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School Leadership Turnover: Impact on School Mission and Teacher Roles, Motivation, Satisfaction, and Retention

Eugenie L. Braffith

SCHOOL LEADERSHIP TURNOVER: IMPACT ON

SCHOOL MISSION AND TEACHER ROLES, MOTIVATION,

SATISFACTION, AND RETENTION

DISSERTATION

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Eugenie L. Braffith

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ABSTRACT

SCHOOL LEADERSHIP TURNOVER: IMPACT ON

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Eugenie L. Braffith

Barry University, 2008

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The purpose of this study was to explore the perceived impact of the continual change in leadership at a technical school in South Florida on the school's ability to achieve its mission and on the level of teacher satisfaction, motivation, and retention. The researcher selected a qualitative research methodology, a bounded case study in which to learn what happened in a single case. The case study was bounded in nature by the researcher's interest and selection of the case itself, by the time utilized for data collection, and by the sample size. This qualitative case study explored the perceptions of nine purposefully selected teachers at Elizabeth Lloyd High School (a pseudonym used to protect the identity of the school and school district) who have experienced the phenomenon under study. The research instrument was a Web-based questionnaire. Participants were provided with Informed Consent forms assuring confidentiality.

Participants' responses were coded and categorized in order to analyze findings. The final analysis was reported in narrative form using rich descriptions and low inference descriptors in order to provide a detailed account of participants' experiences.

Methods of quality of verification included data triangulation, extended feedback, low inference descriptors, and reflexivity.

The researcher's final analysis produced a narrative of lessons learned from the phenomenon of what happened at Elizabeth Lloyd High School, including recommendations for future reform as well as further study. This case study sought to give food for thought. The researcher's goal was to provide some insight for school administrators in charge of leadership placement on the impact of excessive leadership turnover on schools involved in educational reform, and the impact of these leadership turnovers on sustaining reform efforts and level of teacher motivation, satisfaction, and retention. Implications may be drawn that may lead to further investigations.

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DEDICATION

I want to express my love and appreciation for my children, Tanya and Stephen. We lost some precious time together as I worked on this dissertation. You were both so patient with me—even on those "family nights" when I sat in front of my computer as we watched a movie!

You are incredible children and I could not have gotten through this without your love and support. I love you and I dedicate this book to you both. Before I became "Dr.", I was and always will be "Mom." That title holds the most significance in my heart!

Always…

Mom

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CHAPTER I

PROBLEM

Introduction

Elizabeth Lloyd High School (ELHS), a pseudonym, remains a high school that is unique and distinctive from many other high schools in Florida and, indeed, the nation. It continues to provide its students with an education that is extraordinary. Located in South Florida, ELHS was uniquely structured by its original instructional staff and administrators as a school of choice attracting students with interest in one of its seven vocational academies. In order to further support its unique structure, vocational and academic teachers worked together in these academies to provide students with integrated instruction relating students' academic studies to their vocational interests. Academies formed community partnerships and actively engaged business and community leaders in curricular discussions. These business leaders also provided practical hands on experience for students through workplace training. Students graduating from ELHS had the opportunity of earning both their high school diploma and vocational certification in their career academy program.

ELHS' school reform initiatives, though unique within its district, were based on sound proven research. It received numerous national recognitions as a result if its efforts. However, with its constant shifts in administration, it is slowly reverting to a traditional high school. This dissertation sought to examine ELHS' history and efforts at school reform. Further, it provides an examination of teacher motivation and satisfaction and the impact on teacher retention in the face of the constant change of leadership.

Background of the Problem

ELHS was a break-the-mold experiment for the south Florida county where it is located. It is one of a few schools, nationally, to fully integrate academic and technical competencies (Initial Self Study and Visiting Committee Report, 1994-95). ELHS was born out of the vision of the then superintendent of schools and the school board chair who recognized the need to provide inner-city youths with solid academics and technical training so that they could succeed in a competitive labor market. Research by the superintendent and school board chair discovered high-demand technical skills were needed in the community, and these would become the foundation for the seven original career academies of ELHS.

In 1992, Dr. James Brewster was hired as the school's first principal. Affectionately called Doc, he assembled a group of teachers hired in leadership roles typical of the traditional high school department heads. With the vision of the school board chair and the superintendent in mind, these teachers were charged with the task of determining the structure of ELHS. The new school building was not yet completed; so, staff members met at what was originally called the District Agricultural School, located adjacent to the new building. The agricultural school fits into ELHS' vocational academy structure as the Academy of AgriScience. The other six academies included Applied Business Technology, Health, Industrial Technology, NAF/Fannie Mae Academy of Finance, Public Service, and Residential Construction.

For several months before the school opened, the core staff met in the War Room and developed the school's structure and mission. The academy structure was developed

with an integrated curriculum as the cornerstone. The academy structure was small learning communities comprised of vocational teachers with solid technical training and experience as well as career connections. Additionally, teachers from each of the academic disciplines (Language Arts, math, science, and social studies) were assigned to each academy. Vocational and academic teachers worked closely to develop integrated curriculum units (ICUs) so that students quickly grasped the important role strong academics played in their vocational training.

Academy leaders and core curriculum leaders replaced the traditional department heads and provided leadership within each of the seven academies. While core curriculum leaders provided traditional leadership supporting and facilitating the school curriculum within the academic departments, academy leaders supported the academy structure serving as a liaison between the academy teachers and administrators, facilitating integrated curriculum units, and gaining community partnerships by developing and working with the academy's advisory board.

The new building was originally designed to house the traditional academic and vocational departments in separate areas. Instead, the teachers chose to move academic teachers in close proximity to vocational classrooms to accommodate integrated planning. Teachers were expected to work collaboratively as they planned instruction and provided discipline for the students within each of the academies.

This academy structure broke the school into smaller learning communities, thus personalizing education for students. Over four years, a student was taught by 10 to fifteen teachers within the academy who really became familiar with the student both

academically and personally. Each academy developed its own disciplinary procedures and worked with each student individually, fostering personalization of education. Instruction was provided in two-hour blocks, which allowed for effective teaming and curriculum planning among academy teachers.

ELHS was built on a strong integrated vocational and academic structure. It had a strong sense of community; and, administration, faculty, students, and staff worked collaboratively. The school's academy structure encouraged vocational and academic teachers to work as a team in order to provide integrated instruction tailored to the student's vocational interest, led to a strong sense of community, and helped personalize education.

Teachers and administrators established ELHS' Leadership Team consisting of administrators, academy leaders, core curriculum leaders, and committee chairpersons. The Leadership Team continues to meet twice each month in an effort to make collective decisions which assure a school culture of collaboration where teachers, administrators, and staff work to provide students with a supportive educational setting and to implement the school's vision. Faculty members are continuously encouraged to attend Leadership Team meetings and offer recommendations.

The school atmosphere was designed to be one of mutual respect and cooperation. However, over the years, the constant turnover of administrators has led to changes at ELHS which have strongly affected the school's feeling of community.

Statement of the Problem

In 1992, Doc, the first ELHS principal, demonstrated his transformational leadership style when he placed his department heads in the War Room and allowed them to:

1) develop the ELHS academy structure unlike any at that time in the south

Florida county where the school was located,

2) institute integrated instruction as the teaching method, and

3) select block scheduling for the school day.

The Big Picture Company (1997) commended ELHS on its application of the nine common principles of the Coalition of Essential Schools: 1) intellectual focus; 2) less is more; 3) universal goals; 4) personalization; 5) student as worker; 6) demonstration of mastery; 7) tone of decency; 8) teacher as generalist; and 9) creative organizational plan (Coalition of Essential Schools [CES], 2005).

The decision to use a vocational academy structure, integrated curriculum, and block scheduling set ELHS apart from every other high school in the district. ELHS was engaged in cutting edge reform which brought it to the attention of many in the district and the nation. Research supported the reform efforts employed by ELHS. These decisions allowed ELHS to develop small learning communities in which academic and vocational teachers worked together to plan the integrated curriculum units (ICUs).

The vocational academy structure helps students bridge the transition from school to work (Burnett, 1992). Integrated lesson planning helps students see the connections between their academics and their career interests (Elliott, Hanser, & Gilroy, 2002;

Lankard, 1992). Blocked scheduling offers more flexibility and facilitates the preparation of meaningful and diverse activities supporting academic objectives. The longer blocks of instructional time provide more opportunities for teacher-student interactions, and teachers are able to use a variety of instructional strategies in the classroom (Durkin, 1997; Elliott et al., 2002; Pate, McGinnis, & Homestead, 1995).

Teachers and students at ELHS appeared to thrive under this structure. Academy teachers had common planning sessions which provided for effective collaboration. Academic and vocational teachers worked cooperatively in planning meaningful lessons. Veteran teachers mentored beginning teachers in successful instructional strategies as well as the teamed approach to teaching. The atmosphere was one of collaboration, team work, and group effort.

Since Dr. Brewster's retirement in 1996, ELHS has had numerous administrative turnovers. The result has caused some damage to the structural integrity of the school as well as a challenge to its ability to achieve its school mission. Each new administrator arrived with varying experience and background knowledge of school reform as well as their own agendas. Unfortunately, maintaining the academy structure no longer appears to be a primary administrative focus. Little regard is given to maintaining the structural integrity of the academy. Additionally, state and national educational mandates, including No Child Left Behind and the state comprehensive assessment tests, have seriously affected scheduling.

Academies comprised of vocational and academic teachers worked closely with common students within the academies. This process facilitated integrated planning as

well as discipline within the academies. Teachers and students worked as a team within these small learning communities. Traditionally, students were scheduled into the classes of the academic teacher assigned to their vocational academy. Currently, more often than not, students are being scheduled off-academy. These students receive instruction from academic teachers assigned to other academies. There is no opportunity for these teachers to collaborate with the students' vocational teacher or to work cooperatively to support the students' professional and personal development.

Intensive training sessions were provided for the original faculty and staff on working cooperatively and planning ICUs. Lankard (1992) found that this approach to curriculum delivery encourages interdisciplinary teaching. Teachers prepare thematic lesson plans that cut across subject matter lines and allow students to see connections between their academics and their career interests. The thematic approach to lesson planning helps teamed teachers prepare lessons that simulate real world experiences (Loepp, 1999; Bottoms, Creech, & Johnson, 1997; Bottoms & Presson, 2002).

During the school's first year, the integration process between academic and vocational teachers was repeatedly reinforced. As the years have progressed, new staff members have been added to the faculty. Attempts were made earlier to train the new staff members on the integration process; however, as more staff has been added, little or no training has been provided for new and/or beginning teachers. These teachers are at a loss when planning ICUs. Some academies seem to have abandoned the entire process.

The original faculty and administration had the unique experience of developing and implementing an innovative program. The administration set a tone for the school, as

well as an attitude, that demonstrated a commitment to the school's mission and overall success of the educational program. Both administration and staff worked cooperatively and supported each other. But now, ELHS, previously a school in which teachers coveted placement, is losing teachers in droves. Veteran teachers who were on-board since the school's opening and vowed never to leave, are leaving to go back to the traditional high school or the new schools that recruit teachers with a promise of a new school built on the old ELHS concept.

The academy structure, common planning, and cooperative teaching promoted a strong sense of camaraderie among the staff. In addition to the traditional teacher's lounge, academies met regularly in designated areas. Meetings were held at individual teachers' homes as well. The academy teachers worked together intensely. Rarely did you find a teacher alone during his or her planning time. Teachers within the academy and even throughout the school knew what was happening in other teachers' classrooms. More and more, the school atmosphere has changed. Teachers are once again becoming isolated in their rooms. Team teaching is becoming more infrequent. Feelings of encroaching on each others' territories seem to be invading the school.

Since Doc's retirement in 1996, ELHS has had five principals and 19 assistant and vice principals. These new administrators have appeared to be less willing to risk clashing with the district in favor of new reforms. When new administrators arrived at the school, attempts were made by strong teacher-leaders to induct them into the ELHS process. Sometimes this led to success. Often, however, new administrators arrived with their own agendas.

ELHS' initial self-study conducted for its 1994-95 Southern Association of

Colleges and Schools (SACS) Report included a self-analysis in which it listed

limitations associated with school reform change efforts. The school personnel clearly

admitted to the difficulties associated with changing from the norm. The self-study

stated: "However, change is never easy. We recognize that it is stressful to have to take

the risks involved in applying knowledge to practice. After only two years, we continue

to struggle with many challenges" (p. 2). The report continued, "Change is unsettling and

difficult, however, the integrity and success of the program requires consistent evaluation

and modification" (p. 2). The self-study report noted the roles of academy leaders and

core curricular leaders as new and evolving and with no written job description clearly in

place. It also called attention to a lack of participation on the part of administrators in

attending to key reform practices including the Academy ICU time, and stated that

administrators were more focused on the "management aspects of the school and not

consistently on the instructional program" (Initial Self Study and Visiting Committee

Report, 1994-95, p. 4).

Recommendations by school personnel in the SACS report included the

following: in-service workshops on training staff in time management, team building, and

techniques in accepting change; examining the role of department chairs; evaluating

alternatives to the Academy ICU planning time; and requiring attendance at the Academy

ICU sessions as a component of administrators' responsibilities. Recommendations by

the Visiting SACS Committee also included clear communication among all

stakeholders, alternative funding to support the school structure, implementation of ICUs,

and the reinstatement of in-service training to expose new faculty to ELHS' philosophy

and goals (Initial Self Study and Visiting Committee Report, 1994-95).

Purpose of the Study

In general, few if any research studies examine the effect of leadership turnover

on the school's original mission, teacher motivation, satisfaction, and retention.

Therefore, the purpose of this study is to explore the perceived impact of the continual

change in leadership at a technical school in South Florida on the school's original

mission, teacher motivation, satisfaction, and retention. This study seeks to evaluate

whether the constant turnover of school leadership has impacted this school's ability to

achieve its mission and whether it has impacted the rate of teacher retention. Data will be

gathered from current and past staff members in an effort to gain their perceptions on the

impact of the frequent turnover in leadership on the school's efforts at reform toward

achieving its mission and teacher retention. This research study will explore these

implications and make recommendations for future development or reform in the

assignment of school leadership.

Theoretical Framework

Formally defined by Schein (1992), culture is "a pattern of shared basic

assumptions that the group learned as it solved its problems of external adaptation and

internal integration, that has worked well enough to be considered valid and, therefore, to

be taught to new members as the correct way to perceive, think, and feel in relation to

those problems" (p. 12). Schein continues:

…culture refers to those elements of a group or organization that are most

stable and malleable. Culture is the result of a complex group learning

process that is only partially influenced by leader behavior. But if the

group's survival is threatened because elements of its culture have become

maladapted, it is ultimately the function of leadership to recognize and do

something about the situation. It is in this sense that leadership and culture

are conceptually intertwined. (Schein, 1992, p. 5)

"One of these elements is that culture implies some level of structural stability in

the group. When we say that something is 'cultural,' we imply that it is not only shared

but deep and stable" (Schein, 1992, p. 10).

Researchers have found that school reform efforts are especially sensitive during

the first five years and require the consistent attention of a leader during that critical

period (Burket and Walter, 2002; Wasley, 1992). The process of change requires a time

commitment from leaders involved in the change effort. "For shared learning to occur,

there must be a history of shared experiences, which in turn implies some stability of

membership in the group" (Schein, 1992, p. 10). However, very often a district's policy

is to move good leaders around so that other district schools will benefit from the wealth

of their knowledge and experience or to prevent schools from becoming too comfortable

with the same leader in place for too long. Wasley found when these new principals

report to the school site, priority is given first to student management, then school

climate, and eventually to school vision. Initiatives in progress are often abandoned in

favor of the new principal's agenda.

"Credibility is the foundation of leadership" (Kouzes & Posner, 2003, p. 32). Certainly, credibility and trust cannot be built if there is a constant turnover in leadership.

Schein (1992) found school culture changes with the personality of the new leader. Often, teachers become so involved in their likes or dislikes with the new leader, they lose focus of the school initiatives. The result is staff uncertainty and distrust. Teachers lose commitment and the reform efforts lose momentum (Briggs, 2000; Ogawa, 1995). They grow distrustful and will often choose to leave the school site rather than work in a state of constant uncertainty. Similarly, Kouzes and Posner (1993) contend that when credibility is lacking, members of the organization are less likely to be willing to extend themselves in pursuit of the organizational goals.

On the other hand, employees are more loyal when they believe the values and goals of the organization are aligned with their own personal goals and beliefs. In research studies conducted by Kouzes and Posner (1993), findings showed that when leaders have high credibility, then members of the organization will "be proud to tell others they are part of the organization; feel a strong sense of team spirit; see their own personal values as consistent with those of the organization; feel attached and committed to the organization; have a sense of ownership for the organization" (p. 31). "Credibility, like reputation, is something that is earned overtime. It does not come automatically with the job or the title. . . . The credibility foundation is built brick by brick. And as each new fragment is secured, the basis on which we can erect the hopes of the future is gradually built" (Kouzes & Posner, 1993, p. 25). "Credible leaders keep hope alive; an upbeat attitude in the troubling times of transition" (Kouzes & Posner, 1993 pg. 55).

"What people want in a leader is someone who is trustworthy, is competent, has a vision of the future, and is dynamic and inspiring" (Kouzes & Posner, 1993, p. 46). Researchers (Ackerman-Anderson & Anderson, 2001; Bechtol & Sorenson, 1992; Kouzes & Posner, 2003; Schein, 1992) have found that creating a positive school culture plays a significant role in ensuring teacher trust and accomplishing school mission. Schein refers to this culture as the glue of the organization. He found that successful new organizations are the result of a core group of individuals with a common goal and a leader or founder able to coordinate the shared vision of that group. The leader is integral to the development of the organization's culture and keeping the group focused on its goals. His or her vision keeps the organization moving forward and achieving its goals. Although others may be brought into the organization, they are carefully selected and integrated into the organization's structure and culture through education and training. "Hiring and recruiting new employees should be employees who share the values of the organization and this is strengthened by training" (Kouzes & Posner, 1993, p. 136). However, the stability of the core group and leader is essential if the organization is to survive. This stability cannot be established when there is constant turnover in the principal's office.

There is a definite need for the leader to constantly communicate the school vision and provide constant training if the staff is to buy into the school mission. "If the vision statement is not shared in meaningful ways, a great opportunity for building momentum will be lost" (Ackerman-Anderson & Anderson, 2001, p. 136). Ackerman-Anderson & Anderson also found that strategies for readiness included creating a sense

of meaning and purpose through communicating the vision, explaining the need for change, providing training to change old mindsets, and educating teachers so they will embrace new strategies. Teachers need to know why there is a need for change and how that change will impact their students and their professional development. "Staff development and school improvement are intimately related" (Ackerman-Anderson & Anderson, 2001, p. 357).

Further, leaders must build a climate of collaboration and collegiality if they are to transform the organization. They must build competence and confidence among teachers, foster accountability among other staff members, and inspire new teacher-leaders (Bechtol & Sorenson, 1992; Kouzes & Posner, 2003). In the event new leadership is necessary, consideration should be given to selecting a leader who will fit into the culture of the school (Schein, 1992). Teacher-leaders play a role in acclimating new leaders to the school.

This study focuses on a school involved in reform initiatives even as it endured constant turnover in school leadership. The research shows that constant leadership turnover severely impacts school culture, school vision, teacher motivation, and teacher retention. This study also examines how ELHS was impacted by leadership turnover, efforts made to integrate new staff into the school community and culture, and the role played by teacher-leaders during the transition. Recommendations are made on the selection of leadership successors and their role sustaining positive school culture.

Research Questions

This study was guided by the following research questions:

1. What influence does constant change in school leadership have on a school's ability to succeed in its mission?

2. What is the impact of continual leadership turnover on teachers' ability to develop and maintain a commitment to school vision and sustain its momentum?

3. What roles do teacher-leaders play in the school when there is excessive leadership transition?

4. What impact does the constant change in school leadership have on teacher motivation, satisfaction, and retention?

Definitions

Academies: ELHS' organizational structure represents seven vocational areas of study currently including AgriScience, Information Technology and Entrepreneurship, Health, Industrial/Entertainment Technology, NAF/Fannie Mae Foundation Academy of Finance, Public Service, and Construction Management and Architectural Technology. Academies represent schools within ELHS centered around students' career interests. Teachers assigned to each academy by academic and vocational certification work together to provide students with an integrated curriculum designed to connect rigorous academics to their vocational interests. The academy structure encourages students' career exploration, as well as personalization of instruction.

Academy Leaders: These instructional leaders served as a liaison between the administrator and their respective academies, communicating school policy to teachers. They assume a leadership role in guiding the academy in developing ICUs, as well as in managing group dynamics.

Core Curriculum Leaders: These instructional leaders at ELHS replaced or augmented the role of the traditional department heads. They are assigned to academies, but continue the traditional responsibilities of managing duties, such as curriculum, personnel, books, and supplies by subject area.

Educational Excellence School Advisory Committee (EESAC): This committee is comprised of members of the school community considered stakeholders in the school's success of its mission. These include teachers, staff, administrators, community leaders, parents, and students. EESAC makes recommendations and provides funds which are used to support the school's improvement plan.

Integrated Curriculum Units (ICUs): ICUs represent units of instructions in which academic and vocational teachers work together to create thematic lessons. Academic and vocational competencies are linked so that students learn and apply academic skills in relation to their career interests. The academy structure and block scheduling at ELHS supports opportunities for teachers to engage in creating ICUs during common planning time.

Block scheduling: An extended class period consisting of 110 minutes of classroom instruction at ELHS. ELHS uses this alternative schedule to support its ICUs and creative classroom instruction.

Teacher-leader: A teacher with a broad variety of skills and experiences often serving as a mentor, lead instructor, curriculum planner, and liaison between administrators and staff.

School of choice: A term given to schools in which students make a choice to apply and attend rather than the traditional feeder pattern schools. A common term for schools of choice is magnet school programs. While officially not listed among the district's magnet schools, ELSH' structure and application process is a school of choice and could be considered a magnet for vocational education.

Limitations

The main limitation of this study is that the research was a bounded study based on one case. The research was limited to the experience of teachers at one school site. Reichardt and Cook (as cited in Merriam, 1998) suggest the use of a case study approach when one is interested in examining a process, determining the extent to which a program has been implemented, and providing immediate feedback. The researcher was interested in looking at teacher perceptions of the extent of the effectiveness of school reform efforts at ELHS despite its excessive turnover in administrative leadership.

Consistent with qualitative case study design, data collection strategies included multiple sources of information, such as interviews with school staff, as well as historical data gathered from school archives. Yin (2002) supports the use of a variety of supporting evidence including artifacts, historical documents, interviews, and observations. Historical data included the ELHS original school mission statement, a chronology of the administrative staff, and documentation of reform initiatives instituted

at the school. An examination of this data helped demonstrate how the school has evolved and chronicled the teachers' behavior and attitudes toward these changes. The bulk of the study was conducted on-site at ELHS. However, the findings of this study should be easily generalizable to other schools involved in similar change efforts.

The researcher's employment at ELHS may also be seen as a limitation. Her long-term employment at the school (since its inception) and extensive relationship with a number of the participants could be seen to bring bias to the study. However, as a teacher, she had no direct authority over any of the individuals participating in the study so there was no fear of intimidation or influence. Data-collection procedures utilized a questionnaire which participants accessed anonymously on a secure website. Thus, participants were at liberty to discuss the issues. The researcher also had an advantage in that her position as one of the original teachers at the school provided her with knowledge of key personnel and gave her access to past and current historical documents. The current school administrator was supportive of her access to these documents. She was able to easily identify key participants, including the original department heads who are still employed at the school, other personnel who have held leadership positions, and teachers who have been at the school for a number of years. There was no need for the use of a gatekeeper to facilitate this process.

Another limitation was in researcher bias. The researcher acknowledged her personal interest in this case. She was one of the original staff hired in 1994 who helped open the school and remains a teacher at ELHS. During this time, she has watched the school evolve into what it is today. The researcher admitted caution would have to be

used in not interjecting personal opinions. Every effort was made to remain objective and observational when collecting data. A self-reflective approach in which she was constantly aware of her own beliefs and views was utilized in order to control potential researcher bias.

The researcher designed a website to which participants were invited to log on and complete an open-ended questionnaire. Participants were given a user name and password to sign onto the website. Once they were logged on, they had an opportunity to change the user name and password to protect their identity. Open-ended questions were asked in order to generate reflection and elicit the opinions of the participants. Participants included both novice and experienced teachers. Input from new and veteran teachers provided insights on teacher perceptions of ELHS' ability to sustain its reform efforts.

The use of a website questionnaire is a remote methodology in qualitative research. It does not provide for the clues one may gain in face-to-face interviews including body language and other non-verbal communication. However, because of the researcher's position at the school and professional relationships, this method was the best possible means of obtaining credible data without fear of undue influence.

Interview data was coded and analyzed in order to develop themes or categories and examine issues. Data was interpreted in order to determine practical lessons learned from the examination of this case study. In order to dispute any claims of bias in reporting, the researcher was careful to present all points of views, whether negative or positive, as relayed by participants. Whenever possible, participants' perceptions were

quoted along with the researcher's interpretations. Thick descriptions were used to provide a clear chronological history of how the school has progressed as described by the participants. Historical documents were used to draw a chronological history of ELHS including reform initiatives, notable recognitions and leadership turnovers.

The final research report does not include the actual name of the school. Identities of participants remain confidential by the use of online pseudonyms and passwords. Participants were provided with a letter assuring them of complete confidentiality, as well as clarification on data collection procedures and data storage and security.

Despite these limitations, the researcher believes there is important significance in this research. There is much that can be learned by district administrators in observing what occurred at ELHS. It was invaluable to learn what caused a school employing successful strategies to move away from its original mission and what impact this has had on teacher satisfaction and retention. This research sought to learn the impact of constant leadership turnover on a school's ability to achieve its mission and on teacher satisfaction and retention. Thus, the findings of the research could prove to be of importance to district administrators responsible for placing school administrators. The researcher also believes that the conclusions drawn from this case study could be easily transferred and applied to other school settings and in other case studies.

Chapter Summary

ELHS, a vocational high school in South Florida, promised its stakeholders a new high school willing to engage in innovative curriculum and teaching strategies. Early in its inception, it received numerous recognitions for its efforts. However, ELHS has

undergone an excessive turnover in school leadership. The result has been a shift away from the original mission, excessive teacher turnover, lack of training for new teachers to the school, and little commitment of new administrators to the school's mission. A case study of ELHS sought to examine the implications of excessive leadership turnover on the school's original mission, teacher motivation, satisfaction, and retention. Chapter Two presents a brief background on ELHS and a review of the literature on curriculum reform as it relates to ELHS, the critical role of the school leaders when a school is engaged in implementing reform, and the impact of leadership turnover on teacher motivation, satisfaction, and retention.

CHAPTER II

LITERATURE REVIEW

Introduction

Chapter Two first presents the background of Elizabeth Lloyd High School (ELHS), including its composition, mission, and early recognition. The researcher then presents research studies reviewed which explore the impact on the organizational structure when leadership in a school changes constantly, its impact on teacher motivation, teacher satisfaction, and teacher turnover, and its impact on achievement of the school's mission. Topics include the principal's role in building the vision and mission of the school, building organization structure, shaping school culture, influencing followers, and facilitating the change effort. In addition, the researcher also looked at leadership roles in teacher preparation, creating learning communities, teacher empowerment, and implementing strategies for teacher retention.

Chapter Two presents a review of recent literature in the areas of curriculum reform, the role of the principal in guiding schools engaged in reform efforts, and the emerging role of teacher-leaders who provide a valuable role in supporting these efforts. Much of the reform effort the researcher focuses on is the implementation of integrated curriculum. Integrated curriculum is a central focus at ELHS, whose academy structure was designed to support integrated curriculum planning among teachers assigned to each academy. Other topics covered include career academy models which have been found as a natural environment for integrated curriculum. Block scheduling, which also supports activities associated with integrated lesson planning, is also discussed.

The Setting

Founded in 1993, ELHS, a school of choice located in South Florida, could be considered a magnet for vocational education. Its concept is based on the joint vision of the former chairperson of the local school board and of the superintendent of schools. Their vision was to create a school that would prepare the county's inner-city youth for the future by providing students with both academic and technical skills. The goal of the school is to provide students with the opportunity to simultaneously earn their high school diploma and obtain certified career training (typically referred to as 2 for 1). ELHS currently has an articulation agreement with a local college that allows its students to apply high school credits toward a college degree program. It also offers an evening adult education program.

ELHS bases its foundation on the principles of the Coalition of Essential Schools which encourages all stakeholders, including teachers, students, parents, administrators, and community leaders, to work collaboratively to prepare students for the successful transition from school to work. In an effort to meet this goal, ELHS requires each academy to maintain an advisory board of community leaders committed to working with students. ELHS has also established a strong Parent Teacher Student Association which meets regularly and has remained a very active force within the school. Further, ELHS' Educational Excellence School Advisory Council (EESAC), comprised of school administration, school staff, parent members, and community leaders, meets once a month to focus on strategies which will support the school's mission. The EESAC committee allocates funds which support the school's improvement plan.

The foundation of ELHS' instructional approach is its integrated curriculum. Vocational and academic teachers are assigned to one of the school's seven academies or vocational programs. The academic curriculum is integrated into the student's vocational career major. Students, upon application to the school, choose to enter one of the seven academies: AgriScience, Information Technology and Entrepreneurship, Health, Industrial/Entertainment Technology, NAF/Fannie Mae Foundation Academy of Finance, Public Service, or Construction Management and Architectural Technology. Each of these academies offers one or more selected programs of study. The academy programs are augmented by students' active participation in their respective career and technical student organization (e.g., FFA (also known as the Future Farmers of America), Future Business Leaders of America, Future Educators of America, Distributive Education Club of America, Health Occupations Students of America, Technology Students Association, and Vocational Industrial Clubs of America). Upon successful completion of a sequence of core academic and technical courses, the student earns a high school diploma along with technical certification in one or more related fields.

Each academy also has a strong advisory board with business and community representatives who work closely with the academies to counsel teachers and students on expectations of future employees in the respective career fields. The advisory boards provide valuable recommendations in curriculum, training, equipment, and resources. By building these strong business partnerships, the academies are able to provide their students with opportunities to meet industry mentors and exposure to job shadowing experiences, opportunities to participate in field trips to business sites and to attend

seminars, and opportunities for participation in on-the-job training/internships. The

majority of the graduating class continues on to post-secondary education, with 50%

enrolling in community college and technical/vocational schools and 14% attending four-

year colleges (School Accountability Report, 2002).

Mission

> The mission of ELHS is to provide students with a high school education that will
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> prepare them to enter the world of work or postsecondary education with the
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> skills and confidence that will enable them to be informed, effective, and
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> productive citizens of the Twenty-First Century. The school offers hands-on
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> education that capitalizes on the use of technology and integrates curriculum.
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> Students are challenged academically, while engaged in career training, earning
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> both a high school diploma as well as vocational certification in the career field of
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> their choice. (ELHS Mission Statement, 2006)

Early Recognition

Early in its history, ELHS was recognized for its accomplishments in leading the

way in innovative school reform efforts. In 1996, it was honored as one of America's Top

Ten New American High Schools in an award program sponsored by Business Week and

McGraw-Hill Educational and Professional Publishing Group in cooperation with the

National Center for Research in Vocational Education and the Office of Vocational and

Adult Education, U.S. Department of Education. In 1997, it was also recognized as one

of five New Urban High Schools on the cutting edge of educational reform by the United

States Department of Education and the Big Picture Company. ELHS was highlighted

that same year by the American Federation of Teachers as one of the five National

Models of School Restructuring that focuses on helping students reach high academic

standards while preparing for good jobs. The Florida Department of Education

recognized ELHS in 2002 with an honorable mention as part of the Fordham University

National Model for School Change (School Yearbook, 2003).

Composition of School

Attendance at ELHS is by acceptance only. Applications are available to students

who meet the requirements and live in the county. Students are accepted only in the 9th

and 10th grades and must select an academy representing their vocational interest.

Students must have above average grades, good conduct, and good attendance to meet

eligibility. The school graduated its first seniors in June 1996.

Current enrollment is approximately 1,800 students, the majority of whom come

from lower socioeconomic communities. The student, staff, and administrative

populations reflect the county's cultural diversity (School Public Accountability Report,

2005).

Vocational Education

Historical Perspective of Vocational Education

Gobel (as cited by the Oklahoma Department of Career and Technology

Research, 2005) chronicles the history of vocational education. In 1862, the Morrill Act

marked the introduction of vocational education in the form of A&M schools which

emphasized agriculture and mechanical arts when the United States government donated

the public lands to build these colleges. Dr. John D. Runkle, president of the

Massachusetts Institute of Technology, attended the Centennial Exposition in Philadelphia in 1872 and was inspired by a Russian exhibit which united vocational with academic instruction. This is what is known as the original seed in our nation's system of vocational education. A nationwide movement promoting vocational education and encouraging every state to incorporate a vocational educational curriculum sparked foundation of the National Society for the Promotion of Industrial Education (NSPIE) in 1906. In 1917, President Wilson signed the Smith-Hughes Act which designated that the purpose of vocational education was to train people in agriculture, and it provided federal funds to states to support the teaching of agriculture. The American Vocational Association was founded in 1925 and became the nation's voice in vocational education. In 1935, the George Ellzey Act was legislated to provide additional funding in vocational education and included funds for training teachers in distributive education, which placed high school students with retail sellers part-time while attending academic classes the rest of the school day. A startling report, Education for a Changing World of Work, issued by the United States Department of Health, Education and Welfare in 1965, called for a reorganization of vocational education programs and funding. It demanded that programs be reorganized to provide funding for people in need of vocational training rather than programs for which there was virtually no demand (Oklahoma Department of Career and Technology Research, 2005).

In 1990, the Carl D. Perkins Vocational and Applied Technology Education Act called for the integration of vocational and academic education in schools, defining vocational education as preparing students through an organized sequence of courses for

paid or unpaid employment in emerging careers which may not require advanced degrees. Such courses included academic skills, employability skills, work behavior skills, and occupational-specific skills (Hoachlander, 1992).

As a result of Congressional findings which found that three-fourths of the world's high school students entered the world of work without a baccalaureate degree, President Bill Clinton signed the School-to-Work Opportunities Act in 1994 which called national attention to training and educating students to work. The School-to-Work Opportunities Act again emphasized the integration of vocational and academic education, as well as preparing people for careers non-traditional to their gender. Also, it provided access to quality programs to special populations, such as the disadvantaged, people with disabilities, and minorities. This act emphasized that students can achieve high academic and occupational standards. It also emphasized that students learn better and retain more when they are able to learn in context rather than in the abstract (NCREL, 2005).

Traditionally, vocational education has provided secondary school students with general employability skills preparing them to enter the work force. However, more often, vocational education goals have grown to include preparing students for career advancement as well as continuous education. Thus, educators have been challenged to integrate academic and vocational education (Levesque, 1995). The U. S. Department of Labor has made efforts in educational reform to prepare students for the transition from school to work.

SCANS

Education–including vocational education–has undergone many reform efforts. More and more, educational reform seeks to address the need to prepare students for employment in specific careers upon graduation. Emphasis is placed on career education as well as generic skills that can be transferred and used in any career (Glatthorn, 2001). These generic skills reflect the skills established by the Secretary's Commission on Achieving Necessary Skills (SCANS) (1991) developed by the U. S. Department of Labor under the direction of Secretary Lynn Martin. In an attempt to determine the skills required for students to succeed in meeting the demands of the workplace, the Secretary's Commission interviewed business and community leaders, public employers, and union officials. In its June 1991 report, "What Work Requires of Schools," the Commission defined skills and competencies students should acquire. Generic skills identified in SCANS included basic skills (e.g., reading, writing, math, listening, and speaking skills), thinking skills (e.g., creative thinking, decision-making, problem solving, knowing how to learn, and reasoning), and personal qualities (e.g., responsibility, self-esteem, social, self-management, integrity, and honesty.) The Commission also included competencies such as: allocating resources, including time, money, material/facility, and human resources; processing information including acquiring, evaluating, organizing, maintaining, interpreting information, and using computers; developing interpersonal skills including teamwork, teaching others, customer service, leadership skills, negotiating, and accepting cultural diversity; understanding systems including monitoring, improving, and correcting performance of system designs; and finally,

working with technology including selecting appropriate technology and maintaining and troubleshooting technology (SCANS, 1991). The Commission's report continues to be a valuable source for organizations involved in education and workforce development. Educational curriculum in several states, including Florida, requires the incorporation of SCANS competencies into all schools' curriculums in an effort to strengthen the link between school and work (DOLETA, 2005).

Coalition of Essential Schools

ELHS recognizes and utilizes the principles of the Coalition of Essential Schools. The Coalition of Essential Schools was established in 1984 with the philanthropic support of five foundations and was endorsed by several educational associations. (Coalition of Essential Schools [CES], 2005) The Coalition resulted from the work of Sizer and his colleagues' five-year study of teaching, learning, and school history and design which found that despite school differences in size, location, and demographics, essentially all schools were remarkably similar in their inadequacy. The study found schools failed to adequately prepare students to use their minds well. Students moved frequently from class to class barely learning any one subject in depth and very rarely seeing the connection between subject areas. The Coalition is presently an alliance of more than 45 schools in the United States and Canada. It challenges schools to redesign themselves under nine common principles:

1) The purpose of schools is to teach students to learn to use their minds well.

2) The school's goal should be to have each student master a limited number of essential skills and areas of knowledge.

3) The academic and social goals of the school should apply to and be attainable by all students within the school.

4) Teaching and learning should be personalized.

5) The student should be the worker with the teacher as facilitator or coach.

6) The diploma should be awarded only after demonstration of competence.

7) School norms should emphasize trust, decency, and unanxious expectation.

8) The faculty should view themselves as generalists rather than specialists.

9) The school budget should permit teacher loads of no more than 80 students, while teacher salaries continue to remain competitive (CES, 2005).

Muncey and McQuillan (1996) stated that leadership in these schools would require a principal who spends less time focused on non-instructional tasks and more time working with teachers in shared-decision-making regarding curriculum and instruction. Time must be allocated so that teachers may collaborate on educational standards, as well as alternative methods of assessments of students' demonstrated competencies. Schools would have to coordinate alternate instruction which must include flexible scheduling to accommodate smaller classrooms.

Studies conducted on schools reorganizing under the theme of the Coalition indicated at least three important instructional components. First, the scale of the school should be large enough to accommodate flexible team assignments, carefully matching students with interdisciplinary teacher teams. Second, the structure of the school must clearly support a variety of people in the building assuming leadership responsibilities, thus making organizational flexibility and accountability possible. Finally, the

organizational design of the school must have built into it a system of checks and balances in which departments and teams support each other in the process and recognize the important role and function of each group (Houston, 1992). Further, these studies indicated that the performance of the school was only as strong as its teachers and that those teachers should also be constantly engaged in learning themselves and should engage in reflective practice (Muncey & McQuillan, 1996).

Career Academy Models

In his study on career academies, Burnett (1992) stated that many schools failed to prepare non-college bound students for the demands of the workplace. Thus, career academies were developed as a restructuring tool for schools to help with dropout rates, improve student performance, and prepare students to face the challenges of the workplace. Burnett studied the history of the career academies in Philadelphia that began back in 1969 at Thomas Edison High School, which at that time had the highest dropout rate in the city. The program was so successful that by 1991 eight programs were duplicated in 16 high schools in Philadelphia. In 1981, the Edison model was being duplicated in California and became the foundation for the Peninsula Academies. These academies focused on several career fields, including agribusiness, communication and video technology, finance, environmental technology, and transportation (Burnett).

The attributes of the career academy model are:

1) they were organized as schools within schools with teachers and counselors assigned to a small community of students;

2) the career fields were chosen according to the employment demands and opportunities in the local community;

3) an integrated academic and vocational curriculum with block scheduling was offered;

4) courses were designed in sequence per vocational training;

5) work experience was an essential component of the educational process;

6) high levels of local business and parental support were encouraged;

7) significant funding was given from both business and government sources; and,

8) the rigorous academic courses offered in the context of vocational training gave students the opportunity to continue to pursue their education after high school graduation (Burnett, 1992).

One of the strongest features of the academy model is its size. The small size allowed much time for collaboration among teachers (common planning period), supported a cohesive student body, and generated high expectations for student success. Another important feature is that, although recruited, students attended by choice; thus, demonstrating a strong commitment to the program. Burnett's study indicated that academies thrive on the presence of a leader with a clearly articulated vision and a tightly knit faculty of dedicated teachers.

Integrated Curriculum Models

One of the critical elements of the academy model is an integrated curriculum. The terms integrated and interdisciplinary curriculum are often used interchangeably.

Drake (1993) described interdisciplinary planning as a process of sharing strategies and looking for a common theme and, in so doing, discovering fewer and fewer distinctions across subject areas. Instead, interdisciplinary planning finds overlapping connections within the theme. Teachers are able to break down activities into subject areas. Pring (1973) distinguished between integrated curriculum as a unifying of forms of knowledge and respective disciplines, and interdisciplinary curriculum as the use of more than one discipline to answer a question or pursue a line of research or investigation. Shoemaker (as cited in Kain, 1993) stated whereas interdisciplinary seeks to preserve the boundaries among disciplines, integrated seeks to eliminate these boundaries. In the final analysis, while some view the process as a connection of the disciplines, others view the process as a blending of the disciplines. This section reviews the works of several research studies conducted on integrated or interdisciplinary curriculum. Throughout this study both terms will be used to describe the research studies on integrated and interdisciplinary curriculum as described by their respective authors.

In the words of Brady (1995), "Ask today's discipline-oriented teacher what he or she was hired to do and the response will probably be something like 'Teach biology.' Ask tomorrow's supradiscipline-oriented teacher the same question, the answer will be longer but far, far richer: 'I teach about systemic conceptions of reality. I spend most class times dealing with biological subsystems, but I constantly relate what I do to the structure and functioning of the whole system, the system our society thinks of as 'reality'" (p. 32). Teachers who teach to the whole student realize that the student must

see connections and that when the student can make connections, then learning has meaning.

Recently, attempts have been made to eliminate the barrier between vocational and academic curriculum by integrating both curriculums. Educational mandates, such as the Carl D. Perkins Vocational and Applied Technology Education Act (Perkins II), require teachers to integrate both academic and career competencies, linking work-based and school-based learning (Beane, 1995). The goal of Perkins II is to prepare American students to be more successful on a global economic scale. The goal of integrated lesson planning is to present information that is relevant and meaningful to students' interests while attempting to impart a quality curriculum (Beane). Researchers (Austin, Hirstein, & Walen, 1997; Kain, 1993; and Warren, 2002) have found that students offered an integrated curriculum have a better attitude toward school, improved problem solving skills, better intellectual curiosity, and even show a capacity for higher achievement in postsecondary education. Research studies of sites involved in intensive integration of vocational and academic curriculum conducted by the Southern Regional Education Board for the U. S. Department of Education have shown a significant improvement in the achievement levels of students' reading, math, and science scores, as well as an increase in the number of students enrolled in higher academic content courses. The studies cited interdisciplinary teams, common planning time, challenging curriculum, and effective staff development as being instrumental in changing and improving teaching methods and school practices. Additionally, these studies found students scored higher on

assessment tests, were better prepared for college level courses and required less remediation. (Bottoms, Creech, & Johnson, 1997; Bottoms & Presson, 2000).

In their work implementing interdisciplinary curriculums, studying curriculum issues, flexible scheduling, teaching and learning strategies as well as motivation, Pate et al. (1995) found that there are many models of interdisciplinary instruction. They identified several key components including identifying goals, creating a democratic classroom, integrating content, making connections, using traditional and alternative assessments, determining appropriate pedagogy, personalizing learning, enhancing relationships, increasing communication, devising effective scheduling and organizational structures, and encouraging reflection.

Identifying goals is crucial because it guides curriculum, thus determining what is taught and learned. In elaborating on creating a democratic classroom, Pate et al. (1995) stipulated that students did not dictate curriculum; instead, the process includes teacher-student collaboration on team management, grading policy, and parent communication, as well as curriculum. Students accepted responsibility and recognized their input had value and took ownership of their decisions. They also found that integrating content made connections across subject areas, thus making the content more meaningful for students which in turn led to better retention. Pate et al. also discovered that organizing units around a specific theme often developed students' interests and led to further research. The use of outside resources also opens students to other levels of instruction. Interdisciplinary instruction allows students to make connections so they are able to see

how content and skills learned in the classroom apply to their real lives outside the classroom.

Teachers engaged in interdisciplinary instruction use both traditional and alternative assessment methods appropriate to the theme or unit to evaluate students' work (Pate et al., 1995). Assessment methods may be as varied as portfolios, journal writing, quizzes, worksheets, tests, essays, posters, presentations, and observations. Teachers are able to determine appropriate pedagogy. Teachers' classroom decisions connect the curriculum to the needs of the students. Depending on students' prior knowledge, class environment, and different local, state, or national events, strategies used to teach the curriculum may vary from lecture to small or large group teamwork, or from research to guest speakers, or visits to the classroom (Pate et al.).

Pate et al. (1995) surmised that personalization of instruction requires knowledge of students. Teachers are able to identify students' learning styles, personal interests, career interests, expectations, strengths, and weaknesses. The researchers found that some students identified as slow learners in the classroom using traditional teaching methods actually flourished under integrated instruction. When students viewed teachers more as facilitators of their learning rather than teachers, they began to form enhanced relationships which were more open, trusting, and supportive. This in turn led to more trusting relationships with other adults.

Implementing interdisciplinary curriculum also requires devising effective scheduling and organizational structures. Smaller groups of students lead to more flexible scheduling, as well as more productive activities. It leads to better classroom

management, as well as more opportunities for student interaction. Reflection is also necessary when implementing an interdisciplinary curriculum. Taking the time to stop often and reflect on what was learned allows both students and teachers to articulate their thoughts and feelings on what was learned in regard to content as well as processes (Pate et al., 1995).

Integrated curriculum may be delivered using various methodologies. It can be as simple as teachers from two disciplines working together to present a topic that addresses related competencies or integrating more academic content into vocational classes, creating student projects across several disciplines. Integrated curriculum also can be a more complex team approach involving academic teachers assigned to vocational academies thus blending academic and career instruction. As Smith and Edmunds (1999) stated, "Integrated instruction usually implies infusing more academic knowledge and skills into occupational courses and greater application of occupational situations in academic concepts and courses" (p. 17).

Loepp (1999) identified several models of curriculum integration. The Interdisciplinary Model is found more often in elementary school and is gaining more popularity at the middle-school level. Schools group traditional subject teachers and form a core team of four teachers who rotate approximately 110 students over a four-period blocked day. Teachers are given one hour of planning time, as well as an additional hour of common planning time (Loepp). Advantages Loepp attributed to this model include flexibility in scheduling among teachers, time given for collaborative planning, and limitations on the number of students on each team. One disadvantage includes the time

teachers must spend in designing standards-based integrated curricula since these lessons are not readily available. A second disadvantage was that some teachers on these teams may elect to continue offering traditional lessons within their own classrooms, thus virtually ignoring the planned integrated curricula of the team.

The Problem-based Model of integration uses technology education as the core of that curriculum. In this model, students use lessons taught by several academic disciplines to solve a technological issue. Advantages of this model include developing students' awareness of relevant technological issues and the development of problem-solving skills. Students are generally interested in the real-world issues presented. A disadvantage is that, because of the lack of separation of the disciplines, it lacks the ability to guarantee that state and national standards and curriculum frameworks are fully addressed in all subject areas (Loepp, 1999).

Themed-based integration supports the teaming of three or more disciplines around a specific theme. Again, in this model students, often working in groups, use problem-solving skills to research and solve relevant issues. Here, teachers and students are able to make connections between the theme and each of the disciplines. Teachers can easily plan lessons which meet state curriculum framework and national standards. However, there may be a tendency of some teachers to attempt to force connections where there really is very little relationship, thus promoting irrelevant learning experiences for students (Loepp, 1999).

Studies by Johnson, Charner, and White (2003) found integrated curriculum planning stimulating for academic as well as vocational teachers. Teachers were

expected to move out of their comfort zone and the traditional isolation of their

classrooms. They were encouraged to move to a more collaborative approach to teaching

as they planned thematic units of instruction. Teachers learned to use new teaching tools

and strategies and became inspired as they planned lessons which would allow their

students to see the connections across subject areas. The study found both academic and

vocational teachers seemed to find reward in creating lessons which benefited the whole

child.

Block Scheduling.

Canady and Rettig (1995, 2001) have supported the use of block scheduling as an

alternative means of scheduling in schools–especially as it supports team teaching and

integrated lesson planning. Alternative scheduling does not necessarily add to the

quantity of time students spend in school, but it may add to the quality of time. Canady

and Rettig's studies have shown that block scheduling results in more effective use of

resources, including time, personnel and material resources; improves the classroom

instructional climate; helps solve problems related to instructional delivery; assists in

instituting the desired programs of study, as well as implementing instructional practices.

According to Canady and Rettig (1995, 2001), several problems in school are a

result of poor scheduling practices. These include students moving frequently throughout

the day from class to class causing instructional time to be fragmented and with little

attention given to connecting content across the curriculum. Traditional scheduling also

results in teachers seeing 100 to 180 students per day, and students who see six to eight

teachers per day. This provides little time to develop effective teacher-student

relationships. This environment also leads to more disciplinary problems in the classroom and in the school. When teachers have to spend time correcting disciplinary problems, less time is given to instructional delivery.

