LIS 520 – Reference Consultation
Erika Whinihan

Introduction

I conducted my reference consultation with my mom, Colleen Oliver (hereinafter referred to as

"User"), who recently became the Chief Executive Officer of Committee for Children (CFC), a

nonprofit organization located in Seattle that promotes the safety, well-being, and success of children

in school and in life by providing tools that help children thrive. The two main priorities for CFC are

promoting social-emotional skills and protecting children from violence and abuse through bullying

prevention resources. I asked my User if in her new role she had any information needs that I could

help her with. My User did have two distinct information queries that she felt would enable her to

better understand the landscape of public high schools and teacher residency programs to see if

CFC's social and emotional learning (SEL) curriculum might be utilized in these areas in the future.

Interview Process

Initially, my User sent me an email with her information requests so she could clearly lay out the

details. First, my User wanted an overview on the number of public high schools in the U.S. Within

this information my User was curious to see if the percentage of students who are off-track or out-of-

school (youth who are not projected to graduate from high school on time) would also be available.

Second, my User wanted to know more about what, if any, SEL curriculum is currently being provided

in teacher residency programs to train future teachers so they are better prepared when they enter

the teaching profession. Or, alternatively, if there is a lack of SEL curriculum in teacher residency

programs this would indicate there would be a space for CFC to utilize their SEL curriculum. After our

initial email, it was clear that a follow-up in-person conversation was necessary to clarify the details

and purpose of my User's information needs.[1]

In our follow-up conversation, I used a combination of open-ended and neutral questions so I

could learn more about what this information could do for my User. I asked "can you tell me more

about what you mean by the overview of high schools?" and "what would you like this information to

do for you?" My User explained that she wanted to know the total number of public high schools in

the U.S. broken down by traditional, alternative, and charter schools. This information would help my

User and CFC determine how many schools could utilize their SEL curriculum. I then asked additional

questions including "what is your goal in examining the number of out-of-school youth?" and "are

you concerned with the connection between lack of SEL curriculum and out-of-school youth in high

schools?" The former question being an open-ended question and the latter being a closed question,

but I learned valuable information from both since my User was eager to expand on what she meant.

When I posed these questions, I learned that my User really wanted me to focus on the term off-track

youth. These children are less likely to graduate high school and my User believes that CFC could help

off-track youth with their SEL curriculum. At this point, I felt that I had enough information to begin

my search process for this portion of my User's query. I moved on to the next part of the information

request regarding teacher residency programs and asked the following open-ended and neutral

questions: "can you describe what a teacher residency is so I can understand that context a bit

better?" and "what is your objective for learning about the current teacher residency landscape in

the U.S.?" My User described for me the unique path to teaching that individuals undertake in a

teacher residency program. It is an intense period where they partner with a mentor and spend a

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[1] See Appendix A for an email transcript and full dialogue from the follow-up conversation with my User.

year in the classroom, complete some course work, and after the program they have a Master's

degree and a certificate to teach. I also learned why my User wanted information on teacher

residencies. Specifically, my User was curious about the current landscape of these programs, how

they operate in different locations, where they are located, and the total number of programs in the

U.S. Finally, with this information, I felt like I was ready to begin searching for the requested

information on teacher residency programs.

Searching and Results

The primary sources I began my searching with (focusing on public high school data first) were the

Education Source database, ERIC databases (both in EBSCO and ProQuest), Google Scholar, and the

website Education Week. Searching through the UW Library databases did not provide the

information I was looking for and after several hours I got pretty nervous and frustrated thinking that

I was not going to be able to answer my User's first query. I turned to Google Scholar thinking this

would expand the available sources, and from my searching there I discovered a website called the

National Center for Education Statistic (NCES), which became my primary resource for discovering the

total number of public high schools in the U.S. broken down by various categories. As of the 2016-17

school year (the most recent data available), there were 19,264 regular public high schools, 316

special education, 1,332 vocational, and 2,902 categorized as alternative. During the same period,

7,011 were charter schools, 1,618 of which were secondary schools and 853 classified as magnet

schools. In addition to this data, I provided my User with several other links to sites through the NCES

that included additional facts on charter schools, drop out and graduation rates and a tool that allows

you to find data by state showing the number of schools districts, number of public schools, number

of charter schools and total number of students.

