

THE ROLE OF LEADERSHIP
IN MIDDLE SCHOOL REFORM

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Introduction

Today in the United States extensive time, energy, money and thinking are invested in a variety of different efforts to improve the educational system. We often compare ourselves with other countries when evaluating our schools. Chalker & Haynes (1994) compared ten countries' schools and found that while the adult literacy mean average for the ten nations was 97%, the literacy rate for the United States was 96%. Americans do not like falling behind other countries in education. As Goodlad (1992) says, "healthy nations have healthy schools."(p. 7) Americans want great schools. Defining what is a great school sounds simple, yet can be difficult. Obtaining all the resources needed is difficult. Finding the leadership to accomplish this is also difficult.

With many different people and perspectives involved in education, one would think there is the potential for a considerable amount of change. Instead, we often see the same things happening over and over again, just approached from a different angle. For many years how teachers should and do teach has fired debates and shaped practice (Cuban, 1990). Because we view the past as a series of failures we continue to call for reform. We continually debate over culture-based instruction or teacher-centered instruction. The reforms come and go; some very similar, just under different names. A national committee appointed by the Office of Education concluded that children are poorly prepared for the complex future they face (Marzano, Pickering, & Pollock, 2005). Fullan (1999) stated that it is difficult to find coherence and clarity on the topic of reform due to overload, fragmentation, and profound confusion about the meaning of educational reform and improvement.

Reforms are inherently political because they assume there is a problem within the current system. Reforms are usually based on individual philosophies and views on how education should be practiced. Typically reforms reflect ideologies and broader political goals. By publicly promoting or claiming an urgency or need for a reform, political goals are promoted. Politicians have an easier time doing this than those who are in the educational system because they have a broader platform. In looking at attempted national reforms or changes in the last two centuries we find that they have, for the most part, been linked to the state of the nation at that time. Schools have been a theater where contending interests fight for their vision of what America has been and should become (Reese, 2000). Factors that have influenced political stances include: urbanization, industrialization, immigration, equal rights, and America's place in world economics.

Stakeholders involved in a reform can include politicians, foundations, higher education institutions, political action groups and public education itself. Additional stakeholders are those specifically involved with the school such as parents, students, teachers, staff and the surrounding school communities. Schools always fail to satisfy some group of reformers, even those with seemingly tremendous power at a particular moment in history (Reese, 2000). This shows how difficult it is to change something as complex as the educational system.

Firestone (1989) suggests that the political environment may best be understood as an ecology of games. An ecology represents the set of organizational stakeholders with an interest in a given issue or arena of conflict. This conceptualization is interesting

because it allows analysis of a diverse set of organizations and individuals with an interest or stake in a given political struggle: in this case, public education.

Many believe that leadership is crucial to both success of schools and their reforms. Success of school reform is dependent on the principal being able to implement and sustain an effective reform. If leadership is the answer to educational change can leadership itself implement and sustain a school reform? This study looks at how one principal working in a junior high school initiated and implemented a major reform. The study explored the leadership required in order for a reform to take place within a school. The procedures or steps the principal took to incorporate or establish this reform are established and identified. There is an implied assumption that if the principal is effective in making the reform happen then it should be sustainable. The study also sought evidence of sustainability.

Literature Review

Middle Level Education

Middle level education is an area of education that has recently been given added attention as an area of concern (Carnegie, 2000). The transition from elementary to junior high school has long been an area of concern in the educational system yet little has been done to change or alter the system (Jackson, 2000). The change from the local neighborhood school where children are in a classroom with primarily one teacher to the bigger school further from home where students have several classrooms and as many teachers has always been a difficult transition for the majority of students. This is a critical time in students' lives; a time when many become lost in the educational system.

At a time when they are experiencing major changes in their development and preparation for life, they are also expected to deal with major changes in their education.

Providing an educational program to meet the emotional and intellectual needs of adolescents has its challenges. Our focus has been on promoting students' intellectual development and the achievement of high academic standards, while the goal should be to produce a young adolescent who is intellectually reflective, caring and ethical, healthy and who is a good citizen en route to a lifetime of meaningful work (Jackson & Davis, 2002). The establishment of the middle school concept was created in an attempt to accomplish this goal. The middle school concept is a way of helping students move into the junior high school structure more easily. In middle schools students are with a core of teachers (social studies, English, math and science) in one room for the majority of the day, much like in elementary school, but then leave their home rooms for specialty courses. This helps create a safer environment for students to approach adolescence and eases the transition to seven class periods and seven different teachers.