Researchers (Bottoms & Presson, 2000; Canady & Rettig, 1995, 2001) also reported that school structures that support teachers working in teams help reduce disciplinary problems. This also is supported in studies by Deuel (1999) in which teachers reported fewer behavior problems attributed to fewer class changes. The Deuel study conducted in Florida public schools found improvement in student conduct. Also, students were able to take more elective courses, and they earned higher grades in their classes. However, Deuel found no significant difference in student performance on standardized tests. Furthermore, teachers in this study reported utilizing a wider variety of teaching strategies, an increase in common planning time, and less job stress. Teachers reported a preference for block scheduling over the traditional school schedule.

While the Canady and Rettig (1995) studies explored several formats to block scheduling, several advantages were evident. First, block scheduling can often accommodate smaller classroom sizes, which improves classroom management and classroom instruction. Second, teachers are able to establish closer relationships with students which also improves discipline. Third, the extended class period created by block scheduling leads to more enriching activities and learning experiences for students (Canady & Rettig, 1995, 2001). Similar findings were reported in studies conducted for the Southern Regional Education Board by Bottoms and Presson (2000).

Caine and Caine's (1997) study found that a change to flexible scheduling can cause disharmony on the school campus. For example, while some teachers were committed to the switch to block scheduling and embraced the opportunity to give students more time to delve more deeply into the subject matter, other teachers found two-hour blocks daunting and had difficulty preparing lessons for the additional period of time.

The Role of School Leaders in Implementing Curriculum Reform

According to Caine and Caine (1997), school systems are bureaucratic in nature and designed to be stable and resistant to change. Two main reasons are given for this resistance to change. First, individual educational systems are often grounded in a particular way of thinking, a paradigm. Second, these paradigms have led to the development of social systems which are resistant to change even when challenged. The role of educators is to continue to challenge the system, forcing change to occur.

A research study conducted by the U.S. Department of Education included the educational reforms in nine middle and high schools across the country (Anderson, 1996). Common themes in these schools included teaching students to think, teaching students to be active participants in their own education, and recognizing the need for change in the approach to education, curriculum, and assessments. Some barriers to change identified were the values and beliefs of everyone involved, lack of teacher preparation, the need to reeducate students in their role in learning, the need for new instructional and assessment approaches with higher learning expectations, and the tensions of instituting these new changes while operating in an old educational system

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(Anderson). This research found that in implementing these changes, schools must recognize that the process is not easy, but it is worthwhile. Time must be invested by teachers and by schools over a period of time. The reform calls for changes in values and beliefs, intensive teacher training, attempts to improve parent learning, and students' recognition of their role in their education. All stakeholders must also understand that the reform will be difficult, will hang in a balance, will require commitment through difficult times, and is actually an ongoing process (Anderson).

A similar study of three urban schools in eastern Canada surveyed teachers through use of a questionnaire (Leonard & Leonard, 1999). When asked what persons they felt were more influential in the completion of school reform initiatives, teacher responses varied among the schools. While teachers identified administrative staff, including principals and assistant principals, as very influential, other faculty members were also identified as having leadership capacity. The study identified fundamentally different perceptions in the roles of assistant principals among the schools. Equally notable in this study was that teachers suggested informal or non-structured collaboration as most effective in initiating reform efforts rather than structured committees. This study asserted that while the trend is to encourage collaboration through use of structured groups, success is possible when spontaneous groups emerge among teachers with shared interests or shared beliefs.

Loepp (1999) identified nine common factors emerging in attempts to successfully integrate curriculum. The first of these is in training teachers to change from a didactic belief system of education in which students are trained to memorize facts and

procedures to one that is more constructivist in which students are encouraged to apply

skills learned to solve real world problems. Second, these teachers must thus spend

significant time involved in professional development activities including acquiring

knowledge of curriculum other than that in which they are certified. Third, teachers must

become members of learning communities within their school, working with other

teachers to improve their craft as well as working with students in developing problem

solving skills. Fourth, because integrated lessons often involve cooperative lesson

activities, teachers must be trained in facilitating group learning. Fifth, teachers need to

acquire management skills in order to handle inventory and storage of materials, as well

as ensure the safe operation of equipment. Sixth, teachers must be trained to use authentic

assessment strategies including performance tests, portfolios, and rubrics designed to

evaluate and record students' progress. Seventh, school board officials, as well as school

administrators, must provide the necessary resources that will support teachers in the

implementation of integrated curriculum. Eighth, parents and community leaders must be

informed and expected to participate and provide support in these reform efforts. Finally,

Loepp stated that the implementation of an integrated curriculum requires systemic

reform, including teacher preparation, certification, and evaluation. Instructional leaders

must be cognizant of the need to prepare and support teachers engaged in the process.

The Principal as Instructional Leader

Post (1998) maintained that managers concern themselves with the routine day-to-

day operations of the organizations, while leaders build a vision for the organization and

inspire and influence employees. "Management, obviously, is the mechanical compliance

of people in organizations with routine directives. A variation in this theme is that leadership is the use of influence, and management is the use of authority" (p. 98). Researchers, including Blase and Blase (1998) and Whitaker (2003), advised that despite the demands of their position, principals should not only focus on problem solving, but also on continuous evaluation of roles, organizational structures, collegiality, staff development, and the development of professional learning communities.

Research studies (Blase & Blase, 1998; Kouzes & Posner, 1993; Leithwood, Jantzi, & Steinbach, 1999) have found that teachers prefer principals who make suggestions; are supportive; challenge them; give feedback; admit mistakes; model teaching by taking over classroom instruction; follow through on commitment; ask for teacher perspectives on their behavior, teaching methodologies, and effectiveness; and solicit advice and opinions during teacher evaluation conferences. In fact, teachers felt valued and appreciated by their principal's interest in their professional growth. This behavior led to teachers' reflective activities which served to enhance and improve their teaching strategies and improve morale and motivation. These studies indicated that teachers felt principals who provided little, late, punitive, or no feedback were ineffective. Even when teachers believed themselves to be excellent teachers, they would have preferred opportunities for discourse with the principals and encouragement to continue to improve on their craft. They felt these principals to be insincere in their support and interest in teachers' professional growth. Teachers reported feeling a lack of guidance from their principal and eventually felt a loss of respect and sense of trust for these principals.

Blase and Blases' (1998) study also indicated that principals recognized the need for collaboration among teachers. Collaboration supports teachers' growth and professional development. Teachers view themselves as colleagues and collaborators willing to engage in dialogue about curriculum, instructional methodologies, philosophical beliefs, research, and interaction with students, parents, and administrators.

Expecting teachers to take responsibility for the success of the whole school requires that they begin to accept responsibility for both their own and their colleagues' teaching—surely no overnight task. Schools in which teachers are in frequent conversation with each other about their work, have easy and necessary access to each other's classrooms, and have the time to develop common standards for student performance are the ones that will succeed in developing new habits in students *and* their teachers. Teachers need frequent and easy give and take with professionals from allied fields—that is one mark of a true professional. They need opportunities to speak and write publicly about their work, attend conferences, read professional journals, and discuss something besides what they're going to do about Johnny on Monday. They must become a kind of combination of discomfiture and support—focused always on what does and does not have any impact on children's learning. (Meier, 1995, p. 143)

Studies have found that teachers engaged in this form of professional development felt it enhanced their performance in the classroom and they felt supported

in the classroom (Blase & Blase, 1998, 1999a, 1999b; Leithwood et al., 1999). Several

methods of collaboration mentioned included: teachers' observation of one another in the

classroom; informal collaborative team meetings such as lunch, breakfast, or break time;

more formal collaborative structures including grade-level or inter/intra-departmental

structures; and, common planning time. The effects of these collaborative opportunities

included increases in teachers' motivation, self-esteem, and teacher reflexivity. Teachers

reported looking at their work with a new perspective, a willingness to acknowledge and

improve on their strengths and weaknesses, and the ability to incorporate new techniques

observed in other teachers' classrooms into their own classrooms.

> To create a staff-run school with high standards, the staff must know each
>
> other well, too, be familiar with each other's work, and know how the
>
> school operates. Each team of teachers that works with the same students
>
> and the same curriculum also teaches at the same time and are ˙off˙
>
> together. The school's structure, from the placement of rooms to the
>
> scheduling of the day, is organized to enable teachers to visit each other's
>
> classes, to reflect on their own and their colleagues' practice, and give
>
> each other feedback and support. (Meier, 1995, p. 56)

The Principal's Role in Change Efforts

"School leaders who want to improve student achievement should have a vision

of what the school needs to do and the will to make it happen. Effective leaders work

with their teachers to review school and student data and to participate in meaningful

professional development on making needed changes" (Bottoms et al., 2005). Little

(1992) found that "effective change facilitation occurred in schools that were administered by principals who communicated particular expectations to teachers; modeled the norms they support; sanctioned teachers who performed well, and pursued and allocated available resources; and, protected teachers from outside interferences by acting as a buffer between the district and the needs of the teachers" (p. 97). Similar findings were reported in studies conducted for the Southern Regional Education Board in high achieving schools by Bottoms et al. (2005). Mortimore and Sammons (as cited in Hord, 1992) reported key factors related to schools' effectiveness as a result of their four-year study of Lindon schools. Among these was "the principal's purposeful leadership of the staff where the principal understands the needs of the school and is actively involved in the school's work, without exerting total control over the staff" (p. 98).

Shaping School Culture/Shared Vision

Principal leadership should be one of influence, motivation, evaluation, and inspiration. Deal and Peterson (1999) defined culture as deep patterns rooted in values, beliefs, and traditions forming the school's history. The principal must be able to understand and respond purposefully to these values. The principal's ability to effectively encourage stakeholders to work together constructively and exhibit positive attitudes helps build a positive school culture in which these values in the school are what influences the minds of students. Stolp's 1994 research indicated that healthy and sound school culture often correlates with increased student achievement, as well as teacher satisfaction. This vision guides policy development and practice within the school. Some researchers (Brewster, 2003; Huffman, 2003; Stolp, 1994) have found that the role of the

principal is to enlist the support of all stakeholders, including students, teachers, staff, and community, in nurturing these school traditions. Moreover, when strong and positive relationships exist among these stakeholders, change efforts are more successful, commitment exists among members, and there is sustained school growth (Brewster, 2003; Huffman, 2003; Stolp, 1994). Polischuk (2002) reported the leadership style of the principal is essential in this process. The leader must be honest, open and approachable, visible, and action-oriented. S/he must be able to respond quickly to issues and emphasize those values and beliefs that are important within the school.

Garnering District and Parental Support

An atmosphere of teamwork, mutual respect, and education inspires leadership capacity (Kouzes & Posner, 1993). The development of the school's vision cannot be done in isolation. To do so is to develop resentment from those left out of the decision-making process as they will not buy into the vision. School leaders are able to build a collective vision when they enlist the support of all stakeholders by allowing them to participate in the process of developing the school's vision (Huffman, 2003). Often school leaders look to the district for some direction on a framework for developing the school's vision. Then they seek out community organizations or leaders to form partnerships that support that vision. Parents are invited to become involved in school activities that support the school in its efforts. Involving parents helps build their interests and garners their support in the school's effort. Huffman stated that because parents and students are highly affected by school reform, they are responsible and should be actively

involved in developing school culture. He also states that the morals, values, and ethics of the family are considerations in the development of school culture.

Researchers including Pate et al. (1995) and Feagin (2002) found that communication (e.g., meetings, conferences, letters, newsletters, surveys, and journal writing) among all stakeholders, including parents, administrators, students and teachers, is essential in developing a strong curriculum. Feagin refers to this as campaigning to educate stakeholders on the benefits of the curriculum. Communication allows all members of the group to see the benefits of interdisciplinary instruction, as well as to monitor the progress of students.

Conducting Evaluations/Monitoring Progress

Issues that may interrupt the change effort include changes in leadership, staff turnover, personal egos, and budget cuts (Smith, 2003). Smith reported that constant communication is essential to keep all members informed on what is happening and to minimize interruptions. Smith also reported that an essential key to facilitating change is constant and ongoing assessment. Feedback should be taken from all stakeholders including students, teachers, and community members. Only with constant feedback and assessment at regular intervals can members effectively evaluate the progress on reform efforts. Other assessment tools suggested included reflection journals, written evaluations, surveys, focus groups, and board meetings. Regular checks clarify objectives and identify problems or potential issues which can be corrected immediately. Members in need of additional support or training would also be identified. Incentives can be developed to encourage consistent cooperation among the members of the group.

Members of the change effort should be willing to accept considerable challenges and be willing to be flexible to accommodate the change effort. Smith (2003) suggested flexibility in planning and scheduling, training backup staff to replace staff members who leave in the middle of change efforts, and creating backup plans in case Plan A does not go as expected. Leaders should also remember not to focus exclusively on problems, but to highlight successes in the change effort as a motivational tool to keep members enthusiastic and focus on achieving goals. Danielson (2002) further suggested celebrations of school successes as a validation of the school's program and improvement efforts which should be shared with the teachers in the school, as well as the local community.

The Impact of the Constant Change in Principal Leadership

The process of change requires a time commitment on the part of those involved in the change effort. Very often, however, principals are moved from school to school at the direction and discretion of the district (Wasley, 1992). These changes may be political or a matter of district policy. Often a district's policy is to move good leaders around in order to spread the wealth of their knowledge and experience or to prevent schools from becoming too comfortable with the same leader in place for too long (Wasley). Gross (2004) reported another version of leadership change is when the leader is promoted from within the school organization. In such a case, there is more likelihood of support in the change efforts within the school. Gross noted that the first priority of principals reporting to their new school site is student management, then school climate, and finally, later as the year progresses, attention is given to school vision.

Wasley (1992) described the effect of change efforts when influential leaders leave as progress that falls into a state of suspended animation. Often school members wait anxiously in the face of uncertainty to see what changes the new leader will make. Typically, good change efforts already taking place are interrupted in favor of the new leader's agenda. This scenario is repeated as new leaders come on board. Often teachers who grow distrustful due to unkept promises and tired of these transitions will leave the school site rather than work in a state of constant uncertainty.

Burket and Walter (2002) discussed the negative effects of leadership turnover on the principalship during school reform efforts. The authors noted that school reform efforts are especially sensitive during the first five years; thus, the retention of the principal-as-leader is especially critical during this period, particularly in low-performing schools. Efforts should be made to keep a principal in place while efforts aimed at school improvement are being made. In fact, the authors suggested that these principals be provided with additional support, including additional staffing during the process. Burket and Walter also supported the theory that principal successors who embrace the school vision are more successful than principals who attempt to take the school in another direction. They also suggested that principals build a firm infrastructure when they nurture other teacher-leaders at the school. Thus, when they leave, the school is still able to maintain stability and focus on its goals.

Hargreaves and Fink's (2004) study focused on eight schools in the United States and Canada and the effects of leadership turnover on school achievement and school reform efforts. One high school studied experienced four leadership turnovers within a

six-year period. Conclusions made by Hargreaves and Fink's study supported the need for the grooming of successors already employed at the school, as well as the distribution of leadership through the school community in order to sustain reform efforts. This report also suggested that principals themselves are affected negatively by leadership change. They are unable to stay long enough to see the fruits of their labor and are often expected to initiate similar change at their new location only to be uprooted again. The result is physical and emotional strain on the principal (Hargreaves & Fink).

Briggs (2000) discussed a number of educational partnerships formed in the interest of promoting educational reform. These partnerships may vary in structure or goals; however, one challenge to their success is the constant change in the leadership position, often within a three-year period. The results may be a shift in focus, loss of commitment, or loss of momentum. Key responsibilities of the leader were discussed including, "helping initially define and then fine-tune the group's vision and goals; building commitment and communicating the partnership's vision among all partners" (p. 3). A key point made in this brief was the role of the leader in "drawing upon the expertise of others in the design, implementation, and institutionalization of partnership's work and structure, including cultivating leadership and collaborative skills among fellow partnership members" (p. 3). Briggs emphasized the need for other members of the group to accept leadership responsibilities and not become overly dependent on one individual so much so that the group falters in its goals when an identified leader leaves. Instead, potential leaders are waiting in the wings to take up the reins and keep the group's mission in focus.

Findings from the study by Hargreaves and Fink (2004) suggested preparing for principal succession should begin from the first day of the leader's appointment. Their study cited several schools in which leadership replacement was made without consideration of the school's culture or the leadership style of the previous principal. Often, this resulted in the new principal being met with resentment and resistance. Teachers often became cynical as they waited out the new leader. Hargreaves and Fink recommended grooming leader successors to take over, keeping successful leaders in place longer to support the school reform effort, and using shared governance to groom teacher-leaders who can carry on the torch when the principal leaves.

Wasley (1992) stated that when change is imminent, plans should be made to wait until the change has taken place before changing leadership or well-laid plans should be made to support the change effort during the transitional period. Such plans should include assessments of the status of the change effort, activities currently in progress, future plans, and current staff responsibilities. If possible, teachers should be involved in the selection of the new leader. In this case, teachers are able to select a leader who appears to hold the values and beliefs complementary to the school's vision and current change efforts. At the very least, they would select an individual open to new ideas. Wasley further suggested the appointment of a teacher-leader to lead in the selection process or to orient the new leadership on the changes in progress.

Ogawa (1995) refers to the fit of the principal successor. "In schools, principals can undermine reform, but they can also catalyze and nurture it" (p. 359). Ogawa's research on links between succession and organizational performance and change found

that when principals failed to adhere to organizational norms, they caused tension and created a sense of disorder. In fact, teachers became distrustful of the principal's commitment to the school goals and withdrew back to their classrooms. However, staff responded more positively when the leader exhibited concern for the organization, the staff, and the organizational goals. An important component of any change effort is leadership style.

<center>Transformational Leadership</center>

According to Goldman (1998), **"In a learning environment, leadership style says everything about the leader's deeply held educational beliefs—and these are mirrored in the culture of the school"** (p. 20). Goldman reported that leaders must trust people if they wish to promote collaborative education. One leadership style in which leaders encourage and challenge followers to high expectations is transformational leadership. Leithwood et al. (1999) identified three fundamental goals of transformational leadership. First, transformational leaders promote an educational culture in which teachers collaborate and learn together. They encourage professional development as teachers support each other in improving their craft. Transformational leaders encourage shared leadership by delegating responsibility and educate staff by constantly communicating the school's mission and system of beliefs (Leithwood et al.).

Second, transformational leaders encourage teacher development. In his studies, Leithwood et al. (1999) suggested that when teachers internalize their professional goals, they are motivated to learn and grow in their career. Third, transformational leaders promote an atmosphere of collegiality and team spirit, and stimulate teachers to be

<center>55</center>

innovative and put forth that extra effort. Transformational leaders believe shared school governance to be far more effective than principal leadership in isolation (Leithwood et al).

Burns (1998) distinguished between transformational and transactional leadership. Transactional leadership occurs when action is taken in exchange for something of value. This exchange usually advances the agenda of both the follower and the leader. In transformational leadership, however, leaders and followers raise each other to high levels of motivation and morality attending to the needs and motives of followers and trying to help followers reach their full potential. Transformational Leadership theory involves assessing the needs and motives of followers, satisfying those needs, and treating them as human beings. Transformational leaders are willing to participate in activities with followers creating mutual support for some common purpose. Whereas transactional leadership focuses on expected outcomes, transformational leaders are able to motivate followers to perform beyond expectations (Burns).

Bass and Avolio (1998) stated that transformational leaders stimulate the interest of colleagues and followers, challenging them to look at their work critically and to consider alternate perspectives. They educate members of the group on the mission and goals of the team and encourage community spirit. Transformational leaders stimulate higher levels of intellectual aptitude and motivate followers to look outside their own interests to those common goals which would benefit the school community.

According to Bass and Avolio (1998), there are four factors evident in transformational leaders: 1) idealized influence, 2) inspirational motivation, 3)

individualized consideration, and 4) intellectual stimulation. Transformational leaders exercise idealized influence. As such, they are often admired, respected, and trusted by their colleagues and very rarely put their own needs above the needs of others. They are willing to share risk with followers and will often do the right thing, exhibiting high moral and ethical standards (Bass & Avolio). They are often seen as role models by their followers.

Transformational leaders provide inspirational motivation. They provide incentive and motivation for their followers by communicating high expectations, creating team spirit, and encouraging enthusiasm among members of the group. They inspire members to commit to the goals and vision of the organization and are able to offer individualized consideration, often acting as mentors and advisors paying special attention to the individual needs of members of the group. They provide a supportive environment for their workers. They are accepting of individual differences and are willing to listen to concerns of individual members of the group. Transformational leaders encourage creativity. They support and encourage new ideas promoting innovation in the classroom and solicit advice from followers when there is a need to make key decisions (Bass and Avolio, 1998).

Strategies of Transformational Leaders

Bennis and Nannus' (2003) study found four common strategies often used by transformational leaders in organizational restructuring: 1) establishing a clear vision, 2) becoming social architects, 3) creating trusts, and 4) creating confidence. Bennis and Nannus found that transformational leaders establish a clear vision for the future of the

organization and this vision must be simple and understandable. All members of the team must believe in the mission and view it as attainable. Members must also be able to understand where they fit in the goals of the organization.

Transformational leaders become social architects of the organization. They clearly communicate a direction for the organization based on the goals and values established by its members. If necessary, transformational leaders are able to mobilize members to accept a new group identity or philosophy. Transformational leaders are able to gain the trust of their followers by being consistent and reliable. They regularly communicate direction and can be counted on to stand their ground in face of outside opposition. Finally, transformational leaders create confidence through positive self-regard. They emphasize their strengths and refuse to focus on weaknesses. Thus, they are able to inspire other members to do the same, creating self-confidence among members and communicating high expectations (Bennis & Nannus, 2003).

Some other strategies suggested for transformational leaders include: visiting classrooms every day; providing assistance in classrooms and encouraging teachers to observe each other; involving the staff in reflecting on the school's goals and beliefs early in the school year; and using action-research teams or school-improvement teams as a means of encouraging shared leadership (Bennis & Nannus, 2003).

Bennis and Nannus found that transformational leaders must assign responsibilities to all members and involve the staff in governance functions. They must enlist the support of uncooperative staff members by asking them to share responsibility, celebrating school achievements, and recognizing staff who support the school

improvement efforts. Transformational leaders were perceived as caring because they communicated with staff and were aware of staff needs. They encouraged innovation in the classroom and made colleagues aware of new educational strategies and current research findings (Bennis & Nanus).

Bennis and Nanus (2003) wanted to dispel the damaging myth about leadership; e.g., that leaders are controlling and manipulative. They state that transformational leadership is not the ability to exercise power; but, in fact, the skill of empowering others. Bennis and Nanus found that transformational leaders were able to achieve their objectives by promoting an atmosphere of team spirit and encouraging members to focus on a common goal. The transformation or change is accomplished in part through the development of a leadership team; e.g., a cohesive group of people working and moving together in the same direction. The cohesion of the team is due to the acceptance of the leader's influence. Through this acceptance, followers are transformed into leaders, infusing the shared vision into all parts of the organization. This vision is then made real by using the skills of competent staff members. The isolation of teachers' lives is diminished. The roles between teachers and administrators are blurred, enabling all members of the community to contribute their strengths and share the responsibilities and the satisfaction.

Barth (1992) and Burns (1998) defined transformational leadership as leadership which generates a vision based on the school's vision and goals creating shared purpose among staff members. Transformational leadership style builds commitment and empowers members of the group.

Teachers' Perceptions of Effective Leadership

Blase and Blase's (1998) study documented teacher perceptions of positive and negative behavior by principals which included informal classroom visits in which principals conducted informal observations of teacher-student interactions and provided feedback. More often, rather than feeling threatened by these unannounced visits, teachers instead felt a genuine interest by principals in what was happening in the school. Teachers reported that the more visible the principal was around the school, the more supported they felt, especially if the principal offered advice and acted as an instructional resource. Often teachers reported feeling pleased after receiving a brief note of acknowledgement from the principal after a five-minute classroom visit. These visits helped to reinforce good teaching in the classroom. They felt the principal was not trying to catch them doing something wrong; instead, they felt the principal was trying to be supportive, offering positive feedback or constructive criticism. Often these effective principals also attended planned instructional activities to which they were invited, interacting positively with students. Reasons given by teachers for informal visits included: 1) to motivate teachers, 2) to monitor instruction, 3) to be accessible providing support, and 4) to keep informed on what was happening in the school (Blase & Blase).

Some teachers have also reported negative results from unannounced visits (Blase & Blase, 1998). They considered principals to be ineffective when they interrupted classroom instructions during these visits to correct perceived problems or offer instructional tips on the spot. Other principals chatted with students or interrupted instructional time with non-essential announcements. Teachers frowned on principals

who scheduled meetings during instructional time or interrupted class time for unscheduled assemblies. They considered this behavior to be a misuse of authority and thought the exercises were a demonstration of power over teachers. Teachers reported feelings of frustration and anger with principals who displayed this behavior.

In addition, according to Blase and Blase (1998), teachers reported a feeling of abandonment when principals were not visible around the building, failing to visit classrooms and showing a lack of interest in providing instructional leadership. They felt a lack of interest or involvement on the part of the principal. Teachers felt either the principal did not care or did not wish to be bothered with teachers and what was going on in the classroom. In these situations, teachers felt isolated and unsupported in the classroom. There was a loss of respect for the principal.

Blase and Blase (1998) further described teacher perceptions on praising versus criticizing by principals. Teachers reported feeling encouraged by principals who offered praise or words of encouragement whether formally during conferences or informally, as in a note or even passing in the hall. Furthermore, teachers were pleased when principals chose to offer praise publicly, such as at group settings including faculty meetings. Teachers felt principals offered praise in order to: 1) motivate and to reward, 2) increase self-esteem, 3) express concern, and 4) secure teachers' adherence to school expectations (Blase & Blase). The result of receiving praise from the principal on teacher behavior was an increase in self esteem, self confidence, and motivation. Praise from the principal helped reinforce positive classroom behavior from teachers and motivated teachers to continue good work or seek to further enhance their skills. It is important to note that

teachers felt able to distinguish between authentic praise in which the principal was genuinely aware of what the teacher was doing in the classroom, and insincere praise which was generic in nature. Teachers also were not impressed with principals who seemed to play favorites when offering praise or seemed to promote special programs to outside stakeholders, such as district officials, in an effort to promote themselves as administrators (Blase & Blase).

In contrast, negative criticism had an adverse effect on teacher performance (Blase & Blase, 1998). Teachers felt principals who used negative criticism as a control mechanism inspired resentment. Negative notes or negative looks were seen as demeaning and demoralizing. Teachers were especially resentful and reported a loss of respect for principals who criticized and followed with threats to leave negative comments on the teacher's professional record. In these cases, teachers felt the principal's role was one in which they exercised power and control rather than providing instructional support. Teachers reported feeling ineffective, fearful, and confused. Instead of feeling inspired to improve their performance, they retreated into their classrooms and became defensive, uncooperative, and unproductive, often refusing to participate in school activities. The result of teachers operating in this environment was a loss of morale.

A final principal behavior emphasized by the 1998 Blase and Blase study was extending autonomy. Teachers reported feeling empowered and a feeling of being treated as a professional. Teachers appreciated opportunities to try new strategies and felt the principal acknowledged their expertise.

Findings of Blase and Blase's (1998) study indicated that teachers also tend to appreciate principals who extend autonomy to teachers in the classroom. They saw this as the principal's trust in their professional expertise. The principal trusted the teachers' professionalism, as well as their ability to select the best strategies to use in teaching the curriculum. The principals respected teacher differences and teachers' ability to understand their students and design creative lessons to develop students' interest and increase knowledge. However, while teachers appreciated the freedom to be creative in the classroom, they still preferred the principal's support providing feedback and encouragement as they explored new teaching strategies.

Three primary elements essential to good instructional leadership described in Blase and Blase's 1998 study were: 1) conducting instructional conferences, 2) providing staff development, and 3) developing teacher reflection. Instructional conferences were an opportunity for principals to provide constructive feedback, make suggestions, and consult with teachers on instructional strategies, thus resulting in teachers who feel valued and appreciated. The principal acknowledged their efforts and was willing and able to provide assistance in their professional growth. The principal was willing to listen to their concerns and hear their opinions on classroom instruction and educational issues. In addition, teachers appreciated staff development activities that support the improvement of their pedagogy. They welcomed opportunities to collaborate with other teachers. Collaboration was viewed as a learning process in which they can observe other teachers and bounce ideas off their colleagues. These interactions allowed them to hone their skills.

Principal behaviors, such as modeling, classroom observations, communication, offering suggestions and praise, develop teacher reflection. Principals who provide words of encouragement and inspiration, as well as instructional resources, spur teachers to want to work more to improve their professional growth. These behaviors affect teachers on an emotional level leading to intellectual and emotional stimulation.

Building Vision/School Mission

According to George, Grissom, and Grissom (1996), research studies conducted in schools involved in program improvements indicated eight characteristics distinguishing those schools actively embracing change and those reluctant to change. Those characteristics included: 1) an effective principal and 2) strong site leadership with an articulated vision of the school, 3) professional treatment of the teaching staff, 4) quality core curriculum, 5) quality services, 6) school autonomy with district support, 7) positive attitudes by both teachers and administrators, and 8) strong parent and community involvement (George et al., 1996).

Kouzes and Posner (1993) found that promoting shared values builds a strong sense of community and collaboration. This will cause employees to work together toward common goals. Thus, employees are willing to share expertise, resources, and ideas in a community of collaboration and respect. A coherent vision is arrived at through the collaborative efforts of teachers, parents, staff, students, and the principal. It defines the values and beliefs that will guide school policy and practice (Stolp,1994). Furthermore, the school's vision must constantly evolve to meet the needs of the school's students, teachers, and community members.

When the principal projects an attitude of care and concern, nurturing the skills of the staff, modeling and working to develop a shared vision, s/he builds a collective educational vision so clear and compelling that s/he is able to gain the participation of all members of the staff. In order to arrive at this collective vision, the principal collaborates with teachers and the community to agree on learning expectations and school goals. The vision, developed out of the values and hopes of the stakeholders, is an image of what the school can and should become. While the focus of the school's mission is student achievement, it does not ignore the need for establishing a professional working environment which fosters collegiality, professional growth, and an understanding of equity and diversity (Bamburg, 1994).

Developing Goals

Danielson (2002) reported that when objectives for educational improvement are clearly defined, worthwhile, and attainable, then they provide a focus for group members; and when these goals are met, then it offers great satisfaction for team members. Members are not enthusiastic and put forth little effort when goals are trivial or unclear. Well-set goals inspire faculty to work together toward a common objective. They encourage collegiality. Faculty members develop a sense of community and become highly energized as they work to achieve these goals.

Danielson (2002) suggested leaders involved in change should create specific, measurable, attainable, relevant, and time-bound (S.M.A.R.T.) goals. Specific goals should be focused rather than broad, vague, and/or general. They should also be clearly measurable in terms of figures or percentages. While goals should be challenging, they

should be attainable. They should not be set so high above current levels they are not achievable, thereby discouraging members from even trying. Objectives should be relevant to the mission of the school. Finally, objectives must have specific timelines and deadlines for achieving them. Danielson also suggested the collection of baseline data, as well as the continuous monitoring and analyzing of data, on improvement efforts to determine if the school is on target in achieving its goals. Also, data must be communicated back to school stakeholders so that all members are aware of the effectiveness of the plan and are able to celebrate its successes.

Building Organizational Structure

Changing the structure of an organization is not an easy task. Such structures are usually embedded in the beliefs and values of the members of the organization (Huffman, 2003). Thus, a principal's ability to build or change organizational structures is very dependent on his or her ability to garner the trust and support of members of the school organization. S/he must be able to develop reciprocal relationships in which members of the school organization believe in the integrity and motivation of all members of the group. Members will be required to let go of their old beliefs and familiar practices in order to embrace new concepts and new methodologies. Members will need to let go of linear approaches to teaching and consider rearranging schedules to accommodate team teaching units (Huffman).

Huffman (2003) contended that the leader must be able to share the vision with the group in such a compelling manner as to inspire commitment by all to the vision. All members of the school community must believe in the vision so that they work

collectively towards the organizational goals. Members must be willing to commit to specific responsibilities to achieve the goals. "When leaders affirm the shared values of the organization, they are also vowing that the promises will be kept consistently" (p. 55).

Initiating and Encouraging Communication/Collaboration

"Leaders must provide the resources and other organizational supports that enable constituents to put their abilities to constructive use" (Kouzes & Posner, 1993, p. 155). An interdisciplinary curriculum is developed by teachers working together in teams and who are willing to collaborate and find connections between and among their disciplines. Very often, however, district personnel introduce interdisciplinary curriculum to their teachers in one-day workshops and then send them back to their home school with little else in the way of support (Palmer, 1995). Faced with little time or resources to plan and work in teams, teachers often revert back to traditional instruction. Those teachers who are dedicated and determined find time to meet and develop units of integrated instruction. However, often district pressures, state mandates, and other current trendy teaching applications shift focus. Teachers, though they may not lose interest in the interdisciplinary approach, are forced to revert back to isolated instruction in order to meet those demands. Time must be allocated at the school level to support collaboration and planning (Palmer).

As Palmer stated:

The basic reason for looking for coherence in the curriculum is to discover and uncover commonalities in what teachers are expected to teach and students are expected to learn. . . . Interdisciplinary curriculum is both

process and product, providing on one hand a philosophic framework and

approach to decision-making in the all important arena of 'what to teach'

and on the other, an instructional focus that results in lessons that

demonstrate the connectedness of knowledge and life. (p. 55)

While education recognizes the naturalness of an interdisciplinary curriculum and

that students are far better able to understand, retain, and apply information when they

see its connectedness and application in their real life, teachers have found that putting it

into practice is difficult and requires much time, effort, and planning. As a result, school

systems often move on to the next best thing (Palmer, 1995). Yet, interests continue to

resurface periodically.

Some teachers are reluctant to embrace an interdisciplinary curriculum for fear it

takes away from the focus on their own instruction. Some feel threatened being asked to

teach new material in which they do not feel they have expertise. Some are wary of

devaluing their own subject area (Palmer, 1995). Drake (1993) listed several reasons

teachers give for resisting change as a resistance to the current fad, a disinterest in change

for the sake of change, a refusal to fix what already works, and insistence they were

already integrating in their subject area. Often teachers felt the request for change was an

attack on their current teaching techniques. "Making curricular connections is a matter of

negotiation, and that requires the ability to work as a team, listen to another point of

view, and change long-held practices or beliefs" (Palmer, p. 58). This can only happen in

an atmosphere of trust and collegiality. Teachers are required to sit down, compare

curriculum, find commonalities, develop instructional theme units, and often shift their

usual schedule for introducing specific topics within the school year to accommodate integrated planning. Such planning does not necessitate teachers watering down their subjects; it simply calls for additional planning so that lessons are presented in a more meaningful way to students. Teachers can still meet the state-required objectives of their individual subject areas.

> The result is a focused approach to attaining the goals of interdisciplinary teaching: students who will see, understand, and articulate connections, students who are able to apply knowledge and skills across content, and students who will, themselves, consciously look for and make connections between and among the content and skills they are taught both as young people and as adults—in other words, students who think. (Palmer, 1995, p. 61)

Similarly, researchers, including Bradby and Dykman (2002), Bottoms and Feagin (2002), Feagin (2002), and Warren (2002), found that when teachers engage in challenging academics infused into a career concentration linked to students' interests and personal goals, students are able to view their high school experience positively resulting in increased achievement in reading, mathematics, and science in high school as well as in postsecondary education.

Building Trust

Research has shown that the quality of relationships that exists within the school community makes a difference to the success of the school. Because the reform effort will involve risk and high expectations, trust and open communication must exist among

the school members working together (Brewster, 2003, & Kochanek, 2005). Tschannen-Moran and Hoy's 1998 study listed five key components to measure trustworthiness: 1) benevolence, 2) reliability, 3) competence, 4) honesty, and 5) openness (Hoy & Tschannen-Moran, 2003). The first component, benevolence, is when members believe that other members of the group have their best interests at heart and will act in their best interests. Reliability measures the extent to which members can depend on other members to come through on a consistent basis. Competence measures members' belief in the ability of other members to perform as expected in the responsibilities of their positions. Honesty implies members must believe in the integrity and character of all members of the group. It implies each member takes responsibility for his or her own actions. The final component, openness, measures how freely members are willing to share information with other members of the group. Distrust and suspicion exist when members seem to keep information to themselves. Tschannen-Moran and Hoy's studies found that when teachers were able to trust their principal, they were also likely to trust their peers and more willing to collaborate. Teacher trust in their principals also corresponded with their belief in their own ability to succeed and meet school goals.

Factors listed as barriers to developing and maintaining trust included: top-down decision-making which appears to be arbitrary in nature and does not represent the school's best interest, lack of or ineffective communication, failure to follow through on school improvement efforts, lack of school funding, failure to remove staff members widely viewed as ineffective, frequent turnover in the school leadership, high teacher turnover, and teacher isolation (Brewster, 2003)

If principals want to build a trusting relationship with teachers, then they must demonstrate personal integrity, demonstrate genuine care and concern, be accessible and encourage open communication, interact with all members, as well as provide opportunities for teachers to interact (Brewster, 2003; Kochanek, 2005). School leaders must involve the staff in decision-making and treat teachers as professionals, supporting and celebrating teachers as they experiment with new methodologies. Principals must welcome and embrace different points of views so teachers feel comfortable in expressing themselves, provide teachers with necessary resources, and be willing to work to remove and replace teachers who are ineffective or destructive to the school improvement effort with teachers willing to support the mission (Brewster, 2003).

Facilitating Curriculum Change

Glatthorn (2001) provided several guidelines for developing quality curriculum. He contended that "under the leadership of an informed and active principal, schools have important work to do" (p. 19). Principals should structure the curriculum so that it results in greater depth, is coordinated and provides for a sequential program of study, provides for integrated curriculum planning, and facilitates the mastery of knowledge and essential skills, including problem solving (Glatthorn).

In order to be successful in facilitating this change, principals must be aware of the four levels of curriculum development: state, district, school, and classroom. The principal must understand how each of these levels functions in order to be an effective leader. At the state level, Glatthorn (2001) suggested the development of curriculum frameworks including three elements: 1) broad educational goals the schools should be

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expected to achieve within 13 years of schooling; 2) expected credits and competencies to meet graduation requirements; and 3) general standards required in all subject areas. He contended that this minimalistic approach will give districts greater autonomy in responding to local needs. He charged states with development of assessments in academic subject areas at each of the three transition points −grades 5, 8, and 12. The results of these assessments would provide local administrators with data needed to make informed educational decisions. Glatthorn further suggested that these assessments should include alternative methods of assessment including demonstrations, projects, and portfolios. His study indicated that, at the district level, standardization is key, including the development of a uniform curriculum in each subject area and consistent programs of study at each school level.

Building Learning Communities/School Culture

"Effective school leaders use a variety of strategies −including creating opportunities for teachers to learn from each other −to encourage and support teachers in achieving greater excellence in the classroom" (SREB, 2005, p. 1). Teachers want to be treated as professionals in the classroom and school community. They are aware of the role they play in the school environment and have expectations on how the school leadership can support them in that role.

Blase and Blase's (1998) study found that effective principals enhance staff development in their schools by: "Emphasizing the *study of teaching and learning,* supporting *collaboration* among educators, developing *coaching* relationships among educators, using *action research* to inform instructional decision-making, providing

resources for redesign of programs, and applying the *principles* of adult growth, learning, and development to all phases of the staff development program" (p. 49). The study further demonstrated that good staff development promotes self reflection, provides teacher motivation, enhances self-esteem, and supports collaboration among teachers. Blase and Blase (1998) and Leithwood et al. (1999) found that teachers appreciated staff development opportunities, such as conferences, workshops, in-services, presenters or mentors working with them over extended periods, and learning new methodologies or strategies. Furthermore, teachers actually found even more valuable professional development activities in which the principal actively participated.

Moreover, teachers felt when principals offered staff development, they were aware of their needs and trusted in their ability to learn and apply new concepts and strategies. Teachers feel empowered and confident after mastering new teaching strategies. Professional staff development encourages an atmosphere of life-long learning and confidence in experimenting with new strategies. It offers teachers opportunities to study the literature and proven programs, demonstrate and practice new skills, receive support from colleagues, and obtain assistance in studying how new strategies are implemented (Blase & Blase, 1998, 1999a). One of the best strategies for creating and maintaining substantive school improvement is through development of professional learning communities within the school (Huffman, 2003). Professional learning communities support teachers engaged in collective activities which support shared goals towards student achievement.

The Role of Teacher-Leaders

"Leaders earn their credibility by fulfilling their promise that everyone is a leader" (Kouzes & Posner, 1993, p. 155). Clearly, school reform efforts are shifting the structure of schools away from adversarial relationships between principals and teachers to one of collegiality (Miles, 1992). Teacher-leaders play a crucial role here. Principals, however, can utilize teacher-leaders in the development of professional learning communities. According to Kouzes and Posner (1993), a climate of professionalism and respect is achieved by building confidence and developing competence through education, training, and empowering employees with various leadership responsibilities. Researchers including Miles (1992), McEwan (2002), and Zepeda (2004) found teacher-leaders had a broad variety of skills and experiences and were often involved in developing and implementing new curriculums; involved in taking advantage of opportunities for further learning; knowledgeable about the structures of schools and community concerns; risk takers willing to promote new ideas to their colleagues; able to conduct presentations to faculty; able to mentor new teachers; able to communicate effectively and enlist the support of parents; able to shape the culture of the school; and had strong interpersonal skills. Teacher-leaders learn to listen more to other teachers' needs, thus resisting the urge to jump in with solutions.

Researchers describe teacher-leadership actions as one-on-one sharing, collaborating, and dialoguing with colleagues on teaching and learning thus building strong teacher relationships; encouraging teachers to take risks; providing feedback; building team spirit; partnering or engaging stakeholders thus building support systems

within the community; and sustaining the development and execution of long range plans thus achieving school vision (Lambert, 2003; Zepeda, 2004). Similarly, Miles' (1992) study also found several skills manifested by teacher-leaders: building trust and rapport; demonstrating organizational diagnosis; dealing with the process; using resources; managing the work; and building skill and confidence in others. Teacher-leaders built trust and rapport because they clearly knew their role and responsibility in the school and were able to articulate that role to other teachers. They were able to demonstrate their expertise and establish themselves as a resource. Teacher-leaders provided support when asked and backed off when appropriate. They established an atmosphere of collegiality by developing groups of teachers willing to work together (Miles).

Teacher-leaders demonstrated organizational diagnosis in that they knew their school. They understood its culture and could diagnose its climate. They were able to collect school data by talking to other teachers and other appropriate sources. Thus, they knew how to work with other teachers in the building and get them to perform as needed. They could diagnose problems within the school and make recommendations to remove obstacles and encourage change (Miles, 1992; Zepeda, 2004). "Sharing authority as well as responsibility more fully with teachers across roles and hierarchical levels will create schools and systems that look very different from those of this century. In these schools, a community of learners respect and trust each other, draw on each other's many talents, and enact their passion for teaching" (Blase and Blase, 1994, p. 137).

According to Miles (1992), teacher-leaders are skilled in the process of change. They use their interpersonal skills to form collaborative relationships. They are aware of

conflicts which may arise in asking people to work in teams and are prepared to deal with those conflicts effectively and professionally. They recognize that team-building skills must be taught and they promote communication as a means of bringing issues to the forefront and solving them. These teacher-leaders also collect and distribute literature and materials to other teachers, serve as a resource by providing workshops or demonstrating teaching strategies, and develop linkages between teachers and outside community resources so that teachers have other avenues of support. Teacher-leaders are able to recognize the work to be done and coordinate and delegate responsibility. They are able to monitor progress and mobilize forces to get the job done. They take initiative when necessary; yet never usurp the authority of another member of the group. They promote an atmosphere of cooperation, team spirit, pride, and positive attitude (Miles, 1992; Zepeda, 2004).

Finally, teacher-leaders know how to enlist the support and help of everyone involved in the change process. They can successfully involve everyone in looking at themselves critically to examine how best they can assist in school improvement. They are sensitive to the needs of other teachers. Teacher-leaders recognize that change occurs when there is communication, improvement in teacher morale, and a focus on professional development (Miles, 1992).

Researchers such as John and Taylor (1999) cited studies of small learning communities which have included such groups as Critical Friends Groups (CFGs). These studies proposed that in order to cultivate effective employees in productive organizations, collaboration must be encouraged. CFGs are a model of professional

learning communities that encourage teacher collaboration and exchange within an environment of trusting relationships. Teachers share practices in a trusting atmosphere. The CFG uses protocols that encourage a code of behavior with a foundation in trust, that supports coaching and mentoring, and that encourages reflective dialogue (John & Taylor, 1999). Best practices listed in the Southern Regional Education Board 2005 Publication, *High Schools That Work,* "Best Practices for Implementing HSTW and MMGW," also included CFGs, teacher study groups, peer observation, peer coaching, and teacher mentoring as effective strategies leaders should encourage in creating a community of teachers as learners which would improve student achievement (SREB, 2005).

As Little (1992) stated, "A school's culture is conducive to leadership by teachers when teachers are in one another's classrooms for purposes of seeing, learning from, commenting on, and planning for one another's work with students" (p. 87). Teacher-leaders must be willing to demonstrate their own mastery in the classroom, as well as be willing to continuously improve on their practice. They should see themselves as a resource for other teachers, willing to provide advice, support or to model good classroom practice by allowing themselves to be observed.

The role of the teacher-leader is not meant to be intensive, but supportive instead. Little (1992) found that generally teachers prefer the role of teacher-leader to be one in which advice is given only when asked; one in which the teacher works primarily with novice teachers and then only with experienced teachers when directed by the principal;

and one in which the teacher-leader is a resource supplying information as needed and organizing in-service workshops.

Blase and Blase (1999) sought to examine the question, "What are the principals' perspectives on facilitative-democratic leadership and shared governance in schools?" (p. 81). Nine principals were selected from a pool of exemplary principals recommended by the League of Professional Schools. Members of the study were selected with representation to race, gender, and school-setting diversity across school levels. The researchers found cases in which principals experienced anxiety and felt hurt when their role was changed and they were excluded from certain decision-making processes. Coping strategies included developing trust as a tolerance for the ambiguity in the principal's position and seeing the situation as an opportunity for personal growth. Principals reported that they had much to learn about the process of shared governance. Several reported having to re-evaluate their leadership approach and learning how to take on a more facilitative approach in the process (Blase & Blase).

Researchers such as Blase and Blase (1994) and Davis and Wilson (2000) found that teachers feel a sense of empowerment when treated as professionals in and out of the classroom. Furthermore, teacher empowerment behaviors by principals help support the school's goals and mission (Blase & Blase, 1994; Tschannen-Moran, 2003). Davis and Wilson (2000) conducted a study in which they attempted to determine the relationship between principal empowerment behaviors (PEB) and teacher motivation, job satisfaction, and stress. They debated the merits of teacher empowerment within the trend of shared decision-making in schools. Davis and Wilson's study was conducted at several

public elementary schools in eastern Washington. Teachers in each of these schools were asked to complete a questionnaire measuring four variables: PEB, motivation, job satisfaction, and job stress. This study found that the higher the PEB score, the greater teacher motivation. Empowered teachers felt a greater sense of efficacy and thought the tasks and responsibilities they were assigned lead to positive outcomes within the school.

Elliot's 1992 case study on a school undergoing major voluntary restructuring found that the principal of the school did not need to display leadership as long as leadership existed among multiple leaders in the school. This bounded case study involving teachers as participants found that leadership is not necessarily defined by position, but that leadership traits become evident in individuals. In this study, multiple leaders had emerged in the school demonstrating different leadership styles and characteristics, and the findings suggested that schools were successful because of leadership-sharing and application of participative decision-making. Strong implications were made for effective principal leadership which included principals involving staff members in problem solving and decision-making.

Principals who utilize teacher-leadership roles within the school apply several configurations including the traditional department heads, mentor teachers, team leaders, curriculum leaders, or school-wide instructional support teams. Teacher-leaders play a significant role in supporting school leadership in achieving the school mission.

Shared Governance/Shared Decision-Making

Researchers (Blase & Blase, 1994; Little, 1992) have found that principals believe teacher-leaders provide a positive influence and enhance the learning environment, as well as create a positive school climate when teachers are included in the decisions regarding curriculum and instruction. They build trust, encourage respect, cultivate a professional learning culture, and promote teacher empowerment. Furthermore, these studies seemed to indicate that the administrators surveyed placed much greater value on the role played by these teacher-leaders than the teachers themselves.

According to Barth (1992), "the principal has been at the center of both successes and failures of teachers' leadership, and principals who are most successful as leaders themselves are somehow able to enlist teachers in providing leadership for the entire school" (p. 137). Barth listed several guidelines essential to establishing successful leadership teams: articulate the goal, relinquish power, empower and entrust, involve teachers before decisions are made, assign responsibility, share responsibility for failure, share the limelight, recognize leadership ability, and accept help.