From the NCES website, I discovered the Civil Rights Data Collection (CRDC) website, which is a biennial survey required by the U.S. Department of Education's Office for Civil Rights. It provides data on juvenile justice facilities, charter schools, alternative schools, and indicators related to access and barriers to educational opportunity for children through grade 12. Neither the NCES nor CRDC had specific statistics on off-track youth and it became clear that this information is not tracked by the NCES or the U.S. Department of Education. However, I did discover some articles using ERIC about both out-of-school and off-track youth. The most relevant being a publication from UCLA titled *Out of School & Off Track: The Overuse of Suspensions in American Middle and High Schools*. Searching in the databases mentioned above for both teacher residency and SEL led to results that were not relevant. There appears to be a lack of current literature on SEL curriculum and teacher residencies. I did discover many articles about teacher residencies from a variety of sources, including the scholarly journals *Urban Education, National Teacher Education Journal*, and *Education Leadership* along with many other sources. While this information did not discuss the use of SEL curriculum in teacher residencies specifically, these sources did contain information I thought would be useful to my User based on the rich descriptions and information about teacher residency programs around the U.S. There was one article that I discovered using ERIC titled *A National Descriptive Survey of Teacher Residency Programs*. This peer reviewed journal article from *School-University Partnerships*, reported on the scope of teacher residencies and indicated there are 37 programs in 15 states and the District of Columbia. This was the only source I found that mentioned actual numbers along with other relevant data on the landscape of these programs around the country.[2]

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[2] See Appendix B for a full list of sources that I provided my User over the course of the consultation. All pdf full-text articles were downloaded onto a thumb drive for my User so she and her staff would have access to them.

Reaction and Feedback

Since there was so much information to gather, I decided to break my searching and delivering of information to my User into two parts. First, I collected information on the overview of public high schools in the U.S. and gave this information to my User to gather feedback. While I was waiting for feedback on the first part, I began my investigation into teacher residency programs and then gave this information to my User. I wanted to allow a couple days for my User to go over all the information so she could let me know if the resources would meet her needs or if there was further research she would like me to complete. My User knew about the NCES website but had not used it for many years so the data I found was helpful and was what she was hoping to find out. My User was not aware of the CRDC and said *"I am surprised I had not heard of the CRDC website before…it looks really interesting from first glance….I will dig into this resource further and I think my staff can hopefully find some relevant data here about youth in the juvenile justice system."* The follow-up conversations with my User were important to me to make sure that she knew what my searching strategies had been and that she had enough information that provided answers to her queries. I encouraged her to verify that her questions had been answered and I wanted her to feel encouraged to give me feedback and ask any follow-up questions. Even when I struggled to find data on off-track youth and evidence of SEL programming in teacher residencies I did not let my User know I was feeling discouraged. I wanted her to feel that she could continue to ask me for assistance. My User was not surprised to hear off-track youth statistics are not better reported. Regarding the sources I provided on teacher residency programs she said *"these articles will be really helpful and I will definitely share with my staff….CFC really does want to see if our SEL curriculum can be incorporated in these programs; we think it would really benefit these future teachers and their students."* My User

did not request any additional sources after she received the full list I provided. I will follow-up with her after several more weeks to see if she or her staff have any additional information needs.