Recognizing this challenging time and the expectations involved, the Carnegie Corporation of New York established the Carnegie Council on Adolescent Development in 1986. Their groundbreaking report, *Turning Points: Preparing American Youth for the 21st Century* strengthened an emerging movement then largely unrecognized by policymakers, building support for educating young adolescents through new relationships among schools, families, and community institutions. This reform is identified as more in line with a middle school concept rather than a junior high school concept and focuses on school effectiveness and improvement from a culturally based ideology. The idea is to help the student to grow holistically: socially, emotionally, and

scholastically. The in-depth look at improving education for young adolescents was accepted by most practitioners and provided a valuable workable framework. Carnegie's initiative had two main goals: 1) to promote the implementation of their reform principles through changes in state policies that encourage local schools to adopt promising practices, and 2) to stimulate the development of schools serving those most in need (youth from low-income families), to produce high achieving, healthy young adolescents. Putting the framework to use has not met with overwhelming success. Something was needed to help bridge the gap from idea to practice. A follow-up effort was enacted in the Carnegie Council's report: *Turning Points 2000: Educating Adolescents in the 21st Century*.

The original Carnegie report offered eight essential principles for improving middle school education. *Turning Points 2000* has focused on seven key principles. The seven principles are: 1) curriculum and assessment to improve teaching and learning, 2) designing instruction to improve teaching and learning, 3) improving pre-service preparation and professional development for expert teachers, 4) organizing relationships for learning, 5) democratic governance to improve student learning, 6) providing a safe and healthy school environment, and 7) involving parents and communities. These recommendations are a set of interactive interrelated recommendations that must each be implemented in order for the other elements to be successfully implemented (Lipsitz, & Jackson 1997). The vision is that students will become intellectually reflective, committed to a lifetime of meaningful work, good citizens, caring and ethical individuals, and healthy people, with the over all purpose being to ensure success for every student.

Turning Points 2000 recommends that effective instructional methods must connect to the curriculum, to the assessments that allow students to show that they have learned, and to the students themselves. One reform used to accomplish this is referred to as “teaming,” in which teachers are grouped together in one area of the building (classroom) allowing students to identify with a specific group of teachers. These teachers are grouped, usually in fours, according to core subjects. Core subjects often combined are English, social studies, science and math. The teacher team works together to make sure that its subject matter correlates and builds on what is being taught by all of the teachers. This helps students build cognitive skills necessary in life, by helping students connect materials from one subject to another. Teaming also helps students maintain a sense of belonging that often is eliminated or ignored when they move from elementary school to traditional junior high school.

Incorporating teaming in middle school is an inherently complex endeavor which predictably meets with resistance. In order for a reform of this magnitude to take place, the principal must guide the process along. Jackson and Davis (2000) stated that the quality of relationships between school staff members and adolescents, and all the adults within the school community, make an enormous difference in the ability of the school to mount an effective instructional program. Positive relationships based on trust and respect, nurtured over time by supportive organizational structures and norms of interaction, are the human infrastructure within a school that enables effective teaching and learning to occur. The principal must support these positive relationships if she/he wants the organization to grow and continue to sustain the change.

Organizational Change

A principal thinking about making a change in the educational system must consider several factors. Yukl (1998) recommends that in planning a change one must look at objectives, priorities, strategies, formal structure, allocation of resources, assignment of responsibilities and scheduling of activities. However, having a great plan or reform and putting it into practice does not mean it will always be fully implemented. It is important that those involved believe the reform will create positive change in order for them to be willing to expend the effort needed to bring about the change. Because of the difficulty involved with making dramatic changes, often nothing more is accomplished than a few of the structural reforms. Fred Newmann (1993) at the Center on Organization and Restructuring of Schools, stated, "Structure without substantive purpose leads nowhere in particular." (p. 5) Too often without full support of all those involved in the reform, the best plan will fail and fail rapidly.

Louis and Miles (1990) identified five major themes necessary for successful school improvement: vision-building, evolutionary planning and development, initiative-taking and empowerment, resource and assistance mobilization, and problem-coping. Vision-building must be recognized as being intricately involved with the other items. Vision-building permeates the organization with values, purpose, and integrity. Evolutionary planning and development requires that the principal have a good feel for what is happening and the capacity to take advantage of unexpected developments and change if necessary. Empowerment comes from giving those involved the ability and authority to do their work. Developing collaborative environments is crucial. Making an educational change often consists of learning new ways of thinking. This is where resource allocation can be used. Staff and teacher training are often conducted to help

with new ways of thinking and doing. Problem-coping also needs to include monitoring. If we are not paying attention to what is going on, it is difficult to know what problems exist. Evaluating and monitoring progress is not an easy task. It is often the last component of a reform to be put into place and sometimes never happens at all. In this day and age when accountability is so important this step has become crucial.