The principal must be able to articulate a vision to teachers and students through meetings, memos, newsletters, and community meetings. There are also too many school-wide responsibilities for any one principal. The principals should trust and delegate responsibility to others and in doing so may see teachers begin to develop their latent abilities as leaders. The school leader who constantly communicates and promotes a professional culture through teacher involvement and shared governance best serves the needs of the school (Barth, 1992; Blase & Blase, 1994; Lambert, 2003).

The school principal must communicate issues and problems to teacher-leaders and enlist their help in arriving at acceptable solutions to those problems. They should carefully consider which responsibility goes to whom, avoiding the tendency to give additional responsibility to a well-performing teacher-leader which leads to a larger work load for that teacher. Instead, principals should explore the interests and skills of other teachers who may want to take on leadership responsibility and provide appropriate support and training to cultivate those leadership skills (Barth, 1992; Lambert, 2003).

Lambert (2003) suggests principals should share in the success and failures of the group. "A principal builds relationships and develops trusts and rapport by treating others with respect. He admits mistakes, shares honestly, shows humility, listens and treats others professionally, thanks others for their leadership, and promotes leadership opportunities for the school membership fairly" (p. 119). Barth (1992) recommended that principals use the *we are in it together* approach and share responsibility for failure with the person assigned to the task. In this scenario, failed activities are viewed with an attitude of "what can we learn from this" and "how can we improve?" A principal who adopts an attitude of failing and learning together promotes collegiality and helps build teacher morale. Principals should also permit the teacher to enjoy the responsibility for success. Equally as important is that successes be reflected primarily on the teacher rather than on the principal. In this case, principals should be willing to step back out of the limelight and allow teachers to accept recognition for accomplishments. This recognition leads to more involvement and effort on the part of teachers which, in turn, leads to

further successes. Inevitably, the successes will eventually reflect on the principal's leadership role.

As a transformational leader, the principal should recognize that all teachers can lead. Principals should convey an attitude of high expectations from all teachers. They should celebrate the successes of other schools, as well as those within their own school, thus communicating expectations of greatness from all teachers (Barth, 1992; Blase and Blase, 1994; Tschannen-Moran, 2003).

School leaders are also willing to say, "I don't know how." They accept that principals do not need to know how to do it all, and they acknowledge teacher expertise or accept that we can learn together. As Barth (1992) stated, "Without shared leadership it is impossible for a professional culture in a school to exist. Professionalism and shared leadership are one and the same" (p. 147).

Teachers as Leaders

Little (1992) found that promoting teacher-leadership in schools satisfies two needs: presenting teachers with attractive opportunities and rewards and directing greater institutional attention to the quality of teaching. "Teachers are expected to exert the kind of influence on one another that would enhance success and satisfaction with students" (p. 81). This would, therefore, challenge the traditional model of the classroom teacher working in isolation and demand teachers be given opportunities for collaboration and team building.

Teachers must take the lead in advancing teaching practice. Teacher leadership implies that principals will look to teachers in the building to exert influence as

instructional leaders. Teachers work together to make decisions regarding curriculum, methods of instruction, and how students' progress is evaluated and monitored (Little, 1992, 2001). Teacher-leaders lead by modeling and influence other teachers to consider making changes in the way that they think and plan for their students. They are viewed as mentors or coaches and are willing to share their expertise (Zepeda, 2004).

Devaney (as cited in Little, 1992) described six areas in which teachers demonstrate school leadership. First, teacher-leaders continue to teach and continue to improve their own practice. They experiment, plan, and implement in their own classrooms; thus, they continue to remain in touch with the classroom and improve on their own skills. Second, teacher-leaders organize, conduct research, and lead informed peer-reviews of current school practice. Teachers monitor what is happening in their schools and work collectively to diagnose and solve problems and improve student and/or teacher performance. They inform other teachers, provide training, and even market innovative ideas. Third, teacher-leaders are active in school-level decision-making. They work collaboratively and consistently with administrators and other teachers in shared-decision-making groups working toward common goals. Fourth, teacher-leaders organize and conduct in-service education. They help analyze the needs of their school, and they provide workshops and special training for other teachers that are meaningful and targeted toward their school population. Fifth, teacher-leaders advise and assist individual teachers through mentoring, coaching, advising, or consulting. This is especially crucial in the support of beginning teachers. Finally, teacher-leaders participate in the performance evaluation of teachers and provide constructive feedback (Little).

The role of teachers as leaders has received mixed reviews. Little (1992) reported that while some studies have reported ambivalence by principals concerned about relinquishing some authority and other teachers worried about status difference among teachers, other studies have documented great success in special programs due largely to the role played by teacher-leaders, as well as the support they offer in the role of mentors. Zepeda (2004) found teacher leadership enhances the school environment by promoting positive school culture, encouraging collegiality, and supporting the instructional program.

Teacher Turnover

Recent studies have focused on the negative effects of teacher turnover on schools and student achievement (Benner, 2000). Benner's study reported that Texas school districts were attempting to fill 63,000 teaching positions for the 1998-99 school year, 600 of those were the result of teachers leaving the position. Caine and Caine (1998) credited burnout and the high dropout rate among teachers with one to five years of experience to the increasing demands placed on teachers, pressure on teachers to try new techniques with little support or additional resources, increasing class sizes, and strain created during the restructuring process, including add-on programs.

Researchers (Benner, 2000; Ingersoll, 2002; Voke, 2002; and Williams, 2003) reported several reasons for teachers leaving the profession which included family reasons, migration, other educational pursuits, low salaries, difficult working conditions, inadequate preparation, lack of support for beginning teachers, lack of job satisfaction, poor discipline, lack of administrative support, lack of professionalism and insufficient

autonomy, and lack of respect from the public. The result of teacher turnover is teacher shortages, teachers teaching out of field, increased class sizes, costs to school districts in the loss of an experienced teacher, and costs of recruitment and hiring, training new teachers, and paying for substitutes (Benner, 2000; Guin, 2004; Ingersoll, 2002; Voke, 2002). Guin's study also reported schools with high teacher turnover as having difficulty with planning and implementing a coherent curriculum, as well as maintaining collegiality among the teachers in the school. Moreover, chronic teacher turnover has a negative effect on professional development, class scheduling, class sizes, and on school-wide operations. When the school organization is impacted, student performance is also impacted.

Studies conducted by Benner (2000) and Ingersoll (2002) found that when school systems lose experienced teachers, cost is measurable by the difference in the productivity and performance levels between the veteran teacher and the new trainee as well as in school organizational processes. Benner found productivity could also be expressed in terms of student performance. Hiring costs include costs associated with advertising, paying recruiters, the time and effort required for human resource personnel to read and verify applications, performing background checks, scheduling and conducting interviews, and placing new teachers. Hiring costs may also include signing bonuses paid to attract teachers, especially in subject areas where there is a teacher shortage. Training costs involve school orientation activities, professional development workshops, and training including the costs of expert trainers or speakers hired to prepare the new teacher to function effectively in the district and at the new school placement.

Often new teachers are required to spend additional probationary time, possibly up to

three years, under the direct supervision and/or working with a peer or mentor teacher.

This is an additional cost to the district. Benner's study on Texas schools reported an

average cost of more than $300 million per year in one school district due to teacher

turnover. Ingersoll (2002) found organizational production and performance were also

affected when teacher turnover caused a lack of continuity and commitment among staff

involved in school programs.

Strategies for Teacher Retention

According to Darling-Hammond (2003), "Keeping good teachers should be one

of the most important agenda items for any school leader. Effective teachers constitute a

valuable human resource for schools—one that needs to be treasured and supported" (p.

6). Suggestions made by Darling-Hammond to improve teacher retention include offering

competitive salaries, better working conditions– specifically those related to class size,

teacher load and instructional resources, teacher mentoring programs, strong principal

support of instructional leadership, and building collegial relationships.

Benner (2000) reported that turnover among beginning teachers can be reduced

by new teacher-support programs, professionalization, utilizing the experienced teachers,

and providing advanced certification opportunities. Turnover among veteran teachers can

be reduced by improving opportunities for professional growth. Both teachers and

districts would benefit from funds being invested to provide teachers with time and

money to seek advanced training, educational degrees, or certification. Teachers will feel

more prepared, and districts will see increases in student performance. Districts may also

allow experienced teachers, exhibiting signs of stress or burnout, to participate in mentor or support programs (Benner).

Johnson's (2000) study reported some districts are attempting to attract new teachers by offering incentives such as paying relocation costs, giving signing bonuses, forgiving student loans, offering mortgage supplements, shortening or waiving pre-service training, paying health club memberships, and even attempting to attract retired teachers back into the workforce. One district reported great success when it offered signing bonuses to qualified individuals of up to $20,000 with signed contracts of up to four years. In return, the individuals were required to participate in accelerated teacher-training programs which included classroom management, lesson planning, instructional strategies, and participation in a student-teaching program. Johnson suggested districts can attract quality teachers by waiving traditional teacher training requirements, yet providing curricula support; encouraging teamwork and providing mentoring support for new teachers; encouraging leadership responsibilities from teachers; and offering salaries commensurate with experience and additional responsibilities (Johnson, 2000).

Voke (2002) suggested several incentives for retaining quality teachers including better salaries, providing quality induction programs, improving teacher preparation programs in colleges and universities to address the needs of teachers when placed in high-risk schools, establishing peer-review or mentoring programs, offering teachers additional release time for planning and collaboration, including teachers in school-based decision-making and encouraging a culture of shared responsibility, and increasing teacher autonomy in the classroom.

William's (2003) study found common characteristics among teachers who remained in the profession despite strong challenges. She reported these teachers as fun-loving, life-long learners, creative and innovative in the classroom, risk-taking, courageous, determined, and resilient. Student achievement, motivation, and personal growth, as well as parental feedback, were barometers by which they judged their success in the classroom. These teachers also enjoyed working with other teachers, including mentoring beginning teachers and conducting workshops. Teachers also reported a need for autonomy in the classroom. They wanted to be respected as professionals in their fields capable of making the right decisions on what was best for their students. They valued support and encouragement from their principal. While teachers in this study reported collegiality as an important factor in the school community, they would not compromise autonomy in the classroom for collegial relationships. Yet, they felt the need to be part of a learning community in which they were given ample opportunity to collaborate and give and receive support from other teachers.

In the face of the growing number of new teachers leaving the profession, Gorrow's (2005) research revealed that new teachers wanted principals who publicly supported their decisions, especially decisions regarding discipline and curriculum. Also new teachers preferred a principal who was clearly visible in the school, sitting in on classes, providing impromptu lessons, available for informal conferences, continuing to serve as an instructional resource including teacher materials and professional development, and was providing constructive feedback and advice.

Chapter Summary

Vocational education has undergone several reform efforts. However, the integration of academic with vocational studies has remained central to its curriculum. Various models of integration have been utilized in the history of vocational education, including career academies. Additionally, block scheduling and other methods of alternative scheduling have been excellent methods of accommodating integrated curriculum planning.

Vocational and academic competencies, including those covered in SCANS, strive to address those skills necessary for students to succeed in the workplace. Reform initiatives, such as those promoted by the Coalition of Essential Schools, strive to personalize teaching, prepare students for the world of work, prepare students to think independently, and prepare students to demonstrate specific academic and career competencies. The studies have shown that students exposed to an integrated curriculum are able to make connections between their academics and their career aspirations and are, thus, more successful in school.

The studies have shown that teachers involved in curriculum reform require consistent and supportive leadership. Teachers prefer the leadership of a principal visible in the school offering constructive advice, as well as curriculum and financial support in the classroom. Teachers prefer opportunities to attend workshops for professional development, as well as opportunities to interact with other teachers. Also, teachers involved in reform require time to collaborate, plan, and reflect on their practice.

The principal is primarily responsible for building the vision of the school, as well as inspiring and influencing teachers to work towards attaining the goals of the school. However, studies have also shown that in the absence of constant leadership, the role of teacher-leaders, who have served as mentors previously, becomes more crucial to the stability of the school organization and the continuity of reform efforts.

Lambert (1998, 2003) discussed the role of teacher-leaders and mentors taking leadership roles in schools where administrative support may be weak. She suggested that these individuals serve as role models embodying the vision of the school and recruiting other staff members to become involved in achieving the school's mission. Lambert suggested that strong teacher-leaders may be the answer when the role of the principal is weak or not constant, or when the principal is new to the school or position as principal. However, the role of the teacher-leader is not to replace the principal but to serve as a support in the school's efforts at reform. She recommended that all members of the school community should share collectively in learning and focusing on the school's mission. In fact, failure to do so, according to Lambert, would be unproductive and detrimental to the school goals. "…teachers can help the principal by meeting with him to explain the school culture and its successful programs, alert him to concerns, offer assistance, and coach him. Because the new principal will have much to offer as well, such a meeting is a chance to establish reciprocal relationships and establish that professionals have much to learn from each other (Lambert, 2003, p. 39).

Guin (2004) suggested that further research should look at patterns within schools and school districts on why teachers leave. High turnover rates places a significant

financial strain on districts and have a huge organizational toll on schools working towards educational reform. Benner's (2000) study focused more on the tangible financial costs of teacher turnover. However, more attention should be given to intangible costs, such as teacher satisfaction and teacher motivation, collegial relationships, and organizational structure and productivity. Teacher turnover affects the development of trusting relationships which take time to cultivate. Team structures are disrupted when teachers leave. Projects lose momentum as teachers involved in the planning stages leave and new teachers have to be brought up to speed. Individuals in the school begin to lose commitment to the school and the mission. Professional development activities offered at the school have to be constantly repeated to accommodate new teachers to the school. Teachers who leave are often seen as a loss of a valuable resource, and the high turnover rate is seen as a source of loss of morale among the teachers in the school.

The responsibilities of the principal as leader in a school engaged in reform efforts are numerous. As cited in the studies mentioned in this literature review, a constant and visible presence is necessary to sustain these reform efforts. The principal guides the development of the school's mission and building of school culture. The principal's behavior fosters the sense of community within the school and exerts much influence over teacher behavior, teacher perceptions, and teacher effectiveness. The studies indicate that principal leadership must be constant when the school organization is involved in school reform if that reform is to be uninterrupted and sustainable. Teachers grow distrustful and uncertain when the school's leadership is under constant transition.

A strong and stable principal leadership builds commitment and trust among teachers and ensures momentum for the change effort.

Much attention has been given to the negative impact of the constant turnover of principal leadership on schools and student achievement. However, attention should be given to the impact on teacher perception of the school's ability to achieve its mission when school leadership is constantly undergoing change and on teacher retention in the wake of this constant change. Guin's (2004) study made reference to the multitude of studies on the reasons for teacher turnover. However, some gaps exist in the literature on the effect that this turnover has on teacher perceptions of the school as an organization

Much is missing from the literature on how the constant turnover of school leadership impacts the school's effectiveness in achieving its mission, on its ability to inspire teacher commitment to that mission and, thus, retain teachers committed to its goals. Factors which should be investigated as they relate to achieving school mission include the loss of teacher morale, motivation, and commitment in the face of an endless succession of school leadership. The literature is also lacking on how the turnover in leadership impacts the structure of the organization, continuity in specific reform efforts, and the role of emergent teacher-leadership in sustaining the reform effort in the face of leadership succession. Studies of this nature could provide data for district administrators on the effects of constant leadership turnover on a school's ability to achieve its mission and on teacher satisfaction and retention. Findings from this study may prove useful to school district administrators as they face challenges in the areas of teacher satisfaction and retention, vis-à-vis attainment of school mission.

CHAPTER III

METHODOLOGY

Introduction

This chapter provides a description of the research method and methodology used in this study. It describes and provides justification for the selected tradition, a case study, and the philosophical framework, phenomenology. This chapter also discusses the methods of data collection and analysis, as well as methods of verification of the findings. Finally, the researcher discusses ethical considerations within the study.

Context

ELHS staff designed a school willing to take risks as it employed innovative strategies to provide integrated instruction to its students. The original leaders designed the organizational structure of the school and a new curriculum. Since its groundbreaking in 1993, ELHS has had a significant turnover in school administrators. The constant change in leadership at ELHS has had an effect on the school's ability to sustain its reform efforts, teacher satisfaction, and teacher retention.

The goal of this study was to look at this single case phenomenon and what occurred at this school. The researcher had a specific interest in studying this school. She was interested in looking at data and interviewing teachers at the school to determine teachers' perceptions of how successful the school has been in achieving its mission when faced with the constant turnover in school leadership. The researcher had particular interest in the culture of the school and teacher perceptions of school leadership. Reference to school leadership does not apply to any one leader, but instead to the

perceived consistency of leadership. The research sought to answer questions about teacher perceptions of what would define effective leadership when a school is involved in change.

<div align="center">Philosophical Framework: Phenomenology</div>

Phenomenology was the philosophical framework guiding this case study. The researcher explores the essence of human experience on a single phenomenon (Creswell, 2003), a study of Elizabeth Lloyd High School (ELHS) as it engaged in innovative school restructuring while experiencing constant change in administrative leadership. In this context, the researcher explores how teachers at ELHS felt about their experiences at this school through a phenomenological lens with a focus on the essence of human experiences about this particular phenomena (Creswell).

Creswell (1998) describes the five paradigms or assumptions as they relate to qualitative research practice, and the researcher discusses each of these five paradigms (e.g., ontology, epistemology, axiology, rhetorical, and methodology) as it relates to the choice of a philosophical framework, phenomenology.

The first paradigm, ontology, asks the question, "What is the nature of reality?" (Creswell, 1998) In qualitative research, reality is subjective as seen through the eyes of the participants. The qualitative researcher recognizes that multiple realities exist and attempts to describe these realities using quotes from the participants and developing themes and categories as s/he examines the words of the participants (Creswell). This research sought to give voice to the teachers of ELHS who experienced the constant change in educational leadership as the school engaged in educational reform. The

findings demonstrate that there are multiple realities in this case as experienced by the teachers present during leadership transitions. Furthermore, the research shows that these realities are subjective based on the individual experiences of each teacher. Responses were elicited from these teachers using a Web-based questionnaire. Findings are reported in narrative form and include quotations from teacher responses. This gives rich descriptions of these participants' experiences (Denzin & Lincoln, 1998b) thus capturing the essence of those human experiences.

The second assumption, epistemology, asks, "What is the relationship between the researcher and the research?" (Creswell, 1998) In qualitative research, the researcher lessens the distance between herself/himself and the research by spending extensive time in the field. S/he, in fact, becomes an insider by immersing herself/himself in the field and gaining extensive access to participants. This researcher's history at ELHS already speaks to an extensive and prolonged visit in the field. Her background and history at the school gave her access to historical data, as well as knowledge of appropriate participants who could provide accurate and detailed information on the phenomenon.

Axiology asks, "What role do values play in the research?" (Creswell, 1998) Qualitative researchers acknowledge that research is value-laden and biases are present. Thus, the researcher frankly discusses her/his values as they relate to the research and openly acknowledges biases s/he may bring to the research. Narratives in qualitative research often include the voice of the researcher as s/he brings her/his own interpretations to the study (Creswell). This researcher frankly discusses her values as they relate to this research study.

The rhetorical assumption asks, "What is the language of the research?" (Creswell, 1998) Qualitative researchers use a narrative style of writing, sometimes using a personal voice and informal style of writing. The first person is often used in qualitative narrative. This report is in narrative format and includes the use of first person as the researcher openly discusses any personal bias brought to the research. In addition, the researcher used low-inference descriptors or quotations from participants to communicate their experiences of having lived through the phenomenon.

Finally, the methodological assumption asks, "What is the process of the research?" (Creswell, 1998) Qualitative research is inductive, looking at details rather than generalizations, continually revising research questions and using an emerging research design. In a case study design, the researcher places the research in context by providing as much detail as possible and categorizing and developing themes as the research progresses (Denzin & Lincoln, 2005). This study includes electronic interviews by participants in their natural settings and a review of historical documents which chronicles the school's history as it engaged in this restructuring. The researcher conducted a Web-based data collection method using an online questionnaire. In addition, data was categorized and analyzed inductively, continuously developing categories and arriving at conclusions which explained the phenomenon.

Rationale for a Qualitative Study Research Design

A philosophical framework that embraces the inductive methodological assumptions calls for the use of qualitative methods. Qualitative research design seeks to make sense of or to interpret a phenomenon based on the meanings that people give to the

phenomenon (Berg, 1995; Denzin & Lincoln, 2000). The researcher must commit to extensive time in the field collecting and analyzing large amounts of data to develop themes. Generally, the qualitative researcher does not seek to make comparisons. Instead the researcher seeks to explore and describe what happened (Creswell, 1998). This research on ELHS sought to describe a single phenomenon and describe in detail the experiences of the teachers who experienced this phenomenon.

Another element of qualitative research is that it creates an agenda for change or reform (Creswell, 2003). This research study is intended to provide findings to administrators and/or other interested leaders responsible for making leadership assignments. These findings can have a significant impact on decisions with regard to leadership appointments at schools involved in sustained reform efforts.

Qualitative research design is usually reported in narrative format often giving voice to participants' experiences through quotes. This research study attempts to accurately describe the views and interpretations of participants by using their own words to convey their experiences. Essential to the study was giving voice to the feelings of the participants, e.g., the past and present teachers who lived the experience of educational reform efforts at ELHS during its leadership's transitional stages. The researcher was interested in their perspectives of the effectiveness and/or success of these change efforts as the school experienced constant changes in educational leadership and the impact of these changes on their roles, motivations, satisfaction, and retention.

Rationale for a Case Study

Case studies are a common way to conduct qualitative research. It is not a methodological choice, but a choice of what is to be studied (Stake, 2005). Stake refers to research on a particular case being undertaken primarily because of the researcher's interest in the case itself as an intrinsic case study. The researcher wants a better understanding of the specific case. He further describes an instrumental case study as one in which the researcher wishes to provide insight into an issue by studying a particular case. "There is no hard-and-fast line distinguishing intrinsic case study from instrumental, but rather a zone of combined purpose" (Stake, 2005, p. 445). This study employs a qualitative methodology and design, specifically a bounded case study of ELHS, a school involved in voluntary restructuring in response to the needs of the school and the community. Moreover, the study examines teachers' perceptions of the success and impact of this restructuring effort in the face of constant change in school leadership.

Case study research design is selected when the researcher has an interest in a single and unusual phenomenon (Patton, 2002; Stake, 2005), and there is a limit on the number of participants who would be interviewed and the amount of time which would be given to observations and data collection. In other words, the case is bounded in nature (Merriam, 1998). The case study design provides an in-depth exploration of a bounded system, such as an activity, event, or implementation of a program over a period of time (Creswell, 2003; Denzin & Lincoln, 1998a). Merriam describes case study research as an intense and holistic description and analysis of a single phenomenon; the researcher seeks to find what can be learned from a single case (Denzin & Lincoln, 1998a; Merriam,

1998). The case may be selected because it is unique in nature, provides some insight, or is of some significant interest. The researcher had an interest in the existing conditions surrounding the individual or institution (Salkind, 2000; Yin, 2002).

The case study method was pioneered by psychologist Sigmund Freud as he developed his psychoanalytic theory of personality development during his detailed observations of his patient, Anna O. (Salkind, 2000). In the case study method, the researcher seeks to develop an understanding of the case through interviewing participants and reviewing archival documents (Yin, 2002). Analysis results in thematic development and rich description (Creswell, 2003). Advantages to the case study method include a very close examination and focus on a single individual or thing, collection of a large amount of detailed data, the use of several different techniques to gather information ranging from personal observations to interviews, intensive scrutiny resulting in a richer account, and findings which may result in suggestions for further study (Salkind).

Salkind (2000) also lists disadvantages to the case study method which include the fact that this methodology is one of the most time-consuming because the researcher must collect data in a wide variety of settings and conditions, usually under which the researcher has very little control. Case study research takes place in natural settings, often the site at which the phenomenon occurred. Interviews are conducted with participants who experienced or have knowledge of the situation at a time and place convenient to those participants. Second, the researcher must recognize that s/he may bring her/his own biases into the study and must be very careful to avoid this during data collection and

interpretation. Third, because case studies focus on one phenomenon, they provide great

depth; however, they are not as comprehensive as other research methods and, therefore,

lack in breadth. Fourth, case studies do not support cause and effect conclusions

(Salkind). The purpose of this research method is not to look for casual relationships, but

to study and learn as much as one can about a unique phenomenon. Finally, case studies

often lack generalizability. In fact, the research may become flawed when the researcher

is so intent on establishing generalizations that s/he fails to pay attention to important

issues of the case (Denzin & Lincoln, 2005). While similar situations may be found, there

is no cause to believe the findings between or among cases will be the same (Salkind).

The general purpose of case study research is to understand a specific situation. The

intent is to generate theory rather than to generalize to populations (Yin, 2002).

　　　　While data collection for this study included a Web-based questionnaire, much of

the historical data was gathered at the school site. The focus was a single phenomenon:

what occurred at ELHS as it engaged in educational reform even as it experienced

constant changes in administrative leadership and insight into how these leadership

transitions affected teacher satisfaction and retention.

<center>Research Questions</center>

　　　　Yin (2002) states that of primary importance to case study protocol are

substantive questions that reflect the purpose of the research. Questions should be

designed to gather the information that needs to be collected and should be focused to

keep the researcher on track (Yin, 2002). The purpose of this study was to explore

whether the constant turnover of school leadership at a technical school in South Florida

<center>100</center>

impacted this school's ability to achieve its original school mission, teacher roles, teacher motivation and satisfaction, and the rate of teacher retention.

Therefore, this study was guided by the following research questions:

1. What influence does constant change in school leadership have on a school's ability to succeed in its mission?

2. What is the impact of continual leadership turnover on teachers' ability to develop and maintain a commitment to school vision and sustain its momentum?

3. What roles do teacher-leaders play in the school when there is excessive leadership transition?

4. What impact does the constant change in school leadership have on teacher motivation, satisfaction, and retention?

Methodology

Role of the Researcher

The qualitative researcher systematically reflects on her/his role as the researcher, her/his values and attitudes, and the role these play in shaping the study. In qualitative research, the researcher is the instrument of data collection and analysis (Creswell, 2003). The researcher of this study acknowledges a personal interest in this case. She is one of the original staff members hired in 1994 and helped to open the school. Currently still a teacher at ELHS, she has watched the school evolve into what it is today. She has seen the constant turnover in administration and has witnessed the shift in teacher attitudes.

There is a lot that can be learned by district administrators through understanding what occurred at ELHS; therefore, every effort was made to remain objective. Reflexivity, a technique employed by qualitative researchers, involves a reflective approach in which the researcher reports on her/his own bias or values and is able to put these into perspective as s/he reports on the findings of the study (Creswell, 2003; Creswell & Miller, 2000). Creswell found that qualitative researchers reflect on their own experiences and discuss how they collaborated with participants as they conduct the study (Creswell). A self-reflective approach was utilized in order to acknowledge any researcher bias. The researcher was willing to disclose any personal values and biases as they related to the research, and made every attempt to avoid infusing these into the research. Every attempt was made to report the findings, which included the feelings and interpretations of the participants, as objectively as possible.

Sample

Various sources of data collection are critical to good case studies (Yin, 2002). Data collection began with a purposeful sample in the selection of participants. In purposeful sampling, researchers intentionally select individuals in order to understand the central phenomenon under study (Creswell, 2003). In this study, the researcher's position as a teacher at the school gave her access to past and current personnel. She was able to gain access to teachers who had assumed various roles at ELHS.

This is a bounded case study, defined when there is a limit on the number of participants interviewed and the amount of time given to observations and data collection (Merriam, 1998). Therefore, the sample size in this study was estimated to be nine

teachers employed at ELHS over the past 10 years; teachers currently working at ELHS as well as teachers who have retired or left the school to pursue other professional opportunities. In order to get the most information-rich participants, it was important to set criteria for selection (Creswell, 2003; Patton, 2002). The participants for this study came from a stratified sample. One criteria of participants was employment of at least three years at ELHS. In this length of time, teachers would have been present long enough to become aware of the culture of the school, as well as to have learned its history and have been aware of, if not also actively involved in school initiatives.

The school's current principal, who is in her fourth year as principal at ELHS, agreed to be cooperative in providing access to school data. The researcher obtained a list of school personnel over the past 14 years. Included in the selection were three teachers currently employed at the school who were also present at its inception. The selection of these teachers was purposeful in that these teachers had a long history with the school and could provide a broad overall picture of the history of ELHS. They had particular input on the school's ability to achieve its mission. They were also present during all of the school's leadership transitions and were expected to provide input on how these transitions affected the school's ability to achieve its mission, teacher satisfaction and teacher retention. The names of the teachers from this stratum were placed in a fishbowl from which three names were randomly selected.

In the second stratum, the researcher randomly selected the names of three teachers from a fishbowl containing names of teachers with at least three years of service who have since retired or left the school to pursue other opportunities. These teachers

were expected to present perspectives, especially as they relate to teacher satisfaction and retention. In the third stratum, the researcher randomly selected the names of three teachers from the final fishbowl containing names of teachers with at least three years of service who came on board since the school opened. These last three teachers were employed over the last five years. These teachers were not present during all of the transitions, but they had come into a school involved in on-going school reform and were present during leadership transitions. Their input was expected to give insight on teacher satisfaction and retention during this phenomenon. Each group provided a representation of teachers employed at different points in the school's entire history, throughout the 14 years, through the middle of the transitional period, and present. This provided pertinent data which supplied information on school culture throughout the school's existence.

Data Generation, Collection, and Recordkeeping

An important source of data collection in case study research is the interview. Interviews are especially important because case study research investigates human affairs, which are best reported in the words of the participants (Yin, 2002). Interviews may take several forms including individual face-to-face interviews, focus group interviews, telephone surveys, and electronic interviews (Denzin & Lincoln, 2005; Yin, 2002). According to Yin, a formal interview with structured questions could be a valuable tool used in conjunction with other data collection procedures in obtaining relevant data from participants. Questions may be open-ended in nature in order to gather the opinions of the participants. Both quantitative and qualitative researchers have come

to trust the interview as a basic means of gathering rich and in-depth data (Denzin & Lincoln, 2005).

A new trend in data collection is the electronic interview including questionnaires administered by fax, electronic mail, or on a website (Denzin & Lincoln, 2005). This method has become more popular with the increase in the number of computers in the average household, the emergence of computer software which will gather and aid in the analysis of this data, and the convenience it provides both to the researcher and the participants. Internet-based interviews also allow participants to preserve their identity through the use of pseudonyms. Schaefer and Dilman (1998) found the response rates on electronic surveys to be comparable to mailed surveys and that participants submitted more detailed responses to open-ended questions. In fact, whereas 56.6 percent of respondents completed 95 percent of standard mailed surveys, 69.4 percent of the respondents completed 95 percent of the emailed surveys. Additionally, turnaround time on emailed surveys averages 9.16 days compared to the standard mailed rate of 14.39 days (Schaefer and Dilman).

Data collection included a Web-based questionnaire (Appendix D). Qualitative research questions are open-ended, general, or broad in format allowing participants to share their views unconstrained by the perspective of the researcher (Creswell, 2002; Salkind, 2000). In this research study, broad open-ended questions were asked in order to generate discussion and solicit candid responses from participants. Questions were designed to obtain data from faculty members on their perception of ELHS' success in achieving its mission, strength of leadership support on school initiatives and efforts at

reform, teacher roles, and level of teacher satisfaction, motivation, and retention. The study gathered information on these teachers' experiences relative to curriculum and scheduling issues, as well as leadership interactions. Teachers were asked to express their perceptions of how these experiences impacted their performance in the classroom and their opportunities for professional development. Answers to these questions were expected to give insights on whether leadership turnover impacted teachers' sense of job satisfaction. The use of this Web-based questionnaire was also convenient in securing the participation of participants who were no longer employed at ELHS and had moved away or were no longer in close geographic proximity.

The use of a Web-based questionnaire was appropriate to ensure confidentiality because the researcher continued to work with most of the participants. Respondents needed to feel secure that their responses were confidential and free of any possible repercussions. Once logged onto the website, respondents were then given the option of changing their logon names and passwords in order to protect their identities. Participants were asked to acknowledge an informed consent notice which is discussed further in this chapter under Ethical Considerations. The Barry University Informed Consent format was adopted and modified to accommodate a Web-based questionnaire format. Completion of the questionnaire was expected to take approximately 60 minutes. If necessary, participants were able to save their responses and return to complete the questionnaire at a later date. Participants were given 21 days to complete the Web-based questionnaire. Data gathered from these questionnaires was downloaded to recordable compact discs which were secured and stored in a locked file cabinet at the researcher's

home. It will remain secure for five years after the conclusion of this study as required by the University's review board. Because participants were able to sign on and participate in the Web-based study with complete anonymity, there was little cause for concern regarding confidentiality.

In case study research, documentation is often used for corroboration of evidence from other sources including verification of historical details and investigation of inferences (Yin, 2002). Data-collection strategies for this study also included historical data about the school gathered from school archives. Much of this data was in the format of historical documents including newspapers and other published media or audiovisual material. This data included ELHS' original school mission, a chronology of the administrative staff, and reform initiatives instituted at the school. Documents included school accountability reports, school improvement plans, and SACS accreditation reports. An examination of this data provided insight on how the school had evolved, including identifying specific school reform efforts, chronicling policy changes, determining staff turnover rates, as well as identifying administrators and teacher-leaders instrumental in reform efforts. Data gathered from SACS reports, school improvement plans, and school surveys provided insights into teachers' behavior and attitudes toward these changes. The bulk of this archival study was conducted on-site at ELHS. Some of these documents, including school site surveys, were readily available on the Internet from reliable sources, such as the district's website.

Data Analysis

Data was interpreted in order to determine practical lessons learned from the examination of this case study, a cornerstone of case study research (Yin, 2002). Once all participants completed the questionnaire, website responses were downloaded. Utilizing an inductive process, data gathered from the Web-based questionnaire was coded and analyzed in order to develop themes or categories and examine issues.

As defined by Creswell (2003), coding is a process of segmenting and labeling text to form descriptions and broad themes in the data. The objective is to make sense of the vast amount of data by examining the data for overlapping themes. Text documents are reviewed and broken down into segments. These segments are assigned codes or labels which describe the overarching theme of the segment (Creswell, 2003; Huberman & Miles, 1994). These segments are then compared to other segments to determine patterns observed. This results in an accurate analysis and detailed description of participants' observations of events.

Standards of Quality and Verification

Whereas quantitative researchers use terms such as reliability and validity, qualitative researchers utilize terms such as credibility, transferability, dependability, and confirmability. Guba (1990) discusses that qualitative research has internal and theoretical validity. Internal validity is derived from data triangulation; that is, using multiple sources to help understand a phenomenon. Strategies to promote validity include the researcher's role as a detective. The researcher develops a complete understanding of the data only after thorough consideration of all potential causes, methodically

eliminating other possible explanations, and making a final case beyond a reasonable doubt (Guba). Extended feedback is another strategy in which the researcher spends extended time in the field collecting data. Low-inference descriptors, which are quotations or descriptive phrases close to the participants' accounts, are also used to promote validity in qualitative research. Finally, triangulation, or the use of multiple procedures or sources, helps to corroborate findings (Guba). Triangulation in this research case study is obtained through the use of historical documents and the web-based questionnaire.

Guba (1990) suggests methods for establishing trustworthiness or credibility are prolonged visits in the field, reflexivity, and triangulation. Criteria which will determine transferability include careful sampling and providing dense descriptions. Criteria which will determine dependability include dependability audits, triangulation, and dense descriptions. Finally, confirmability is determined through triangulation and reflexivity. This research included the researcher's extended visit in the field through her employment history at ELHS, as well as the time required in collecting historical data at the school site. The researcher kept careful records of the source, date, and time data was collected. The researcher provided extensive details, as well as low reference descriptors or quotations, from the participants' Web- based responses. Finally, the researcher was very self-reflective in an attempt to eliminate any potential bias which may have affected the research process or the research findings.

The limitations in case study research lie in reliability, generalizability, and researcher bias (Merriam, 1988, 1998). "Case studies are of value for refining theory and

suggesting complexities for further investigation, as well as helping to establish the limits of generalizability" (Denzin & Lincoln, 1998a, p. 156). Reliability refers to the extent to which research findings may be replicable or transferable (Merriam, 1998). Merriam states, "Reliability in research design is based on the assumption that there is a single reality and that studying it repeatedly will yield the same results" (p. 205). However, as she further explains, qualitative researchers seek to report the feelings and interpretations of those who experience the phenomenon. Because many interpretations are possible, Merriam suggests there is no real benchmark by which one could establish reliability or transferability in the traditional sense. However, by providing demographics of participants, rich descriptions, and direct quotes, readers can draw individual assumptions regarding transferability. There is no guarantee that replication of a study may yield the same results in a similar study. Merriam states transferability is evident when the reader is able to ask how findings within a study may be applied to her/his own study. To ensure transferability, the researcher should provide thick descriptions so that future researchers may determine the similarity to their own studies and thus determine transferability (Merriam, 1988, 1998; Yin, 2002).

Guba (as cited in Merriam, 1998) contends that reliability of documents and personal accounts can be verified through analysis and triangulation. In this sense, he refers to the dependability of the researcher and the research process. He also states that reliability can be trusted as the researcher gains more experience and practice. In fact, the dependability of data is determined by the reliability of the participants and the skill of the researcher. Guba suggests instead that reliability should be measured by the

dependability and consistency of results obtained from the data within the study. The conclusions derived by the researcher should be supported by the data (Merriam, 1998). Creswell (2003) suggests the accuracy of the findings is determined by the researcher, participants, and the readers of the study. Further evidence of dependability includes an audit trail in which the researcher is able to give a detailed account of data collection, establishment of categories, and rationale for findings (Yin, 2002). Lincoln and Guba (1985) discuss dependability as consistency in the research methodology. Finally, the researcher must be able to state her/his bias within the case and provide rationale for decisions throughout the case (Merriam, 1988, 1998).

A method used to ensure trustworthiness and validity included triangulation. Triangulation is the process of corroborating information from different sources, clarifying meaning using multiple perceptions, or using different methods of data collection (Berg, 1995; Creswell, 2003; Denzin & Lincoln, 1998a; Lincoln & Guba, 1985). Merriam (1998) refers to triangulation as a means of producing a holistic understanding of a situation, thus constructing a plausible explanation of a phenomenon. The researcher of this study had access to historical documents and published school reports, as well as access to participants in a position to provide accurate and verifiable information.

In order to prevent any claims of bias in reporting, the researcher was careful to present all points of views, whether negative or positive, as relayed by participants. Whenever possible, participants' perceptions were quoted together with the researcher's interpretations. Quotations helped capture the feelings and emotions of participants on

their experiences. The researcher expected participants would have stories they wished to share. These stories or quotes were expected to help capture the spirit or culture of the school through its transitions. Thick descriptions were used to provide a clear chronological history of how the school has progressed as described by the participants and portrayed in historical documents.

Ethical Considerations

The most important thing to remember in research is that participants are human beings who should be treated with respect, maintaining their dignity regardless of the outcome of the research study (Salkind, 2000); therefore, every effort must be made to protect participants from any perceived harm. This is especially significant in this research study because the researcher works or has worked with some of the participants. All of the participants had to be secured against any perceived potential risk in participating in the study. They also had to be able to see the value in the research and its findings. This was established through informed consent. Berg (1995) describes informed consent as participants freely choosing to participate in the study, free from any element of fraud, deceit, duress, or manipulation. The Informed Consent form (Appendix B) was provided to participants outlining the purpose of the study, providing statements of assurances of confidentiality, supplying clarification on data collection procedures, data storage and security, and explaining the benefits of the study. In addition, the researcher made it clear to participants that the decision to participate or not and/or responses they may provide would not in any way impact upon their relationships.

Salkind (2000) suggests several steps which may be taken in order to maintain ethical behavior while doing research studies. When at all possible, the number of individuals handling data should be kept to a minimum. No method of coercion should be used to force participants to cooperate. Informed consent forms should be signed by all participants ensuring that all participants are fully aware of the purpose of the research, how their identity will be protected, how data will be used, and how results will be published (Salkind). All of these steps were followed.

There were no known risks to participants in this study. Confidentiality and privacy were maintained using a secured master list of participants. Normally, in this manner, only the researcher would be able to match participant responses with any one individual. However, the researcher of this study included an additional safeguard to participants by allowing them to change their passwords and create a pseudonym once they logged onto the Web-based questionnaire. Participants were then able to feel secure about their confidentiality and were able to express themselves freely without fear of identification.

Pseudonyms were assigned to participants to protect their identity. As a fellow teacher, the researcher had no direct authority over the individuals selected to participate in this study, so there was no fear of intimidation. Participants were at liberty to discuss the issues. Also, the researcher abided by the guidelines set forth by the Barry University's Institutional Review Board throughout the entire study. Permission to conduct research was also secured from the district in which the school is located.

Chapter Summary

The purpose of this study was to explore the perceived impact of the continuous change in leadership at a technical school in South Florida on the school's ability to achieve its mission and on the level of teacher satisfaction, motivation, and retention. A qualitative research methodology was selected because this was a bounded case study in which the researcher sought to learn about what occurred in a single case. The case study was bounded in nature by the researcher's interest and selection of the case itself, by the time utilized for data collection and by the sample size. This qualitative case study explored the perceptions of nine purposefully selected teachers at ELHS who had experienced the phenomenon under study. The research instrument was a Web-based questionnaire. Participants were provided with an Informed Consent Form assuring confidentiality.

Participants' responses were coded and categorized in order to analyze findings. The final analysis was reported in narrative form using rich descriptions and low inference descriptors in order to provide a detailed account of participants' experiences. Methods of quality of verification included data triangulation, extended feedback, low inference descriptors, and reflexivity.

Lincoln and Guba (1985) describe lessons learned as the objective of good research. The final analysis in this study produced a narrative of lessons learned from the phenomenon of what happened at ELHS, including recommendations for future reform as well as further study. This case study sought to give food for thought. Insight is provided to school administrators in charge of leadership placement on the impact of excessive

leadership turnover on schools involved in educational reform, the impact of these

leadership turnovers on sustaining reform efforts, and the impact on levels of teacher

motivation, satisfaction, and retention. Implications may be drawn that may lead to

further investigations.

CHAPTER IV

FINDINGS

Introduction

"From the beginning, Elizabeth Lloyd High School's (a pseudonym) staff have

understood that to achieve this kind of success, it takes a common vision of what learning

ought to look like, a clear set of goals, and a committed group of staff and students who

form a community around that vision" (Big Picture Company, 1997, p. 43). This

statement published in a case study of ELHS by the Big Picture Company articulates the

commitment of the school's original staff. However, over its 14-year history, ELHS has

endured numerous turnovers in administration. An analysis of teachers' perceptions as

well as an examination of school documents provides insights on the impact of the

excessive turnover of administration and the resulting impact of this excessive turnover

on the school's ability to stay true to its mission, and for teacher satisfaction, motivation,

and retention.

This chapter provides a description of the data collected, demographics of

participants, and findings of this study. The primary source of data collected for this

study was a questionnaire that participants accessed online from a secured website. Other

sources included historical school documents described later in this chapter. These

documents often supported participants' responses. As an employee at the school, the

researcher was also moved into the position of academy coordinator during the 2006-07

school year. Many of the school's historical documents, including school improvement

plans, grant applications, and technical assistance documents, were found in the files of

this office. With the principal's permission, these documents were accessed and reviewed without difficulty. A large number of documents were amassed for review. The documents ultimately selected for review were chosen in an effort to address the overarching research questions guiding this study.

As documents were examined, each was labeled with descriptors. These descriptors were codes used to describe the essential themes discovered upon examination of the documents. Most descriptors were representative of topics uncovered in completing the literature review for this study. Descriptors included school mission, school leadership, leadership turnover, professional development, faculty satisfaction, teacher frustration, vocational education, integrated curriculum units, common planning for academy teachers, school structure, small learning communities, leadership style, leadership transition, district support, school advocacy at the district level, school background knowledge, staff morale, teacher motivation, and teacher retention. Utilizing an inductive process, descriptors were categorized and later emerged as the themes of this study.

<div align="center">Sources of Data</div>

A key source of data included school documents such as Southern Accreditation of Colleges and Schools (SACS) Reports, school improvement plans, grant applications, self-study reports, and technical assistance documents. These documents provided a historical overview of the school's history, including leadership transitions, school achievements, and school reform efforts. Most of these documents are thought-provoking

pieces which allowed staff members to reflect and comment on concerns related to school climate and organizational structure.

The Southern Association of Colleges and Schools (SACS) Reports

ELHS underwent its first SACS accreditation process during its second school year, 1994-95. While this initial process was traditional in nature, the second SACS visit in 2001 and subsequent reviews implemented a new process in which stakeholders working in consensus developed an on-going school improvement action plan to be implemented and reviewed each year rather than the traditional review conducted once every five to 10 years. An analysis of ELHS' SACS Reports is included in Appendix H.

School Improvement Plans

Throughout ELHS' history, School Improvement Plans (SIP) were also referred to as the School Performance Excellence Plans (SPEP). While the title, format, and contents of these documents have changed over time, these are district-required documents that serve as internal philosophical pieces created at the school site. The SIP is prepared and submitted to the district school board annually by the Educational Excellence School Advisory Council (EESAC) in collaboration with teachers, administrators, parents, students, and community members. The development of the SIP is a reflective process which results in recommendations for school-site improvement. Early SIP reports were essentially a standardized format in which the school focused primarily on reporting standardized test data and efforts at improvement, especially with regard to academic needs. However, later SIP reports included a School Foundation component which provided an avenue for the school to explore and report on challenges

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and organizational factors affecting school performance and reform efforts. An analysis

of ELHS' School Improvement Plans is included in Appendix I.

Grant Applications, Self-Study Reports, and Technical Assistance Documents

Grant applications, self-study reports, and technical assistance documents

provided opportunities for ELHS to evaluate its progress in school reform efforts as it

applied for additional funding or other support to continue in the reform process. An

analysis of these documents is included in Appendix J.

Surveys

The results of the district's school climate surveys found on the district's website

served as an excellent determination of school climate for the school years reviewed.

Further, these school climate surveys addressed critical elements related to this study

including school leadership, teacher satisfaction and motivation, staff morale, and teacher

efficacy and autonomy.

During the 2006-07 school year, ELHS received a Small Learning Communities

grant. Several surveys were conducted by the school's Small Learning Communities

Committee in order to measure teacher perceptions and opinions on several school issues.

During the same year, the school also considered the Secondary School Reform Initiative

(SSRI) being endorsed by the district and its school superintendent as a means of

increasing student achievement. The objectives of the SSRI initiative were very similar to

the goals of the Small Learning Communities Grant and encouraged the restructuring of

schools to meet the needs of their students. Teacher surveys were conducted by the SSRI

Committee to obtain feedback from teachers on this initiative. An analysis of these surveys is included in Appendix K.

Questionnaire

The primary source of data collected was through an electronic format in the form of an open-ended questionnaire. Questions were designed to obtain data from ELHS past and present faculty members on their perceptions of ELHS' success in achieving its mission, strength of leadership support on school initiatives and reform efforts, and level of teacher satisfaction.

In analyzing teacher responses, a number of issues emerged which provided insights on the research questions guiding this study. These questions specifically requested teacher responses on perceptions of school leadership, leadership style, effect of leadership turnover on school mission, school reform efforts, teacher retention and teacher satisfaction, and input on teacher leadership. As designed, teacher responses addressed these issues. However, other concerns emerged in the responses given by teachers as well. An analysis of teacher perceptions, often expressed in passionate responses, indicated teachers welcomed the opportunity to discuss these issues.

The following narrative provides a description of the participants and a review of the major documents examined in this research. However, the major focus of this narrative is a review of participants' responses to the questionnaire organized according to emergent themes. Attempts were made to report findings objectively, often supplying quotes from respondents that provide a rich description of the findings and serve to validate the findings. Included in this study is an overview of ELHS' school reform

efforts and early recognitions (Appendix F), and a chronological history of its administrators (Appendix G) which helps to place respondents' responses in perspective. Pseudonyms were assigned to administrators in these reports in order to protect their identity.

Participant Demographics

Teachers were selected randomly from a fish bowl containing names of teachers representative of each of the strata described in Chapter III, Methodology. The sample size was 10 participants. Four (40 percent) of the participants were from Stratum A, i.e., teachers continuously employed at ELHS since the opening of the school. Two were male and two female with a reported mean of 13.8 years employed at the school. Three (30 percent) of the participants were from Stratum B, i.e., teachers who were employed at the school when it opened but who have since left the school. One was male and two were female with a reported mean of 7.8 years employed at the school. Three (30 percent) participants were from Stratum C, i.e., teachers hired within the last five years. There was one male and three females in this stratum with a reported mean of five years at the school.

The following table provides demographic information as reported by respondents from each of the strata. Identifiers have been assigned in this narrative in order to further protect the identity of participants. Those participants from Stratum A have been assigned identifiers ELHS-A1 through ELHS-A4. Participants from Stratum B have been assigned identifiers ELHS-B1, ELHS-B2, and ELHS-B3. Participants from Stratum C have been assigned identifiers ELHS-C1, ELHS-C2, and ELHS-C3.

Teachers were also asked to respond on the number of administrative changes during their years of employment. A definitive number of principals and vice principals at the school was undeterminable from teachers' responses as several participants either did not respond or responded with exaggerated numbers or other comments. Some responses indicated participants' frustration at the rate of turnover in these offices, especially in the office of vice principal of curriculum.