Reflection and Conclusion

Conducting a reference consultation with an immediate family member is rewarding but can also add an extra layer of pressure and stress. I wanted to find the answers to my User's queries and I initially felt that if I did not provide answers to every detail of the queries I had failed. I also realized I could have spent weeks or even months searching for information and if I had more time I could have presented the findings in a more organized way. I do feel confident that the resources I provided my User will be beneficial for her and CFC and will hopefully further their goal of promoting SEL curriculum in both public high schools and in teacher residency programs. Being honest about my search process and asking for feedback and follow-up questions are skills I would like to continue to improve on. Like many things, the more you practice these skills and interactions, the better you become at finding the "right" answer and providing useful resources for your users or patrons. I enjoyed the process of searching independently and finding information for my User and imagining that I was a librarian performing this task. It was so much fun!

APPENDIX A: Transcript from email/follow-up conversation
EW: Erika Whinihan
CO: Colleen Oliver
CFC = Committee for Children
SEL = Social and Emotional Learning

EW: In your new role as CEO, what are the gaps in knowledge for you or areas where you need to have resources to succeed and further the mission of CFC?

CO: So, here are the two things that would be helpful for me to know more about (below is from an email my mom sent to me):

1. High school analysis – we (CFC) currently don't offer a curriculum to high schools but I think this is a huge gap that puts us at a disadvantage with our competitors; I'm not sure what our actual offering should look like, but I think we need to first understand the context of high schools in the following ways:
   a. Overview of number of HSs, types of HSs (traditional, alternative, charter)
   b. Any info on the number of off track or out of school youth (currently enrolled but not on track to graduate in four years) who should be in school but are currently not enrolled in real programs
   c. Incarcerated or youth involved in the juvenile justice system

2. Teacher residencies or other options where we could provide programs to ensure that new teachers entering the system have a strong understanding of SEL (currently very few, if any, teacher prep programs even offer basic child development courses and virtually no study of SEL)
   a. Landscape of current Teacher Residency programs
   b. Data on current traditional teacher prep programs that provide some requirements on child developmental stages or SEL (this might be too hard to figure out but who knows?); also which programs offer micro-credentials for specific and unique coursework
   c. Other alternative teacher prep programs that might be a good option for us to pursue in terms of offering a course on SEL (e.g. Teach For America)

Follow-up in-person conversation to clarify and narrow down information query:

EW: Can you talk a little bit more about what you meant by the overview of high schools? What would you like this information to do for you?

CO: Well, I'm trying to get a sense of the number of public high schools in the U.S. to really see how many there are and I would like the numbers broken down by traditional, alternative (juvenile justice high schools), charter high schools. CFC has no high school SEL offering right now, everything we do is preK-8 and that puts us at a disadvantage with our main competitor RULER.

EW: What is your goal of looking at the number of out of school youth?

CO: Because I was trying to see if we ever creative targeted curriculum that targeted at risk youth. Out of school youth is the number of kids who drop out but should be in high school. Population of usually 15-21 years old; they may be drop-outs, homeless, or incarcerated.

EW: Are you concerned with the connection between lack of SEL and out of school youth in high schools?

CO: Yes. More concerned with off-track youth actually so your focus could be there. Research shows if you pass all your core classes and you don't have more than 10-15 absences you are more likely graduate so I'm concerned with those who are not passing their classes and have more than 10-15 absences. On-track usually means you're passing your core classes and 9th grade is the most critical. So we would want to track 9th graders.

EW: Can you describe what a teacher residency is so I can understand that context a bit better?

CO: So, teacher residency is an alternative pathway to get certified to be able to teach. How it works is where you can either find people who already have a BA and may be in another career but decide they want to be a teacher. So, you have them enroll in a teacher residency program which is usually a partnership between a nonprofit, a university and a school district. You then place them with a Master Mentor Teacher in the school system and they literally spend an entire year where they're immersed in how to be a teacher rather than being in class. At the end of that year they end up with a Master's degree and a certificate to teach.

EW: What is your objective for learning about the current teacher residency landscape in the U.S.?