Fullan (1991) added a sixth theme to Louis and Miles' school improvement plan: restructuring. He felt that altering organizational arrangements and roles in schools is essential to reform. He referred here to the how the school is organized as a workplace, that must be structured in a way that allows for change to happen. Richard Elmore (1995) offered three reasons why reformers often settle for making structural changes. First, changing structures, like forming teacher teams or altering the schedule, is a very visible manifestation of the desire to change the school. Second, transforming structures, as difficult as it is, is easier than the possible alternatives, like significantly altering teacher attitudes or dismissing teachers and administrators who do not support improvements. Third, structures are appealing targets for modification because changing them makes things obviously different, so it feels like progress has been made. These things are more easily seen; however, as stakeholders "see" these changes they may stop there rather than continuing to work to accomplish the less evident tasks.

Fullan (1991) also focused on the implementation of the new reform, stating that while getting the policy passed to allow the reform to take place is often considered the hardest part, implementation is really the more intricate part. The challenge comes in helping people not only embrace a vision but in changing their behaviors to match the vision. In school reform, making changes that affect students is the goal:

Effective approaches to managing change call for combining and balancing factors that do not apparently go together-simultaneous simplicity-complexity, looseness-tightness, strong leadership participation, fidelity-adaptivity, and evaluation-nonevaluation. More than anything else, effective strategies for improvement require an understanding of the process, a way of thinking that cannot be captured in any list of steps or phases to be followed. (Fullan, 1985, p. 399)

Fullan (1991) stated that there are three main elements in the implementation process: (1) the characteristics of the innovation or change project, (2) local roles, and (3) external factors. Factors related to the characteristics of the change are need, clarity, complexity, and quality or practicality of the program. Local factors are the school district, the community, the principal, staff and the teachers. Government and other agencies are the external factors. The school district can be considered an external factor as well depending on the role it plays in the process. All three categories must be considered in the implementation process and it is important that sharing and developing goals takes place among all those involved in the educational change.

Berman and McLaughlin (1977) found that school change projects having the active support of the principal were most likely to fare well. They claimed that the principal's actions carry the message as to whether a change is to be taken seriously and serve to support teachers. Hall (1983) stated: "The degree of implementation of the innovation is different in different schools because of the actions and concerns of the principal. Simply stated, if a reform is to happen it is necessary for the principal to see that it does." (p. 23) Change requires that the principal be an effective leader.

Why is school change so difficult to accomplish? Sternberg (2000) stated that various reasons have been given, both for the modest successes of some of our schools and for failures to modify these schools. Such reasons include: 1) low standards, 2)

misallocation of power, 3) a lack of market orientation and choice on the part of parents, 4) insufficient time on task, 5) insufficient funds, and 6) misallocation of priorities.

Leading a change in an organization can be a difficult task. There are several reasons individuals resist. Connor (1995) developed a list of reasons for resisting major changes: 1) lack of trust, 2) belief that change is unnecessary, 3) belief that the change is not feasible, 4) economic threats, 5) relative high cost, 6) fear of personal failure, 7) loss of status and power, 8) threat to values and ideals, and 9) resentment of interference.

Resistance is often a natural reaction of individuals to protect their self-interests.

However, sometimes resistance stems from ignorance. It then becomes the principal or leader's responsibility to help these individuals grasp the holistic view of the change, gain an understanding, and take "ownership."

Principals need to be aware of the organizational system in which they work. A common feature of all organizations is that their objectives must be clearly defined (Scott, 1998). Principals must recognize this as a key element of their role. Other elements of organizations that the principal needs to be aware of are the social structure, participants, goals, technology, and the environment. Being aware of the values, norms and role expectations of all the participants is also necessary.

It is important to recognize that a single school is a sub system of a school district. It is part of a larger organization. No single school is self-sufficient. It depends for survival on the relationship it has with the larger system of which it is a part. This becomes important when looking at a school as either an open or closed system. According to Scott (2003) an open system is capable of self-maintenance on the basis of throughput of resources from the environment. Open organizations must also be able to

determine their boundaries. “Whether a given system is open or closed depends on how much of the universe is included in the system and how much in the environment” (Hall & Fagen, 1956, 23). So while an individual school may appear to be an open organization it can also be defined as a closed system. Schools appear to be capable of self-maintenance but still are ultimately controlled by the school district.