Table 4.1

Participants' Demographics

Stratum	Participant's Pseudonym	Gender	Years at School	Number of Principals/V. Principals
A	ELHS-A1	Female	14	No response
	ELHS-A2	Male	13	7/65
	ELHS-A3	Female	14	6/too many
	ELHS-A4	Male	14	5/11
B	ELHS-B5	Female	7.5	3/more than I can remember
	ELHS-B6	Male	4	No response
	ELHS-B7	Female	12	4/8
C	ELHS-C8	Male	6	3/8
	ELHS-C9	Female	5	3/5
	ELHS-C10	Female	4	3/3

Attempts were made in this narrative to compare responses according to strata looking for similarities or differences within and among each stratum. All participants

seemed knowledgeable of the uniqueness of ELHS' structure, were keenly aware that the school was involved in school reform, and were appreciative of the commitment required for success in these efforts. Participants, including teachers newer to the school in Stratum C, had some knowledge of the school's history and were aware of school successes as well as impediments to the school's reform efforts. Disappointment and some resignation appeared more evident in responses from Strata A and B which were often reminiscent in nature. Yet, there appeared to be a determination to persevere despite the obstacles, especially in Stratum A. Responses from participants in Stratum B were of particular significance. While these teachers left the school to pursue other opportunities, their responses indicated a strong belief in the ELHS concept and a desire to see the school succeed despite its many obstacles.

Findings

Participants' responses were analyzed without the use of commercial software. Originally, the intent was to use NVivo 7 software. However, due to the nature of the responses, the decision was made to code participants' responses. Data were analyzed based on Moustakas' modification of the Stevick-Colaizzi-Keen Method of Data Analysis (1998) which is an inductive process forming categories and themes from the data. Participants' responses were first organized according to strata. Teachers' statements were then examined closely with respect to the significance of their descriptions of their experiences.

All relevant statements were recorded with caution taken to list non-repetitive statements. These statements were labeled by descriptors and then clustered and

organized into the following categories: school mission, leadership style, school momentum, district support, professional development, teacher leadership, teacher satisfaction, teacher motivation, and teacher retention. These were also found in the examination of school documents. A discussion of these categorical themes as they serve to answer the research questions that guided this study follows. Quoted responses were used to best lend participants' voices to this report.

Findings revealed that while teachers at ELHS seem determined to remain true to the school's mission, school leadership turnover and lack of district support has had a detrimental effect on the school's ability to succeed in its mission, to sustain school reform efforts, to maintain teachers' satisfaction and motivation. Teachers credit efforts made by teacher-leaders for keeping the school on course. Often, teacher-leaders were commended for their struggle to keep the school together despite tremendous odds. These findings are presented in response to the questions guiding this study.

School Leadership Turnover and School Mission

Teachers' responses gave testament to the struggles associated with frequent turnover in administrators. This turnover was often cited as a contributing factor to the school's struggle in sustaining school initiatives and a lack of success in several school programs. Teachers voiced resentment that the school seemed to be used as a training ground for administrators or as a springboard for their careers. Similarly, ELHS' school documents consistently cited school leadership turnover as a contributing factor to its struggle to achieve its mission. SACS Reports, School Improvement Plans, grant applications, technical assistance reports, and other school documents remark on the

transition process and the challenges associated with administrators arriving with their own agendas or attempts made to bring administrators up to speed on school reform efforts only to have those administrators transferred out of the school shortly thereafter. Teachers were often left uncertain about school initiatives and confused by new leadership styles, administrative protocols, or personal agendas (Big Picture Company, 1997; ELHS SACS, 2001).

While participants from all strata expressed the need for consistency in leadership, responses were especially fervent from respondents in Strata A and B, those employed early in ELHS' history and present during a period of exceptionally high administrative turnover. Some responses suggested the high rate of administrative turnover led to a lack of success in programs being implemented and to teachers leaving the school in frustration. The result was that the turnover of leadership was seen as a detriment to the school's reform efforts, challenging its ability to succeed in its mission. "Teachers want to stay because it is a good working environment in terms of professionalism. They want to leave because we know that the administrators were there to get ELHS name on their resumé then move on to bigger things, as they all have done" (ELHS-B7).

Teachers referred to administrators who came with their own agendas and did not exhibit an interest in learning the school's original mission. "A number of administrators who were assigned to ELHS did not understand the mission of the school. Unfortunately, a number of them also came with their own agenda and had no interest in learning about the mission of the school. This had a tremendous negative impact on our ability to

continue to succeed in its [the school's] mission" (ELHS-B5). Similar views were expressed by teachers new to the school.

> Each new administrator has to be taught the ELHS model. The learning curve is so steep that new administrators come in and are often replaced before they can effectively implement our school model. I would hope that leaders would be carefully selected for a school with such an unusual organizational pattern as ELHS. I would also hope that their terms would be much longer. In other words, that all of the people involved would take this learning curve to heart and respect it when coming and going at ELHS. (ELHS-C8)

Teachers voiced a need for the district to be more diligent in appointments of administrators, including placing leaders with some background knowledge of the school or at least knowledge of recent efforts in school reform. "The new administrator needs to take time to learn what ELHS is all about. ELHS is not just another high school or traditional high school. In [stated county] our influence can be seen in almost every secondary school" (ELHS-A4).

Leaders lacking knowledge of the school's history and current initiatives slowed school progress. Teachers strongly believed that there should be a transitional period in which new administrators were trained so that they were oriented to current school initiatives as well as trained in successful implementation strategies. Members of Strata A and B believed this frustration led to teachers leaving the school. As ELHS-B5 stated:

> With leadership transition, even in the best scenarios, it takes time for that person to adjust to this unique curriculum. This period of adjustment takes time away

from moving forward. In some cases in our school, the change in leadership was disastrous because the new person had his own agenda and we were forced to try to move forward in spite of him. Our progress was greatly impeded and, in some cases, lead to key personnel leaving the school.

Participants from Stratum C agreed. Concern was expressed about the impact on the master schedule. Very often students were scheduled off academy in academic classes with teachers not assigned to their vocational academy, and little consideration was given to collaborative planning. According to ELHS-C8:

No matter how much the mission may be codified, each leader has his or her own vision and will try to impart it. When leaders change frequently, the problem is compounded due to the learning curve mentioned above. If a VP is involved, the master schedule can become a problem due to the lack of continuity in that position.

When responding to a survey prompt soliciting participants' opinion on the length of time appropriate for administrators to remain at a school involved in reform, teachers believed that consistency was essential for successful school initiatives. "At least three years—it would take at least a year to fully understand the mission before being able to adequately be able to contribute to the growth of the school. To develop ownership, it takes time and a strong commitment. This can only happen over a period of years" (ELHS-B5).

Consistency in leadership provided by Valerie Johnston (a pseudonym), who served at the school as an administrator for approximately a decade and became the

principal, was cited by teachers in each of the strata as one reason the school has stayed

on course. ELHS-C9 stated, "I believe the constant presence of this administrator [Ms.

Johnston] has allowed for the true mission of ELHS to remain with very little changes. It

is evident the administrator believes in ELHS' mission." ELHS-B7 agreed, stating: "I

think this was the best thing [Ms. Johnston's promotion to principal at ELHS] and we

were all pulling for this because we were frustrated with the constant changes. She knew

the program and believed in the school and understood the direction we wanted to stay

focused on."

Methods of training or preparing new administrators were suggested by ELHS-B5

who seemed especially expressive on leadership preparation. She stated: "The existing

successful leaders at the school should be given time to immerse the new principal and/or

new assistant principal. Changes [in leadership] should only be made in the summer

which would allow the time to absorb the mission."

While teachers believed external forces kept ELHS from staying on track in its

school reform efforts, in some cases, the school was also fighting internal forces within

its walls–current staff members who would prefer to return to a traditional approach to

teaching. The result was a school slowly reverting to a traditional structure (National

School Change Awards Application, 2003; SACS CASI Study Report, 2004-05). A

respondent from the school's original staff stated:

> Unfortunately, our leadership transition has negatively impacted all aspects of the
>
> school. While leadership turnover has negative impacts on many areas of a
>
> school, turnover at a school reform school is even worse as it impacts any change

that has occurred negatively. Leadership change negatively impacts any practice

or process that is different from that found in traditional high school structure. At

any given time, a school committed to school reform is fighting off external

forces that are trying to destroy its practices. Change in the leadership of the

school allows internal forces to go back to traditional practice to thrive. There are

always teachers and other personnel in the school (cancer) that do not believe in

the school reform effort. When leadership transition occurs, these individuals

jump at the chance to tear apart what was built and do it very successfully until

the new leaders have time to truly internalize and commit to the reform effort.

(ELHS-A1)

Leadership Approach

Teachers' responses on the questionnaire alluded to leadership approach as a

contributing factor to issues affecting school reform efforts, as well as teacher satisfaction

and motivation. Correspondingly, school climate surveys, analyzed in Appendix K,

provided statistical data on teachers' perceptions of leadership style. An analysis of

teacher comments can also be found in the chronicle of the school's history in Appendix

G. Often, teachers expressed frustration associated with administrators engaging in a

more authoritarian or management-oriented approach to leadership. ELHS-B6's response

typified their beliefs. He stated: "You would think that they would try to understand the

model, embrace reform, and want to take the school to new areas. The reality is that this

might be the very first time they have heard of reform or have been a principal and worry

more about budget and security than curriculum innovation."

This authoritarian leadership approach negatively impacted a school in which the initial structure promoted a more site-based leadership structure and supported the development of strong teacher-leaders. The effect was especially difficult for the initial school faculty members (Strata A and B) indoctrinated by Dr. Brewster, who allowed his staff to be innovative in building the school's structure and developing the mission of the school. His trust in their ability and his support of their efforts created an atmosphere which allowed them to dare to create something new (ELHS SACS, 1994-95). Dr. Brewster's readiness to support and fight for school initiatives at the district level was credited in teachers' responses to his years of experience, as well as his impending retirement.

Additionally, while other administrators may have believed in the school's mission, they were also concerned with career aspirations. Still other administrators were hampered by district and state mandates which interfered with master scheduling and students' ability to complete their programs of study. As ELHS-A2 shared, "Ms. Johnston has been good for ELHS, but she has always been under the cloud of the [named state required comprehensive exam]."

Teachers from all three strata shared a common belief that administrators coming into such an environment should be more supportive of the existing structure. ELHS-B5 stated:

Initially it would be their responsibility to ask questions, stand on the outside and learn as much as they can about the positive happenings in the school. Once they feel they understand the mission, they should contribute in any way that they can

to foster the reform, secure grant money to enhance the mission, hire personnel

that want to buy into the mission, give opportunities to those who are currently on

staff for additional professional development, and keep an open mind to

suggestions given to make improvements.

Respondents recognized the role that the existent structures play in the school

environment and recommended that open communication between administrators and

teachers continues. For example, ELHS-C9 stated: "I recommend that the school

continue to show teachers that they are appreciated by maintaining an open door policy

for continual honest dialogue and continue to be a teacher-driven school. People feel

good when they have a true voice [in] the happenings at their school."

Perhaps because they were present when the school first opened and seem to have

invested more of themselves in the school, respondents from Strata A and B were more

vocal in expressing a strong belief that an essential role of school administrators was to

support the current school vision and school reform efforts, provide instructional support,

garner financial resources, and act as strong and forceful advocates for the school with

the district. ELHS-A2 stated emphatically: "ELHS needs a champion to step up and sing

its praises!!!" ELHS-A1 also stated similar sentiments and again emphasized the need for

collaboration among all stakeholders in the school and the community. She stated:

New principals should honor the efforts that are underway. Schools are

communities made up of multiple stakeholders. It is the job of a principal to know

the school community and work with them to make decisions that support the

school's vision and mission which should be developed by all stakeholders. Any

change to reform efforts should be generated from the school community with the

District providing education, support, and guidance.

Similar statements were echoed in Stratum B:

Teachers will stay motivated if they think that their input matters. When it can

make a difference and they see the students' success from what they are doing. It

is also helpful when opportunities are given to them for further professional

development and when grants are secured to give them the opportunity to do

things differently. (ELHS-B5)

In response to the first overarching research question, participants clearly voiced

frustration at leadership turnover and its impact on school mission. There was an evident

resentment toward the district for using the school as a training ground for administrators

on their way up the career ladder. Teachers clearly indicated that consistency in

leadership was necessary if the school was to remain on course. Themes evident included

teachers' sense of struggling, frustration, uncertainty, and resentment; lack of

administrative interest, support, or knowledge of school reform; and, changes in

leadership approach. While the lack of consistency in the principal's office was seen as a

detriment, participants also believed the consistency in the presence of Ms. Johnston as

an administrator at the school did help to support school efforts.

School Leadership Turnover and Sustaining Momentum

Maintaining the academy structure has continued to be a struggle for ELHS. Early

reports showed a strong commitment to the school's career academy structure, common

planning, and teacher collaboration. Teachers met regularly and planned rigorous

integrated curriculum units that challenged students. The school climate was positive, and teachers voluntarily gave additional time to support school initiatives (ELHS SACS, 1994-95). However, the financial support from the district to sustain the extra period used for common planning was removed. Committed teachers were creative in finding time to meet including working lunches, after-school meetings, collaborative meetings at teachers' homes, and the creation of Critical Friends Groups. Teachers, however, believed there was a need for more administrative and district support of the academy structure and teacher collaboration (ELHS SACS, 2001; SPEP, 2002, 2003, 2004; SACS CASI Study Report, 2004-05).

Participants also described the constant change in leadership as having a negative effect on the school's structure, scheduling, and teachers' ability to collaborate and plan effective integrated curriculum units. While this belief was communicated more strongly by members of Strata A and B, it was also echoed in responses from Stratum C. Veteran teacher ELHS-A1 stated, "The continual change in the administrative team has resulted in our school not moving forward to improve its Smaller Learning Community Career Academy model. We have to repair damage constantly instead of moving forward by improving factors that make SLCs successful, such as the standards identified by the Career Academy Support Network." ELHS-A2 supported this view in the following statement:

> The school got off to a great start with a seven-period day which gave teachers a
> personal planning period and an academy planning period to organize integrated
> curriculum projects/units!!! When we lost the seven-period day, we lost our

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ability to meet on a regular basis. Now, this year, 2007, we meet as [an] academy

four times a year for one hour.

In other words, collaborative planning time went from approximately 180 hours per year

to four hours per year, a decrease of 98 percent.

Respondents employed earlier in the school's history voiced caution on the return

to a traditional structure and called for a return to what worked. As ELHS-A4 vehemently

explained, "Go back to what our original mission was! Make sure we are what we say we

are on paper! Dr. Brewster would be very, very, very, very upset with some of the things

that are currently happening here at ELHS! Make sure we do not become a weak

academic school while fostering alternative education." ELHS-A2 fervently referred to

the school's early history as "the single most important event that has happened in the

district."

When asked which reform efforts at ELHS they considered successful in

supporting the school's mission, teachers cited initiatives discussed in Chapter I of this

study including the academy structure, academic and vocational integration, block

scheduling, implementing Critical Friends Groups (CFGs), and adopting the principles of

the Coalition of Essential Schools and High Schools That Work. This corresponded with

school documents (TECH Prep Self Study, 1997-98; School Improvement Plan, 2000;

2007; ELHS SACS, 2001; National School Change Awards Application, 2003; SPEP

2002, 2003, 2004; SACS CASI Study Report, 2004-05) in which teachers reported these

initiatives as school strengths.

Teachers from Strata A and B were more knowledgeable about these reform efforts and could cite them by name in their responses. For example, ELHS-A2 stated, "CFG. If the leadership supported the CFG concept, it worked; if not, again we just stood still." ELHS-A4 called attention to collaborative planning in the following statement: "Integrated Curriculum is the foundation of our academic and work ethic. Block scheduling provides the basis for training and learning experiences." ELHS-A1 recalled a number of initiatives. Each included research-based school reform efforts in which the school had been engaged since its inception. She shared:

> All of them: TECH Prep, Coalition, High Schools That Work, Career Academy Support Network, New American High School, New Urban High School, and more. . . . If the school reform organization is able to link themselves to the politicians and their appointees who are currently in power (national and state level), it is able to survive. . . . [Listing other initiatives:] SLC-- practice of scheduling students on academy and not 'tracking' students in separate honors classes or honors academies; School-to-Career link--the ability of students to latch on to career paths that they are interested in and able to succeed in; stepping outside of the box instructionally but based upon research proven methods; using CFG's and school reform efforts to improve instructional relevance and rigor.

District Support. A lack of district support was definitely a theme in responses from teachers present at the school's inception in Strata A and B. This was further supported in historical documents including SACS Reports and technical reports. In these documents, teachers constantly demanded administrators who were willing to serve as

advocates for the school at the district level (ELHS SACS, 1994-95; Hammons Technical Report, 1995; ELHS SACS 2001).

In questionnaire responses, teachers expressed frustration at the absence of commitment from the district to support successful school efforts. This lack of district support had a huge impact on the school's ability to sustain school initiatives. According to ELHS-B5:

> We were able to successfully integrate academics and technical fields for everyone attending ELHS. We were the first school to do that on a school-wide basis effectively. We were recognized as one of the top five schools in the nation to be successful in school reform. . . . Having the time to work as academies combined with the support at both the district level, as well as in the in-house administrators, gave us the opportunity to be successful. Once we lost some of our support at the district level and there were administrative changes, our ability to continue this was greatly impeded.

Often, teachers believed that the district was not fully aware of the efforts at ELHS. Certainly, teachers believed that while the school was recognized nationally, it was barely acknowledged in its own district. In some documents, staff members questioned the district's attention to school reform and the placement of administrators with little knowledge of school reform or ELHS' history. Even in the advent of recent district-wide reform efforts similar to those initiated by ELHS during its inception fourteen years ago, participants questioned the district's ability to place knowledgeable and qualified administrators. ELHS-B6 commented, "There is a strong need to educate

the district about the unique nature of ELHS. They want small learning communities, career academies, forward thinking models, but do not have a clue as to what kinds of people are needed to lead those models."

In retrospect, teachers believed decisions were made to meet political agendas. The school and its leaders entrenched in the school reform effort were not consulted before decisions were made which affected the school's directions. ELHS-A1 expressed this perception in the following statement: "I have been disappointed too many times by our district. School reform is turned into political agendas by our local school board, state, and national level politicians. So school reform is often doomed from the start by political abuse and the resulting turnover at all levels beyond the school."

Additionally, district mandates and parent requests for honors and advanced placement classes have also proven to be a challenge to ELHS' academy structure. Some staff members saw offering these high-level courses as a marketing tool for ELHS (ELHS SACS, 2001). Other staff members believed these courses threatened the academy structure. In the 1999-2000 school year, the Math Department chose to be scheduled off academy in order to facilitate preparing students for advanced placement testing as well as the state standardized tests (ELHS SACS, 2001).

ELHS was creative in utilizing the Honors by Exhibition program through the 30-minute advisement period to support students who wished to earn these advanced placement credits. Dual enrollment was also utilized to support students who wished to take Advanced Placement courses. However, the district continued to pressure

administrators to add more advanced placement courses during the regular school day (ELHS SACS, 2001).

Professional Development. According to school documents, the faculty believed there was a need for more professional development in order to plan meaningful and successful integrated curriculum units and to function effectively in the academy structure, as well as to advance the development of a culture of a professional learning community (ELHS SACS, 1994-95; TECH Prep Self Study, 1997-98; ELHS SACS 2001; ELHS SACS 2005; SIP, 2007). Teacher responses to the questionnaire found veteran teachers were often nostalgic about the initial six-weeks training provided to the initial staff. Newer staff members simply believed they were unprepared for the process and speculated on why appropriate training was not provided.

Participants commented on the difficulty associated with change. The change process began in the first year of the school and was supported by strong professional development. As a result, collaborative teaching was embraced by most staff members. The failure to provide similar professional development on a consistent basis has placed new staff members at a professional disadvantage. Teachers in Strata A and B made reference to the training received by the initial staff at ELHS. ELHS-A4 commented, "Everybody should experience the two weeks of Orientation in 'Ryan's Shop' [a reference to one of the classrooms in the AgriScience building]. This experience will help with the decision to stay or leave!" ELHS-B5 continued this argument, stating:

> Initially, the training for every person working at ELHS was outstanding. We had
> a tremendous amount of support at the district level also. That support began to

decrease in the second year. By the third year we lost our ICD [Integrated Curriculum Development] time, and new people hired were not trained at all. We no longer had a say as to who was hired, and the third principal who was sent to our school had no clue about our mission and came in with his own agenda. This was the beginning of the end to ELHS as we had known it.

Again, external forces, including district and state mandates, were cited as negatively impacting professional development that would support the school's efforts. While veteran ELHS staff commented on how these have affected professional development designed to prepare staff to participate successfully in school reform, members of Strata A and C (still present at the school) made reference to the fact that professional development has been focused on preparing students for the state-mandated test. ELHS-A1 commented:

Of course, there are dips in the development that result from leadership change. These dips are exacerbated by other factors such as district-mandated professional development that is forced on the faculty in place of the professional development that supports school reform. Also, changes in emphasis from the national and state education offices have negatively impacted funding for school reform professional development. These external factors are out of the control of the leadership team, yet we continue to persevere.

ELHS-C9, an industry professional certified to teach by the district, is knowledgeable about good business practices including professional development. She commented:

I am an industry teacher, and much of what I know about classroom teaching has come from trial and error or peer support. Professional development has been geared toward our 15+5 initiative [the school's classroom teaching strategy for preparing students to take the state-mandated test in reading]. I believe the leadership team wants to support me through professional development even through constant leadership personnel changes; however, I feel the professional development that is offered is geared toward the school's goal for that year, and not necessarily for my needs as a teacher who did not attend college for this profession [education].

In response to the second overarching question guiding this study, participants found sustaining momentum to be a struggle in the face of constant leadership transition. Themes included a failure to move forward, lack of knowledgeable administrators, disappointment at the district, lack of administrative and district support, loss of collaborative time, and a lack of professional development. However, teachers also expressed commitment to ELHS. There was a sense of nostalgia and a longing to return to what worked including school initiatives, a strong academy structure, block scheduling, collaboration, and integrated curriculum units.

School Leadership Turnover and Teacher Leadership

The failure to define teacher leadership roles appeared in a number of historical documents. Teachers discussed a conflict between the role of department heads and academy leaders. This conflict affected the school's academy structure as a result of the clash between traditional department heads who supported the core curriculum versus

academy leaders charged with the responsibility of facilitating the integration process (ELHS SACS, 1994-95). The problem was further exacerbated by district and state mandates related to student achievement on state-required tests.

As cited in the National School Change Application (2003), the role of teacher-leaders was eroded during earlier administrations. However, more recent school documents, including School Improvement Plans, described stronger roles of teacher-leaders. This was supported in comments offered by participants, which were often reminiscent of the War Room in which current teacher-leaders exhibited mutual respect and recognized common goals. The role of the academy leader was affirmed as a strong leadership role which has helped preserve the academy structure as well as gain business and community support in the reform effort. Credit has also been given to the impact of Critical Friends Groups and employing the principles of the Coalition of Essential Schools as positive influences improving school culture (ELHS SACS, 2001; SPEP 2004; SIP 2006, 2007).

ELHS' instructional staff members supported leadership in key teacher-leader positions in the school, as well as among its community stakeholders. Faculty members continue to see the role of teacher-leaders as critical in supporting the school mission. ELHS-A1 stated, "Our leadership team consists of about 30 members including academy leaders, department chairs, testing chair, math coach, FCAT coach, administrative team, etc. Our support personnel, students, parents, and business partners also play key leadership roles including, but not limited to, EESAC."

Staff members recognized these teacher-leaders for their diligent efforts in educating new administrators on the school's efforts. These leaders have been especially valuable in their determination in educating new administrators and keeping them on course with the school mission. ELHS-A1 commented:

> When we experience leadership turnover, our teachers, whether or not they are on the leadership team, step up to the plate and fill in gaps until administrators are able to cover them. Our stakeholders, also, do not hold back and will let new administrative team members and leadership team members know when they are doing something that is counter productive to the school's reform model, vision, and mission.

ELHS-C9, hired within the last five years, agreed, stating: "Amazing, the same people have held the same leadership roles since I have been here with minimal interruption or disruptions by the changes in leadership transition. I believe this is why the mission of ELHS has not changed. The leaders make known to the ever changing administration team ELHS' founding mission." Similarly, school documents (ELHS SACS, 1994-95; Big Picture Company, 1997; SACS 2001), while acknowledging that the turnover of administrators has challenged ELHS' ability to stay true to its mission, also credited strong teacher-leaders for keeping ELHS on course. The result was administrators who eventually embraced the school's mission. However, frustration occurred when shortly thereafter, these administrators were promoted or removed from the school to be placed in other administrative positions in the district.

In response to the third overarching question guiding this study, participants believed that strong teacher-leaders were instrumental in keeping school reform efforts on course. Participants believed that while leadership transition lead to inconsistencies due to leadership approaches and confusion due to differing administrative agendas, these teacher-leaders took initiative in educating and training new administrators. As a result, administrators eventually embraced the school reform effort. While some themes included disruptions caused by changing administration and conflicts between school reform efforts and district and state mandates, other themes included strong teacher leadership which supported the school mission and preserved the academy structure.

School Leadership Turnover and Teacher Satisfaction, Motivation, and Retention

Participants commented on the lack of leadership support in the classroom. Little attention was given to classroom issues or to celebrating successes; instead, attention was given to managing the school. This perception was supported in SACS Reports and other school documents. Throughout the historical documents examined, teachers discussed frustration with administrators paying little attention to the implementation of Integrated Curriculum Units (ICUs) (ELHS SACS 2001; Hammons & Pittman, 1994; SACS ELHS 1994-95). ELHS staff cited research which clearly found that student achievement increased with this meaningful form of instruction. Yet, little attention was given to providing common planning time and offering incentives for teachers who wanted to plan these lessons. Often, teachers believed these carefully planned units were not acknowledged by administrators (ELHS SACS, 1994-95; TECH Prep Self Study, 1997-98).

Furthermore, the adapted master schedule failed to support the academy structure. The initial master schedule allowed for two planning periods. One of these included a period for academy teachers to engage in collaborative planning. Once the district removed its financial support of the extra planning period, teachers' ability to find time to plan collaboratively began to diminish. Again and again, teachers attributed the cause to the high turnover rate in the office of the vice principal of curriculum which lead to inconsistencies in the master schedule from year to year. These inconsistencies resulted in a deterioration of the pure academy structure in which teachers only taught students within their academy. Instead, students from multiple academies were scheduled into academic classes. This interfered with academic teachers' ability to plan collaboratively with vocational teachers. Additionally, while most principals have supported teachers by relinquishing some faculty meetings to academy planning time, most teachers believed this was still not enough time and the meetings were too far between to allow effective collaboration. As a result, the number of ICUs decreased significantly (ELHS SACS, 1994-95, 2001; TECH Prep Self Study, 1997-98; SACS CASI Study Report, 2004-05).

While some teachers believed recent district initiatives, such as the Secondary School Reform Initiative (SSRI) implemented in the 2005-06 school year, would support additional time for collaborative planning, there was a sense of distrust that administrators could plan a master schedule which would support the process. Teachers also seemed unwilling to support the initiative which required teaching an additional class period with no financial compensation.

Leadership turnover has left teachers confused at each shift in administration and the consequent shift in administrative agendas. Teacher morale has been negatively affected. Staff members from all strata found teachers were often confused and lost the ability to trust in the face of constant change in leadership. This lead to instability in the school structure and loss of school focus and vision. "Teachers should be able to trust; and it exists in a very small amount at the school at this time," shared ELHS-A3. ELHS-C10 supported this view, stating:

It is my opinion that the continual change in the school's leadership makes the organization of the school unstable. With each new administration there is restructuring. The staff ends up feeling like what was the purpose in working towards a goal when the goals will more than likely change before you have a chance to see the things you are doing taking effect.

ELHS-B5 was similar in her belief. The implication was that this frustration led to teachers leaving the school; however, she expressed an optimism for the future of ELHS found in other responses from this stratum. She stated:

Many teachers, including myself, left ELHS out of frustration and disappointment. There are a few who have persevered because they still believe that they can be more successful at ELHS than at a traditional high school. Fortunately, a much better principal is now at the helm, and I do believe that the school is moving in a more positive direction.

Items teachers seem to find significant in maintaining teacher commitment included the stability of the school mission, staff commitment, leadership support of

existing initiatives, opportunities for collaboration, and supportive leadership styles.

These were reflected in ELHS-B5's statements:

Having good leadership that is committed to staying at ELHS should have a positive effect on teacher retention. By continuing with the mission of the school, many of the good teachers will buy into it and want to become a part of the program. . . . The friendships that were developed by having the time to work together are invaluable. I learned more from [working with] each other in one year at ELHS then I had learned in my previous 18 years of teaching. My experience at ELHS is by far my best educational experience in my 32-year teaching career. I know we made a difference in many student lives because of the reform efforts we incorporated at ELHS. No matter how many administrator changes occur, no one can take that from us. I wish I could turn back the clock to 1993 and be allowed to do what we were doing. Can you imagine what ELHS would be today if we were not impeded by incompetent leadership forced upon us by the district?

While teachers from each stratum expressed frustration with the constant change in administration, they expressed beliefs that administrators could do more to support teachers during the transition by being visible in the school and offering support. Respondents called for administrators who treated teachers as professionals and involved all stakeholders in the school reform efforts. ELHS-B6 commented, "They [administrators] must consider themselves part of a professional team that includes ALL stakeholders in the school--teaching staff, parents, students, non-instructional employees.

Each must have input into their understanding of the vision and mission with commitment to the role they play in educating students." ELHS-A1 held the same belief. She continued:

> When change in the school leadership takes place, many teachers are experiencing anxiety in relation to their job position and teaching assignment. No one likes change. A good administrator/leader will take the time to get to know the 'lay of the land.' I think administrators/leaders can quell a lot of negative reaction to change by 'being out there' in the halls, in the cafeteria, in classrooms (non-threatening--just saying hello).

Other participants credited external forces including other district and national issues affecting the teaching profession as reasons teachers leave. ELHS-B6 stated: "Teacher retention is a district, state and national issue. Teachers are simply not paid enough. At ELHS, the continuation and development of Critical Friends Groups which give participants a sense of ownership in the school will assist in sustaining the joy of working at ELHS." ELHS-A1, one of the school's pioneer teachers, voiced strong comments on this issue and suggested strategies for preparing and retaining teachers. She stated:

> I think most teachers who have taught elsewhere want to stay at ELHS. They realize what a great place it is to work even though it is a hard place to work. The teachers like this who have left have left to pursue moving up the career ladder or to pursue positions that will lead them to better pay. The teachers who have never taught anywhere else do not have a clue and do not seem to be able to handle the

responsibilities that come with being part of a school reform school. They seem to think the grass is greener on the other side.

Through the years our teacher turnover has been lower than the district and state. When I hear 'parking lot' conversation about how many teachers we are losing, I check the data. The problem goes beyond ELHS. It is a problem of low pay and insane accountability pressure from the district, state, and national levels. We need to do a better job of getting teachers to realize what a great place ELHS is to work in comparison to other schools. Also, we need to provide a better support network between teachers. This is hard as we are all jumping through too many hoops. Perhaps the support events can be planned the summer before. They need to involve 'active learning' that is fun yet worthwhile. They should align to our school reform effort so we can create a team of 'believers,' again. You have to 'believe' in the school reform effort so that you can survive the demands that are placed on you to continue to move forward and fight off all of the obstacles.

This perception is supported by an analysis of the rate of teacher turnover at ELHS. This rate was measured by the number of teachers new to the school each year (see Figure 4.1). Data was obtained from the District and School Profiles Report for each school year, an annual document providing statistical information on each school in the district, as well as other district-wide statistics.

During the first year, ELHS housed ninth and tenth grade students. In the following two years, staff was hired to accommodate incoming students as current students advanced through grade levels. Therefore, data was not included in this narrative

for the first three years of ELHS' operation. Additionally, data for the 2006-07 school

year was not available at the time of publication of this report.

Rate of Teacher Turnover

	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ELHS	11.7	9.7	13.5	13.1	13	14.4	9.2	12.2	11.9	14.3
District	13	15.2	8.7	15.2	17.4	13.2	12.8	18.4	16.2	15.1
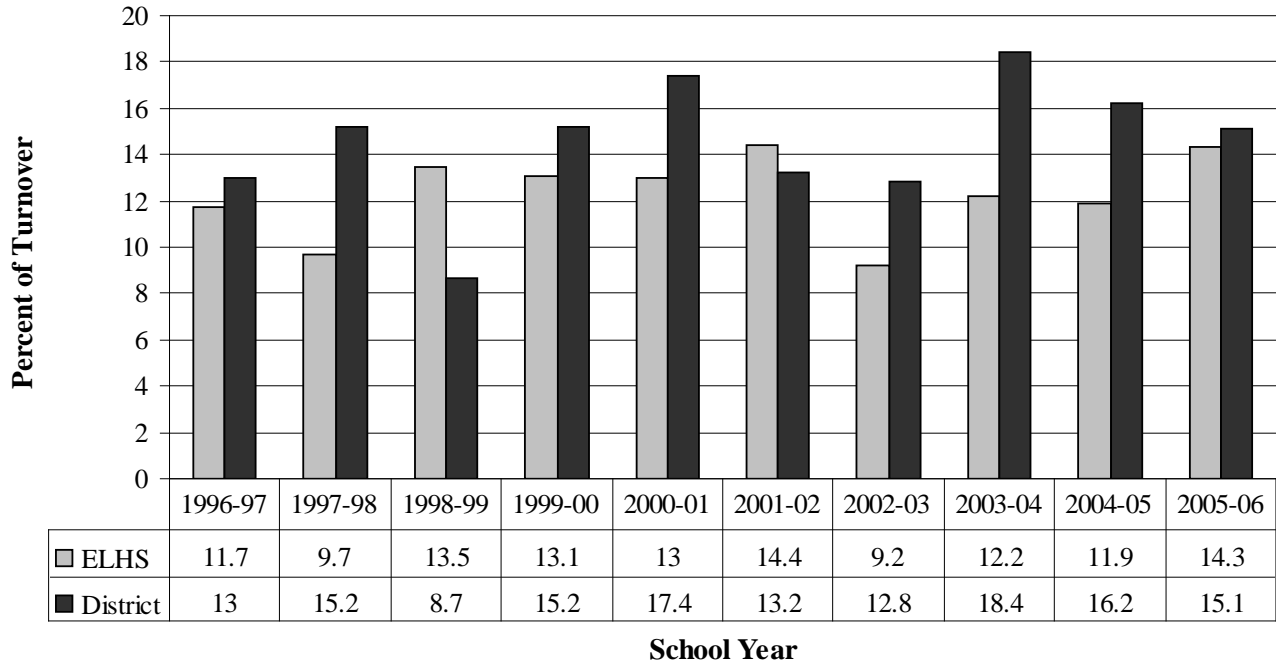
School Year

Figure 4.1. Rate of teacher turnover at ELHS as measured by the number of teachers new to the school each year.

The mean rate of teacher turnover at ELHS measured from the 1996-97 school year through 2005-06 was 12.3; the district mean was 14.5 for the same period. When compared to the district, ELHS does not show a turnover rate higher than the district's average. In fact, a comparison of teacher turnover between ELHS and other district senior high schools shows a higher district-wide turnover rate for most school years. The only exceptions occurred during two school years: 1998-99 (the second year of Darion Williams as principal) and 2001-02 (the second year of Dr. Danny Harris as principal). Based on accumulated data, high turnover rate appeared to be related to leadership change. Teacher perceptions, as reported in the school's administrative history (Appendix G), of these leaders' approach reflected a sense of distrust for Mr. Williams and a sense of uncertainty during Dr. Harris' administration. Staff turnover was significantly low at the end of the term of ELHS' second principal, Edna Hannon, reflected in the figures of 1997-98. This was supported by responses on the questionnaire in which teachers from Strata A and B expressed satisfaction with Mrs. Hannon's leadership approach. This is further supported by responses to School Climate Survey Item 7 in which teachers rated principals' ability to handle school conflicts constructively, as discussed in Appendix K. Other teacher issues, including district and state mandates, teacher compensation, recent union issues in the district, and re-location may have contributed to the turnover rate.

In response to the fourth overarching question guiding this study, participants believed leadership transition did lead to teachers' frustration and teachers leaving the school. However, statistical data provided by the district on the rate of teacher turnover did not support this contention. However, it did show a relationship between teacher

turnover and teacher satisfaction with leadership approach. While some themes present included teacher frustration, a lack of administrative support in the classroom, a lack of support of the academy structure, inconsistencies in the master schedule, and a lack of time for teacher collaboration, other themes included a strong sense of commitment and a determination to persevere.

<p style="text-align:center">Chapter Summary</p>

The purpose of this study was to explore the perceived impact of the continuous change in leadership at ELHS, a technical high school in South Florida, on the school's ability to achieve its mission and on the level of teacher satisfaction, motivation, and retention. The data collected and examined in this study provided an analysis of administrative turnover and the resulting impact on school mission, school reform efforts, and teacher satisfaction, motivation, and retention. Data were collected and analyzed and findings presented according to the overarching research questions guiding this study.

The first overarching research question guiding this study sought to uncover what influence the constant change in school leadership had on the school's ability to succeed in its mission. Participants' responses indicated that teachers have found efforts to maintain that mission challenging. Leadership turnover, a lack of district support, and a lack of time for teacher collaboration have been distinct obstacles which have made this problematic. Inadequate time for teacher collaboration caused the school to struggle in its efforts to integrate rigorous academics with a vocational curriculum. Further, the academy structure has been threatened by these challenges. Veteran teachers stressed concern that ELHS was returning to a traditional high school model. All three strata,

however, agreed that strong teacher-leaders should be credited for staying the course. ELHS school documents, including school improvement plans and SACS reports, constantly refer to its mission which, in essence, has remained the same throughout the school's history. According to the documents, the school continues to hold faithful to its mission to provide students with a sound education that prepares students to succeed in postsecondary education, as well as the job market.

The second overarching question guiding this study sought to answer what was the impact of continual leadership turnover on teachers' ability to develop and maintain a commitment to school vision and sustain its momentum. Participants expressed frustration in their responses to the questionnaire regarding the continuous change in school leadership. Clearly, the time needed to train new administrators and induct them into the ELHS vision has been challenging. This is especially frustrating when these new administrators are removed from the school and the cycle of training a new administrator must begin again. While some respondents (especially those from Stratum B) cited this as a reason teachers became frustrated and left, others (most significantly from Stratum A) vowed a commitment to persevere. Furthermore, teachers felt supported when strong and committed administrators were willing to fight for district support of school initiatives. Teachers appreciated administrators willing to learn and embrace ELHS' unique structure. More recent administrators were applauded for providing professional development, educating all stakeholders, and strengthening the vision of the school. The data clearly indicated that teachers have become frustrated by the excessive leadership

turnover and this was further supported in school documents (TECH Prep Self Study, 1997-98; ELHS SACS 2001; 2005) as a detriment to school reform efforts.

The third overarching question guiding this study sought to answer what roles teacher-leaders played in the school when there is excessive leadership transition. Respondents found teacher-leaders were especially vital in maintaining school vision by continuing to persevere in educating new administrators to the school mission and supporting colleagues in professional development. School documents also cited the role of academy leaders as particularly strong and influential in maintaining the academy structure and keeping the school vision.

Finally, the fourth overarching question guiding this study asked what impact the constant change in school leadership had on teacher motivation, satisfaction, and retention. Teachers expressed frustration that the district has utilized ELHS as a training ground for new administrators. Much time has been spent on training new administrators and bringing them up to speed. Programs have suffered and teachers, frustrated in their efforts, moved on. Leadership turnover also resulted in teacher uncertainty and confusion about implementing school initiatives. Additionally, teachers with a preference for a traditional approach have used this opportunity to further their own cause.

School climate surveys indicated that teacher perceptions and motivation changed in relationship to leadership approach. While some administrators' managerial approach failed to inspire teachers, others were supportive in their leadership approach by encouraging open communication and creating organizational structures which supported school change as well as teacher efficacy.

Some teachers believed that other factors, including professional dissatisfaction, lack of professional growth, or other state and district issues, lead to teachers leaving the school or the profession. Also, an analysis of ELHS' rate of teacher turnover showed no significant difference from that of the district's turnover rate. In fact, the rate of teacher turnover at ELHS has basically remained below the district's level. Despite the school's many challenges, school climate surveys indicated that teacher satisfaction at ELHS is equal to or higher than other district senior high schools. Staff members were frank in admitting that the process is difficult, but also admitted that it is ongoing and expressed a commitment to continuing in the process.

Indeed, the high rate of leadership turnover has had a serious impact on ELHS. However, committed teachers, especially evident among veteran teachers, have expressed an unwavering hope that the school will continue to strive and remain true to its original mission.

CHAPTER V

DISCUSSION OF THE FINDINGS

Introduction

Early in its inception, ELHS received numerous recognitions as a vocational high school engaged in school reform. With the support of the first principal, the school's first faculty structured ELHS as small learning communities or career academies within the high school and offered an innovative curriculum of rigorous academics integrated with technical skills. A seven-period day supported an extra period of planning for teacher collaboration. Professional development was provided, that educated teachers on the process of collaboration and on creating rigorous integrated curriculum units so that students saw the connection between their career interests and academic curricula. However, ELHS has undergone an excessive turnover in school leadership. The result has been little commitment from new administrators to the school's mission, loss of teachers' trust in leadership, lack of training for new teachers to the school, and teacher frustration resulting in some teachers leaving the school.

Chapters I through IV of this study provided a brief historical overview of ELHS, the background of the problem, the theoretical framework, a review of the relevant literature, the methodology of the study, and the findings of the study. Chapter V includes a summary and discussion of the findings, conclusions, limitations to the study, resulting implications, and recommendations for further research.

Summary of the Study

Purpose of the Study

Few research studies have examined the impact of leadership turnover on a school's original mission, teacher motivation, satisfaction, and retention. Therefore, the purpose of this study was to explore teachers' perceptions of the impact of the continual change in leadership at ELHS on its ability to achieve its original mission, as well as its impact on teacher motivation, satisfaction, and retention.

Significance of the Study

This case study sought to produce food for thought by providing insight for school district administrators on the impact of excessive leadership turnover on sustaining reform efforts in schools involved in educational reform and on the levels of teacher motivation, satisfaction, and retention. Much can be learned by these district administrators responsible for leadership placement at high schools engaged in school reform. This case study focused on a single high school nationally recognized early in its history for its successful efforts including its structure as small learning communities, encouragement of teacher collaboration in integrating academic curricula with technical training, and utilization of block scheduling which supported engaging classroom instruction including integrated curriculum units and project-based learning. District administrators can learn a great deal from what occurred at ELHS as a result of the excessive turnover in school administrators.

Methodology

A qualitative research methodology was selected because this is a bounded case study of a single high school in South Florida. Ten purposefully selected teachers at ELHS who had experienced the phenomenon responded to the questionnaire in this study. An open-ended questionnaire was used to gather data from current and past educators gaining their perceptions on the impact of the frequent turnover in leadership on the school's efforts at reform toward achieving its mission and on teacher satisfaction, motivation and retention. In addition, numerous documents pertaining to the subject matter under investigation were analyzed to add to the findings of the questionnaire.

Participants' responses were coded and categorized in order to analyze findings, which were presented in response to the questions guiding this study. The final analysis was reported in narrative form using rich descriptions and low inference descriptors in order to provide a detailed account of participants' experiences.

Limitations

This study was a bounded study based on one case, the phenomenon of what occurred at ELHS. The research was limited to the experiences and perceptions of 10 teachers at one school site. While the findings of this study could be easily generalizable to other schools involved in similar change efforts, it is quite possible other factors may cause the results at these schools to be different.

Participants in this study were asked to respond to a web-based questionnaire. Some translation may have been lost that would have otherwise been more obvious in a face-to-face interview which would allow the researcher to read physical clues including

body language, voice tone, and other non-verbal communication. However, an inductive methodology was utilized looking for similarities and differences among participants' responses. Additionally, the researcher was careful to give participants' voice to the study by quoting their own words in responses.

The researcher's employment at ELHS may also be seen as a third limitation. The researcher has been employed at the school since its inception and has a working relationship with a number of the participants which may lead to questions of researcher bias. She has also acknowledged a personal interest in this case. As one of the original staff hired in 1994 who helped open the school and continued to be employed as a teacher at ELHS while conducting this research, she has witnessed the evolvement of ELHS and has some emotional connection to its history. In order to minimalize any potential influence of bias, researcher reflexivity was practiced while conducting this study.

Discussion of the Findings

The findings of this study relate to the literature discussed in Chapter II. Deal and Peterson (1999) and Schein (1992) discussed school culture as shared basic assumptions among group members influenced by leadership behavior. For this reason, leadership and culture are interconnected. Schein further stated that for school culture to thrive, shared beliefs must be "deep and stable" (p. 10). Culture is deeply routed in values and traditions formed over a school's history (Deal & Peterson). In addition, the leader provides the vision for the organization and keeps the group focused on its goals. Researchers (e. g., Burket & Walter, 2002; Wasley, 1992) found that leadership consistency was especially essential during the first five years of school reform efforts.

ELHS underwent three principals, six vice principals, and six assistant principals within its first five years. Responses from participants clearly indicated confusion at each shift in administration. Participants expressed frustration that each administrator came in with his or her own agenda and that the school often lost focus as a result. Efforts at school reform lost momentum. Faculty members found it difficult to build a culture of shared beliefs and collaboration with the constant shifts in administration, as well as teacher turnover.

Blase and Blase (1998) found that teachers preferred principals who were visible within the school often providing feedback, making suggestions, or modeling instruction. Wasley (1992) found that new principals to the school are often more focused on the managerial aspects of school and little priority is given to teacher satisfaction and motivation. Participants of this study constantly referred to administrators more interested in managing the operations of the school with little attention given to classroom instruction, teacher recognition, or providing professional development. ELHS teachers repeatedly referred to little recognition given to teachers' collaborative efforts in planning integrated curriculum units. Furthermore, participants found that new administrators viewed their appointments at ELHS as a stepping stone to future career aspirations. Since the retirement of Dr. James Brewster, new leaders saw their role at ELHS as maintaining the status quo and were hesitant to take risks and lose favor at the district by advocating school-level initiatives. Participants of this study believed this lead to low teacher morale.

Kouzes and Posner (2003) found that trust could not be built when there is a constant change in leadership. Rather, credibility must be earned over time. Other

researchers (Ackerman-Anderson & Anderson, 2001; Bechtol & Sorenson, 1992) stated that positive school culture helps to build teachers' trust. Participants in this study discussed uncertainty and distrust with each change in leadership and were unwilling to extend themselves to achieve school goals in the face of such insecurity. Often, change efforts were interrupted as teachers waited to learn the new leader's agenda. Furthermore, some teachers chose to leave the school rather than work in a constant state of uncertainty.

Kouzes and Posner (1993) also found that when new employees were recruited, they should be carefully screened to ensure that these individuals also shared the same values as the organization and that training should be provided for these new employees. Schein (1992) found that new leaders should fit into the existing culture of the school. Participants in this study complained that the school district placed new administrators with little regard to their experience or knowledge of current school reform initiatives at ELHS. This problem was further compounded when teachers new to the school were not provided with professional development so that they could function effectively within the school's unique structure.

Researchers (Bechtol & Sorenson, 1992; Blase & Blase, 1998; Brewster, 2003; Kouzes & Posner, 2003; Lambert, 1998; Palmer, 1995) found that teacher collaboration built collegiality within the school. When teachers work together out of shared interest, they build trust. Teacher-leaders help build confidence and competence among the faculty. Furthermore, collaboration increases teacher self-esteem. Brewster (2003), Hargreaves and Fink (2004), and Miles (1992) found that in the absence of leadership

stability, the role of teacher-leaders was especially significant. These teacher-leaders helped sustain the school reform efforts. Teacher-leaders were knowledgeable of the school's history and reform initiatives. They were skilled at creating collegial relationships and willing to share their expertise and promote the school's goals. Participants agreed that teacher-leaders at ELHS were responsible for helping sustain the school's efforts. These teacher-leaders quickly embraced new leaders and attempted to educate them on the school's initiatives. Unfortunately, this process needed to be repeated often in the face of constant leadership turnover.

Little (1981) found that effective change occurred in schools where principals communicated expectations and sanctioned teachers who performed well. These principals served as a buffer between the district and the school. Participants who were veteran teachers constantly referred to Dr. Brewster's leadership and commended him on the support he provided by serving as an advocate for the school at the district level. In contrast, participants who where veteran and new teachers expressed disappointment that succeeding administrators were not able to garner this support.

Researchers (Benner, 2000; Voke, 2002; Williams, 2003) found that teachers left the profession for several reasons including difficult working conditions, inadequate preparation, lack of job satisfaction, and lack of administrative support. Participants in this study reported similar reasons for lack of teacher satisfaction, motivation, and retention at ELHS. Participants reported leadership turnover, inadequately prepared administrators, an ineffective master schedule, and lack of professional development as reasons teachers were dissatisfied. Some chose to leave the school in frustration.