CO: Well, CFC wants to learn how we could use SEL curriculum in teacher residencies. It would be helpful to know how many programs exist, where they are located and any additional details about the programs you can find. We have a new program that is called SEL for adults. I want to target adults in these teacher residency programs and bring SEL programming to them to make them stronger when they get into the classroom. Graduates of teacher residency programs when they become a regular teacher their performance is like a second-year teacher. Investment in these individuals is worth it because it pays off in teacher performance. So, we have one in Seattle and it is run by Alliance for Education. People in these programs would be a prime subgroup of teacher pipleine to target for SEL and they would be more open to it and would likely need it more because they are going into more challenging teaching positions. When I worked in Chicago there was a similar program there called the National Urban Teacher Residencies.

EW: So, first I'm going to start looking for data that gives information on the number of public high schools in the U.S. that you requested and I will follow-up with that information first to seek your input. Then, I will explore the area of teacher residencies. If I am only able to search one query, which of these areas is most critical to your work right now?

CO: I am definitely more interested in the high school statistics. How many public high schools are there in the U.S.? What is the percentage of traditional, alternative and charter public high schools? And then if possible, what percentage of students at each of these are off-track?

EW: Okay, thanks Mom. I'll start working on searching for this data and will follow-up with you soon.

Appendix B: Source List Provided to User

Public High School Information:

National Center for Education Statistics (NCES) Site map: https://nces.ed.gov/help/sitemap.asp

Data from June 2019: https://nces.ed.gov/programs/digest/d18/tables/dt18_216.20.asp?current=yes

2016-17 school year: Total number of public high schools: 23,814, of which 19,264 are regular, 316 special education, 1,332 are vocational, and 2,902 are alternative (categorized as schools that provide nontraditional education, address needs of students that typically cannot be met in regular schools, serve as adjuncts to regular schools, or fall outside the categories of regular, special education, or vocational education).

2016-17 school year: Total number of charter schools was 7,011, 1,618 of which are secondary schools and 853 schools are classified as magnet schools

FAST FACTS on Charter Schools: https://nces.ed.gov/FastFacts/display.asp?id=30

Key fact: between 2000-01 and 2016-17 the percentage of public schools that were charter schools increased from 2 to 7 percent and the total number of charter schools increased from 2,000 to 7,000.

Broken down by State (2017-18) to find total number of school districts, total number operational charter schools, total number of public schools, total number of districts with enrollment, total students and then broken down by race and FTE teachers: https://nces.ed.gov/ccd/elsi/tableGenerator.aspx?savedTableID=126809

WA State: 334 (# of school districts), 10 (number of charter schools), 2,427 (# of public schools), 2,425 (# of operational public schools), 1,110,367 (total number of students)

Digest of Education Statistics: 2017 – Public HS 4-year adjusted cohort graduation rate (ACGR) listed by state, from 2010-11 to 2015-16 school year, by race/ethnicity:

https://nces.ed.gov/programs/digest/d17/tables/dt17_219.46.asp?referrer=report

In the U.S. 85% of students graduated from high school in the 2016-17 school year; WA state had a slightly lower rate of 79%.

FAST FACTS on HS Graduation rates: https://nces.ed.gov/FastFacts/display.asp?id=805

Dropout rates decreased over past two decades from 1990-2016 from 12.1 to 6.1 percent.

FAST FACTS on Dropout Rates: https://nces.ed.gov/fastfacts/display.asp?id=16

In 2017, there were 2.1 million status dropouts between ages of 16 to 24 and the overall status dropout rate was 5.4 percent.

Civil Rights Data Collection (CRDC)

Background: this online tool is a biennial survey required by the U.S. Department of Education's Office for Civil Rights (OCR). It collects data from a universe of all public location educational agencies and schools, including long-term secure juvenile justice facilities, charter schools, alternative schools, and schools service students with disabilities. The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity at the early childhood through grade 12 levels.

Data Analysis Tools: https://ocrdata.ed.gov/DataAnalysisTools

This report from 2013-2014 Civil Rights Data Collection: https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf) might offer some insight into education in juvenile justice facilities.