Franklin Covey Company (1998) uses the Chinese elm, a bonsai tree, as a symbol of their Empowered Learning Model. Bonsai is the ancient art of cultivating miniature trees. Bonsai practitioners carefully prune and shape their trees so they grow into beautiful miniature representations of larger trees found in nature. They work to magnify the spirit and energy of the tree and help it grow to its most beautiful form. By paying careful attention to the conditions of growth, practitioners can help bonsai trees stay alive and beautiful for hundreds of years. They compare this to how leaders should look at their own potential and that of their organizations. The elm is used to remind the leader that with careful stewardship they can create something of great beauty. It also reminds them that they need to be patient and honor the natural laws of learning and growth. Understanding these laws helps put into perspective that leaders can not change things overnight but that does not mean they can not change or accelerate their efforts. Stakeholders in the education system need to be patient. They must pay special attention to the conditions of growth and learning for each student. They must work to magnify the spirit and energy of each student. They need vision, dedication and guided effort over time.

Kotter and Cohen (2002) believed that people change what they do less because they are provided with an analysis that shifts their thinking than because they are shown a

truth that influences their feelings. They have outlined eight steps for successful change but state that the most fundamental element in all of the stages is changing the behavior of those involved. The eight steps are: 1) increase urgency, 2) build the guiding team, 3) get the vision right, 4) communicate for buy-in, 5) empower action, 6) create short-term wins, 7) don't let up, and 8) make change stick. According to Kotter and Cohen, a leader must make these steps happen in order to make a change of any significance.

In an educational setting, increasing urgency is accomplished by the principal creating a compelling need for change so that all those involved with the school start telling each other that something new needs to happen. In building the guiding team, the principal assembles the right group of people to drive the change. This group must be large enough to bring together characteristics such as appropriate skills, leadership capacity, and organizational ability to carry out the assignment. The group also needs to be able to work well together. Getting the vision right is accomplished by creating a compelling vision that all can understand and support. The principal must go beyond planning and budgeting to being able to create a plan for making the vision happen. Communicating for buy-in asks all those involved to not only talk the talk but to walk the walk as well. This helps eliminate distrust and encourage participation by all. It is important that the principal remove all barriers so that participants feel that they can move towards the desired change. This is done in step five – empowering action. The principal needs to help those involved feel like they have a part in the change. Creating short term wins helps build momentum. The principal must help employees feel successful in order to overcome the discouragement and pessimism that is often involved with making a change. Step seven, don't let up, can be crucial in that it is the step that

helps people continue to work for change by not allowing urgency to waver. By this time participants often feel the need to return to the familiar or easy ways. The principal must keep the group moving forward and feeling motivated. Making change stick ensures that people continue to act in the new way. This is the step where a change is challenged by its sustainability: can it be upheld or will it be dropped? It is important for the principal to get the group (faculty, staff, community, and district) talking about the need for a change and then organize a group that is powerful enough to guide the rest of those involved through the change process.

Leadership

How then does an administrator go about accomplishing a major reform in a school rather than settling for only a change in the structure or only a few of the principles being accepted? Planning helps with this process. Yukl (1998) pointed out that planning ensures efficient organization of the work unit, coordination of activities, effective utilization of resources and adaptation to changing environments. The direction this planning takes depends on whether the principal is working from a standard-based accountability framework or from a cultural-based framework. Changing an environment is not something schools typically do well with nor respond quickly to. It is easier for a school to change curriculum than to adapt its culture. Marris (1975) claimed that all real change involves loss, anxiety, and struggle. Failure to recognize these emotions often defeats the ability to make a change.

Learning to recognize the needs of those involved is important. Huntsman (2005) claimed that careful cultivation pays off. Employers need to nurture, praise and, when necessary, discipline fairly to nurture happier and more successful working environments.

Huntsman also stated that leaders need to recognize that they do not exist in a vacuum. They must have the support of those around them. According to Yukl (1998) planning must also include making decisions about objectives, priorities, strategies, formal structure, allocation of resources, assignment of responsibilities, and scheduling of activities. It requires processing information, analyzing and deciding what to do. Again, the direction taken with these changes will depend on the framework the school is working from. Change can happen either because it is mandated or forced or because those involved voluntarily participate. In either case, the goal “cannot be assimilated unless its meaning is shared” (Marris, 1975, p. 121).