Conclusions

The following conclusions can be drawn from the findings in this study. First, teachers at ELHS believe leadership stability is essential to sustain momentum in school reform efforts. Change is not sustainable without a leader in place who can continue to lead the charge and constantly communicate the vision to the staff. In fact, leadership instability led to a lack of teacher commitment to the school's mission. Second, participants believe that the presence of Ms. Johnston as an administrator at the school for the past 10 years helped create some stability in the school. Her shared belief in the school mission and her ability to communicate the vision has helped the school stay on course.

Third, participants expect school leaders to serve as advocates for the school with the district, and they expect the district to continue to provide the resources necessary to sustain the reform efforts. Teachers were disappointed that the district could expect school change to be ongoing after withdrawing its support. Moreover, conflicting district and state mandates hampered the school's efforts.

Fourth, participants believe that professional development is necessary and should be ongoing in order to educate and train new teachers to the school and enhance the skills of current teachers. Finally, strong teacher-leaders played a critical role in sustaining school reform efforts by acclimating new leaders to the school structure, communicating the school mission, building collegial relationships, and providing professional development.

ELHS was structured under several tenets. First, students could receive a rigorous academic education while engaged in technical training. Second, academics were infused into technical training and vice versa so that students saw the connection between their career aspirations and their academic instruction. Third, teachers were given professional development to provide this instruction in small learning communities or a career academy structure where teachers collaborated regularly to provide meaningful integrated instruction. Fourth, empowered teacher-leaders worked effectively with administrators to support teachers and ensure the success of school initiatives. Finally, the founding teachers believed that a school structured under the principles of the Coalition of Essential Schools and High Schools that Work would provide a solid foundation under which to deliver this education. This continues to be the school's vision: "The career academy has proven to be effective in increasing student achievement of all students and efforts should be made to enhance the model" (Report of the Quality Assurance Review Team for ELHS, May, 2005).

<div align="center">Recommendations</div>

Implications of the Study

This study makes some contributions to the literature. While much attention in the literature has been given to the impact of leadership turnover on schools and student achievement, little attention has been given to the impact on teachers' perceptions of the school's ability to achieve its mission and on teacher satisfaction, motivation and retention. This study proves that teachers' motivation and satisfaction are severely impacted by leadership transition. Frustration was a term often used by participants to

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describe their experiences during transitional periods. Yet, committed teachers, especially veteran teachers, expressed a determination to remain true to the mission despite outside external forces.

District administrations can gain significant insight about the need for leadership stability for schools engaged in school reform using the phenomena of what occurred at ELHS. One recommendation to ELHS' school district is to limit administrative turnover within the school. If turnover cannot be avoided, then the recruitment, selection, and hiring process should include specific criteria that address the school mission and special needs of the school to ensure that administrators are hired with the background and commitment necessary to sustain the school's efforts. Further, every school within the district should develop and support teacher leaders within the school community since research shows that teacher leaders help to sustain the momentum of reform efforts in schools. Finally, district administrators should provide on-going professional development within schools involved in change and that professional development should include best practices for teachers and administrators involved in school reform. Conclusions drawn from this case study can be easily transferred and applied to other school settings and case studies.

Recommendations for Further Research

This study utilized a qualitative research design using a case study tradition. Participants responded to an open-ended questionnaire accessed over a secure website. Perhaps more insight may have been drawn through face-to-face interviews which would have encouraged dialogue and gained richer responses.

A second recommendation would be to conduct interviews with principals to discuss leadership styles, their vision, their perceptions of their roles during transitional periods, and their impact on the school's ability to achieve its mission. Interviews with the past principals at ELHS may have gained some insight on their opinion of what occurred at ELHS.

A third recommendation would be to interview another sample including participants from another school undergoing school reform. This would give insight on whether these participants had similar perceptions. Finally, a quantitative study may be conducted using an existing instrument or one developed and tested with questions derived from the findings of this study.

A fourth recommendation would be to conduct a quantitative study examining the self efficacy of the teachers who have remained at ELHS in order to further examine the phenomena behind their reasons for staying and their commitment to the school in spite of the challenges documented in this study. References would include Albert Bandura's article entitled, "Perceived Self-Efficacy in Cognitive Development and Functioning" (1993) and his Teacher Self-Efficacy Scale (1997), an instrument which could be administered in such a study.

A final recommendation for further study could also include the impact of the turnover of superintendents within a school district, especially since participants in this study commented on the lack of district support. It would have been interesting to see the degree of success ELHS may have achieved and the level of teacher satisfaction and

motivation if the superintendent who was partially responsible for the school's

conception had remained in position throughout its history.

<center>Chapter Summary</center>

This chapter gave a review of Chapters I through Chapter IV including the

purpose and significance of the study, the methodology, and the findings. Chapter V

further discussed the conclusions of this study. Implications of the study were discussed

and recommendations were made for further research.

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[1] The pseudonym, Elizabeth Lloyd High School (ELHS), is used to protect the identity of the school and

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APPENDIX A

BARRY UNIVERSITY
LETTER OF INTRODUCTION

(This is a representation of the Letter of Introduction provided to participants in Stratas A.)

November 15, 2006

Dear Colleague: _____

This letter asks for your cooperation in a research study I am conducting. The research study is entitled: *School Leadership Turnover: Impact on School Mission and Teacher Roles, Motivation, Satisfaction, and Retention*. The purpose of this case study is to explore the impact of the leadership history at Elizabeth Lloyd High School (In order to protect the identity of the school, I am using a pseudonym in my final report). My study seeks to evaluate the impact of the frequent turnover in leadership on the school's efforts at achieving its mission, the effect on teacher roles, and the level of teacher motivation, satisfaction, and retention.

As you are aware, I am currently a teacher employed at Elizabeth Lloyd High School. As required by Barry Institutional Review Board and (Name of District) County Public Schools, I have secured permission to conduct this study. The current school administration is aware of my study and has been cooperative. However, the school administration will not have access to your responses. Your name was selected randomly from a fish bowl containing approximately 20 present employees who have been employed at the school since its opening. Your participation in this research is voluntary. Your confidentiality is assured. There are no known risks to you or to your employment. Each participant will receive a log on name and password which you may choose to change after logging onto the site. You will not be individually identified with your responses. As the sole researcher, I will be the only person with access to your responses. Pseudonyms will be used for the school site as well as participants in the final report.

Data will be kept in a locked file in my home office. Please understand that the use of this data will be limited to this research as authorized by Barry University's IRB. Your signed Letter of Introduction and Informed Consent Form will be kept separate from the data. All data, Letters of Introduction, and Informed Consent Forms will be destroyed after five years as required by Barry University's IRB.

Your consent as one of nine research participants is strictly voluntary and should you decline to participate or should you choose to drop out at any time during the study, there will be no adverse effects on our relationship. You may express any concerns by contacting me at (305) 653-0521, or my dissertation committee chair at Barry

Letter of Introduction: Research study entitled: *School Leadership Turnover: Impact on School Mission and Teacher Roles, Motivation, Satisfaction, and Retention.*
November 15, 2006, Page 2

University's School of Education, Dr. Teri Melton, (305) 895-3869, or the Institutional Review Board point of contact, Mrs. Nildy Polanco, at (305) 899-3020.

If you are satisfied with the information provided and are willing to participate in this research, please indicate so by voluntarily agreeing to participate below and returning a copy of this letter to me in the enclosed self-addressed stamped envelope. Then, please log on at http://www.quicksilverdesign.net/braffith/. It would be preferable if you could complete the questionnaire in the comfort of your home. You will be asked to accept participation after reading an Informed Consent Form similar to this document. You will then be directed to the web-based questionnaire. Access to this site will begin on November 30, 2006. Completion of the questionnaire is required by December 21, 2006. Completion of the web-based questionnaire will take approximately 60 – 90 minutes. Your responses may be saved and accessed again within the specified time frame. Use the following log on name_____ and password _____. Remember, you will be given the option to change these access codes.

I genuinely appreciate your time and consideration. Although there are no direct benefits to you, your participation in this study may help in understanding of the impact of constant leadership change on schools involved in school reform efforts.

Sincerely,

Eugenie L. Braffith   (305) 653-0521 home
EugenieBraffith@districtsite.net   (305) 401-7521 cell

☐ I voluntarily agree to participate in the study and will log on within the time frame indicated.
☐ I do not agree to participate in the study.

_____   _____
                Signature   Date

(This is a representation of the Letter of Introduction provided to participants in Stratas B and C.)

November 15, 2006

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Letter of Introduction: Research study entitled: *School Leadership Turnover: Impact on School Mission and Teacher Roles, Motivation, Satisfaction, and Retention.*
November 15, 2006, Page 2

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_____   _____
                Signature   Date

BARRY UNIVERSITY
INFORMED CONSENT FORM

(This is a representation of the Informed Consent Form participants from Strata A acknowledged on the website.)

November 15, 2006

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Informed Consent Form: Research study entitled: *School Leadership Turnover: Impact on School Mission and Teacher Roles, Motivation, Satisfaction, and Retention.* November 15, 2006, Page 2

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Dear Colleague:

This letter asks for your cooperation in a research study I am conducting. The research study is entitled: *School Leadership Turnover: Impact on School Mission and Teacher Roles, Motivation, Satisfaction, and Retention.* The purpose of this case study is to explore the impact of the leadership history at Elizabeth Lloyd High School (In order to protect the identity of the school, I am using a pseudonym in my final report). My study seeks to evaluate the impact of the frequent turnover in leadership on the school's efforts at achieving its mission, the effect on teacher roles, and the level of teacher motivation, satisfaction, and retention.

As you are aware, I am currently a teacher employed at Elizabeth Lloyd High School. As required by Barry Institutional Review Board and (Name of District) County Public Schools, I have secured permission to conduct this study. The current school administration is aware of my study and has been cooperative. However, the school administration will not have access to your responses. Your name was selected randomly from a fish bowl containing approximately 250 past or present employees. Your participation in this research is voluntary. Your confidentiality is assured. There are no known risks to you or to your employment. You will not be individually identified with your responses. As the sole researcher, I will be the only person with access to your responses. Pseudonyms will be used for the school site as well as participants in the final report.

Data will be kept in a locked file in my home office. Please understand that the use of this data will be limited to this research as authorized by Barry University's Institutional Review Board. Your signed Letter of Introduction and Informed Consent Form will be kept separate from the data. All data, Letters of Introduction, and Informed Consent Forms will be destroyed after five years as required by Barry University's IRB.

Your consent as one of nine research participants is strictly voluntary and should you decline to participate or should you choose to drop out at any time during the study, there will be no adverse effects on our relationship. You may express any concerns by contacting me at (305) 653-0521, or my dissertation committee chair at Barry

Informed Consent Form: Research study entitled: *School Leadership Turnover: Impact on School Mission and Teacher Roles, Motivation, Satisfaction, and Retention.*
November 15, 2006, Page 2

University's School of Education, Dr. Teri Melton, (305) 895-3869, or the Institutional Review Board point of contact, Mrs. Nildy Polanco, at (305) 899-3020.

If you are satisfied with the information provided and are willing to participate in this research, please indicate so by voluntarily agreeing to participate below. You will then be directed to the questionnaire. Access to this site will begin on November 30, 2006. Completion of the questionnaire is required by December 21, 2006. Completion of this questionnaire will take approximately 60 – 90 minutes. Your responses may be saved and accessed again within the specified time frame.

I genuinely appreciate your time and consideration. Although there are no direct benefits to you, your participation in this study may help in understanding of the impact of constant leadership change on schools involved in school reform efforts.

Sincerely,

Eugenie L. Braffith   (305) 653-0521 home
EugenieBraffith@districtsite.net   (305) 401-7521 cell

☐ I voluntarily agree to participate in the study.
☐ I do not agree to participate in the study.

APPENDIX C

BARRY UNIVERSITY
THIRD PARTY CONFIDENTIALITY AGREEMENT

As webmaster creating the website for the research study by Ms. Eugenie Braffith investigating *School Leadership Turnover: Impact on School Mission and Teacher Roles, Motivation, Satisfaction, and Retention*, I understand that I will have access to confidential information submitted by study participants. By signing this statement, I am indicating my understanding of my obligation to maintain confidentiality and agree to the following:

- I understand that names and any other identifying information about study participants are completely confidential.

- I agree not to divulge, publish, or otherwise make known to unauthorized persons or to the public any information obtained in the course of this research project that could identify the persons who participated in the study.

- I understand that all information about study participants obtained or accessed by me in the course of my work is confidential. I agree not to divulge or otherwise make known to unauthorized persons any of this information unless specifically authorized to do so by court order, or public health or clinical need.

- I understand that I am not to read information and records concerning study participants, or any other confidential documents, nor ask questions of study participants for my own personal use.

- I understand that a breach of confidentiality may be grounds for removal as web master.

- I agree to notify Eugenie Braffith, the researcher, immediately should I become aware of an actual breach of confidentiality or situation which could potentially result in a breach, whether this be on my part or on the part of another person.

_____ _____ _____
           Signature   Date   Printed Name

INTERVIEW PROTOCOL

(This is a representation of the Web Questionnaire provided to participants.)

School Leadership Turnover: Impact on School Mission and Teacher Roles, Motivation,
Satisfaction, and Retention

Currently Employed at School? _____ Yes _____No   Sex: _____
Number of Years at School: _____
Dates of Employment at School: _____
Approximate number of administrators at school during your employment:
Principals:_____ Assistant/Vice Principals: _____

Interviewer: Eugenie L. Braffith

Project Description: The purpose of this study is to explore the impact of leadership transition at Elizabeth Lloyd High School (ELHS), (a pseudonym used in the final dissertation report). The researcher will attempt to explore the implications of the continual change in leadership at the school and evaluate the impact on the school in achieving its mission and teacher motivation, satisfaction and retention. Please answer the questions as it relates to your experience.

Please express your thoughts as completely as possible on the following questions:

Research Questions

1. In your opinion, what influence has the continual change in school leadership had and continue to have on Elizabeth Lloyd High School's ability to succeed in its mission as an academy school?

2. What do you perceive to be the ideal duration of a leader's term and why?

3. What expectations do you have of leadership stability during a school reform effort?

4. What reform efforts at ELHS have you been aware of or involved in? What factors do you feel have impacted the success (or lack of success) of these reform efforts.

5. What do you think are the three practices that define ELHS?

6. Please discuss the impact of leadership transition on curriculum issues, scheduling issues, and classroom performance. (Include a discussion of topics such as planning integrated curriculum units, block scheduling, and maintaining academy structure.)

7. Please discuss how much you feel your professional development has been supported. How has this support been sustained through leadership transitions?

8. How successful have you been in developing and maintaining a commitment to school innovation in the face of leadership turnover? Please explain.

9. In your opinion, why do teachers want to leave or stay at ELHS?

10. What has been done or can be done to address the issue of teacher retention?

11. What recommendations do you have for the school if it is to be able sustain its momentum?

12. Other than district-assigned administrators, who or what positions or personnel assume significant leadership and/or school reform roles at ELHS?

13. What roles have you observed teacher-leaders play in the face of excessive leadership transitions?

14. What leadership styles have you observed impacted ELHS? Please identify those effects associated with each leadership style that you consider to be positive and/or negative.

15. One administrator has remained constant as ELHS even as her title has changed from assistant principal to principal. How has this continuous administrative presence impacted school initiatives?

16. What expectations do you have of the district when assigning a new principal?

17. In your opinion, who is responsible for cultivating the new principal upon arrival to the school? What attempts have been and should be made to educate new principals when they report to schools already engaged in reform effort?

18. What responsibilities do new principals have to foster the current reform effort underway in the school?

19. What factors do you believe would contribute to teacher motivation, satisfaction, and retention when challenged by the effects of change in school leadership?

20. How many principals have been assigned as school leaders since your employment? Please feel free to provide details such as names and how these school leaders impacted the school. (Names will be changed in the final research report.)

21. Do you have "stories" you wish to share which you believe will have bearing on this study? Please share below.

22. Is there anything else you would like to add about this topic that I have not asked?

Thank you for your participation and cooperation in this research study. Please be assured that all participants' names and identifiers will be held confidential to the extent permitted by law.

APPENDIX E

DOCUMENT REVIEW FORM

School Leadership Turnover: Impact on School Mission and Teacher Roles, Motivation, Satisfaction, and Retention

Document: _____

_____

Date of Review:

_____

Evidence of Leadership Change, School Mission, Teacher Roles, Teacher Motivation, Teacher Satisfaction, and/or Teacher Retention:

Signature: _____

APPENDIX F

HISTORICAL DATA/SCHOOL RECOGNITIONS

During its inception, ELHS broke the mold, structuring itself as a vocational high school and integrating academic and technical instruction, setting it apart from traditional high schools in the district. Because of its focus on vocational education, ELHS did not report to the traditional region office as required of high schools in the district, but instead reported to the district's office overseeing vocational education. As a result, "school personnel worked in a close partnership with District Vocational Administration" (SACS, 1995, p. 19). Strong relationships were also formed with business and industry. During its first year, the initial staff recruited business and community leaders from each of the seven vocational areas to serve on a general advisory board which offered input on the school's curriculum and the equipment purchases to initially equip the school's technical academies. Advisory boards were established for each of the seven academies. Faculty members actively sought grants and fellowships which supported the school's reform efforts (SACS, 1995).

Early in its history, ELHS received numerous recognitions. In 1995, ELHS adopted the nine principles of the Coalition of Essential Schools. In 1996, it was one of 10 schools recognized by the U. S. Department of Education as a New American High School, a model for school reform. In 1997 ELHS was one of five schools recognized as a New Urban High School, exhibiting its six design principles: 1) *Personalization* in which the school's structure promoted an environment in which teachers and students get to know each other well, fostering a sense of community; 2) *Adult World Immersion* in

which students are given opportunities to access the world of work through guided work-based learning experiences including job shadows, on-the-job training, internships, community service, and school-based enterprises; 3) *Contexts of Reflection* allowing students opportunities to reflect on their work-based experiences and the link to their academics through advisory groups, seminars, and related academic courses; 4) *Intellectual Mission* which encourages maintaining high standards, promoting rigorous course work, and eliminating any distinction between college prep and vocational pathways; 5) *Community Partnership* in which the school works closely with families and responds to community needs, forming partnerships which benefit the students as well as the community; 6) *Teacher as Designer* in which the school provides opportunities for teachers to plan and work cooperatively in teams across disciplines designing project-based, work-based, and interdisciplinary activities (Big Picture Company, 1997).

In 1997, ELHS was one of five schools recognized by the American Federation of Teachers as a National Model of School Reform. In 1998, it adopted the standards of the National Occupational Information Coordinating Committee (NOICC) in which all of its students participate in a four-year articulated career development plan. During the 1998-99 school year, ELHS became part of the Southern Regional Education Board (SREB) High Schools That Work network. High Schools That Work (HSTW) is a model for school reform recognized by the United States Department of Education. Its research-based practices are recommended as strategies to increase student achievement across the curriculum. Key practices identified by HSTW include setting *high expectations* for all

students; increasing access to challenging *vocational studies* which incorporates high-level math, science, language arts, and problem solving skills; rigorous and *college preparatory academics* which increase students' application of academic skills necessary to solve real-world problems; completion of a *program of study* integrating academics with a career focus; student access to well-organized *work-based learning opportunities*; organization structure and master scheduling which support *teacher collaboration*; *actively engaging* students in the learning process; a supportive *guidance program* which informs students and parents and encourages completion of graduation requirements and programs of study; providing *extra help* for students lacking appropriate preparation to complete their program of study; and *keeping score* or utilizing data to assess and improve students' achievement as well as school processes, organizational structure, and climate (SREB, 2005). Subsequently, in 2001 ELHS was designated as an HSTW Design Studio serving as a host for high schools throughout the district and the country wishing to observe and model its structure and best practices (School Improvement Plan, 2001).

In the 1999-00 school year, ELHS was recognized by the Florida Department of Education as a New Millennium High School and awarded a pilot grant. It was one of 10 schools selected and recognized as a school whose educational program supported high level academic standards as well as mastery of a vocational program of study. Components of New Millennium schools include the students' and school's involvement with business and industry; students completion of a vocational program of study; students demonstration of a mastery of industry competencies; students participation in work-based learning experiences; students completion of a senior capstone exhibition

project; and students participation in a four-year career development plan. As a result, graduating students are able to receive New Millennium Endorsement certifying that they are career-ready in their program of study as well as ready for postsecondary education.

In fall 2001, ELHS received a Washington Mutual's Grant which funded its Washington Mutual Parent Resource Center designed to enhance communication with parents. Parents are encouraged to visit the center, which is equipped with computer stations, and to learn how to use school technological resources to support student learning. Word processing, tax preparation, and Internet training are also offered to parents.

Fordham University recognized ELHS in 2002 with an honorable mention as part of the National School Change Awards (School Performance Excellence Plan, 2003). ELHS became a part of the U. S. Department of Education/U.S. Department of Labor School-to-Work TECH Prep Initiative in 1998 which combines high-level academics with vocational training to prepare students for work as well as college. Curriculum is recognized as TECH Prep when teachers use common planning to develop projects integrating disciplines, use project-based and cooperative learning, use coaching to encourage students to learn by doing, and use alternative assessments which promote students critical thinking. Students in TECH Prep programs are also able to transfer credits earned in rigorous vocational classes to local colleges or universities.

ELHS has received several other small grants won and administered by its faculty including several service learning grants and grant awards sponsored by The Educational Fund.

In 2007, ELHS received a Small Learning Communities (SLC) grant from the Department of Education. SLC grants are used to restructure large high schools into smaller learning communities. A major objective of this grant is to encourage teachers to work collaboratively in professional learning communities to create curriculum to support student achievement as they develop the skills necessary to transition from the school environment to postsecondary education or the world of work. Other goals of the SLC grant include improving student achievement on standardized tests; increasing the number of students mastering state performance standards; improving attendance, graduation, and college enrollment rates; reducing the frequency of disciplinary action in schools; and creating a safe, drug-free learning environment for students. Over the five-year administrative period of the grant, as schools restructure, they are expected to work collaboratively with business and industry, postsecondary institutions, local community agencies, and parents. Schools are also expected to improve school culture and provide professional development for teachers to work successfully in this new organizational structure. Already organized as smaller learning communities, ELHS plans to use these funds to research other best practices throughout the country and improve or enhance its existing practices.

APPENDIX G

ELHS ADMINISTRATIVE HISTORY

The following table provides a chronological history of administrators at ELHS.

Names in the table have been changed to protect the identity of the school's actual

administrators. Parenthetical notations are placed at the end of the administrator's final

year at ELHS indicating subsequent placement or employment status. The table is

followed by a narrative history of administrative turnover including quotes from

respondents to the web-based instrument administered as part of this study.

Table G1

Chronological History of Administrators at ELHS

1993-94	Dr. James Brewster, Principal #1 Sara Thompson, Vice Principal #1 (Left during summer 1993 before school year officially began. Principal chose not to replace immediately) Edna Hannon, Vice Principal #2 (Hired November 1993 replacing Sara Thompson) Beatrice Martin, Assistant Principal #1 (originally AP at the original AGR school. Made AP at ELHS' day program, then appointed VP of Adult Ed 1993-94) Paula Thomas, Assistant Principal #2 Axel Melendez, Assistant Principal #3 (assigned two days before school opened)
1994-95	Dr. James Brewster, Principal Cassie Logan, Vice Principal #3 (left to become principal at an elementary school) Paula Thomas, Assistant Principal Axel Melendez, Assistant Principal (left to supervise an educational program at naval base; made principal the following year at a local high school)
1995-96	Dr. James Brewster, Principal Agnes Georges, Vice Principal #4 (Retired) Paula Thomas, Assistant Principal (Transferred as assistant principal) John Greer, Assistant Principal #4
1996-97	Edna Hannon, Principal #2 (left to become principal at a high school) John Frederick, Vice Principal #5 (left to become vice principal at an adult

	education center)
	John Greer, Assistant Principal
	Angel Colon, Assistant Principal #5
1997-98	Dr. Brewster passes.
	Darion Williams, Prinicipal #3 (about to retire, is made principal at ELHS)
	Angel Colon, Vice Principal #6
	John Greer, Assistant Principal (Retired)
	Valerie Johnston, Assistant Principal #6
1998-99	Darion Williams, Principal
	Stephanie Morin, Vice Principal #7 (left to become principal at a high school)
	Valerie Johnston, Assistant Principal
	Geraldo Ramirez, Assistant Principal #7
1999-00	Darion Williams, Principal (Retired)
	Richard Lewis, Vice Principal #8
	Valerie Johnston, Assistant Principal
	Geraldo Ramirez, Assistant Principal
2000-01	Danny Harris, Principal #4
	Richard Lewis, Vice Principal (left to become a vice principal out of state)
	Valerie Johnston, Assistant Principal
	Geraldo Ramirez, Assistant Principal
2001-02	Danny Harris, Principal
	Valerie Johnston, Vice Principal #9
	Geraldo Ramirez, Assistant Principal
	Paul Allen, Assistant Principal #8 (left to become principal at an adult skills center)
2002-03	ELHS' 10th Year Anniversary
	Danny Harris, Principal
	Valerie Johnston, Vice Principal
	Geraldo Ramirez, Assistant Principal
	Iliana Pereira, Assistant Principal #9 (left to become assistant principal at an adult education center)
2003-04	Keith Lamb, Principal #5 (temporary placement; later re-assigned to district as a Region Director)
	Valerie Johnston, Vice Principal/Principal midyear
	Sara Louis, Vice Principal #10 (arrives midyear)
	Geraldo Ramirez, Assistant Principal
	Dr. George Lego, Assistant Principal #10
2004-05	Valerie Johnston, Principal #6 (also serving as Principal at another local high school with small enrollment)
	Sara Louis, Vice Principal
	Geraldo Ramirez, Assistant Principal (leaves to become assistant principal at an adult education center)

	Dr. George Lego, Assistant Principal (leaves midyear to become principal at a local high school) Dennis Bain, Assistant Principal #11
2005-06	Valerie Johnston, Principal Cathy Rivera, Vice Principal #11 Dennis Bain, Assistant Principal Vincent Pierre, Assistant Principal #12
2006-07	Valerie Johnston, Principal Cathy Rivera, Vice Principal Dennis Bain, Assistant Principal Vincent Pierre, Assistant Principal
Special Notes	The Vice Principal of the Adult Education program changed only once the after the first year. The position of Business Manager, an administrative position, changed only once, in ELHS' second year.

(ELHS School Yearbooks, 1994-2007, Administration Pages)

Over its 14-year history, ELHS has had a revolving door of administrators. The position of vice principal, a key position as the administrator in charge of curriculum, was changed almost annually. The school's leadership history includes six principals, 11 vice principals, and 12 assistant principals serving as its administrators. Each has left their own impression on ELHS. A survey question posed in the Web-based questionnaire used in this study asked participants to respond to the following question: "How many principals have been assigned as school leaders since your employment? Please feel free to provide details such as names and how these school leaders impacted the school. Names will be changed in the final research report."

Responses were used in constructing this narrative, providing a chronological history of the administration along with teacher perceptions of their leadership contribution and commitment to the school mission. Quoted responses were selected only if multiple participants responded with similar statements. These responses appear to summarize teacher perceptions of leadership and school climate during the selected

principal's administration. Names used in the narrative are pseudonyms given to

administrators in the chronological history provided previously and serve to protect

confidentiality of participants as well as identity of the school leaders.

<div align="center">1993-94</div>

ELHS' first leadership team assembled at the old Agriculture school in what was

known as the War Room. There they hammered out what was to become the structure

and vision ELHS, a model for high school reform. During the summer of 1993. the first

faculty members hired assembled at the Agriculture school for six weeks of intense

training on the skills and tools necessary to work successfully as small learning

communities.

The administrative team consisted of Dr. James Brewster, Principal #1, Sara

Thompson, Vice Principal #1, Beatrice Martin, Assistant Principal #1, and Paula Thomas,

Assistant Principal #2. The first vice principal, Sara Thompson, left the school to become

principal at a local high school during that first summer. Dr. Brewster, pleased with the

strength of the original leadership team, waited for a short period before hiring a

replacement as vice principal of curriculum. Instead, he established an Integrated

Curriculum Development (ICD) Team consisting of his social studies, business

technology, and science department heads. On a seventh period day schedule, these

leaders were given two ICD planning periods, one academy planning period, one

personal planning period, and three teaching periods. ICD planning periods were used to

develop integrated curriculum, provide leadership support to academy leaders and

department heads, and to mentor teachers. ELHS-Al states, "Dr. Brewster allowed us to

fly, believed strongly in the need for school reform, allowed the leadership team freedom to make decisions and mistakes, was not afraid to stand up to the District."

Eventually, Edna Hannon was hired as Vice Principal #3 in November 1993. The faculty believed in her commitment to the vision but realized her hands were tied by district mandates. ELHS-A1 continues, "Mrs. Hannon - very knowledgeable, very capable, was too worried about moving up in the system to stand up to the District in the way Dr. Brewster did (not many principals are). Sometimes I saw too much of a 'traditional' approach instead of 'reform' so I questioned if the true commitment was there."

Beatrice Martin left ELHS to head up the evening adult education program as its vice principal. She was replaced by Axel Melendez, Assistant Principal #3.

<div align="center">1994-95</div>

The following school year, Edna Hannon was offered the position of principal at a local middle school. ELHS-B1 wrote:

> Edna Hannon totally embraced the mission and gave us a tremendous amount of knowledge that was needed to run a high school effectively & how to write grants that was critical to us. However, once she left, the VPC who came in was a disaster. She singled out everyone who worked well with Edna and tried her best to destroy the morale of those people. Some left and many of us resigned our leadership positions because of her.

Edna Hannon was replaced by Cassie Logan, Vice Principal #3. Axel Melendez, Assistant Principal #3, left at the end of the 1994-95 school year to supervise an educational program at a naval base.

<center>1995-96</center>

Agnes Georges, Vice Principal #4, replaced Cassie Logan who left to become principal at a local high school. Agnes Georges, however, left ELHS at the close of the school year. ELHS-A3 wrote about Agnes Georges: "Mrs. Georges was a jewel. She should have been allowed to become the next principal after her stint as vice principal."

John Greer was hired as Assistant Principal #4. At the end of this school year, Paula Thomas left to become assistant principal at another local high school.

Dr. James Brewster retired at the end of the 1995-96 school year. He kept his promise to the Class of 1996, the first graduating class, that he would see them graduate before he retired. He died the following year. His passing was felt by the entire staff at ELHS. ELHS-B1 wrote: "Dr. Brewster initiated teacher empowerment & allowed us to run with the idea of integration." ELHS-A2 continued: "Dr Brewster [was] the best!!!! People loved to work for him, an older well known educator who took control and made them give the money he needed to run the school in what he felt was best for children. Always what was best for children first!!!!"

<center>1996-97</center>

Edna Hannon returned to ELHS as Principal #2. Most of the staff was happy to see her return; but, she only served as principal one school year. ELHS-B1 wrote:

<center>208</center>

Then Edna returned as principal, but by that time, many people were on staff that did not buy into the mission. Therefore, it was going to take time to make any significant changes and begin to repair the damage that had been done. Unfortunately, 10 months later, she was reassigned to open up another senior high.

John Frederick signed on as Vice Principal #5. He left at the end of the school year to become vice principal at a local adult education center. Angel Colon was hired as Assistant Principal #5.

<center>1997-98</center>

About to retire, Darion Williams instead accepted the placement by the district as ELHS' Principal #3. ELHS-B1who left the school commented:

> Mr. Williams took her place. It was at this point that ELHS spiraled down. Not only did he not understand the mission, he came with his own agenda. He hired people who had 'no clue' about education much less our mission. He changed leadership positions which also contributed to the downfall of our mission. During his third year I made the decision to leave. I was truly distraught over the fact that the District had assigned as principal someone who lacked so many of the necessary qualities to be successful at our school. Over a three-year period of time I watched in horror as our school was being destroyed. I decided at that point that I had to leave.

Alberto Colon was promoted into the position of Vice Principal #6. He served in this position one year. Valerie Johnston was hired as Assistant Principal #6. Jack Greer retired at the end of 1997-98.

1998-99

The district assigned Stephanie Morin as Vice Principal #7. She served in this position one year. Geraldo Ramirez was hired as Assistant Principal #7.

1999-2000

Richard Lewis was assigned by the district as Vice Principal #8. Mr. Williams retired at the end of this school year.

2000-01

Dr. Danny Harris was assigned as Principal #4. Veteran teacher, ELHS-A1, commented on his leadership: "Dr. Harris learned quickly and believed in the school reform effort; seemed to swing between participatory management and autocratic management; was able to delegate; very intelligent; was able to stand up to some of the non-supporters of reform who work in the school."

Richard Lewis left ELHS at the end of this school year to become vice principal at a high school out of the state.

2001-02

Valerie Johnston was promoted into the position of Vice Principal #9. Paul Allen was assigned as Assistant Principal #8. He left after one year to become principal at a local skills center.

<center>2002-03</center>

ELHS celebrated its 10th anniversary. Beyond a promotion pushed by the school yearbook staff, the event was not marked by the school by any celebratory activity. Iliana Pereira was assigned as Assistant Principal #9. She left at the end of the school year to become assistant principal at an adult education center. Promoted to a district position, Dr. Harris left ELHS at the end of the 2002-03 school year.

<center>2003-04</center>

Keith Lamb, previously in a district position, was placed temporarily at ELHS. He was Principal #5. ELHS-C2 wrote: "Mr. Lamb stayed for a short time. He was quiet and allowed the leaders/department heads to lead the school. His motto was ˙ELHS isn't broken; therefore, I don't need to fix anything.'"

Upon his reinstatement with the district, Valerie Johnston was promoted into the position of Principal #6. Sara Louis was then assigned as Vice Principal #10. George Lego was hired at ELHS as Assistant Principal #10.

<center>2004-05</center>

Valerie Johnston began her first full school year as principal of ELHS. ELHS-A1 wrote about Valerie Johnston's tenure: "Johnston - very knowledgeable and very committed to school reform and career academies; I am afraid having to constantly justify our school's practices to the district and our school's own nonbelievers is wearing her down - the two superintendent changes and resulting politics are very hard to deal with."

Dennis Bain was hired as Assistant Principal #11. At the end of 2004-05 Sara Louis left to run the district's new Parent Academy. Geraldo Ramirez left to become Assistant Principal at an adult education center and Dr. George Lego left to become co-principal at a local high school.

<div align="center">2005-06</div>

Cathy Rivera was assigned as Vice Principal #11. Vincent Pierre was hired as Assistant Principal #12.

<div align="center">2006-07</div>

ELHS experienced the first year in which there were no administrative changes from the year prior: Valerie Johnston, Principal; Cathy Rivera, Vice Principal; Dennis Bain, Assistant Principal, Vincent Pierre, Assistant Principal.

APPENDIX H

ANALYSIS OF ELHS' SACS REPORTS

1994-95 Initial self study and visiting committee report

In ELHS' first SACS report, the school's first principal, Dr. James Brewster, reported that the original vision of the school "is a reality in which we are nurturing and developing a new educational paradigm. We realize that being as good as we have been will not be good enough—not in business and not in education. We have set our sights on being better" (ELHS SACS, 1994-95, p. 1). He further stated, "We recognize that schools must change and should reflect what the culture needs and wants; each school should be shaped by its own people and be responsible to the community it serves. . . . We have experienced some success in our quest to break the traditional educational model" (p. 1). Dr. Brewster continued to list partnerships formed with business and community leaders, integration between academic and technical teachers, use of technology, and developing a safe learning environment as successful strategies used in delivering sound education and real applications to students. The original principal stressed the use of Integrated Curriculum Units (ICUs) incorporating TECH Prep and Coalition of Essential Schools principles as those approaches which helped prepare students to be successful in the workplace (ELHS SACS, 1994-95).

Dr. Brewster stated, "We will continue to build a climate in which change is not only tolerated, but accepted by our faculty, students, and community" (ELHS SACS, 1994-95, p. 2). Yet, he admitted to concerns in the structure of the school: "We continue

to debate the most efficient organizational structure for ELHS, particularly the role of departments and academies" (p. 2).

The initial self study reported very positive results from an outside assessment agency conducting a survey of faculty, students, and parents on school mission, safe school environment, instructional leadership, high expectations, monitoring students' progress, and home and school relations. Overwhelmingly, survey results showed support of the school, its mission, and its leadership (ELHS SACS, 1994-95, p. 16).

ELHS' original school mission is stated in the 1994-95 SACS Report as, "The mission of ELHS is to provide students with a high school education that will enable them to enter this new and evolving world of work with the knowledge, skills, attitudes, and confidence that will make them informed, effective and productive citizens of the twenty-first century. ELHS graduates will earn their high school diploma and simultaneously obtain career training certificates—'2 for 1'" (ELHS SACS, 1994-95, p. 18).

In order to facilitate these goals, the smaller and more personalized schools-within-a-school structure was established and the original seven career academies were established: Agritechnology, Applied Business Technology, Health, Industrial Technology/Marketing, NAF/Fannie Mae Academy of Finance, Public Service, and Television Production (ELHS SACS, 1994-95). A rigorous curriculum was implemented to prepare students for the transition from high school to the world of work and/or postsecondary education. Also unique to ELHS was the implementation of Integrated Curriculum Units as a means of delivering meaningful instruction to its students. It

encouraged integration of academic and technical competencies so that instruction was personalized and meaningful to students. Emphasis was placed on global education so that students were cognizant of the knowledge, skills and strategies necessary to succeed in the global workplace. Project-based learning was employed as an instructional tool so that students were required to demonstrate mastery. Coalition principles emphasizing student as worker, teacher as coach, and intellectual focus were used as educational strategies to achieve the school's mission (ELHS SACS, 1994-95).

There was administrative commitment to providing teachers with the training and resources necessary so that they were prepared to provide rigorous and relevant instruction for students. "The principal advocates adhering to district policies, but he also encourages faculty and staff to be innovative" (ELHS SACS, 1994-95, p. 42). Limited training was provided, encouraging teachers to use and infuse technology within the curriculum across content areas. The district provided financial support of the academy structure and a seven-period day, which allowed teachers five classes and two hours of planning. One hour of planning was designated as mandatory common planning with academy teachers. The school planning was structured so common planning among academy teachers occurred at least twice a week. Academic teachers tailored delivery of their content area so that it was relevant to students' vocational interests. Two-hour block scheduling encouraged project-based learning, use of technology, creativity, team-teaching, and effective ICU implementation (ELHS SACS, 1994-95). Statements in the SACS report suggested commitment and enthusiasm among the initial staff.

Highly qualified, reform minded educators structure Integrated

Curriculum Units (ICUs) during common academy time at least three hours each

week. The evolving curriculum is assessed by the teachers for its success both

formally and informally within each Academy. Administrators refer to the

Mission Statement and provide available resources for its implementation. The

staff works hard to imbue the school's environment, both affective and structural,

with serious application of successful workplace attitudes and practices. The

climate fosters individual pride in achievement. . . . Teachers' voluntary

participation on committees has greatly enhanced the instructional program.

(ELHS SACS, 1994-95, p. 24)

The administration and staff are committed to the school's mission and to

the overall success of the educational program. All members of the staff willingly

gave of their talents, time and energy to assure that the educational, vocational,

and behavioral expectations of the students are not only met, but exceeded. . . .

The staff and administration cooperate and support each other in order to realize

the school's mission. (ELHS SACS, 1994-95, p. 42-43)

However, early in its inception, the staff admitted to the challenges presented in

implementing the innovative school reform efforts at ELHS. "Whenever an institution

attempts to 'break the mold,' problems arise. Change is unsettling and difficult, however

the integrity and success of the program requires consistent evaluation and modification"

(ELHS SACS, 1994-95, p. 43). The report continues to describe other challenges to its

reform efforts.

Misconceptions about the efficacy of courses or units or even programs and

Academies are fostered because the administration provides little other than the

most informal feedback on the Integrated Curriculum Unit Lesson Plans turned in

by each Academy. As we attempt to implement cutting-edge reform efforts, we

are hampered by State requirements. To work more closely with fewer students,

teachers need to deliver more than one course of instruction. (p. 25)

Other limitations listed in the SACS, 1994-95 report called attention to a lack of

funding provided for training for teachers in the use of technology. Although a new

school furnished resourcefully with new technology, little funding was provided for

purchasing new instructional technology software and instructional tools.

Student recruitment procedures were also identified as a limitation because 1) the

application process allowed students to identify at least two academies of interest; and, 2)

poor recruitment caused surplus students in some academies, causing these students to be

placed in their second or third choice.

Additional limitations listed included a poorly planned master schedule which

caused some academy students to be scheduled off-academy thus negatively impacting

the effective implementation of carefully planned ICU participation for all academy

students. Also, with the addition of the new instructional leadership positions of academy

leaders, the role of department chairpersons seemed undefined. Finally, administrators

focused on the management aspect of running the school, provided very little

participation in and feedback on the ICU practice and content leaving teachers uncertain

on the administrative commitment to the process.

Teacher recommendations to address these issues included teacher training on time management and team building skills as well as accepting changes, more administrative support and commitment to the process including attendance to ICU or academy common planning meetings, defining the roles and responsibilities of instructional leaders including department chairpersons, continuous communication of high expectations among teachers and students, and administrative solicitation of continuous district support in school reform efforts by providing appropriate funding which would support the continuation of the seven-period day, and petitioning the state to waive requirements which would allow teacher cross-certification to teach non-traditional course-separated high school classes (ELHS SACS, 1994-95).

Spring 2001 SACS - School improvement plan report

During the 2001 school year, ELHS underwent its second SACS accreditation process. Unlike the process during the previous years, the new accreditation process provided an ongoing means for schools to plan school improvement strategically rather than once every five to ten years. The SACS accreditation self-study process involves all stakeholders working in consensus to produce a school's improvement action plan.

The 2001 SACS School Improvement Report defined ELHS' mission as "to challenge students academically while they are actively involved in career training, thus the '2 for 1': a high school diploma and industry certification that enable students to enter the world of work and/or pursue post-secondary education upon graduation" (p. 40). Focus continued to be on rigorous academics and vocational training for students. As the school continued to keep abreast of community needs and technological advancements,

some academies were modified and academy names were changed to Agriscience, Applied Information Technology and Entrepreneurship, Health, Industrial/Entertainment Technology, NAF/Fannie Mae Foundation/Academy of Finance, Public Service, and Residential Construction. The school continued in its original structure of smaller learning communities.

Community involvement continued to increase with growing Parent Teacher Student Association membership and business membership on each academy's advisory board. Local businesses continued to augment students' education by providing internships or on-the-job training opportunities. More than 90% of eligible ELHS students participated in work-based learning activities (ELHS SACS, 2001).

Early in its inception, ELHS continued to receive requests from students and parents who desired honors and advanced placement level courses. In order to offer this challenge to its student body, yet maintain the academy structure, the school implemented Honors by Exhibition in 1998-99 (ELHS SACS, 2001). Students continued to be scheduled in their academy's academic courses. However, students wishing to receive honors credits met with an honors teacher during the 30-minute reading period each morning. There they were provided with supplementary material beyond their regular academic classes. Teachers served as advisors and facilitators during the 30 minutes as students worked on additional projects which were presented or exhibited at various times throughout the year. Limited advanced placement courses were also offered as a result of a district mandate in 1998 (SACS). However, students scheduled in these courses were scheduled off-academy, thus negatively impacting the pure academy

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structure. In 1999-00, the Math Department chose to be scheduled off academy in order to facilitate preparing students for advanced placement testing as well as the state standardized tests (SACS). The faculty continued to struggle with the district's and students' demand for advanced academic opportunities while continuing to offer its students a high school diploma as well as vocational certification. This became even more difficult as instructional focus changed with the turnover in the administration.

> The question of how to address expanding advanced academic opportunities within the context and restraints of our main goal of '2 for 1' certification has been a major dilemma. A lack of consensus of the questions of whether advanced academic programs should be added to the curriculum, and, if so, what type of advanced academic programs, and how they will be managed, has yet to be reached. Additional variables to this dilemma may be compounded by the constant changes in administrative staff and their differing curriculum philosophies. (ELHS SACS, 2001, p. 15)

The school continued to encourage students to take advantage of online courses in order to challenge those students who wished to receive honors or advanced placement credit yet remain on academy in their courses. Students also participated in dual enrollment courses with the local community college.

ELHS utilized the National Study of School Evaluation Student, Parent, Business and Teacher Opinion Inventories instrument, administered at the beginning of the 2000-01 school year, as an instrument to measure stakeholders' perspectives on their experience at the school. The SACS 2001 report records high student responses on

providing access to a variety of resources including technology and media, access to challenging education programs appropriate to their academic needs, providing access to a variety of ways to demonstrate mastery including projects and portfolios, and preparing students for successful transition into the world of work and postsecondary education. However, the report did note low student responses in the area of school spirit and inclusion in administrative decisions including dress code, the use of hall passes, and student assemblies (ELHS SACS, 2001).

Parents rated ELHS high in maintaining high academic standards, preparing students for the future, providing adequate discipline, use of resources, and access to supportive and knowledgeable instructors. Low scores were given by parents with regard to the availability and helpfulness of administrators and guidance counselors, and positive school climate. The report, however, noted the parent survey was administered early in the school year and was not clear on whether these responses could be attributed to the new principal of the school that year (ELHS SACS, 2001).

Business partners gave the school high scores in actively recruiting business support. Significant concerns were raised in the areas of business participation in curriculum development, business provision of teacher training and updating, and business' complete understanding of ELHS' programs and structure (ELHS SACS, 2001).

Teacher responses were similar to students, demonstrating satisfaction in the school's ability to provide solid instruction in vocational education, students' access to a variety of resources, preparing students for the future, and delivery of education

appropriate to students' needs and interests. Teacher job satisfaction as well as

satisfaction with the school principal was also reported as high on teacher responses.

Teachers scored the school low in the areas of class size, equitable distribution of faculty

load, providing students with opportunities in fine arts and other student activities, and

parental involvement (ELHS SACS, 2001)

The National Study of School Evaluation (NSSE) Survey of Instructional and

Organizational Effectiveness, based on the NSSE Indicators of Schools of Quality was

also administered to ELHS' faculty, administrators, and support staff early in the 2000-01

school year. Survey results indicated that while teachers believed the faculty delivered

sound student-centered instruction, the school was weak in utilizing data-driven decision-

making in curriculum as well as other school improvements. Furthermore, the survey

reflected teacher concerns with regard to monitoring school leadership in school

improvement. This was supported by statements in the school's SACS report.

This may be attributed to being a victim of our success. We have had a

considerable turnover of teachers and administrators over the years and our

mechanisms to smooth over the bumps of transition need to be solidified.

With respect to the analysis of faculty, staff, and administrators'

perceptions of the school's organizational conditions, the survey results indicated

an overall rating of 'evidence of progress, but not fully operational.' Existing

perceptions indicate that the staff adheres to a shared vision, beliefs, and mission.

Conversely, the staff believes there is a need to develop stronger leadership for

school improvement, particularly in the areas of employing effective decision-making and monitoring progress. (ELHS SACS, 2001, pg. 53)

Survey results reported faculty perceptions on indicators of quality organizational systems. On a scale indicating four as exemplary, three as fully functioning and operational, two as evidence of progress but not fully operational, one as low level of development and/or implementation, zero no evidence of the indicators of quality, teachers gave the following ratings:

Educational Agenda; Vision, Mission, Beliefs & Goals

1. Facilitates a Collaborative Process: 2.56

2. Shared Vision, Beliefs and Mission: 2.87

3. Measurable Goals: 2.74

Leadership for School Improvement

4. Promotes Quality Instruction: 2.49

5. Develops Schoolwide Plans for Improvement: 2.82

6. Employs Effective Decision-Making: 2.23

7. Monitors Progress: 2.39

8. Provides Skillful Stewardship: 2.59

Community-Building

9. Fosters Community-Building: 2.54

10. Extends the School Community: 2.55

Culture of Continuous Improvement and Learning

11. Commitment to Professional Development: 2.70

12. Supports Productive Change and Improvement: 2.59 (ELHS SACS, 2001, p. 54-57)

These ratings indicate that teachers believed the school was making some progress as it worked towards achieving the mission of the school, but there was clearly need for improvement in some areas of weakness. The report read:

Survey responses reflect an almost full functioning and operational level of expanding instructional support for student learning. They also show a completely functioning and operational level of congruency with the mission of ELHS. Responses seem to support the aim of ELHS providing every means for our students to earn the '2 for 1' academic and vocational program certification diploma. Areas of deep concern arise with the responses relating to leadership, curriculum, and instructional design. (ELHS SACS, 2001, p. 66)

Strengths noted were in the areas of student academic support and enrichment, integrated lesson planning across academies, school mission supported by curriculum, communication and shared decision-making by all stakeholders, and teacher training to support curriculum. Limitations noted included inadequate department and academy input in curriculum planning, inconsistent administrative review of curriculum, failure to include parents in student academic support including remediation, limited time allocated for teacher collaboration, failure to collect appropriate data to monitor self progress, and lack of follow-up on post graduates (ELHS SACS, 2001).