Via the CRDC website, there is data collected by the Consolidated State Performance Report (CSPR) that has information on "out-of school" youth (defined as: out-of-school means youth up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school, youth who are working on a High School Equivalency (HSE) Diploma outside of a K-12 institution, and youth who are "here-to-work" only). This data would be published in the Consolidated State Performance Report (CSPR). Those reports are published here: https://www2.ed.gov/admins/lead/account/consolidated/index.html

U.S. Department of Education school year 2015-2016 Consolidated State Performance Reports Part II (listed by state). This document does provide some data on the number of youth in juvenile detention facilities by state. Here is the report for WA state and you can find information on starting on page 38: https://www2.ed.gov/admins/lead/account/consolidated/sy15-16part2/wa.pdf

Additional Public School Resources

Castrechini, S., London, R., Sanchez, M. (October 2016). The Dynamics of Chronic Absence and Student Achievement. *Education Policy Analysis Archives, Arizona State University*. Vol. 24(112), 1-27.

Doss, J., Hamilton, L., Steiner, E. (2019). Teacher and Principal Perspectives on Social and Emotional Learning in America's Schools. *RAND Corporation*, 1-27. www.rand.org/t/RR2991

Flannery, B., Freeman, J., Kittelman, K., Kowitt, J., Wilkinson, S. (April 2019). Research-supported practices for improving attendance in high schools: a review of the literature. *Education Research and Evaluation: An International Journal on Theory and Practice*, Vol. 24(8), 481-503.

Gratto, John. (December 2016). 10 High-Yield Actions to Improve Student Attendance. *Principal Leadership*, 40-43.

Preventing Dropout in Secondary Schools (September 2017). U.S. Department of Education, *IES National Center for Education Evaluation and Regional Assistance*.

Teacher Residency Resources

Akin, S., Goodwin, A.L., Horn, C., Vernikoff, L. (2018). Urban Residents' Place-Based Funds of Knowledge: An Untapped Resource in Urban Teacher Residencies. *Urban Education*, 1-26.

Darling-Hammon, L., Guha, R., Hyler, M. (May 2017). The Power and Potential of Teacher Residencies. *Phi Delta Kappa International*, Vol. 98(8), 31-37.

Francois, A., Nava, I.L. (January-February 2019). Partners in Teacher Development: Embracing Equity, Access and Social Justice in a Teacher Residency. *Leadership*, 26-29.

Gatti, Lauren. (2019). Learning to Teach in an Urban Teacher Residency. *Urban Education*, Vol. 54(9), 1233-1261.

Gleason, P., Knechtel, V., Makowsky, L., McKie, A., Silva, T. (November 2014). Teaching Residency Programs: A Multisite Look at a New Model to Prepare Teachers for High-Need Schools. *National Center for Education Evaluation and Regional Assistant, U.S. Department of Education*. https://ies.ed.gov/ncee/pubs/20154002/pdf/20154002.pdf

Goodwin, A.L., Reagan, E.M., Roegman, R. (May 2018). Lessons from a Teacher Residency. *Education Leadership*, 62-67.

Hofkamp, K., Kramer, K., Kretchmar, K., White, K. (2018). Research, Design, and Implementation of an Inclusive Teacher Residency Model. *National Teacher Education Journal*, Vol. 11(3), 7-16.

LiBetti, A., Trinidad, J. (July 2018). Trading Coursework for Classroom: Realizing the Potential of Teacher Residencies. *Bellwether Education Partners*, 4-53.

Losen, D., Martinez, T.E. (April 2013). Out of School & Off Track: The Overuse of Suspensions in American Middle and High Schools. *The UCLA Center for Civil Rights Remedies at The Civil Rights Project*.

Washburn-Moses, Leah. (2017). A National Descriptive Survey of Teacher Residency Programs. *School-University Partnerships*, Vol.10(2), 33-41.

Yaffe, Deborah. (October 2019). Set up for Success. *DistrictAdministration.com*, 46-50.