Accomplishing a shared vision is where true leadership comes in to play. Bennis and Nanua (1985) make clear the necessity of this vision formation:

All of the leaders to whom we spoke seemed to have been masters at selecting, synthesizing, and articulating an appropriate vision of the future.....If there is a spark of genius in the leadership function at all, it must lie in this transcending ability, a kind of magic, to assemble-out of all the variety of images signals, forecasts and alternatives-a clearly articulated vision of the future that is at once single, easily understood, clearly desirable, and energizing. (p. 101)

Yukl (1998) would probably describe the “magic” that Bennis and Nanua (1985) talk about as “charisma.” Followers of a charismatic leader perceive that the leader’s beliefs are correct, accept the leader without question, obey the leader willingly, feel affection toward the leader, are emotionally involved in the mission of the group or organization, believe that they can contribute to the success of the mission, and have high performance goals. The principal who possesses this charismatic leadership ability can accomplish amazing things within a school setting. This principal is able to get the

teachers and staff to see the vision and to want to contribute to accomplishment of it.

While this may not have a lasting effect, it is often what initiates the change.

Craig E. Weatherup, CEO of the Pepsi Bottling Group, (1999) stated that if his team does not understand what is important, the strategy they are using will not drive the front line. In the school setting the front line is the teachers who will not keep the reform going if they do not understand why it is important. They must share in the vision.

Developing a compelling vision is not an easy task. It is necessary to have a clear understanding of the organization, its culture and the underlying needs and values of all the stakeholders. In a school change, the principal needs to understand the mission of the district and the community. The principal also needs to know and understand the needs and values of teachers, staff, parents, and students. Yukl (1998) offers guidelines for formulating a vision. These guidelines include involving the stakeholders, identifying strategic objectives with wide appeal, identifying relevant elements in the old ideology, linking the vision to core competencies, evaluating the credibility of the vision and continually assessing and refining the vision.

Creating a strong vision is vital to an organization. Being able to create a strong vision is a key element that identifies a leader. However, to be effective this vision needs to be recognized and “owned” by all the players across the organization. No matter how much strategic planning goes in to the process, it will not be carried out if there is not a strong commitment attached. Deetz, Tracy, and Simpson (2000) stated that a good vision is realistic enough to generate commitment to performance, coherent enough to provide coordination, and open enough that others can make it into their own. If this is done the

vision can motivate and inspire those involved to continue to work and progress toward the desired goal.

For this research study I used the eight steps for successful large-scale change outlined by Kotter & Cohen (2002). I used this framework as a way to identify the specific items and actions the principal used in making a transformational change. The study identifies each step and how or if the principal incorporated each step in the change process. This allowed me to see both the weaknesses and the strengths of the principal and also which steps could have been used more in depth and which were done well. It allowed me to see how they can be accomplished as well. Specific questions guiding this research study are:

1. What is the role the principal has in changing a school to interdisciplinary teaming?
2. Which of the eight steps (Kotter & Cohen) does the principal use and how?
3. What is necessary to make this reform sustainable?

Methods

Participants

The school used for this study was Hill Middle School, Utah School District, Utah. This school was chosen because the principal had asked for and been given permission from the district to attempt a reform in the school. The principal wanted to change the school from a junior high concept to a middle school concept. Even though the school was called a middle school, it followed the traditional junior high model of 50 minute class periods, 7 periods a day. The reform the principal wanted to implement was interdisciplinary teams. The principal felt that teaming was a way in which he could

incorporate into the school those items *Turning Points 2000* identifies as needed for a middle school reform. This would allow students to remain with the same core group of teachers for the majority of the school day. Data were gathered through observations and conversations with faculty, staff, parents, district officials and the principal. Data were analyzed using the eight steps for a successful organizational change outlined by Kotter and Cohen (2002) as an organizing framework.

At the time the study began Hill Middle School was four years old. It consisted of a seventh, eighth, and ninth grade. The total enrollment was around 800 students and the school was located in a once rural area that has become a fast growing suburban area of mostly middle-income families. Hill School has one principal, two vice principals and 45 teachers and staff. The school also has a community council made up of six elected parents of students, two faculty members and the principal. The District Assistant Superintendent for middle schools was also involved in the study. He regularly attended faculty meetings to see how implementation was going and provide encouragement.