Recommendations for improvement were included in the report:

- Consistent year-to-year administrative leadership (especially in the position of curriculum leader) is essential to the school and its mission. Curricular responsibility should not be included in a position that is replaced every two years. The high turnover rate of both teaching staff and administration negatively impacts the continuity, organization, and morale, and ultimately the success of the school.

- Data driven decisions on curriculum matters that are research-based, educationally sound, and with input by a majority of stakeholders are vital to the program.

- Opportunities to reflect and build upon integrated curriculum units within the academies must be made available.

- Before any new initiatives are undertaken or ongoing ones are renewed, a consensus of the faculty should be required.

- A means of accounting for and communicating our achievements and issues as a school, maintaining year to year statistics, and publicizing the achievement and ongoing events (PR, statistics, web page, voice mail, email, and archives) must be developed.

- A systematic means of remediation must be developed for students who are reading, computing or performing below grade level that enhances the vocational programs already in place and does not jeopardize the student's attainment of the '2 for 1' diploma (ELHS SACS, 2001, p. 66).

The results of the surveys encouraged the faculty to become more reflective as it conducted its SACS review. In this effort, the staff sought to reflect on the school's original mission and the school reform efforts initiated since its inception. The faculty evaluated its best practices, which the report indicated included its unique academy structure, academic and vocational curriculum integration, block scheduling, and business involvement through advisory board memberships and work-based learning experiences. The SACS Leadership Team developed its own instrument entitled ELHS' 21 Issues Related to Highly Effective Schools, used to assess faculty perception of the school's strengths and weaknesses. Survey results indicated staff perspectives of the 21 issues at the school as:

1. Academic curriculum

2. Communication

3. Racial relations

4. Staffing

5. Public/parent/student perceptions

6. Assessment of student learning

7. Vocational student organizations

8. Political issues

9. Culture of continuous improvement and learning

10. Community building

11. Leadership

12. Commitment to initiatives

13. Facility

14. Schedule

15. Instructional strategies and learning activities

16. Finances

17. Testing issues

18. Educational agenda of the school vision, beliefs, and mission

19. Integration

20. Management

21. Vocational curriculum (ELHS SACS, 2001).

Academic curriculum

Staff members cited strengths as excellent and dedicated teachers, a well-developed technical curriculum with strong school-to-career focus, effective curriculum integration, and rigorous academics. Weaknesses cited included mixed academy classes, large class sizes of 40 or more students, inconsistent master scheduling with numerous changes, and lack of continuity in honors programs. Another interesting weakness reported was an alienation felt by academic teachers who believed "they are only there to support the vocational program" (ELHS SACS, 2001, p. A14).

Communication

Strengths reported in communication were strong teachers unafraid to voice their opinions, and better communication from administration including an administrative open-door policy. On the contrary, communication was listed as a weakness referring to teachers who failed to be vocal yet complained once policies were set. Teachers also

cited a lack of answers to concerns and wanted more action in response to those concerns (ELHS SACS, 2001).

Racial relations

Teachers listed ELHS' diverse student population as a strength. Students from many different cultures worked well together. This did not translate as well to the staff. Teachers thought staff actually needed more training on how to work well together with different cultures, as well as training on how to support and encourage cultural awareness in the classroom (ELHS SACS, 2001).

Staffing

The strength section of this report listed a highly educated, committed and dedicated staff with high standards. However, survey results demonstrated that staff perceived weaknesses as high administrative turnovers and lack of unity among administrators and staff and among academies. Other weaknesses reported included poor communication as well as poor interpersonal skills among faculty and between faculty and office personnel. Additionally, poor initiation of new staff members to the ELHS vision, an inadequate interview and selection process for new staff members and administrators, and a lack of diversity among instructional staff were reported as weaknesses in staffing. Finally, a lack of training or support for faculty with poor pedagogical skills was also reported as a weakness (ELHS SACS, 2001).

Public/parent/student perceptions of ELHS

Teachers reported strengths in this area as strong parental involvement, great student initiative and involvement in internships, good perception of the school by

community members, and good community outreach by the school. One notable weakness reported by this group was that although the school was highly recognized throughout the country, there was a lack of recognition of the school's achievement within its own district. Other weaknesses included poor communication of the school's mission to the community, inadequate communication from counseling staff, a disorganized school schedule, and a belief of being unwelcome when visiting the school (ELHS SACS, 2001).

Assessment of student learning

Strengths reported included adequate resources for students including technology, good support for students including tutoring and alternative assessments, and opportunities for work-based learning. Weaknesses cited by teachers included a lack of advanced placement and honors courses as well as art and sports offered to students (ELHS SACS, 2001).

Vocational student organizations

Teachers believed students' participation in their career-related vocational student organizations encouraged self-esteem and supported student achievement as well as developed students' interpersonal skills. Teachers' instructional activities supported students in their vocational student organizations. Furthermore, teacher morale also seemed to be improved with teacher participation. Weaknesses listed in this area were actually positive in that the report encouraged more marketing of the vocational student organizations to students, teachers and business partners, and more support from academic teachers (ELHS SACS, 2001).

Political issues

While ELHS' strong recognition in the district as an award winning school was listed as a strength, a lack of district support, especially in the area of finance, was listed as a weakness. Teachers cited administrative assignments to the school based on district political agendas. In fact, teachers thought ELHS was essentially a "training ground for VPs" (p. 16) in the district. Other weaknesses included a lack of focus on the school mission, and the staff believed there were too many agendas or philosophies at the school to fulfill and that these inconsistencies at the school were driving away strong teachers. The result was that teachers were beginning to revert to functioning in isolation.

Culture of continuous improvement and learning

In this section, the report listed numerous contradictions between strengths and weaknesses. While teachers believed the academy structure was strong and good teaching was taking place at ELHS, they also believed it was not being shared because teachers still operated as separate departments rather than academies. They encouraged more teamwork and collaboration among the staff. Teachers believed most of the faculty had a strong academic focus and volunteered to support students including providing tutoring before or after school. However, other teachers were weak in their discipline and needed stronger support in implementing classroom rigor. Teachers believed they had access to needed resources as well as professional development; however, they wanted more opportunities for professional development. Teachers also believed the faculty adapted well to the continuous change in administrative leadership as well as changes in administrative agendas. Yet, they believed there were too many initiatives with little time

to implement them all. They recommended that administrators communicate the school mission and help the faculty focus on the standards needed to achieve the mission (ELHS SACS, 2001).

Community building

Teachers included strengths in the area of community building as strong advisory boards and community outreach including business partners and advocacy groups as well as an active Parent Teacher Student Association. Weaknesses included an undefined community as the school recruited students from the entire district, a failure to market the school to the community, poor customer service, and a need to build more parent and community outreach (ELHS SACS, 2001).

Leadership

Leadership strengths included the level of involvement shown by the current principal which was described as proactive and having an open-door policy, good communication process through academies, and additional planning time offered to department heads. Weaknesses in leadership included a need to strengthen administrative and staff communication, as well as administrative communication with students, poor administrative follow-through, delegation of administrative duties to other staff members, administration's inadequate knowledge of the system, and administrative turnovers (ELHS SACS, 2001).

Commitment to initiatives

Under commitment, teachers listed strengths as strong commitment to initiatives teachers believed in and a willingness to work above and beyond toward achieving these

initiatives. An overwhelming number of weaknesses were reported relative to the master schedule, including turnover in key staff positions such as the administrator responsible for creating the master schedule which was essential for curriculum planning, lack of input in creating the master schedule from department heads and academy leaders, and untimely completion of the master schedule (ELHS SACS, 2001).

Facility.

The faculty was pleased with the cleanliness and look of the physical building. They also believed the classrooms, including the technical and science labs, were adequately equipped. Some recommendations were made on school maintenance; however, classroom overcrowding, room for academy meetings, and academic and technical teachers teaching in close proximity were of primary concern (ELHS SACS, 2001).

Schedule

Teachers believed the school's master schedule supported the school mission and students' completion of their vocational programs of study. They believed the block schedule supported creative classroom projects, integrated activities, authentic assessment, and work-based learning opportunities for students. However, teachers expressed disappointment that the schedule could not support pure academy classes due to the unequal number of students among academies and varying needs in students' academic requirements. Teachers thought the school should look at alternative scheduling to address these needs. They also recommended additional time for teacher planning, more input from department heads and academy leaders in planning the master schedule,

timely completion of the master schedule, and, very important, that the responsibility of the master schedule should be assigned to a staff member with longer longevity at the school (ELHS SACS, 2001).

Instructional strategies and learning activities

Strengths reported included teachers utilizing more hands on activities, instruction focusing on work skills and work ethic, innovative teaching strategies, teachers utilizing integrated curriculum planning, and the academy structure. Weaknesses included more academic support needed for students, a decrease in the number of teachers integrating, teachers' lack of knowledge of their academies and programs offered, lack of instructional leadership from administrators, weak recruitment process, and a poor master schedule design which failed to support the ICU process. While some teachers thought students needed more opportunities for AP and honors classes and that these classes would, in fact, be a strong marketing tool for the school, others believed these classes would damage the academy concept (ELHS SACS, 2001).

Finance

Lack of teacher surplus was listed as the only strength under Finance. Teachers, however, listed weaknesses as a lack of staff involvement and communication with faculty in school budget planning, and too much funding spent on administrative needs rather than teacher resources (ELHS SACS, 2001).

Testing

District and state mandated tests are a harsh reality at ELHS as they are throughout the country. While teachers believed the school worked well in organizing

and administering the required tests as well as preparing students, they believed testing was too highly prioritized, interrupted instruction, and did not encourage real learning (ELHS SACS, 2001).

Educational agenda of the school: Vision, beliefs, mission

An innovative curriculum, career focus, diversity, and encouragement of post-secondary pursuits were listed as strengths in this area. However, teachers believed there was need for reflective practice so that there was continuous alignment of school initiatives with the school's mission (ELHS SACS, 2001).

Integrated curriculum

The report indicated some teachers recognized the importance and strength in integrated planning and thought integration worked easily and naturally in some academic courses. However, weaknesses reported included a lack of priority given to encouraging the implementation of integrated curriculum planning, no incentives given to encourage the process, insufficient time for those teachers interested in collaboration and implementation, a need to provide training on integrated curriculum for teachers less knowledgeable in the process, no accountability for those teachers who refuse to participate in the process, and again a poor master schedule which did not support integration (ELHS SACS, 2001).

Management at ELHS

Teachers reported satisfaction with administrators making some effort at communication and allowing teachers to become more involved in the decision-making process. Administrators were reported as being supportive. Administrative turnover was

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reported here again as a weakness along with an unclear understanding of the administrative chain of command. Teachers were unclear on administrative duties (ELHS SACS, 2001).

Vocational curriculum at ELHS

Teachers were generally pleased at the opportunities offered to students in terms of technical training, employability skills, industry certification, and contact with business and industry. Weaknesses were offered in the form of recommendations including longitudinal studies and post-secondary follow-up on graduates (ELHS SACS, 2001).

The 2001 SACS team clearly reported teachers' frustration at being unable to stay true to the ELHS vision including career-centered instruction using integrated curriculum due to outside influences including state and district required standardized tests.

A decision needs to be made which path to follow. Currently the path is unclear! ELHS was founded on the academy concept. Academics were to be designed to supplement the technical instruction. However, due to standards, tests, and decisions, we currently are allowing the tail to wag the dog! No longer do we concentrate on technical instruction. We may be swinging too far off course! (p. A17)

Conflicting opinions were also offered by staff members who believed "honors classes are a must to assist with recruiting the better student. Parents will not allow their children to attend a school without 'Honors' classes" (p. A17) versus those who believed

"Scheduling 'Honors' and 'AP' will undoubtedly nearly destroy the academy concept" (p. A17).

<div align="center">2004-2005 Southern Association of Colleges and Schools'</div>

<div align="center">Council on Accreditation and School Improvement (SACS CASI)</div>

<div align="center">Guided Self-Study Report</div>

ELHS' 2005 SACS CASI Study Report described a strong commitment to the school's mission:

> The ELHS Beliefs and Mission are the foundation for the School Improvement Process by providing the following focus for improving the performance of both the students and the school. School stakeholders annually review educational research and revise the Vision, Mission, and Beliefs accordingly to improve student achievement and school operations. This process takes place through the school's Educational Excellence School Advisory Committee (EESAC), Leadership Team, and faculty as evidenced by meeting agendas. The school's Mission and Beliefs are posted throughout the school building and guide the work of improving student achievement. (p. 10)

ELHS' SACS CASI Study Report (2004-05) credits its shared decision-making process for its success in staying true to the mission:

> The High Schools That Work, TECH Prep, School-to-Work, and Coalition of Essential Schools research-based school-reform initiatives provide the foundation for the shared-decision making process that enables ELHS to maintain its Vision, Mission, and focus on student learning. The Educational Excellence

School Advisory Committee (EESAC) and the ELHS Leadership Team are the

major bodies that ensure that the curriculum is enacted, supported, and assessed.

(p. 12)

The school's leadership team was committed to working together to support the

school's mission:

The faculty meets a minimum of two times per month in order to be

involved in all aspects of the school improvement planning process including but

not limited to yearly examination and/or revision of the school Mission, analysis

of school profile data, development of strategies for achieving SIP goals, and

ongoing evaluation of SIP implementation. (p. 13)

APPENDIX I

AN ANALYSIS OF ELHS' SCHOOL IMPROVEMENT PLANS

Copies of the 1993-94 and 1994-95 ELHS School Improvement Plans were unavailable from the school archives or at the district office. ELHS' School Improvement Plans for the years 1995-96 through 2005-06 were reviewed. Throughout those years, the school's mission statement was revised several times. However, general statements related to the integration of academic and vocational curriculum, rigorous academics, acquisition of technical skills, development of competitive and globally-aware students, building community partnerships, a commitment to the use of technology to enhance instruction, and remaining true to the principles of the Coalition of Essential Schools remained a constant.

The mission of ELHS is to provide a supportive academic and technologically challenging environment that will motivate students to achieve their maximum potential. To fulfill this mission: A technology-enhanced curriculum and instruction will strengthen reading/thinking skills and promote self learning. Implement a variety of instructional strategies to maximize student achievement. Improve the overall performance of students in the classrooms as well as on standardized tests. Motivate students to excel in academics and the vocational and technical areas. (ELHS School Improvement Plan, 1995-96)

The mission of ELHS is to provide students with an education that will enable them to enter the evolving world of work and post-secondary education with the skills and confidence that will make them informed, effective and

productive citizens of the 21st Century. To fulfill this mission: Partnerships with industry will be developed to acquire needed support. A marketing plan will be developed and implemented to promote ELHS' goals regarding recruitment and curriculum that enhances the school-to-work concept in existing programs. A technology-enhanced curriculum and instruction will strengthen reading and mathematics skills, therefore promoting self-learning. (ELHS School Improvement Plan, 1996-97)

The mission of ELHS is to create and develop a curriculum that will better educate our students to become productive members of the competitive global workplace. To achieve this goal, the curriculum integrates technical skills with strong academic foundation. Integrated Curriculum Units connect real life applications with academic knowledge, providing students with the opportunities to think creatively to solve worthwhile problems. To fulfill this mission: A technology-rich instructional program will strengthen knowledge in reading and mathematics skills that will enable students to become lifelong learners. A comprehensive plan will be developed through the New Urban High School program that will merge the Coalition of Essential Schools' principles, School-to-Work and TECH Prep initiatives, and the School Improvement Plan goals. Business and community partnerships will be developed to acquire needed support as well as to improve communications between the world of work and educational institutions. (ELHS School Improvement Plan, 1997-98)

We believe than an innovative curriculum which combines state of the art vocational/technical training with a rigorous academic foundation will open new horizons of opportunity for students. It is our belief that instructional programs should provide world-class education for students entering a complex, rapidly-changing, highly competitive, and interdependent world. Therefore, the goal of ELHS is to provide students with the opportunity to earn their high school diploma and obtain certified career training simultaneously '2 for 1.' Thus the mission of our school is to create an institution which challenges students academically while they are actively involved in career training. It is our belief that this will enable students to enter the world of work or any postsecondary institution immediately upon graduation as informed, skilled, productive, confident, life long learners and citizens of the 21st Century. (ELHS School Improvement Plan, 1999-00)

The mission of our school is to challenge students academically while they are actively involved in career training, thus the '2 for 1': a high school diploma and industry certification that enable students to enter the world of work and/or pursue post-secondary education upon graduation. Our beliefs: an innovative and effective curriculum which integrates vocational/technical training with a rigorous academic curriculum will open horizons of opportunity for our students. All instructional programs must maintain high standards. Positive and innovative curriculum and instructional programs increase student achievement and provide lifelong learning skills for students entering a rapidly changing, highly

competitive world. A challenging academic program supports student success through work-based learning experiences in collaboration with our parents, community, and business partners. (ELHS School Improvement Plan, 2001, p. 40)

Vision: The vision of ELHS from inception has been to build a school whose culture is reflective of Principles of the Coalition of Essential Schools as it prepares its graduates to be successful in both the world of work and in their personal lives. The Principles of Coalition along with the Key practices of High Schools That Work support a school culture in which all stakeholders (teachers, administration, staff, parents, students, community members, and business partners) are empowered to work collaboratively in regard to the school's strategic planning and decision making.

Mission: The mission of our school is to challenge students academically while they are actively involved in career training, thus the '2 for 1': a high school diploma and industry certification that enable students to enter the world of work and/or pursue post-secondary education upon graduation. (School Performance Excellence Plan: School Improvement Plan, 2002, p. 511; SPEP, 2003, p. 2; SPEP, 2004; SIP, 2005; SIP, 2006, p. 5; SIP, 2007, p. 5)

While the 2005 through 2007 SIP vision and mission statements read the same as above, the following statement regarding school leadership was added under vision in 2005: "The principal provides strong instructional leadership that frames the school's vision and mission and turns them into reality" (SIP, 2005, p. 1; SIP, 2006, p. 5; SIP, 2007, p. 5) and is also contained in the vision and mission statements for 2006 and 2007.

These statements were added under the administration of the school's current principal who was appointed in 2005 after having served as assistant principal and vice principal for several years prior.

As previously stated, earlier reports were essentially standardized formats in which the school focused primarily on reporting school efforts to improve student performance on standardized tests. During the 2002 through 2004 school years, the School Improvement Plan changed names to the School Performance Excellence Plan (SPEP) and included a School Foundation component. Later versions of the School Improvement Plan also included this component. The change in format allowed district schools to explore and report on challenges and organizational factors affecting school performance. A review of ELHS' School Performance Excellence Plans found that challenges to the mission reported each year also proved consistent.

A major challenge to the school is the ability to provide teachers with the time for collaborative planning. When the school opened, it was opened with a seven period day schedule. Teachers taught five periods, had one period of planning, and spent one period working collaboratively with the other teachers on their academy. This collaborative planning time allowed teachers to integrate the academic and vocational curriculum. Prior to the third year of operation, the budget was cut so that only a six period day could be offered. This resulted in the loss of the common collaborative planning time for the teachers. The school uses grant money and the creative use of non-instructional time to increase teacher

collaborative planning time. (School Performance Excellence Plan, 2002, p. 516; SPEP, 2003, p.8; SPEP, 2004)

ELHS stakeholders have used strategic planning processes and the High Schools That Work benchmarks to plan and implement strategies to improve student learning and, as a result, student test scores have improved As emphasis in the educational arena has moved toward high stakes testing, the leadership team of ELHS is challenged with the task of educating outside customers that the school's mission of the integration of vocational and academic curriculum is supportive of and aligned with the accountability movement. This coming year the school is facing many of the same challenges as other schools such as a lack of availability of qualified teachers in critical subject areas, budgetary constraints, and a lack of time available for teachers to collaborate. (SPEP, 2004)

"Staying true to the Career Academy concept continues to be a challenge due to external and internal forces that typically pressure schools to move back toward more traditional structures" (SACS CASI Study Report, 2004-05, p. 36).

"The school has identified the following Challenge… Maintaining the career academy model and school mission (2 for 1)" (SACS CASI Study Report, 2004-05 p. 83).

EESAC recommendations each year gave emphasis to students' academic rigor and improvement especially in the areas of district and state mandated tests. However, other recommendations included a commitment to student membership in their vocational student organizations related to their career training; increased focus on preparing

students for the workplace; increased focus on Coalition Principles, Key Practices of High Schools That Work, and Tech-Prep initiatives; increased communication with parents and business or community partners; increased opportunities for students to participate in internships and other work-based learning; increased teacher training in the use of technology, hands on activities, project-based learning, integrated curriculum planning, and cooperative learning strategies; supporting the growth of Critical Friends Groups to promote professional development; teaching test-taking skills, and helping students to develop career portfolios; and the development of each academy's advisory boards (School Improvement Plans, 1995-96 - 2005-06).

> The school has identified the following Best Practices…Alignment of school initiatives (High Schools That Work, TECH Prep, Coalition of Essential Schools and School goals/Non-negotiables with SACS and PDSA), involvement of business connections, work-based learning, capstone, professional development support teams (CFGs), wireless computer labs, collaboration, work-related behaviors, discipline and good decorum in student body, high graduation rate/low dropout and 'not promoted' rates, matriculation to colleges and universities, CTSO's, Match common end-of-term exams and finals. (SACS CASI Study Report, 2004-05, p. 83)

ELHS SIPs report efforts made to improve in specific areas. A verbatim rendition is given of relevant statements selected from reports here. When cited twice, similar statements, although not verbatim, were made in subsequent reports.

"Provide on-going in-service opportunities for all staff members. Instruct classes in test-taking strategies and techniques throughout the school year"(SIP, 1997-98; 1998-1999; 1999-2000).

"Provide opportunities for business partners to assess and assist in the portfolio process" (SIP, 1998-99).

"Provide a set of teacher developed integrated curriculum units on career development and exploration" (SIP, 1998-99; SIP, 1999-2000).

"Provide opportunities for business partners to assess and assist in the offering of workplace experiences." "EESAC will solicit participation from the appropriate individuals in the business community to equitably represent each academy on the EESAC" (SIP, 1999-2000; SPEP, 2002, p. 529; SPEP, 2003, p. 22).

A portion of the EESAC budget will be used to provide opportunities for teachers to apply for mini-grants to be utilized for educational enhancement. EESAC recommends that in-house workshops be held to assist teachers with the process of developing integrated curriculum units and test-taking skills. EESAC promotes the expansion of the Critical Friends Group (CFG)/Professional Development Teams (PDT). (SIP, 1999-2000; SIP, 2000-2001; SPEP, 2002, p. 529)

Provide transition seminars for new hires, and faculty, staff and administration to promote the career development goals of our mission statement. Provide opportunities for integration curriculum training. Provide teamwork/collaboration workshops for teachers. Provide opportunities for staff

members, students, parents, and business partners to share best practices developed at ELHS. (SIP, 2000-2001)

The school leadership team works to ensure that the school's mission is the primary focus of all curricular planning and provides curricular leadership and support to all stakeholders. School reform is valued and new ideas and innovation are encouraged as methods of accomplishing the mission and vision of ELHS. Teacher collaboration is supported by optional teacher participation in Critical Friends groups that are a part of the Coalition of Essential Schools initiatives. (School Performance Excellence Plan, 2002, p. 515; SPEP, 2003, pg. 8; SPEP, 2004)

ELHS has identified several issues concerning improvement of the educational delivery process. Among them are: When addressing the teacher shortage and the problem with filling vacancies, ELHS has an advantage over other schools in that ELHS students are more serious about their studies than most high school students. Also, teachers at ELHS are often active participants in the operations and leadership of the school. Opportunities abound for teachers who are interested in increasing their level of responsibility. The school's vice principal is conducting regular training sessions for all teachers who are new to ELHS and each new teacher is assigned a peer teacher.

In order to provide teachers with more collaborative planning time, ELHS is using the following methods: use of faculty meeting time for academies and departments to meet and use of grants (i.e. School to Career) to provide for

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planning retreats. In addition, there is a movement among faculty to increase the number of Critical Friends groups that are a part of the Coalition of Essential Schools. Participation in Critical Friends Groups is voluntary. The groups meet to discuss student work and teaching practice. (School Performance Excellence Plan, 2002, p. 517; SPEP, 2003, p. 10; SPEP, 2004)

ELHS has identified several issues concerning the challenges in improving operational and external forces processes. In order to continue to support the increased involvement that is required by business, the position of academy coordinator has been established. One of the tasks of the academy coordinator is to provide support to academy leaders in connecting with possible business partners and in the maintenance of the relationships once they have been established.

In order to increase parental involvement, ELHS through the guidance of the student services department is opening the Washington Mutual Parent Resource Center. The purpose of the Center is to bring increased parental involvement into the school. The Center will provide resources and workshops to parents.

A major problem within ELHS' organizational processes has been communication (external and internal). To correct this problem, a teacher has been identified to handle external 'marketing' communications. In addition, access for all teachers to e-mail has been identified as one of the major technology

priorities for the school year. (School Performance Excellence Plan, 2002, p. 517; SPEP, 2003, pg. 10)

Continue to improve the quality of the Career Academy Structure by using the Career Academy National Standards of Practice (National Career Academy Support Network) to focus efforts and develop targeted standards for improvement. At the time of the writing of this report, the Leadership Team has scheduled an extended meeting open to all stakeholders to develop specific targets for short and long-term implementation. (SACS CASI Study Report, 2004-05, p. 86)

Recommend ongoing in house orientation for faculty, staff, parents, students, and administrators to reinforce and support Integrated Curriculum, School Improvement Plan, interdisciplinary FCAT strategies, and Capstone process…Continue to search for ways to allow teachers to collaborate, specifically the seventh period common planning. (SACS CASI Study Report, 2004-05, p. 87)

ELHS is addressing the issue of lack of time for proper strategic planning and implementation in a number of ways: Members of the leadership team will be provided with professional development in the area of leadership through the Teacher Education Center. A system of committees has been developed to oversee the implementation of the action steps outlined in the school's SACs Action Plan. Faculty meeting times will be allocated for use by academies and departments to meet. (School Performance Excellence Plan, 2002, p. 517)

Implement the Deming's Model Plan Do Study Act (PDSA) for

continuous improvement. (SIP, 2006, p. 13)

Professional Development: 1. High Schools That Work training sessions

for teachers to review research based strategies for improving student engagement

and academic success. 2. Safety Net workshops sessions for teachers on

monitoring and improving student engagement and academic success. (SIP, 2006,

p. 42; SIP, 2007, p. 44)

To retain our new teachers, we have a Beginning Teacher's Professional

Learning Community that provides support, mentorship, and collegial

collaborative learning opportunities to assist new faculty members in their

professional development. Experienced teachers on the faculty are encouraged to

seek National Board Certification and become certified in clinical supervision and

mentorship programs. (SIP, 2007, p. 11)

Teachers are provided with opportunities to participate in learning

communities with peers that include vertical, horizontal, and across content area

teaming through the smaller learning community academy structure. Best

instructional practices are shared and modeled through a system of regularly

scheduled academy, department, and faculty meetings that support professional

development that strengthens the knowledge base of teachers. Mentor teachers are

assigned as 'buddies' to new teachers and collaboration with colleagues is utilized

through the New Teachers Critical Friends Group (CFG) that meets biweekly. All

new teachers at ELHS are provided with the ELHS Toolbox which provides

teachers with an overview of ELHS, tips on instructional content and

methodology, information on assessment and evaluation, strategies for classroom

management, tips on professionalism and professional development, and helpful

handouts. (SIP, 2007, p. 12)

The 2006 and 2007 School Improvement Plan credits school leadership as a

strength at ELHS and credits leadership as a contributing factor to its school reform

efforts (SIP, 2006; SIP, 2007). ELHS 2005-2006 SIP comments on its leadership

strength:

This strength in leadership evidenced by a score of 4.0, an increase from 3.9 the

previous year, on the 'Leadership' category of the Organizational Performance

Improvement Snapshot survey. School stakeholders are very aware of the

organization's mission and values and use them to guide their work. The majority

of respondents believed their supervisor shares information about the

organization, creates a work organization that helps them to get their work done,

and encourages learning that will help them to advance in their career. The

school's Leadership Team is continually working on improving the leadership

skills of all participants so that every stakeholder believes that their views are

valued and organizational information is communicated to them. (SIP, 2006, p. 9)

Yet the report acknowledges room for improvement in the areas of valuing faculty

contributions, team work among faculty, and school culture.

The team approach to school planning and management was a founding principle

of ELHS' design. The team approach results in a school culture that values

education and sees the school as a 'Community of Learners.' On the

Organizational Performance Improvement Snapshot survey, there was

improvement from a score of a 3.6 to a score of 3.9 on the 'Human resource

Focus' which asks respondents to consider how employees collaborate to

accomplish the work location's strategic objectives. Within the category, the two

top scoring items were respondents believed they can make changes that will

improve their work and the workplace is safe. While all item response averages

fell in the 'frequently' range, the item 'I am recognized for my work' and 'The

people I work with cooperate and work as a team' fell on the low end of the

'Frequently' range. The school's principal has implemented the 'Fred' Awards to

recognize stakeholders who go above and beyond. . . .The school leadership team

can improve upon using all respondents' time and talents well. (SIP, 2006, p. 10)

The 2007 SIP reported staff concerns in the area of Process Management and

Strategic Planning on this survey.

The score in the category of 'Process Management,' while averaging in the

'Agree' range, showed an average response growth of .3 over the previous year's

score. This survey category asked respondents to consider how the work location

manages the key processes for product and service delivery, business growth, and

supports daily operations. The two lowest scoring items dealt with the ability of

the respondents to obtain the resources they need to do the job and to control their

work processes. (SIP, 2007, p. 4)

ELHS 2006 and 2007 SIPs indicate a commitment to collect data from the staff on the reasons for these negative perceptions so that efforts could be made to correct it and improve the school's organizational structure and function.

APPENDIX J

AN ANALYSIS OF GRANT APPLICATIONS/SELF-STUDY REPORTS/
TECHNICAL ASSISTANCE DOCUMENTS

1994 Hammons, Pittman and Associates Technical Support Project

During its initial year of operation, 1993-94, the school district employed

Hammons & Pittman Associated, a consultation group, to provide recommendations on

professional development strategies needed to achieve ELHS' school mission. At the

time of this study, ELHS' master schedule included a seventh period day to facilitate

common planning. The consultation group met with each of the academies during that

common planning period. Models of integrated curriculum planning and methods of

documenting implemented units were shared with each of the academies. The

consultation group shared some concerns that the school's online computer network was

not fully functional which hindered efforts of documentation. Also of concern was that

the entire faculty was not aware of integrative planning resource guides provided.

However, Hammons & Pittman (1994) seemed optimistic that teachers were receptive to

receiving training and utilizing this guide to implement integrated planning. Surveys were

conducted by the consultation group in order to gather baseline data ELHS could use in

developing strategies for school improvement. The survey instrument selected was the

Institutional Effectiveness Assessment Guide developed by the National Center for

Research in Vocational Education as well as the administrators, faculty, students, and

advisory board members of fourteen educational institutions offering vocational

education. The survey instrument focused on six major themes: 1) school climate, 2)

administrator attributes, 3) faculty attributes, 4) student attributes, 5) curriculum

development, and 6) institutional marketing/vocational student organizations/support

services (Hammons & Pittman, 1994). Hammons and Pittman acknowledged a cursory

evaluation of some of the data collected due to untimely receipt of responses collected

from teachers and administration. An examination of the survey administered at the end

of the 1993-94 school year found the following survey questions which relate to this

study. Respondents used a scale of 0 Not Observed, 1 Almost Never, 2 Occasionally, 3

Usually, and 4 Almost Always. With a response rate of 68%, Hammons and Pittman

report faculty responded Usually or Almost Always at the following percentages:

> There are adequate resources available for acquiring supplies and equipment,
>
> 80.1%; there are financial resources to fund the innovations and creative ideas of
>
> instructors and administrators, 53.2%; staff members take advantage of
>
> opportunities to communicate regularly and freely with their colleagues, 77.8%;
>
> there is a sense of camaraderie, trust, friendliness, and respect among students,
>
> faculty, and administrators, 75.1%; an environment exists within the school that
>
> encourages teachers to have a good rapport with, and demonstrate caring attitudes
>
> toward their students, 92.5%; within the school, teachers maintain appropriate and
>
> productive professional relationships, 87.6%; there is a friendly and cooperative,
>
> yet competitive spirit among teachers, programs, and academies, 86.4%; the staff
>
> members are willing and able to articulate the purpose of their programs,
>
> academies, and school, 95.1%; there is an awareness among administrators,
>
> instructors, and students of the instructional activities conducted within each
>
> academy of the school, 74.1%; administrators are readily available and easy to

approach to discuss instructional and program plans, problems, and improvements, 85.2%; staff members are involved in institutional decision-making processes, 66.7%; staff members are treated as professionals, 85.2%; there is a family-like atmosphere among staff members, 60.5%; an institutional atmosphere exists encouraging teachers to put forth extra effort towards the academic and personal concerns of the students, 82.3%; instructor turnover is limited, 39.5%; programs and policies exist that aim at supporting the long term employment of instructors, 58.8%; instructors provide input for hiring new instructors and administrators, 39.5%; employees from different departments and academies readily cooperate with one another, 82.5%; the school maintains and promotes high standards of quality, 88.9%; the level of morale among students and staff is high, 80.3; instructors are encouraged to be innovative, 93.8; instructors are encouraged to develop and implement new ideas, 93.8; experienced instructors are employed to maintain program quality, 81%; mutual trust exists between employee groups and school administrators, 71.6; the staff displays teamwork, 81.5%; block scheduling of classes has aided in the realization of the goals set for ELHS, 84%; the school administrators are people oriented, 85.2%; the school administrators foster a participatory instead of an authoritarian leadership style, 71.3%; the school administrators have developed the ability to ensure that tasks are accomplished while maintaining an atmosphere of concern for staff development and participation, 81.5%; the school administrators hold staff members accountable for delegated responsibilities,

81.4%; the school administrators give instructors opportunities to develop

personal autonomy, 79%; the school administrators welcome changes that

enhance existing school programs, policies, or practices, 79%; the school

administrators focus on the benefits of risks when taking on or initiating new

projects, 75%; the school administrators collaborate and cooperate with

community industry, and business groups for mutual benefits, 72.9%; the school

administrators encourage and support creativity within staff members, 83.9%; the

school administrators perform duties not ordinarily thought to be part of an

administrator's responsibility, 53.1%; the school administrators are willing to

spend additional time at ELHS when necessary, 86.3% ; the instructors demand

high quality work and workmanship from students, 90.1%; the instructors

encourage one another, 81.5%; the instructors design high quality, real-life

learning experiences, 82.7%; the instructors are committed to the mission of the

school, 87.6%; the instructors work together in a collegial and cooperative

manner, 83.8%; the instructors exhibit a sense of pride about themselves and their

work, 93.8%; the instructors exhibit a sense of pride about their school, 88.8%;

the instructors value the block scheduling of classes at ELHS, 85.2%; the

curriculum development process encourages ownership of course curriculum

among faculty members, 66.7%; the curriculum development process enhances

instructor professionalism by encouraging them to maintain up-to-date materials,

80.2%; the curriculum development process integrates academic and vocational

curriculum activities in an on-going basis at ELHS, 77.7%; the curriculum

development process encourages teachers at ELHS to practice integration of academic and vocational topics in their classrooms, 85.2%; the curriculum development process is enhanced by the block scheduling of classes at ELHS, 83.8%; ELHS promotes policies that encourage teachers to publicize their programs, 64.2%; ELHS provides personal and career counseling services, 82.3%; ELHS has a staff that is supportive of the school's applied academic programs and other individualized support services, 88.9% (Hammons & Pittman, 1994).

An evaluation of the staff responses by themes found the following: Teachers and staff responded Usually or Almost Always on School Climate, 75%; Faculty Attributes, 83.6%; Administration Attributes, 79.6%; Student Attributes, 63.8. The exact numerical figure for the following themes was not given. However, an examination of the bar graph published in the study estimates those values as Curriculum Development, 65%; and Marketing Supply and Services, 70% (Hammons & Pittman).

It is interesting to note in these results that while teachers and staff rated ELHS highest in Faculty Attributes, including teacher satisfaction with integrating curriculum, block scheduling, school pride, collaboration, and commitment to school mission, lower satisfaction ratings were found in curriculum development, leadership factors, job security, and marketing of the school. While teachers appeared pleased with opportunities provided for innovative teaching, there was also concern about the financial resources available for implementation. Staff ratings also indicate they were experiencing some

struggle in the area of curriculum development. Teachers also wanted more input in institutional decision-making.

While "instructor turnover is limited" was rated 39.5% Usually or Almost Always, it was also rated 51.8 "Not Observed or Almost Never." The numbers are puzzling since the instrument was administered at the end of the school's first year of operation. Later in this study, the rate of teacher turnover is examined. Because, rate of turnover was determined by the number of incoming new staff members to the school, it was impossible to graph the rate of turnover in the first couple years of the school. ELHS was in the process of hiring significant numbers of teachers in this first three years to accommodate incoming grade levels.

The instrument presented faculty with an opportunity for open-ended responses. When asked for comments on how to make ELHS a world-class educational setting, some comments from faculty addressed the academy structure and teachers working in teams:

> More cooperation among staff members working on teams.

> Will those teachers who say it can't be done please get out of the way of those that are doing it.

> The main thing would be to continue to make progress towards 'becoming' through total staff participation, dialogue, and contributions. As an institution, we are at an infant stage. There is much to work for and much yet left to accomplish. The rewards of this process will be significant for all.

Also, let the teachers have more opportunity to share ideas, especially in the area of technology to reduce the paperwork and mundane work.

More mutual planning amongst the entire staff. (Hammons & Pittman, 1994, p. Faculty Comments 2-5)

Some comments addressed the classroom or teacher preparation:

Teachers must continue to integrate vocational topics and academics.

Decrease class size. This is essential if we are to provide 'hands on' training that is of any value. Alternatively provide paraprofessionals/aides to decrease instructor/student ratio. (Hammons & Pittman, 1994, p. Faculty Comments 2-5)

Some comments addressed school mission:

Keep focus on school's mission, sensitivity training for total staff, buy into concept; willingness to take risks; accept failure as energy to move forward for growth.

I believe all staff and faculty should be made aware of the ELHS mission statement before hiring. This will ensure that only teachers who want to contribute to it become a part of the staff.

Leadership of the school begins and ends with the principal; subordinates should respect and honor that authority and office; instead of trying to undermine the very foundation of ELHS.

I think we are on our way. As with any new endeavor, we need time to work out the bugs. However, we do not to maintain a faculty and leadership

(including all staff) who are committed to and understands the mission of this school.

Maintain and implement the ELHS mission and encourage greater student achievement as they advance from one grade to the next. (Hammons & Pittman, 1994, p. Faculty Comments 2-5)

Others addressed school leadership:

There needs to be more communication among the administrative team in order to avoid confusion and conflict. There also seems to be negative undercurrents of distrust and disrespect between faculty and/or administration.

There still seems to be resistance with regard to innovative programs that will allow students to break from the regular H. S. routine and become more involved in their technical program of study. Administration has actually said that they were going to push all the students with high stanines into the Fannie-Mae academy so that they can get/earn money for college—regardless of their technical interest.

Better relationship between faculty and administration. A 'non-trust' feeling exists.

The administrators could try to be a little more attentive/responsive/ and sensitive to the needs of the teachers so that it is more of a team effort rather than what sometimes feels like a US (administration and students) versus THEM (teachers) situation.

We are an emerging force and therefore our direction is a changing element. This frequently leaves instructors a little 'unsure' of their role and could be remedied by more frequent brief informational meetings of the entire staff.

People who have the expertise and experience on the senior high day time level need to be placed in key positions in every area.

Principal needs to be less hostile (entire office staff too). Equity in dealing with administrators. (Hammons & Pittman, 1994, p. Faculty Comments 2-5)

Comments addressed district or state support or other outside factors:

We need more support from academic offices – downtown.

More publicity about the school offerings and type of student acceptable.

We need to see the people on the 8th and 9th floor [a reference to the district office] in staff development workshops — changing and show their support.

Academically ELHS is growing and achieving excellence. The only problem I have run into at ELHS has to do with the personnel in the main office. These staff members need to be trained to show pride in ELHS. These people are usually the first contact outsiders and other professionals have with ELHS. Perhaps some interpersonal skills training would be an area to address. (Hammons & Pittman, 1994, p. Faculty Comments 2-5)

1998 TECH Prep Self Study Report

ELHS' 1997-98 TECH Prep Self Study report documented concerns raised by the visiting evaluation committee in 1996. Major areas of concerns included the school's ability to market its TECH Prep and School-to-Work programs adequately to all stakeholders, lack of business and industry contact— including work-based learning opportunities — for students completing their programs of study, monitoring and training necessary to increase active learning, lack of technology available for student use, providing adequate planning time — including common planning — for teachers to plan integrated curriculum units of instruction, and more collaboration needed with community colleges in planning articulation as well as providing training for ELHS staff (TECH Prep Self Study, 1997-98).

When rating itself on a scale of zero to four with zero representing 0%, one representing 1%-25%, two representing 26%-50%, three representing 51-75%, and four representing 76-100%, ELHS gave itself three to four on the following indicators of success: Students and teachers perceived higher expectations of success in academics and vocational programs of study, vocational and academic teachers stressed school mission of preparing students for career and further education, teachers and students reported active learning activities in academic courses, academic teachers integrating career related instruction, vocational teachers integrating academic and reading content, increase in integrated curriculum planning among teachers, and increase in number of students involved in career planning as well as preparation for postsecondary opportunities. ELHS rated itself one or two in the following areas: teachers stressing the importance of math,

collaboration with post-secondary partners, collaborative support between academic and vocational teachers provided for students with deficiencies, professional development provided to teachers in integrating academics and vocational skills, and lack of planning time provided for teachers to collaborate and learn from each other (TECH Prep Self Study, 1998).

ELHS cited strategies used to address some of the concerns by the evaluation committee. Efforts were made to improve marketing through a recruitment campaign which brought middle school students from throughout the county into the building. These students were given a promotional presentation on the school, academies, and programs of study. ELHS students and personnel added a personal touch by conducting tours and question and answer sessions. Recruitment brochures were made available in other languages. Orientation sessions were conducted for new students and parents to educate stakeholders on expectations at ELHS.

Programs of study at ELHS were reviewed and revised to ensure high academic courses as well as work-based learning opportunities for all students. Two strategies were used to increase collaborative planning. In one plan, administration gave up faculty meeting time for academies to meet. In the second, grant money was obtained and used to support full retreat days for academies to provide substitute teachers for academies which preferred to meet more frequently over a longer period of time. Finally, faculty and administrators were encouraged to attend workshops and conferences which supported their ability to prepare students for life-long learning and integrated curriculum planning (TECH Prep Self Study, 1998). ELHS continued to cite marketing its programs to its

stakeholders, teacher turnover, and follow-up teacher training as major concerns in its efforts (TECH Prep Self Study).

<p style="text-align:center">1998 ELHS Case Study.</p>

A case study conducted by the Big Picture Company in 1997 discusses the negative effect of school leadership turnover.

> Because of ELHS' innovative practices and early success, the district considers it a model for replication and a training ground for administrators. ELHS has had three different principals and five assistant principals for curriculum and instruction in five years. The result of this rapid turnover is a recurrent uncertainty among the school's faculty about the school's direction and the continued support of their work. (Big Picture Company, 1997, p. 48)

> It is mid-July 1993. As the construction crew works feverishly to complete its punch lists, the newly assembled ELHS leadership team congregates around a table in a room which they have fondly nicknamed 'The War Room.' It is in this room over the next five weeks that the school's mission and ethos will come to life. Teachers, working together in design teams, will create the master schedule, the curriculum framework, and the standards of excellence for all students. (Big Picture Company, 1997)

This quote provided in the case study of ELHS by the Big Picture Company provides a compelling description of the school's first teacher leaders and their contribution to the original structure and focus of ELHS. The study describes the commitment of the original staff to integration and strong academics with a vocational

focus. The result was ELHS setting precedent as the first high school in the district to organize into career academies as small learning communities, integrate academics and vocational curriculum, adopt a block schedule to enhance delivery of curriculum, employ work-based learning, and recruit advisory board members from businesses and the community to support its efforts. Furthermore, those first teacher-leaders persuaded the school district to allow the school an extra planning period in which teachers would work together on curriculum development in their career academies (Big Picture Company, 1997).

Profound testaments to the role played by teacher-leaders appeared in the same case study:

Doc Brewster also made a pivotal decision that summer. Observing that the leadership team had taken ownership of the work, he decided to postpone the hiring of an assistant principal for curriculum and instruction. Instead, he created a curriculum committee where teachers could continue developing curriculum as a team. This decision served the school well in succeeding years, even though they did eventually fill the position. By then, the leadership team was functioning well enough to preserve the ELHS vision under a succession of administrators. (Big Picture Company, 1997)

Despite the excessive turnover in leadership (three principals and five assistant principals of curriculum), four years after its inception ELHS teacher-leaders remained determined to carry on the vision.

Yet at the same time, ELHS staff exhibits the 'bottom-up' leadership that is so crucial to innovation. Despite the administrative turnover, the staff remains adept at nurturing their own internal development capacity. They conduct productive meetings and work collaboratively. Understanding that their work must continue despite administrative turn-over, the staff keeps moving forward (Big Picture Company, 1997).

2003 National School Change Awards Application

In its application for the National School Change Awards in 2003, ELHS commented on challenges to maintaining its vision:

One 'bump in the road' that the school has experienced in regards to having shared attitudes, beliefs, and values that guide decision making has come due to administrative and faculty turnover. ELHS has been challenged with having five principals and at least eighteen different administrators (assistant and vice principals) during the ten years since opening. As the first career academy high school in the county, ELHS was used as a training ground for vice principals to move into the principalship. One of the major goals of the previous superintendent was to move all high schools into a career academy model. Often, new administrators brought with them a 'traditional' set of attitudes, beliefs, and values that were a contradiction to those of a school built on school reform concepts. While new administrators eventually understood and bought into the ELHS culture and philosophy, often reform efforts were eroded and it become an

effort to sustain school reform efforts that were already in place (National School Change Awards Application, 2003, p. 4).

During the late 1990's the leadership team ceased to meet on a regular basis and the decision making of the school become primarily a function of the administrative team. In recent years, the administration has worked with the faculty and staff to return the decision making structure to being a shared process. The leadership team consists of academy leaders, department heads, teachers, and administrators who meet every two weeks to address all school issues especially curriculum. Leadership team meetings are open to all ELHS faculty and staff. While leadership meetings may on occasion get heated, the group 'agrees to disagree,' a prescript that was adhered to in the 'War Room' during the original design of ELHS. (National School Change Awards Application, 2003, p. 5)

When the school opened, a culture of 'inquiry' and 'reflective practice' was pervasive. The school was the first district high school to become a Coalition high school. The majority of faculty members took part in Critical Friends Groups (CFGs). As the school faced the challenges of sustaining school reform, the culture of 'learning' was gradually eroded and CFGs ceased. Through the use of the SACS school improvement instrument, the faculty and administration have moved back to the building of the 'learning community' culture upon which ELHS was founded. (National School Change Awards Application, 2003, p. 6)

When ELHS opened in 1993, all academies had business advisory committees that met on a regular basis. By 1998-99, only one academy possessed

a business advisory committee that met on a regular basis. As a result, the academy leader of each academy worked with their faculty team and rebuilt an advisory committee beginning in the 1999-2000 school year. All seven academies' advisory committees meet a minimum of four times yearly. (National School Change Awards Application, 2003, p. 9)

The application narrative continues to discuss efforts made by the faculty to renew the commitment to the school vision through leadership retreats in which the school's leadership team, consisting of administrators and teacher-leaders, worked together to identify impediments to school reform and planned strategically to address these issues. Progress was also credited to the school's effort in changing the structure of regular faculty meetings to professional development sessions developed and presented by ELHS faculty, obtaining district funding for collaborative academy retreats, and building a strong focus using SREB High Schools That Work practices (National School Change Awards Application, 2003).

APPENDIX K

AN ANALYSIS OF ELHS' SCHOOL SURVEYS

Staff surveys helped create a sense of staff perceptions of leadership style, especially during leadership transition periods.

School Climate Surveys

School climate surveys were a critical determination of school culture. The survey instrument provided an opportunity to gain insight from staff members on their perception of school climate during each school year. Furthermore, the results of the instrument, as reported by the district, also provided comparative results among other senior high schools in the district.

The results of the school climate surveys for the school years 2000-01 through 2005-06 were accessed from the district website. Copies of the 1999-00 and 2006-07 surveys were found on file at the school. Unfortunately, the researcher was unable to obtain copies of the school climate surveys for the first five years of ELHS' history. A call for assistance was made to the district which was only able to provide copies of school climate surveys dating back to the 1998-99 school year. According to the district's director of research, although they may have measured similar items, the instrument used before that year was different in format, had been archived, and was not easily accessible (D. Morris, personal communication, August 7, 2007). However, the researcher believes the previously reported results of the survey administered in June 1994 during the Technical Support Project by Hammons and Pittman provide some insight on staff perceptions of school climate during that first school year. This survey, considered in

combination with the School Climate Surveys for the school years 1998-99 through 2006-07, the staff's perception of strengths and weaknesses also previously reported in the 2001 SACS review, as well as the responses to the Web-based questionnaire provided an adequate representation of staff perceptions over the school's history.

