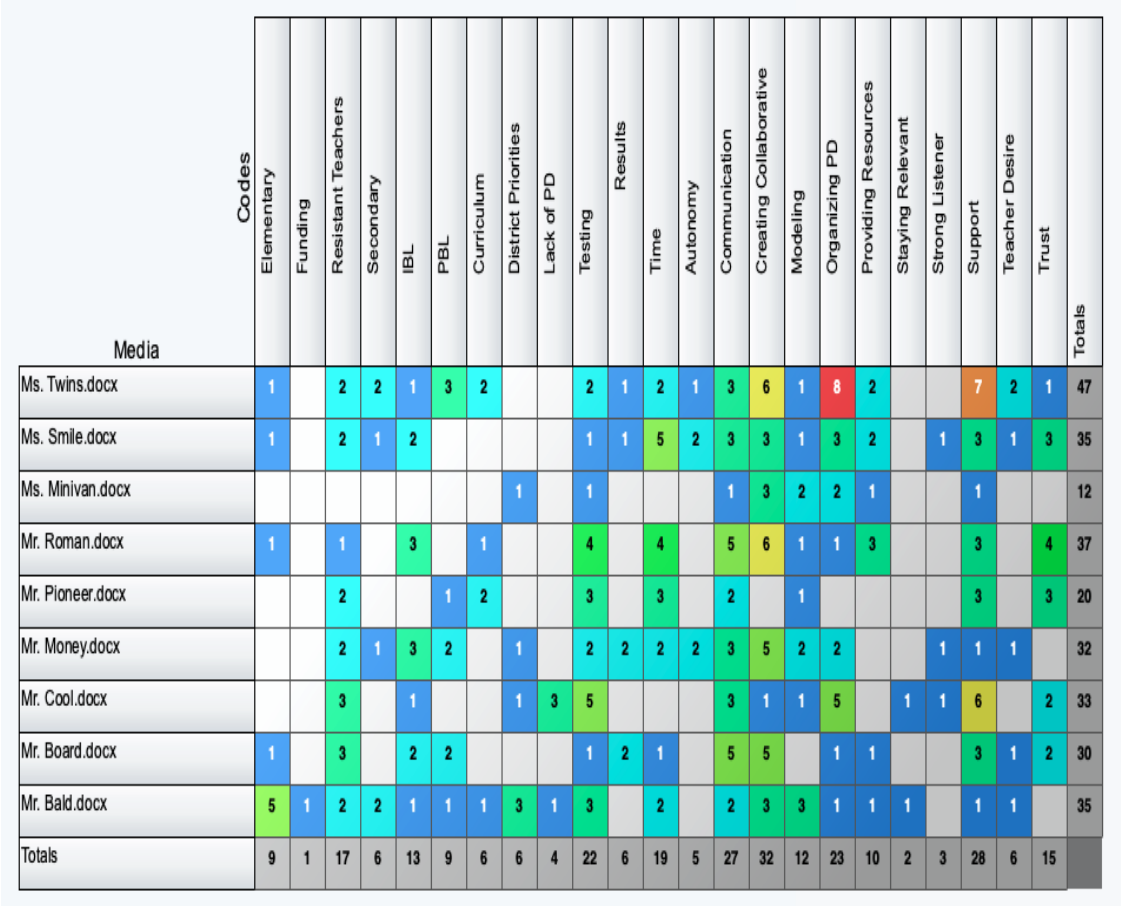
a. What do you see when you envision classrooms utilizing student-centered inquiry and/or project-based approaches with greater frequency?
b. What school cultural aspects must be in place to support an inquiry and/or project-based approach among teaching professionals?
c. How is this culture attained?
d. How do you see your role in realizing this vision?

11. Are there other experiences which add to the conversation that you would like to share?

Appendix B: Dedoose Word Count Query

Word	Times Mentioned	Similar Words
Elementary	39	
Funding	8	money
Resistant	15	rigid, structured
Secondary	50	middle school, high school
Inquiry-Based Learning	130	IBL
Project-Based Learning	258	PBL
Curriculum	35	
Priorities	10	
Professional Development	27	
Testing	40	test, assessment
Time	118	
Autonomy	15	freedom, flexibility
Communication	14	discussions, talking
Collaboration	17	working together, PLC
Modeling	7	
Resources	11	
Relevant	6	
Listen	11	
Support	40	
Trust	12	

Appendix C: Concept Coding Breakdown



Media	Elementary	Funding	Resistant Teachers	Secondary	IBL	PBL	Curriculum	District Priorities	Lack of PD	Testing	Results	Time	Autonomy	Communication	Creating Collaborative	Modeling	Organizing PD	Providing Resources	Staying Relevant	Strong Listener	Support	Teacher Desire	Trust	Totals
Ms. Twins.docx	1		2	2	1	3	2			2	1	2	1	3	6	1	8	2			7	2	1	47
Ms. Smile.docx	1		2	1	2					1	1	5	2	3	3	1	3	2		1	3	1	3	35
Ms. Minivan.docx								1		1				1	3	2	2	1			1			12
Mr. Roman.docx	1		1		3		1			4		4		5	6	1	1	3			3		4	37
Mr. Pioneer.docx			2			1	2			3		3		2		1					3		3	20
Mr. Money.docx			2	1	3	2		1		2	2	2	2	3	5	2	2			1	1	1		32
Mr. Cool.docx			3		1			1	3	5				3	1	1	5		1	1	6		2	33
Mr. Board.docx	1		3		2	2				1	2	1		5	5		1	1			3	1	2	30
Mr. Bald.docx	5	1	2	2	1	1	1	3	1	3		2		2	3	3	1	1	1		1	1		35
Totals	9	1	17	6	13	9	6	6	4	22	6	19	5	27	32	12	23	10	2	3	28	6	15	

Appendix D: Axial Coding Breakdown

Media \ Codes	Challenges	Conditions to Implement	Description IBL/PBL	Personal Experiencesas Learner	Positive Experiences	System Roadblocks	Techniques as Instructional Leader	Totals
Ms. Twins.docx	4		5		6	5	19	39
Ms. Smile.docx	4	4	2	1	6	6	14	37
Ms. Minivan.docx		1	1		4	2	7	15
Mr. Roman.docx	2	5	3	1	7	7	19	44
Mr. Pioneer.docx	2		1	2	4	5	4	18
Mr. Money.docx	3	11	4	1	7	7	12	45
Mr. Cool.docx	3	1	1		1	7	15	28
Mr. Board.docx	4	2	5	2	8	4	14	39
Mr. Bald.docx	11	6	2	1	4	9	13	46
Totals	33	30	24	8	47	52	117	

Appendix E: IRB Approval

Date: 11-18-2019

IRB #: IRB-FY2020-157
Title: FACTORS INHIBITING THE IMPLEMENTATION OF INQUIRY-BASED LEARNING AND PROJECT-BASED LEARNING IN THE K–12 NEW YORK STATE SOCIAL STUDIES CLASSROOM
Creation Date: 9-18-2019
End Date: 11-16-2020
Status: Approved
Principal Investigator: Joseph Pesqueira
Review Board: St John's University Institutional Review Board
Sponsor:

Study History

Submission Type Initial	Review Type Expedited	Decision Approved

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