Three versions of the school climate surveys are administered by the district office annually--one each to instructional staff, parents, and students. The following survey analysis represents the results of the instructional staff assessment. This assessment includes administrative staff. If all administrative staff at ELHS participated in the survey in any given year, that number of participants would be a maximum of four. Those numbers would also be represented in this data analysis. Only those items which reflected the themes emerging from this research were charted for analysis. The names provided in this analysis are the pseudonyms assigned to the administrators in the administrative history listed previously in this research study.

School Climate Survey Items

At my school:

1. …personnel work together as a team.

2. …administrators solve problems effectively.

3. …I feel that my ideas are listened to and considered.

My principal:

4. …is an effective administrator.

5. …represents the school in a positive manner.

6. …demonstrates good interpersonal skills.

7. …deals with conflict constructively.

8. …responds in a reasonable time to my concerns.

9. …treats me with respect.

10. …is receptive to constructive criticism.

11. …is supportive of teachers.

My ability to do the best possible job at this school is limited by:

12. …lack of concern/support from the principal.

13. …lack of concern/support from the district administration.

14. …insufficient resources (e. g., funds, books, equipment, supplies, etc.).

15. Students generally come to my class at the beginning of the term prepared for the

    grade level of courses I teach.

16. I am satisfied concerning how my career is progressing at this school.

17. I have a feeling of job security in my present position.

18. I like working at my school.

19. Staff morale is high at my school.

20. I frequently feel overloaded and overwhelmed while working at my school.

21. Annual teacher evaluations are fair and reasonable.

22. Annual teacher evaluations are used to improve teacher performance.

23. In-service programs keep me informed of the latest education strategies.

24. I believe children attending my school are receiving a good education.

25. The overall climate or atmosphere at my school is positive and helps students

    learn.   (ELHS School Climate Surveys, 1998-99 – 2006-07)

At my school personnel work together as a team.

School Climate Survey Item #1

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	55	64	56	67	67	77	63	70	77
■ District	65	68	66	73	76	72	74	72	73

School Year
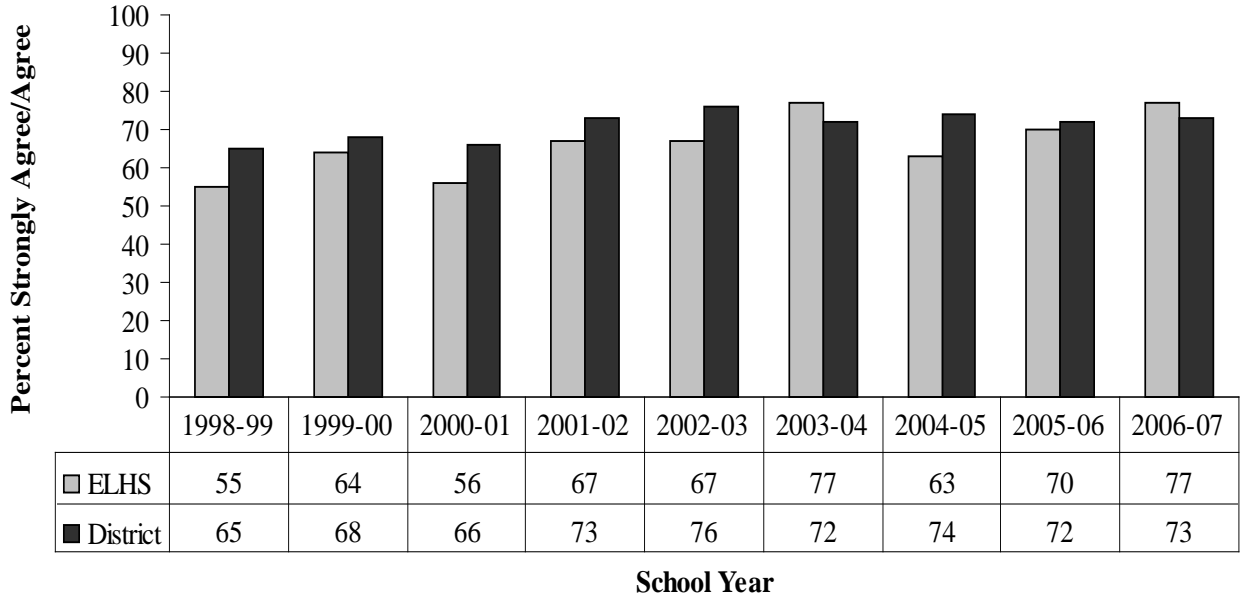
Figure K1. School Climate Survey Item #1.

In a school utilizing career academies to structure itself into small learning communities, clearly the staff at ELHS does not have a sense of community and team work equivalent to the senior high schools in the district. The perception improved in 2003-04 when its sixth and current principal, Valerie Johnston, took the helm. However, the number dropped significantly the following year. The percentage continued to improve and showed a significant improvement in the 2006-2007 school year. During 2006-07, the school received a Small Learning Communities Grant. The vice-principal, several academy leaders, and a few interested teachers received training as Critical Friends coaches. The vice principal, inspired by the school's initial history and her training as a Critical Friends coach, redesigned leadership meetings using protocols published by the Coalition of Essential Schools. She encouraged the academy leaders and department heads to do the same. Furthermore she allowed several faculty meetings and Early Release Professional Development Meetings to be used in training teachers how to use the protocols as well as to look at students' work. These recent efforts at promoting the concepts of small learning communities and the Coalition of Essential Schools as well as providing professional development may account for teachers' increased perception of teamwork at ELHS.

At my school administrators solve problems effectively

School Climate Survey Item #2

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	45	43	57	58	67	76	68	68	75
■ District	66	66	67	69	74	71	74	69	67

School Year
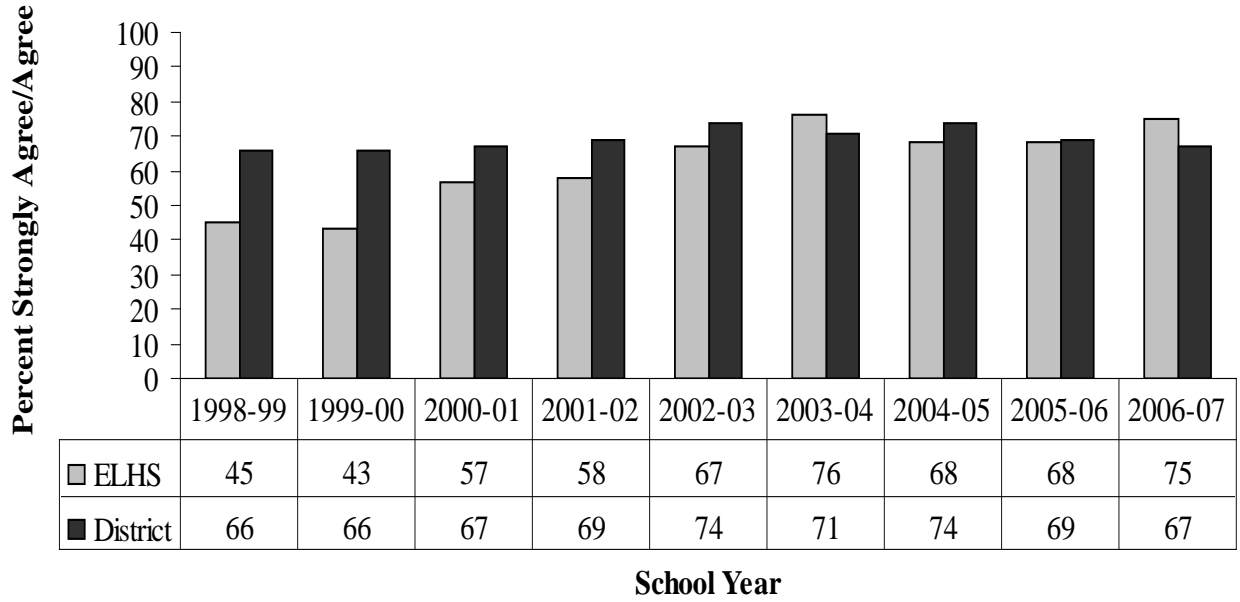
Figure K2. School Climate Survey Item #2

ELHS has consistently shown a lack of trust in its administrators working effectively to solve school issues. Again that perception improved with the assignment of Principal Johnston. But it dropped again the following year. The significant increase in 2006-07 may be a result of the efforts by administrators to promote teacher collaboration and strengthen the academy structure.

At my school adequate disciplinary measures are used to deal with disruptive behavior.

School Climate Survey Item #3

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
ELHS	59	60	59	65	69	78	70	71	73
District	63	64	66	73	75	68	70	65	65

School Year
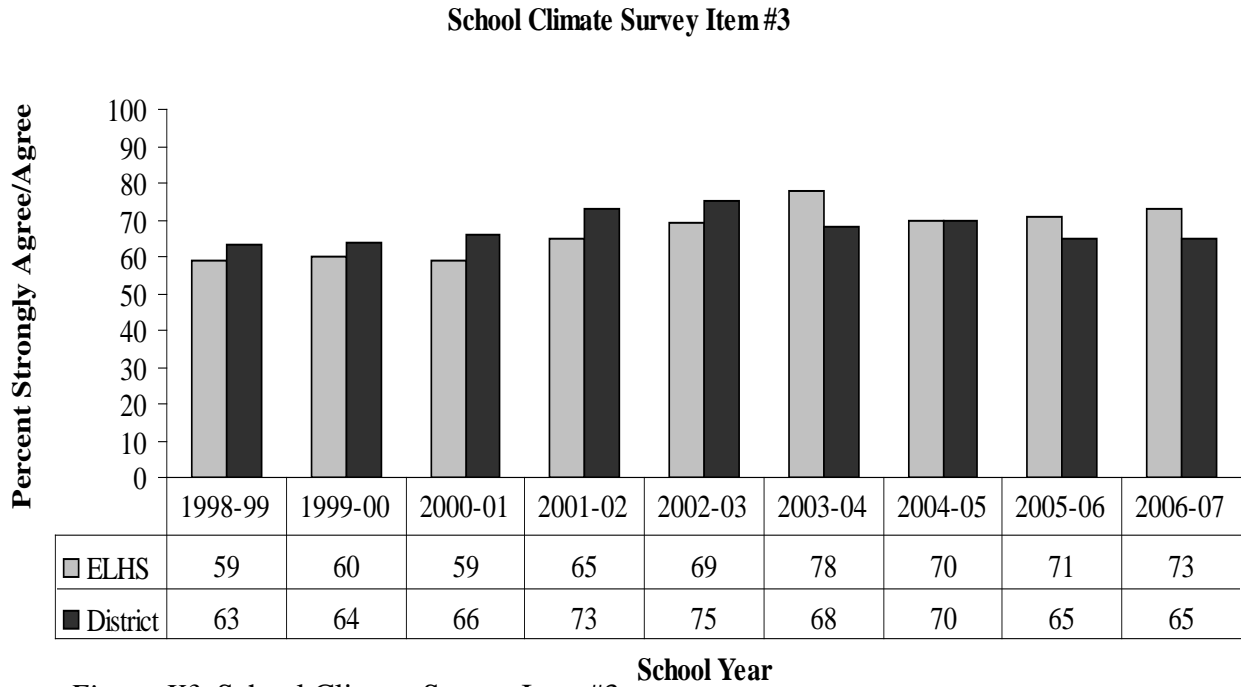
Figure K3. School Climate Survey Item #3.

Studies have shown teachers believe they are supported in the classroom when administrators are able to enforce discipline and curtail disruptive behavior (Gorrow, 2005). ELHS' perceptions of administrators' ability to handle disruptive behavior effectively has consistently been lower than at the other district high schools. That perception changed in 2003-04 with the assignment of the Valerie Johnston in the role of principal. Teacher confidence dropped again in the following year but has continued to improve.

My principal is an effective administrator.

School Climate Survey Item #4

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
▢ ELHS	38	53	67	73	79	88	84	79	81
■ District	75	75	77	73	80	77	83	78	79

School Year
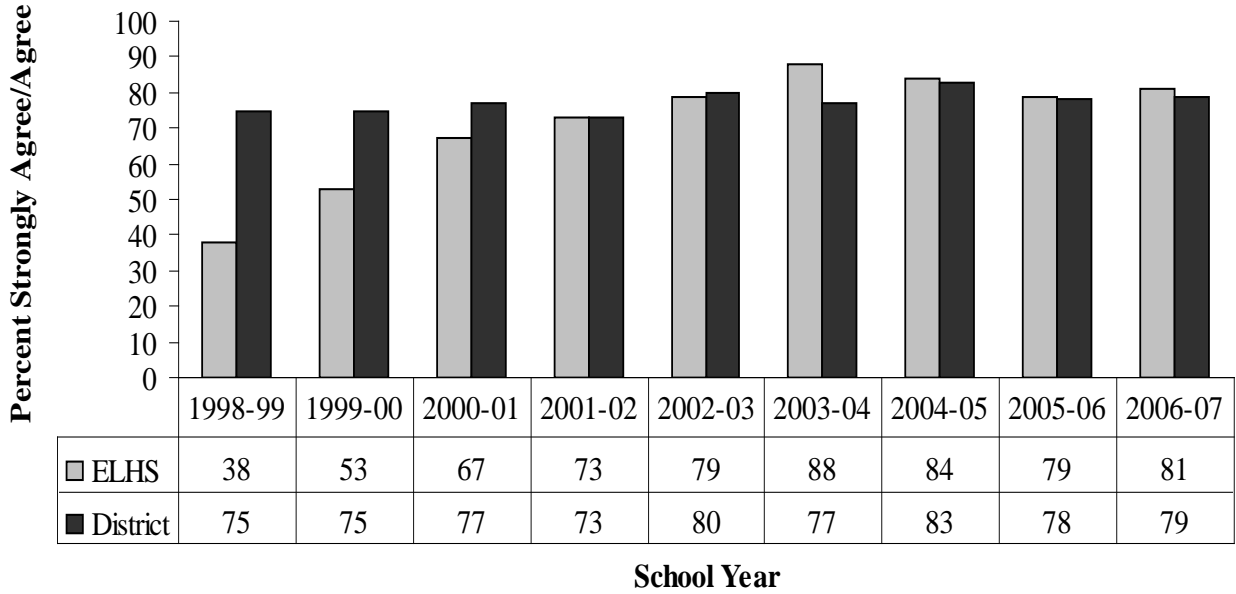
Figure K4. School Climate Survey Item #4.

ELHS' confidence in its administration suffered a tremendous drop with the appointment of its third principal, Darion Williams. Although it began to improve, it remained lower than the district's percentage throughout his administration. With the appointment of the fourth principal, Dr. Danny Harris, the number continued to improve and equaled the level of the district's. Teachers'confidence peaked with the appointment of the sixth and current principal in 2003-2004. That rating did drop in subsequent years, but showed an improvement during this last school year under the leadership of Valerie Johnston.

My principal represents the school in a positive manner.

School Climate Survey Item #5

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
ELHS	54	64	83	82	83	93	89	95	86
District	84	84	85	84	86	85	89	87	87

School Year
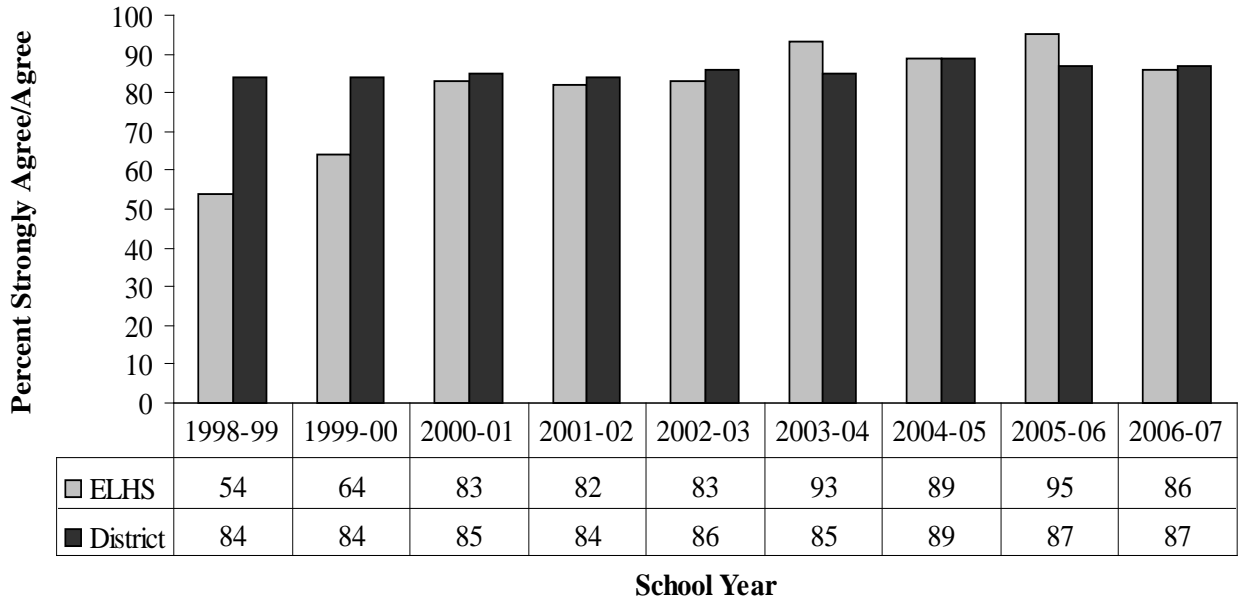
Figure K5. School Climate Survey Item #5.

Confidence in the principal's ability to represent the school positively improved significantly with the appointment of Principal Harris. This number remained consistent but then improved significantly with the appointment of the Principal Johnston. The level of confidence in this administrator as a positive force appears to be inconsistent.

My principal demonstrates good interpersonal skills.

School Climate Survey Item #6

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	42	62	73	73	69	88	82	81	81
■ District	71	74	74	70	75	78	80	77	80

(Y-axis: Percent Strongly Agree/Agree; X-axis: School Year)
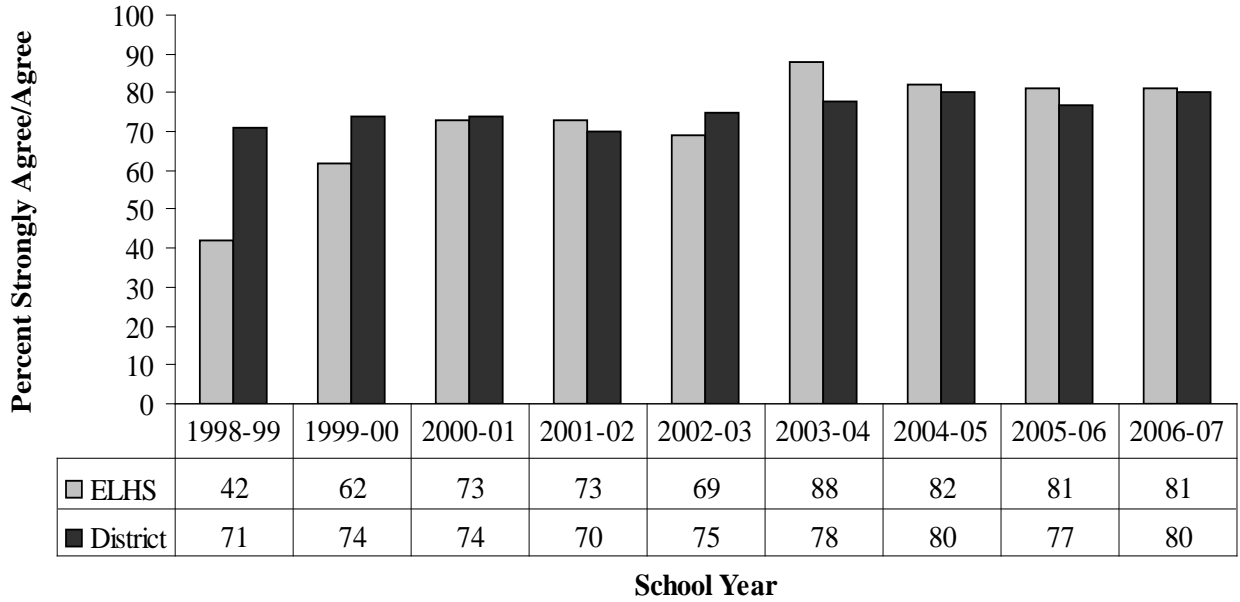
Figure K6. School Climate Survey Item #6.

According to teacher ratings, the interpersonal skills of ELHS' third principal,

Darion Williams, continued to show improvement throughout his term, but did not match

the average rating of other high school principals. The rating of his successor, Dr. Danny

Harris, dropped during his second year as principal at ELHS. While the staff seemed

pleased with the skills of the Valerie Johnston in her first year as principal, her score,

though higher than the district senior high school principals' rating, has dropped.

My principal deals with conflict constructively.

School Climate Survey Item #7

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	35	48	71	62	67	79	74	71	74
■ District	67	68	69	66	82	71	75	70	73

School Year
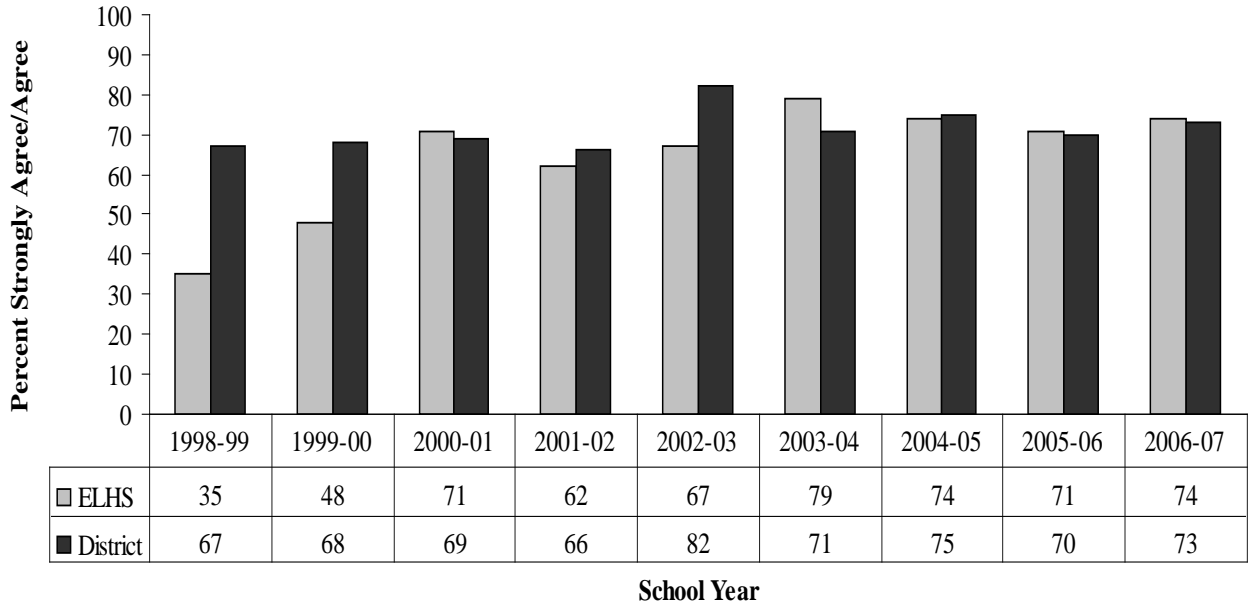
Figure K7. School Climate Survey Item #7.

While Principal Williams' rating was significantly lower than the average rating of principals at other high schools when he first arrived at ELHS, it did continue to improve. ELHS faculty did not show confidence in Principal Harris' ability to handle conflicts effectively. Principal Johnston's rating is consistent with district ratings.

My principal responds in a reasonable time to my concerns.

School Climate Survey Item #8

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	39	57	68	63	80	86	80	79	79
■ District	71	72	76	78	79	75	79	75	77

School Year
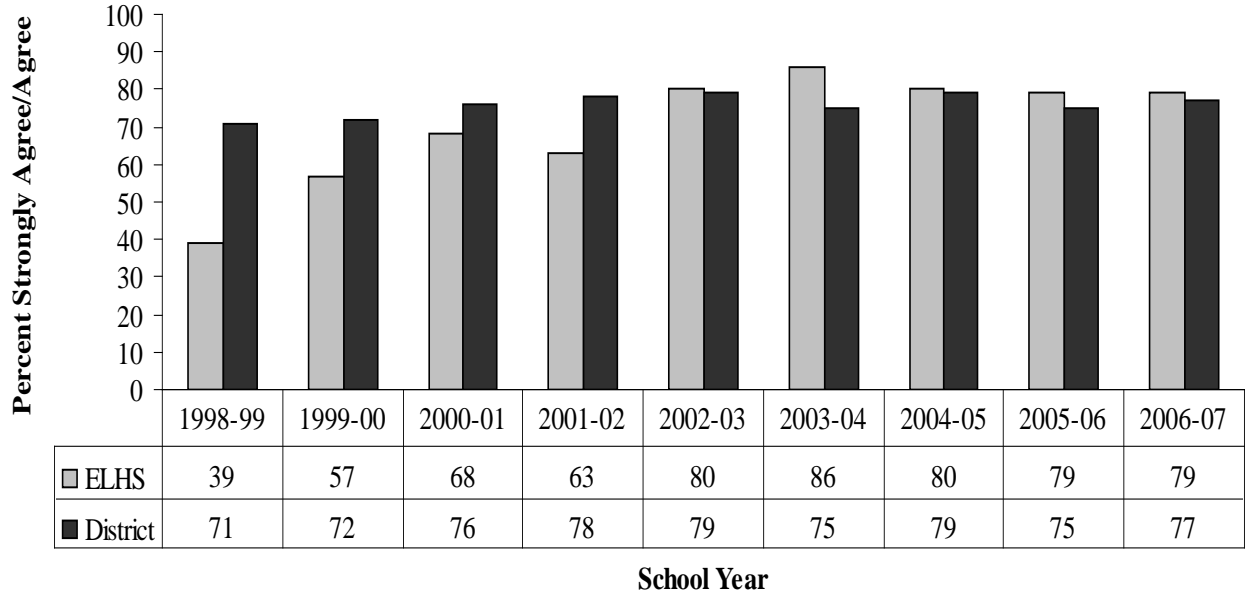
Figure K8. School Climate Survey Item #8.

Studies have shown that teachers want effective leadership and principals who listen and respond to their concerns in a timely and effective manner (Blase & Blase, 1998; Kouzes & Posner, 1993; Leithwood, Jantzi, & Steinbach, 1999). As in previous ratings, Principal Williams showed improvement over his leadership history. Yet, teacher confidence remained significantly lower than the average for high school principals. While the number began to rise with the appointment of Principal Harris, his approval rating fluctuated, dropping significantly lower than the district rating in his second year. Principal Johnston received a significantly higher rating than the district rating during her first year. It has since dropped and, while higher than the district rating, it has not improved during her administration.

My principal treats me with respect.

School Climate Survey Item #9

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	70	88	80	73	85	93	85	96	87
■ District	84	86	84	82	87	86	89	87	99

School Year
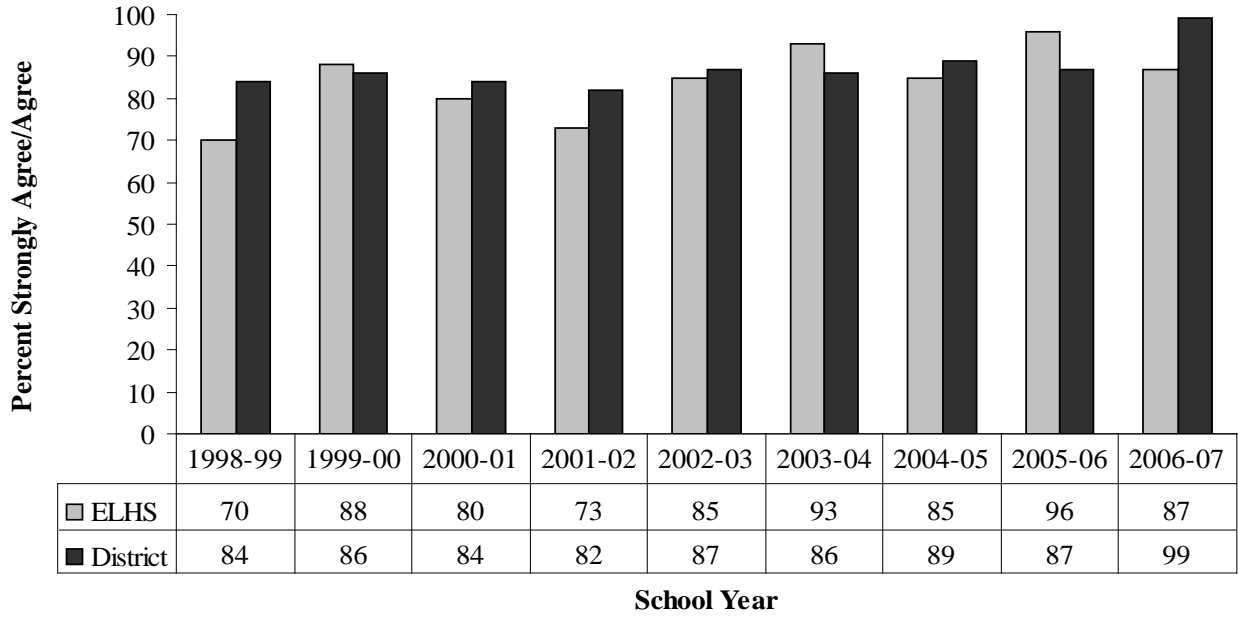
Figure K9. School Climate Survey Item #9.

The approval rating of Principal Williams seems inconsistent with previous survey items in the area of respect. While significantly lower than the district rating during his second year, it increased significantly during his final year. The faculty's perception of respect from Principal Harris was lower than the district's rating. Although it fluctuated during his term, his rating remained lower than the district rating. Similarly, the perception of respect for teachers from Principal Johnston has fluctuated during her term, dropping significantly lower than the district rating during the last school year.

My principal is receptive to constructive criticism.

School Climate Survey Item #10

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	33	49	65	60	58	75	63	63	67
■ District	56	58	61	59	61	60	65	60	63

School Year
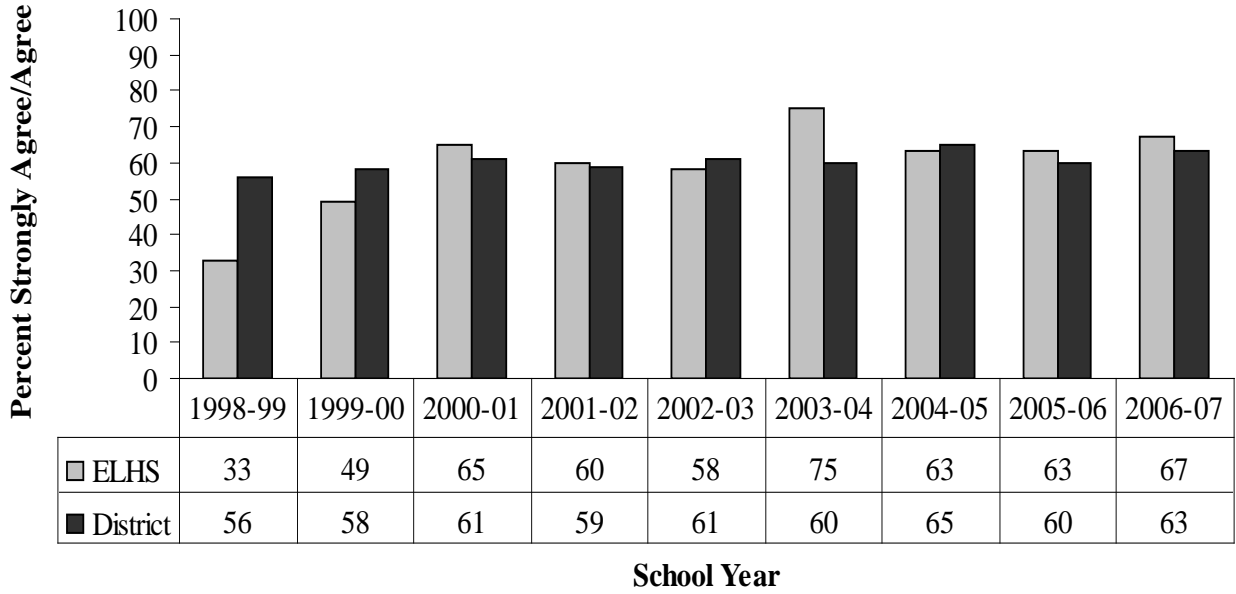
Figure K10. School Climate Survey Item #10.

Faculty's confidence in offering constructive criticism to its administrator has remained low at ELHS. That perception was especially significantly lower than the district rating during the administration of Principal Williams. The perception changed in the first year of both the fourth and sixth principals. While Principal Johnston's rating was very high in her first year (and significantly higher than the district's), it dropped dramatically during her second and third terms. The number appears to be on the rise and, in fact, higher than the district's rating this past year.

My principal is supportive of teachers.

School Climate Survey Item #11

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	43	63	67	73	76	86	81	78	80
■ District	73	74	75	76	78	78	82	78	80

School Year
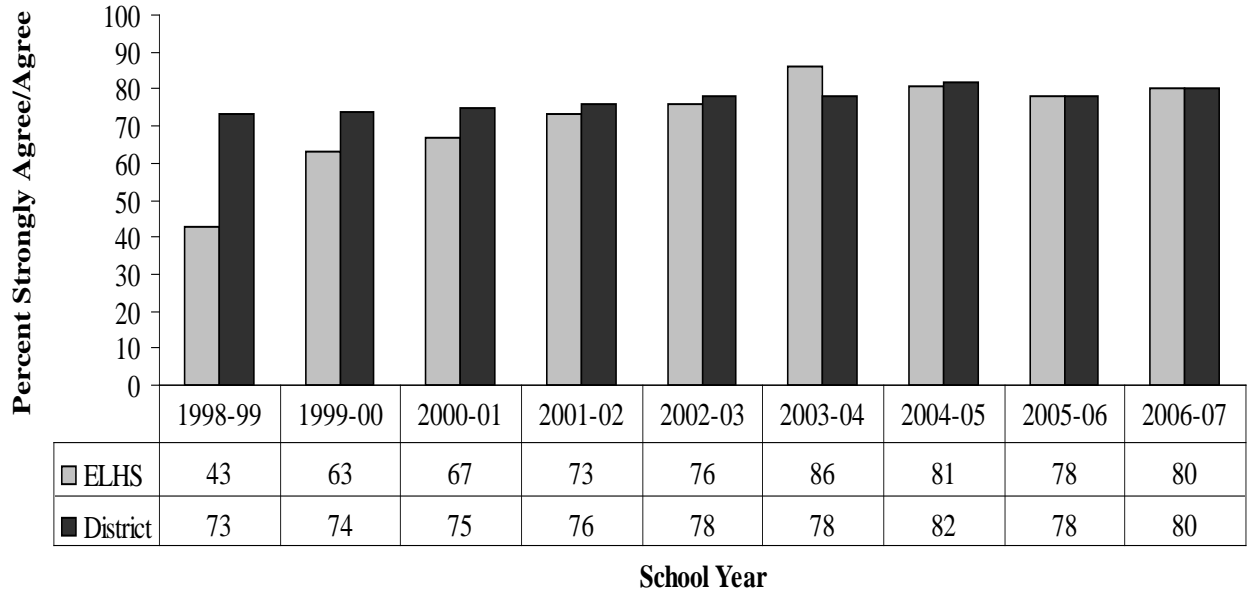
Figure K11. School Climate Survey Item #11.

The ratings of ELHS administrators in the area of teacher support have remained consistently lower than at other district high schools. This is especially evident during the term of Principal Williams. While that changed, rising significantly during the first year of Principal Johnston, her rating has dropped and has remained equal to the rating of other district high school principals.

My ability to do the best possible job at this school is limited by lack of concern/support from the principal.

School Climate Survey Item #12

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
ELHS	34	31	16	15	8	6	8	11	13
District	15	14	15	12	10	10	9	10	11

(Y-axis: Percent Strongly Agree/Agree, 0–100; X-axis: School Year)
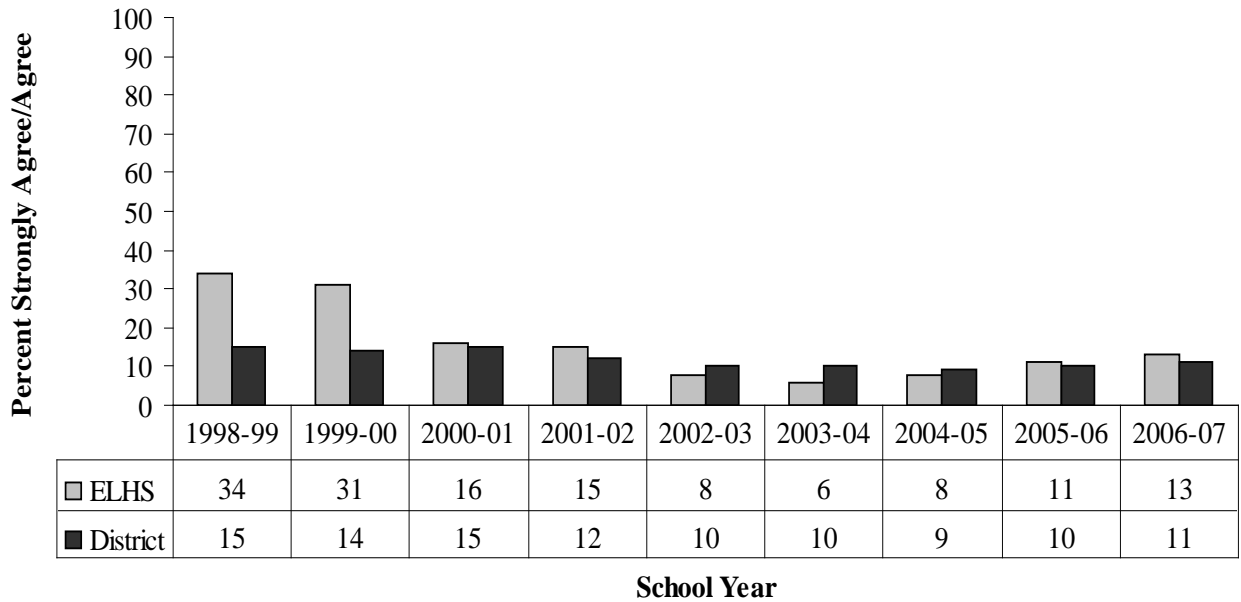
Figure K12. School Climate Survey Item #12.

While the majority of the staff did not believe the administration at ELHS hinders their ability to do a good job, the number of staff who felt hindered was significantly higher in the school's history and higher than the district's ratings during the administration of Principal Williams. This number was also significantly higher than the district level. Principal Johnston appears to have the lowest score during her first year, indicating approval from the faculty. However, her score has begun to rise and surpassed that of the district in the last two years.

My ability to do the best possible job at this school is limited by district administration.

School Climate Survey Item #13

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	28	37	27	21	25	17	19	27	18
■ District	20	21	21	19	20	24	21	22	24

Y-axis: **Percent Strongly Agree/Agree** (0 to 100)

X-axis: **School Year**
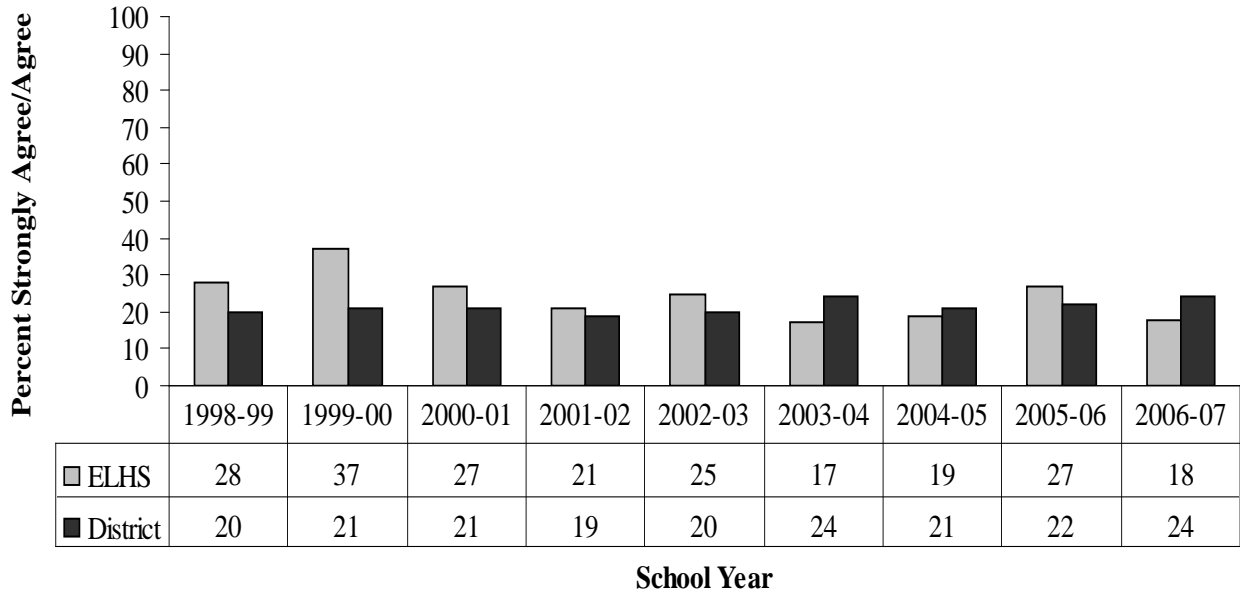
Figure K13. School Climate Survey Item #13.

Teachers' confidence in district support and its relationship to leadership is significant in that teachers often believe the principal should serve as the school's advocate to the district (Little, 1992). Again, most teachers at ELHS do not believe their ability to do a good job is hindered by the district. Yet, that number is higher than the district's score. As in previous ratings in this area, the score was significantly higher during the administration of Principal Williams. The rating continued to fluctuate during leadership changes, but dropped significantly during the last school year.

My ability to do the best possible job at this school is limited by insufficient resources

(e.g. funds, books, equipment, supplies, etc.).

School Climate Survey Item #14

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
ELHS	59	35	44	57	56	43	40	33	29
District	42	39	40	42	36	41	39	38	36

Percent Strongly Agree/Agree — School Year
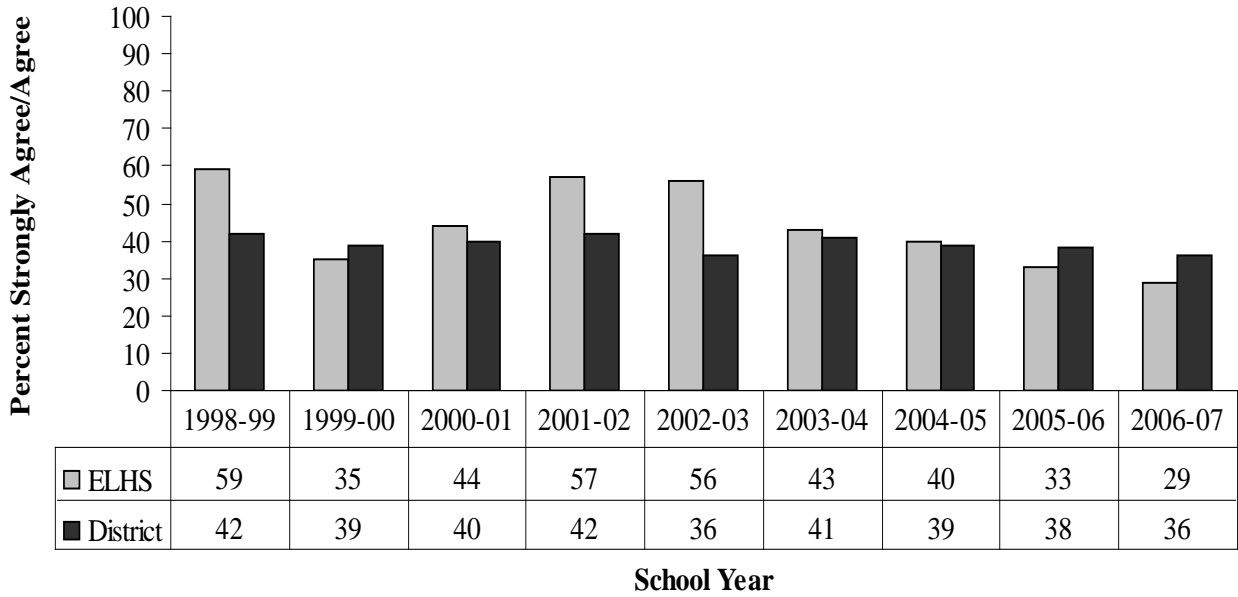
Figure K14. School Climate Survey Item #14.

Teachers expect administrators to provide the resources necessary for them to function effectively in the classroom (Little, 1992). The number of teachers who believed they were not provided with sufficient resources peaked during the administration of the third and fourth principals. In fact, it was often higher than that of other high school principals. That number has continued to decrease during the administration of Principal Johnston and has remained lower than the district's rating during the last two years.

Students generally come to my class at the beginning of the term prepared for the grade

level of courses I teach.

School Climate Survey Item #15

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
ELHS	34	36	35	39	35	39	27	35	39
District	37	37	30	22	22	34	35	34	37

School Year
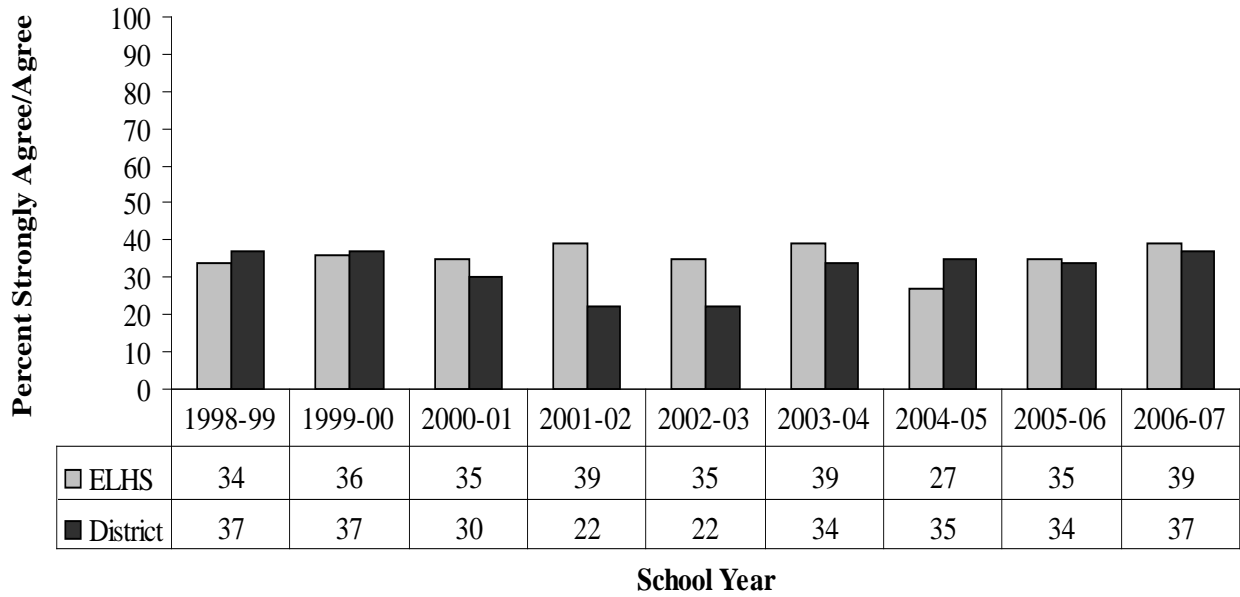
Figure K15. School Climate Survey Item #15.

Teachers trust administrators to place students appropriately. ELHS is especially fortunate in that the students have a special interest in attending the school and value its structure. While, the school climate survey demonstrates that, on a whole, the district's teachers do not have confidence that its students are prepared for their grade level, more often than not, ELHS teachers consider the students at the school are more prepared.

I feel satisfied concerning how my career is progressing at this school.

School Climate Survey Item #16

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
□ ELHS	67	69	66	61	71	67	70	69	71
■ District	70	70	69	69	76	72	74	72	70
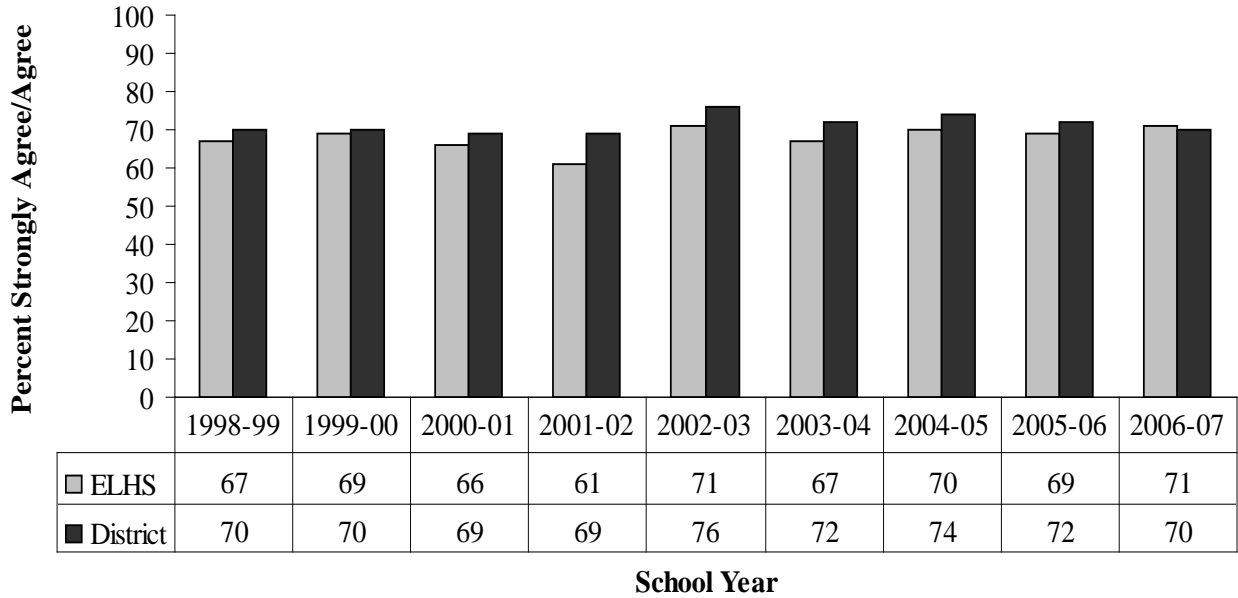
School Year

Figure K16. School Climate Survey Item #16.

On an average, during the school years 1998-99 through 2006-07, 67.8% of teachers at ELHS believe their career is progressing, compared to the district average of 71.3%. The rating at ELHS has been consistently lower than the district average.

I have a feeling of job security in my present position.

School Climate Survey Item #17

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
ELHS	78	80	73	73	81	88	73	74	78
District	73	77	72	73	79	80	79	79	79

School Year
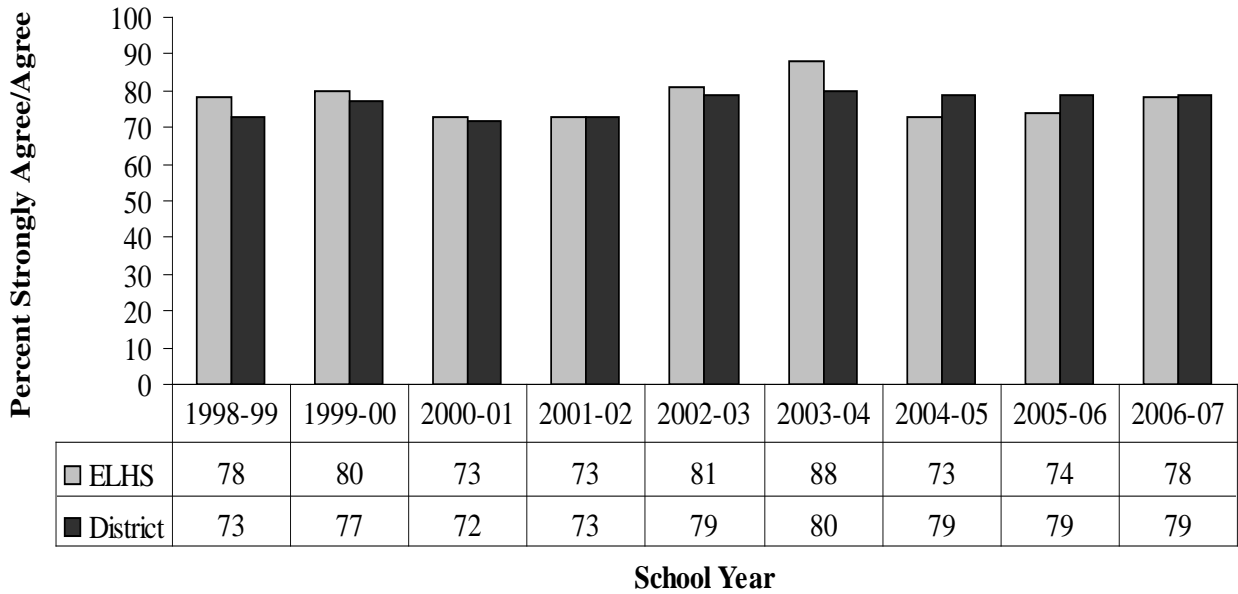
Figure K17. School Climate Survey Item #17.

Teachers' belief of job security at ELHS has averaged 77.6% over the past nine years. The district average for the same period is 76.8%. While Principal Williams consistently received lower satisfactory ratings in other areas, the belief of job security at ELHS was higher than the district's under his administration. While the belief peaked with the assignment of Principal Johnston and was significantly higher than the district's, it has since dropped and remains lower than the district's rating.

I like working at my school.

School Climate Survey Item #18

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	77	86	82	79	89	93	84	92	90
■ District	85	86	86	85	90	86	88	87	87

School Year
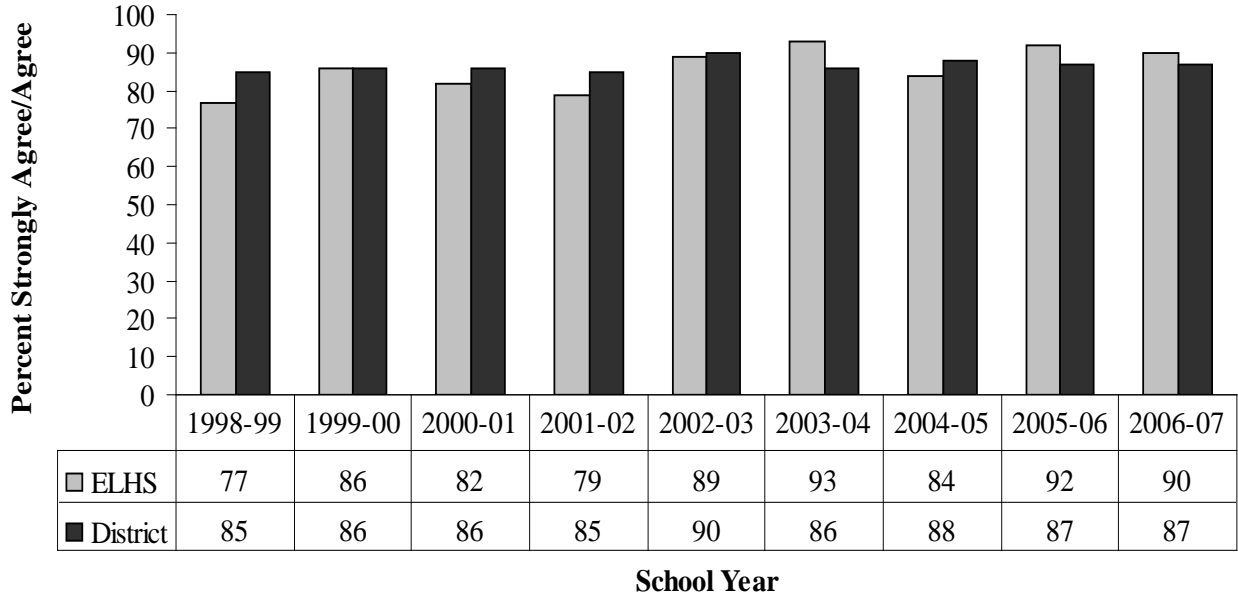
Figure K18. School Climate Survey Item #18.

Most teachers in the district seem satisfied working at their school location. However, the number of satisfied teachers has been higher at other school locations than it has at ELHS. The picture began to change during the final year of Principal Harris and peaked during the first year of Principal Johnston. Consistent with other survey items, teacher satisfaction dropped in her second year. Teacher satisfaction has, however, improved over the last two years and remains higher than the district's ratings.

Staff morale is high at my school.

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
ELHS	25	27	37	46	44	49	45	45	61
District	50	52	50	45	53	54	57	53	52

Percent Strongly Agree/Agree

School Year
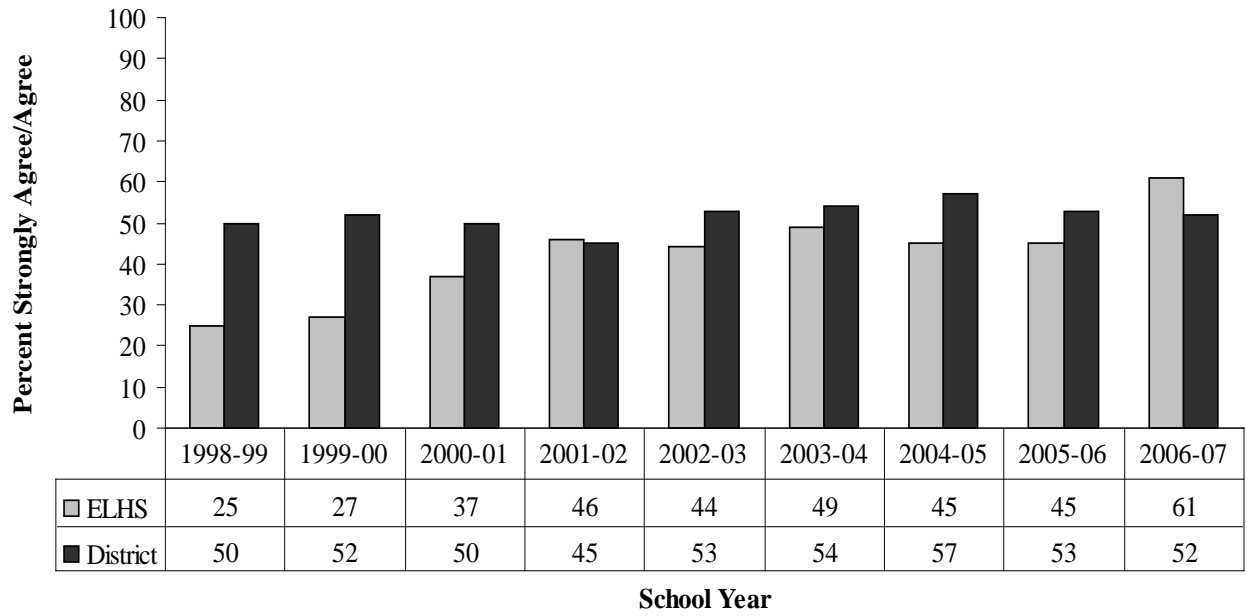
Figure K19. School Climate Survey Item #19.

On average, staff morale has not been high within the district. While morale at

ELHS has continued to improve, it did drop during the second term of Principal Johnston.

However, morale did rise significantly during the last school year and is higher than the

district's rating.

I frequently feel overloaded and overwhelmed while working at my school.

School Climate Survey Item #20

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
ELHS	57	55	55	55	44	43	61	56	40
District	43	45	34	37	39	47	50	50	47

Percent Strongly Agree/Agree

School Year
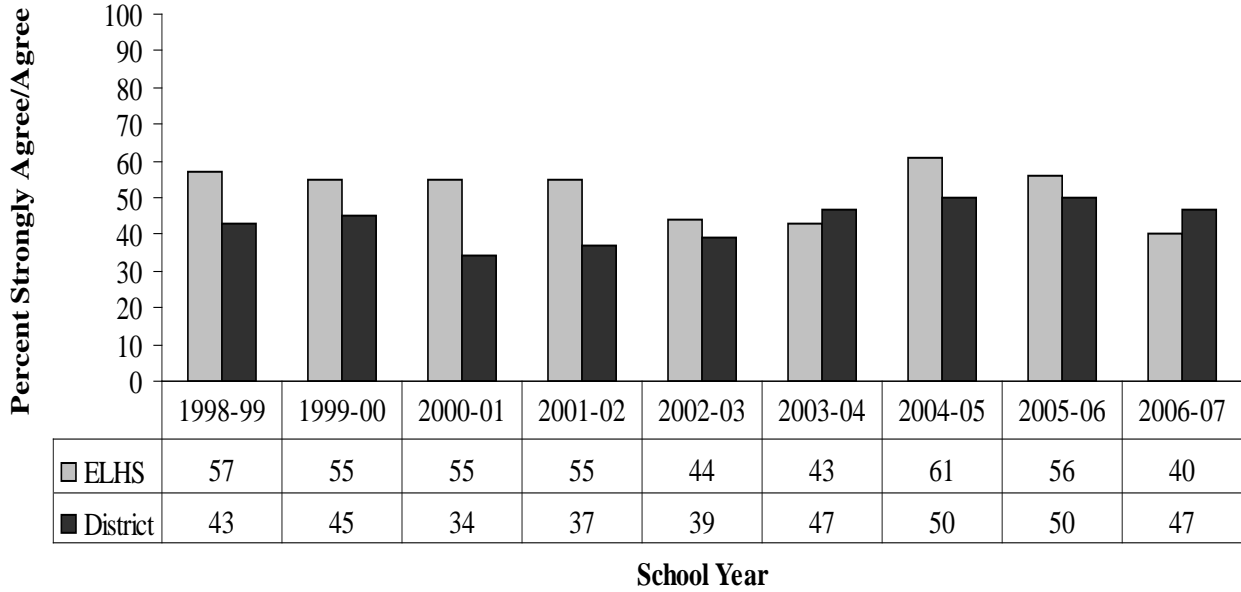
Figure K20. School Climate Survey Item #20.

An average of 43.6% of the district's teachers believe they are overloaded or overwhelmed at their school while an average of 51.8% of the teachers at ELHS believe the same. Teachers at ELHS have consistently rated themselves as more overwhelmed than district teachers. While the number peaked during the second term of ELHS' sixth principal, it has continued to drop over the last three years and was, in fact, lower than the district rating during the last school year. The number of teachers choosing this rating dropped significantly in the last year when teachers were involved in opportunities to collaborate.

Annual teacher evaluations are fair and reasonable.

School Climate Survey Item #21

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	58	74	65	73	85	81	78	85	86
■ District	78	77	78	80	84	82	83	78	78

School Year
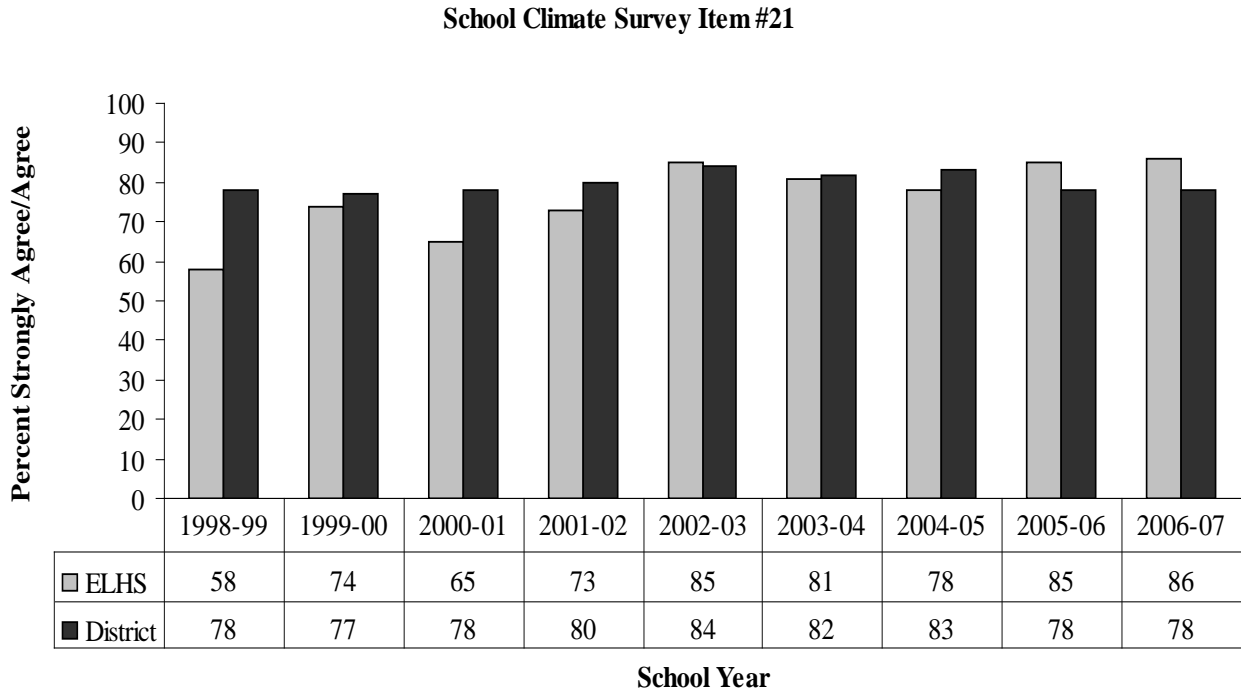
Figure K21. School Climate Survey Item #21.

Overall, more teachers at other schools believe annual teacher evaluations are fair and reasonable than teachers at ELHS. While ELHS teachers have rated this lower than the district in previous years, their ratings have changed over the last two years. The number of teachers who believe annual evaluations are fair and reasonable has improved significantly over that of the district's.

Annual teacher evaluations are used to improve teacher performance.

School Climate Survey Item #22

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
◻ ELHS	34	52	43	55	60	70	60	65	64
◼ District	54	55	61	67	69	61	64	61	60

Y-axis: Percent Strongly Agree/Agree

X-axis: School Year
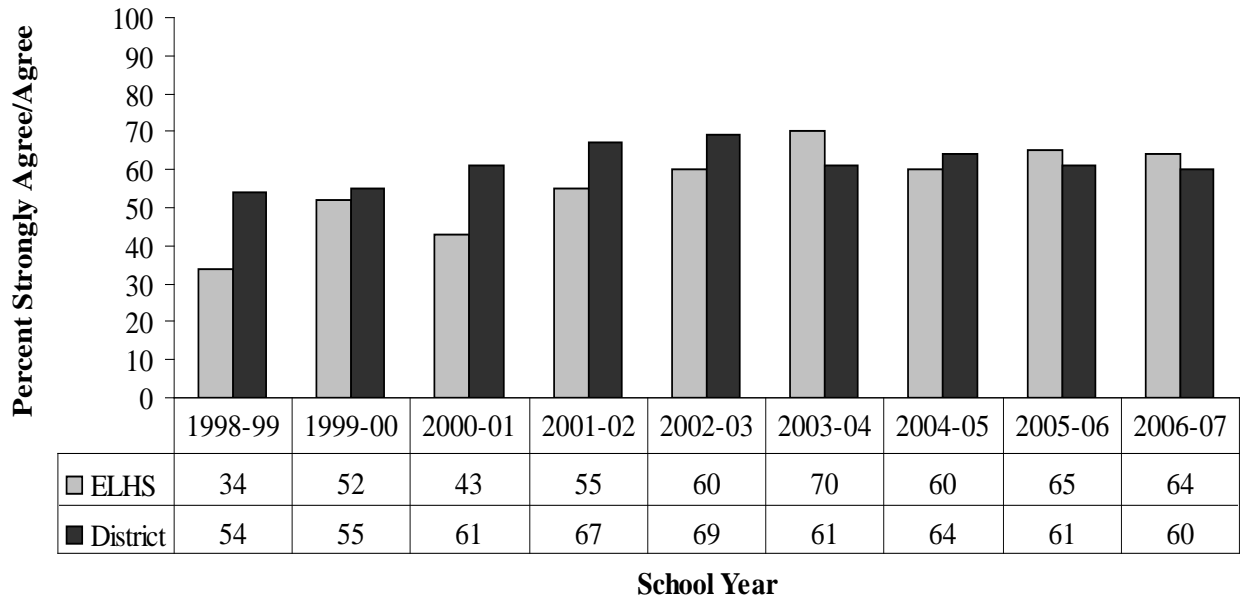
Figure K22. School Climate Survey Item #22.

Teachers believe they are supported when administrators use teacher evaluations to provide constructive criticism and support them in their professional development (Blase & Blase, 1998; Kouzes & Posner, 1993; Leithwood, Jantzi, & Steinbach, 1999). Over the past nine years, only 55.9% of teachers have felt this support at ELHS. The number has been higher in the district at 61.3%. Teacher approval in this area has been much lower at ELHS than at other district schools. Consistent with other survey items, this pattern changed during the first year of Principal Johnston. Also consistent, it dropped during her second year, but has begun to improve over the last two years and is, in fact, higher than the district's over the past two years.

In-service programs keep me informed of the latest educational strategies.

School Climate Survey Item #23

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
◻ ELHS	61	71	74	81	77	76	69	76	79
◼ District	70	72	73	81	84	71	71	71	72

Percent Strongly Agree/Agree

School Year
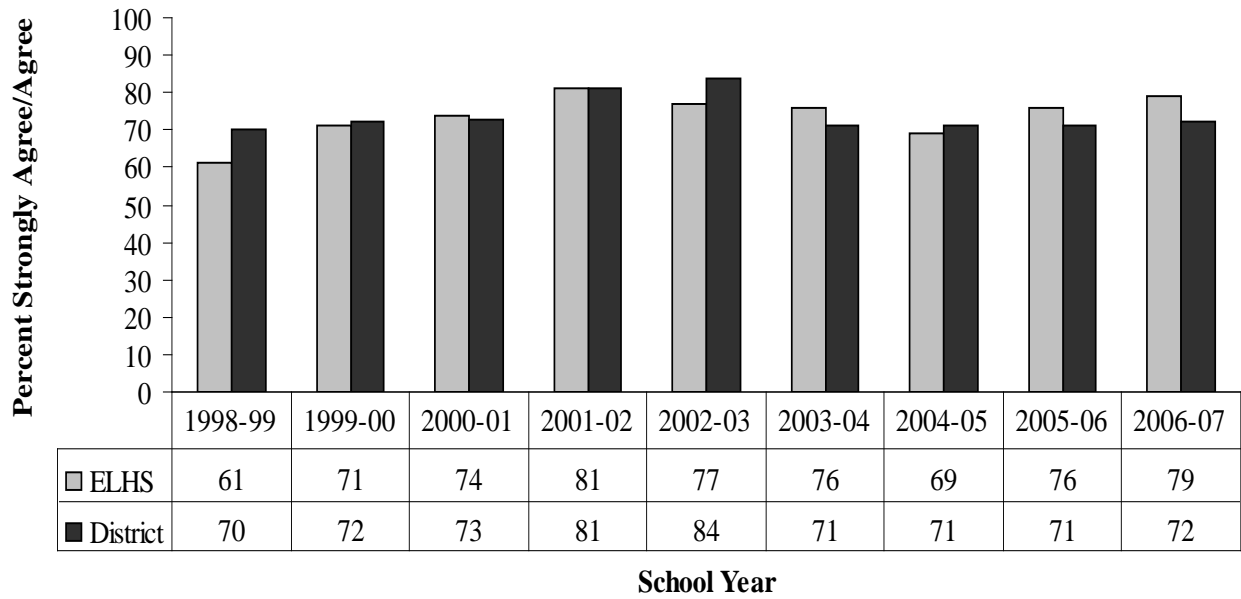
Figure K23. School Climate Survey Item #23.

Teachers believe they are empowered and enriched when they are offered opportunities for professional development (Little, 2001). On average, most teachers in the district believe in-service professional development programs have been beneficial. When compared to the district, on average ELHS teachers rate satisfaction on this survey item comparatively the same. Teachers at ELHS have rated this survey item higher during the last two years.

I believe children attending my school are receiving a good education.

School Climate Survey Item #24

School Year	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
☐ ELHS	85	89	71	85	87	94	80	81	87
■ District	76	80	81	80	85	83	84	81	82
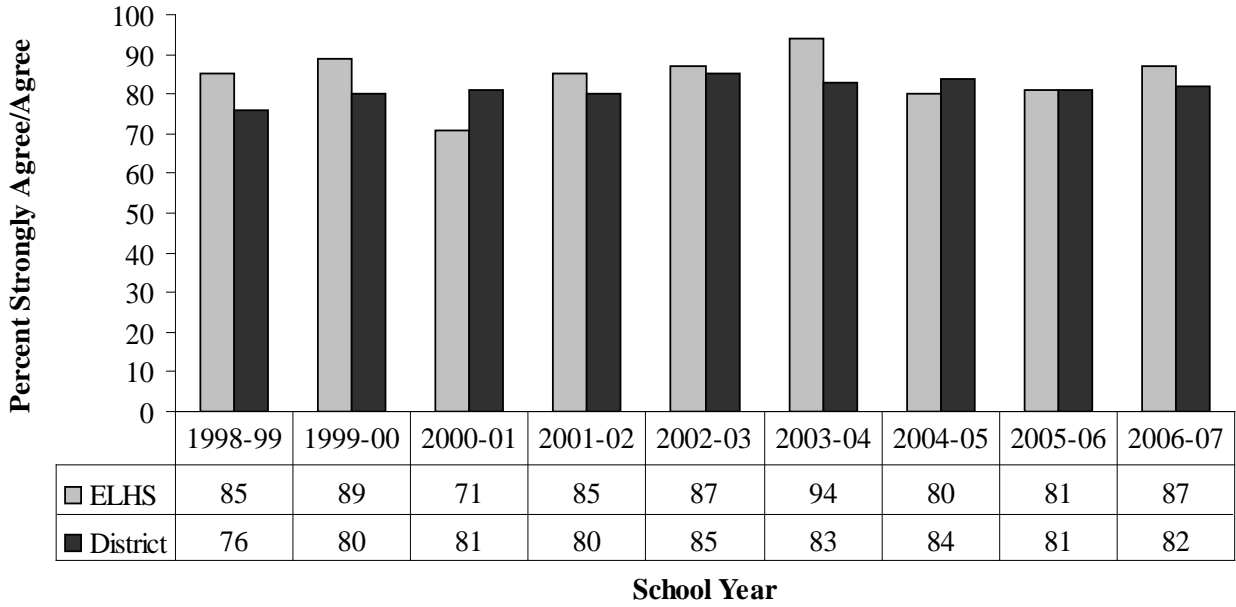
Figure K24. School Climate Survey Item #24.

The majority of teachers in the district believe students are receiving a good education. More often than not, teachers at ELHS have scored this survey item higher than other district teachers. The number dropped lower than the district's during the first year of its fourth principal, but began to rise in subsequent years of his administration. The pattern remained the same during the administration of Principal Johnston, peaking in her first year, dropping in the second and third, and rising again in the fourth year.

The overall climate or atmosphere at my school is positive and helps students learn.

School Climate Survey Item #25

	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
ELHS	69	80	73	83	87	88	83	82	83
District	75	77	80	77	84	78	82	78	76

Y-axis: **Percent Strongly Agree/Agree** (0 to 100)

X-axis: **School Year**
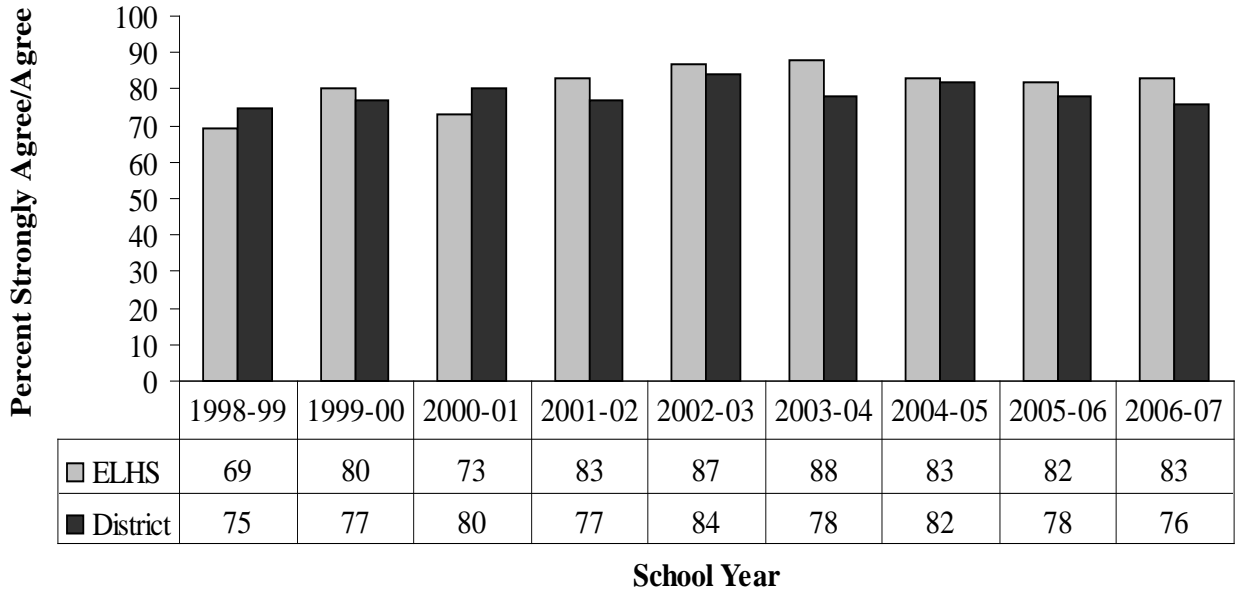
Figure K25. School Climate Survey Item #25.

Most teachers in the district believe their school has a positive atmosphere which promotes student achievement. On average, teachers at ELHS have continued to rate their school higher.

Organizational Performance Improvement Index Assessments.

Similar to the school climate surveys, this instrument is a modified version of the Baldrige Self-Assessment. Administered online by the district, all staff members (instructional and non-instructional) are asked to rate the school's organizational performance. District schools are expected to use the survey results as an additional needs assessment tool when developing the school improvement plan. The researcher was informed by the district's school performance evaluation director that the school district also uses the overall district-wide results as part of its information for strategic planning and overall performance. The instrument has only been administered three times: fall 2005, fall 2006, and spring 2007. The fall 2005 administration was the pilot administration of the survey. Both the fall 2006 and spring 2007 assessments were administered in the 2006-07 school year. Results indicate the perceptions of the staff at the beginning and the end of the school year (C. Viera, personal communication, August 14, 2007).

The following survey items, numbered as they are in the original instrument, have been graphed for analysis as they relate to themes in this study.

_____

Item #   Organizational Performance Improvement Index Survey Items

_____

1A.   I know my work location's mission (what it is trying to accomplish).

1B.   My supervisor uses our work location's values to guide us.

1C.   My supervisor creates a work environment that helps me do my job.

1D.   My work location's supervisor shares information about the work location.

1E.   My supervisor encourages learning that will help me advance in my

       career.

1F.   My work location lets me know what it thinks is most important.

1G.   My work location asks me what I think.

2A.   As it plans for the future, my work location asks for my ideas.

2B.   I know the parts of my work location's plans that will affect me and my

       work.

2C.   I know how to tell if we are making progress on y work group's part of the

       plan.

3E.   I am allowed to make decisions to solve problems for my customers.

4D.   I know how the measures I use in my work fit into the work location's

       overall measures of improvement.

4E.   I get all of the important information I need to do my work.

5A.   I can make changes that will improve my work.

5B.   The people I work with cooperate and work as a team.

5C.   My supervisor encourages me to develop my job skills so that I can advance in my career.

5D.   I am recognized for my work.

5F.   My supervisor and my work location care about me.

6A.   I can get all of the resources I need to do my job.

6C.   We have good processes for doing our work.

6D.   I have control over my work processes.

7B.   My work products meet all requirements for high quality and excellence.

7D.   My work location uses my time and talents well.

7E.   My work location removes things that get in the way of progress.

7I.   I am satisfied with my work.

ELHS School Performance Index (Fall 2005; Fall 2006; Spring 2007)

Eighty-four percent of the staff responded to the fall 2005 assessment. Respondents included two administrators, 99 instructional staff, 16 clerical staff, 16 custodial staff, and 34 other staff. Other staff members refer to any other part-time or full-time staff members at the school who did not fall into any of the other categories. Of those responding, staff members' length of service at the school included 28 with less than one year, 34 with one to three years, 55 with four to 10 years, and 50 with more than 10 years (ELHS OPII, 2005; ELHS OPII, 2006).

Eighty-eight percent of the staff responded to the fall 2006 assessment. Respondents included three administrators, 97 instructional staff, 15 clerical staff, 12 custodial staff, and 37 other staff. Of those responding, staff members' length of service at the school included 21 with less than one year, 39 with one to three years, 54 with four to 10 years, and 50 with more than 10 years (ELHS OPII, 2006; ELHS OPII, 2007).

Eighty-two percent of the staff responded to the spring 2007 assessment. Respondents included three administrators, 88 instructional staff, 15 clerical staff, 12 custodial staff, and 38 other staff. Of those responding, staff members' length of service at the school included 18 with less than one year, 43 with one to three years, 47 with four to 10 years, and 48 more than 10 years (ELHS OPII, 2007).

Several administrators at ELHS, most strongly Dr. Brewster, found that school culture is set by every member of the staff working cooperatively. During the first few years of the school, staff members were encouraged to attend and participate in faculty meetings. Staff members were also assigned to specific academies. Celebrations at the school included all members of the staff. This has changed over the years where more

often only holiday functions are celebrated jointly. The researcher found the following

data of interest in evaluating the total school culture. Because the instrument has only

been administered over the last three years, it only represents leadership under one

principal, Valerie Johnston, who has a total of 10 years of service as an administrator at

ELHS, serving as assistant principal and vice principal as well.

|	1A	1B	1C	1D	1E	1F	1G	2A	2B	2C	3E	4D	4E	5A	5B	5C	5D	5F	6A	6C	6D	7B	7D	7E	7I
Fall 2005	91%	82%	75%	81%	79%	80%	63%	63%	72%	66%	72%	83%	71%	77%	63%	69%	66%	67%	63%	68%	66%	87%	65%	52%	76%
Fall 2006	94%	90%	90%	88%	82%	91%	77%	76%	86%	80%	84%	91%	85%	88%	82%	79%	75%	76%	77%	86%	85%	91%	77%	73%	88%
Spring 2007	88%	86%	83%	81%	77%	81%	67%	67%	78%	75%	76%	83%	83%	77%	74%	78%	72%	73%	71%	78%	78%	88%	71%	57%	88%

Survey Items
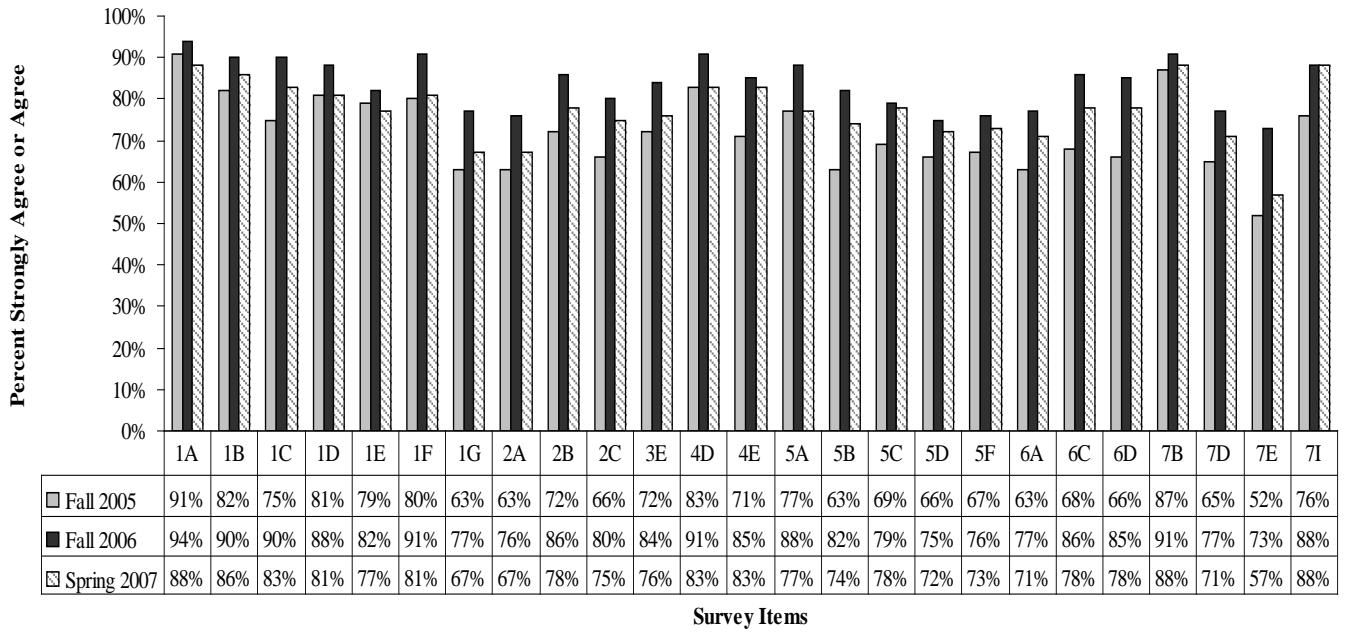
Figure K26. Organizational Performance Improvement Index Assessments at ELHS—

fall 2005, fall 2006, and spring 2007.

Organizational Performance Improvement Index Assessments--District

	1A	1B	1C	1D	1E	1F	1G	2A	2B	2C	3E	4D	4E	5A	5B	5C	5D	5F	6A	6C	6D	7B	7D	7E	7I
☐ Fall 2005	93%	85%	81%	83%	76%	84%	62%	60%	74%	72%	76%	87%	79%	86%	77%	72%	65%	70%	65%	75%	76%	89%	68%	57%	84%
■ Fall 2006	93%	85%	82%	83%	77%	84%	64%	61%	75%	73%	76%	86%	78%	83%	79%	73%	66%	71%	66%	76%	77%	88%	70%	57%	84%
⊠ Spring 2007	92%	83%	80%	83%	76%	82%	64%	63%	75%	74%	77%	86%	78%	84%	76%	73%	68%	71%	69%	77%	78%	89%	69%	58%	84%

Survey Items
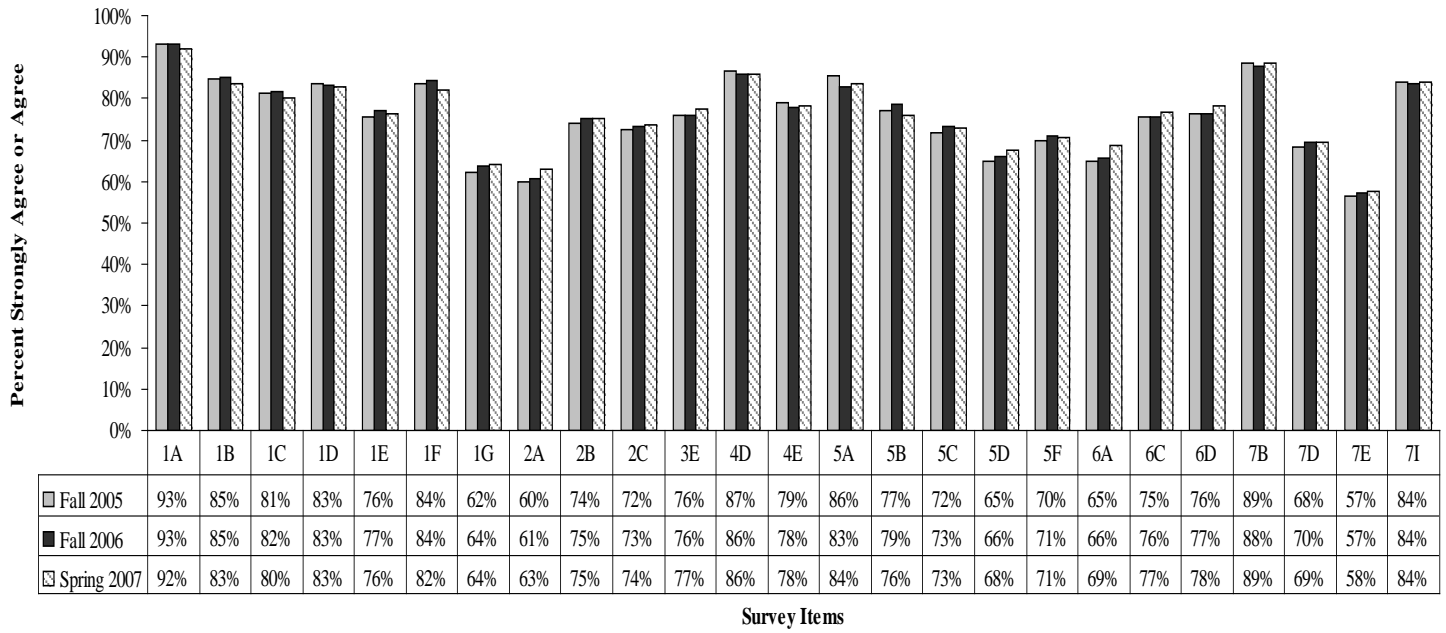
Figure K27. Organizational Performance Improvement Index Assessments for the

District—fall 2005, fall 2006, and spring 2007.

Secondary School Reform Initiative

An initiative endorsed by the school district, the Secondary School Reform Initiative (SSRI), called for schools to restructure the school day to an Eight-Period Schedule Over Two Days. Each school staff was required to assign a committee consisting of faculty members, a teachers' union representative, a parent representative, a community representative, and an administrator to explore the implications of the initiative and report its pros and cons to the staff. The objectives of the SSRI initiative mirror those of small learning communities and the principles of Coalition of Essential Schools. Measurable outcomes are expected in the area of student achievement in state and national standardized tests as well as in school discipline and increased teacher collaboration.

The district offered financial consideration to schools implementing the SSRI initiative. This financial consideration would be used for hiring new staff, facilities improvement, technology, and professional development. It also assured teachers that the new schedule would not increase the average student load per teacher. However, a major concern of teachers was that with the present class schedule, teachers are required to teach five periods in the school day with an additional period used for instructional planning. With the Eight Period Schedule Over Two Days schedule, teachers were expected to teach an additional sixth period with two periods for instructional planning. The extra class period allowed students opportunities for classes in remediation, additional electives, dual enrollment with local colleges and universities, or additional work-based learning experiences.

Schools were expected to structure the master schedule to allow common planning for teachers during the additional planning period. This common planning period was not a required scheduled meeting time for teachers, but an opportunity provided to teachers who chose to engage in common planning activities. No additional financial compensation was offered to teachers for teaching the additional class period. Teachers, however, who chose to teach seven periods would receive a compensation of one eighth their salary, a provision currently in place by union contract if they teach six periods.

An SSRI committee was established and this researcher was selected by the staff as one of the faculty members chosen to investigate the SSRI initiative as it was currently being implemented in other schools in the district. The committee visited at least four schools in the district and met with staff members selected by the principals to share their perspectives on the schools' challenges and successes in implementing the initiative. The committee found that each school's report was essentially very positive regarding implementation at each site. However, most schools visited were not organized in small learning communities. Furthermore, a large percentage of the faculty was receiving compensation for teaching during the additional planning period, failing to utilize common planning. One of the schools organized in an academy structure similar to ELHS also indicated that more than 70% of its teachers taught an additional class period. Each school reported common planning was not a primary objective in this first year of implementation and that this issue would be addressed in the future. Between 85% and

93% of the staff in district schools in the first two cohorts implementing SSRI voted to continue in the SSRI initiative the following school year.

District guidelines required schools in which 66% of the staff voted affirmatively for SSRI to implement the initiative the following school year. While more than half of the ELHS staff voted affirmatively for the SSRI initiative, it was not the 66% required for implementation. In surveys taken before the vote, concerns indicated by faculty included scheduling Honors by Exhibition classes for students. Because ELHS does not offer honors classes during the regular school day, students who wished to receive honors credit met with teacher mentors during the 30-minute reading and advisement period. Students received honors credit after they exhibited special projects at the end of the school semester. Teachers were concerned that the new school schedule would not accommodate the 30-minute reading and advisement period, forcing students to lose opportunities to receive honors credit.

Science teachers were concerned that the new class schedule would decrease the amount of time students needed to complete lab activities. Advanced Placement teachers were also concerned they would not be able to cover the rigorous curriculum with the shortened class period. Teachers in the Health Academy were concerned that the shortened periods would not accommodate the time necessary for students to leave for and return to campus for clinicals in the local hospitals. Additionally, teachers voiced concerns about having to plan an additional start-up per day. Teachers also expressed concerns that they would be required to share classroom space or teach in multiple

classrooms in order to accommodate new instructional staff needed to teach the
additional classes which would be offered.

Teachers were not confident that the master schedule could accommodate
common planning. Staff members were concerned ELHS would be labeled a *zone* school.
Zone schools are failing schools in the district which were required by district mandate to
implement the SSRI initiative. After much debate, ELHS staff elected not to implement
the SSRI at the school. The initiative will be revisited in the next school year.

Small Learning Community Survey

One of the activities developed by the Small Learning Community Committee
included a retreat for instructional staff at a resort location outside of the school district.
The retreat provided an opportunity for staff members to reflect and strategize on goals
for the next school year. A workshop activity developed by the Small Learning
Community Retreat Committee included Table-talk discussions. During Table-talk
discussions, faculty members rotated in 10-minute sessions among eight tables discussing
and offering suggestions on selected topics. The following includes faculty responses to
two Table-talk discussion topics which included themes from this study:

How do we build stronger collegial relationships at ELHS? Faculty suggestions
included assigning every staff member to school committees, collaborative planning,
department ICU's, school-wide ICU's, increased opportunities for team teaching, faculty
mentoring, external support for all academies, school-wide quality training, sharing best
practices, improving teacher morale, improving school planning, improved

communication among faculty members and between faculty and administration, and increased school celebrations.

Components of career academy schools including small learning communities, college prep curriculum with career themes, and communities. What do we want our academies to look like at ELHS? Faculty suggestions included restructuring including an eighth period day, increased communication among academies, common planning, leveling academies so that each academy has the same number of students, leadership guided by academy leaders instead of core department heads, faculty training in best practices in career academies, remaining faithful to original school mission despite district and state mandates, and increasing school pride.

VITAE
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EXPERIENCE

1993-Present   Elizabeth Lloyd High School (a pseudonym)
South Florida
- Academy Coordinator (2006-Present)
- TechPrep Cadre Leader (2006-Present)
- High Schools That Work Coordinator (2006-Present)
- Small Learning Communities Coordinator (2006-Present)
- Academy Leader, Information Technology and Entrepreneurship (2001-2006)
- New Educator Support Team, Co-Facilitator (2007-Present)
- National Board Certified Teachers Critical Friends Group, Co-Facilitator (2002-Present)
- Business Education Teacher (1993-2006)
  - Digital Publishing I, II, and III
  - Business Systems Technology II
  - Business Cooperative Education/On-the-Job Training
- Advisor (1993-2006)
  - *The Technician* Yearbook; *The Tech Times* Newspaper; *Images* Magazine; *The Chronicles*, annual school calendar of events; *The Communicator*, bi-weekly staff newsletter; The Eagle Express, in-school student business; Future Business Leaders of America.
- Adult Education Teacher, Evening Program (1996-1999)
  - Computer Applications in Business
- Educational Excellence School Advisory Council, Secretary (1996-1999)

2003-Present   Devry Online

- Instructor: Data Analysis with Spreadsheets
  - Advanced PC Applications

1987-1995   Miami Lakes Technical Education Center
- Adult Education Teacher, Evening Program
  - Computer Applications, Gregg and ABC Shorthand

1987-1993   Hialeah High School
- Business Education Teacher: Business Computer Applications I & II

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1984-1986   UNI-VOC Developers Corporation
             St. Croix, United States Virgin Islands
             • Member, Board of Directors
             • Executive Secretary/Treasurer

1983-1986   Elena L. Christian Junior High School
             Department of Education
             St. Croix, United States Virgin Islands
             • Teacher: Keyboarding, Computer Applications
             • Advisor: Future Business Leaders of America

1979-1983   Appraisal Data, Incorporated
             Miami Shores, Florida
             • Secretary/Bookkeeper

EDUCATION

             Barry University
             Miami Shores, Florida
             • Doctorate, Leadership and Education (2008)

             • Masters of Science, Computer Applications in Education (1991)

             • Bachelor of Science, Business Education (1982)

PROFESSIONAL MEMBERSHIPS

             American Federation of Teachers
             Dade County Business Technology Education Association
             Florida Business Education Association
             Florida Education Association/United Teachers of Dade
             National Board of Certified Teachers, Miami-Dade

PRESENTATIONS AND PUBLICATIONS

2006   *Integrated Curriculum Units,* Tools for Success, District Workshop

2000   *Developing an Integrated Curriculum Unit for the Social Studies and
             Desktop Publishing Classrooms: Travel Brochure*, (co-author) NewsBank
             Online

2000	*Developing an Integrated Curriculum Unit for the English, Social Studies and Desktop Publishing Classrooms: Civil Rights Movement Newsletter,* (co-author) NewsBank Online
1999	*Strategies for Integrating Academic and Vocational Education: Integrating Vocational Student Organizations in the Academic Classroom,* District Social Studies Conference
1998	*Tuning Protocol: Coalition of Essential Schools,* U. S. Department of Education, Office of Vocational and Adult Education, New American High Schools Learning Community
1996	*Yearbook Production in the Business Technology Classroom,* Business Technology Education/Marketing Conference: Strategic Understanding and Restructuring for the Future

AWARDS

2001	National Boards Certified Teacher, Career and Technical Education, Early Adolescents through Young Adulthood, National Board of Professional Teaching Standards
1998	Finalist, Community and Student Support Services, Teacher of the Year
1998	Finalist, Applied Technology Teacher of the Year, Dade Association of Vocational, Adult, Career, and Community Education
1997	Teacher of the Year, Elizabeth Lloyd High School