Because I was exploring the process of creating a change, it was important to observe the actions of the principal and the effectiveness of these actions. I wanted to examine the changes he made, when and how he made them, and the outcomes of the changes in building the reform. I believed these were all important elements of the study. I was interested in whether the principal could actually change others' behaviors. Was he able to, as Kotter and Cohen (2002) say, help them "see a truth" that would allow them to make the necessary changes?

Data Collection

The fieldwork for this study was done by visiting, observing and open-ended conversations with the participants in the school setting over a three year period. Participant observations and open-ended conversations were the major sources of data for this study. Observations of staff meetings, community meetings and faculty meetings were conducted and allowed me to witness face-to-face interactions between participants. Meetings consisted of the entire staff and faculty, smaller groups of staff and faculty, mixed staff, faculty and community or were held with one or two other participants and myself. All observations took place in the school setting. During the observations, I observed the principal interacting with all parties involved in the reform. I was able to observe and note the words and actions of the principal as they occurred. In particular, I noted when positive reinforcement was used and the situations it was used in. Positive reinforcement was emphasized because early in the study the principal stated that he believed this was his best tool for driving the reform. This was his way of building collaboration. I was also able to observe the specific activities and meetings that the principal incorporated to encourage and obtain acceptance of and involvement in the reform. The following table lists the formal meetings and informal conversations that took place.

Table I: Meetings Attended

Participants	Formal Meetings (Observations only)	Informal Conversations (Opportunity to listen & ask questions)
General Faculty (45)	14	
Staff (30)	4	
Community Council – elected (10)	2	
Vice Principals (2)		4
Principal		8

Conversations with the principal, vice principals, staff and faculty occurred formally and informally with data comprised solely of field notes. Formal meetings included faculty meetings, community council meetings, and staff meetings, at which I was not allowed to ask any questions. In these formal settings I only observed the participants. I also met with the principal and vice principals in informal settings where I had the opportunity to talk with them and ask questions. These conversations took place at the school and outside the school environment as well. I had the opportunity to attend social functions and school functions with the principal and vice principals, which allowed for these conversations to take place in different arenas. Data that came strictly from observation is noted as such, but does include statements made by the participants. Questions from me and answers from the participants were gathered only from the informal settings.

An initial meeting was held with the principal to get his permission and clearance to observe as many different meetings as necessary to gather information about the process of adopting a school reform. I was also given permission by the Utah School District Assistant Superintendent over this area. After receiving permission I attended a regular scheduled faculty meeting and was introduced to the faculty participants. This same procedure was followed in a staff meeting and in a community council meeting. Participants were informed at this time that they were participants in a study and that they might be observed in their meetings and at other times. They were also informed that they might be asked questions about the reform process and were encouraged to be open and honest about the process. This provided the faculty and staff members with an awareness of why I was attending so many of their meetings and what my intent was.

During the time involved with this study I was invited and encouraged to participate in several of the informal meetings that took place in a local sports bar. This invitation came as I found commonalities with some of the administration. Both of the original vice principals are runners as am I. Our personal conversations started out with this and then grew. Soon we were discussing upcoming running events and even times that we might run together. As these friendships grew so did my opportunities to view the group on an informal basis. Over time I was also invited to personal get togethers at their homes.

This reform took place over a four year period. The first year of implementation was documented by way of conversation and a retelling of the situation and events from the principal. Years two through four were observed and documented through actual fieldwork at the school. The heaviest concentration of fieldwork done was during the second and third year with some follow up the following year. During year 2 a program called Results was initiated. Results is a program that encourages teachers of the same discipline to work together in establishing curriculum to be used by all the teachers of that discipline. The teachers worked in same discipline teams with one leader that had been earlier trained in the Results methods. Year 3 started out using teaming. As earlier stated, this is where four teachers, English, science, social studies and math, are used as a team with the students assigned to them staying in the same classroom for their instruction. I noted both collective and principal specific actions and behaviors during that time. Statements made by faculty, staff and community members are presented anonymously so as to protect individual identities. Permission was personally given to me by the Principal and Vice Principals to use their comments. Permission from the

district was given to the Principal by the District Assistant Superintendent to allow the study to be conducted.

Data Analysis

Reviewing the data, I looked for those activities or statements that encouraged team building, created a vision, empowered the team, and communicated buy-in from those involved with the reform as suggested by Kotter and Cohen (2002). Observations were coded for such things as positive statements, negative statements and statements of collaboration and agreement. These were categorized according to Kotter and Cohen's eight steps. Other things that were noted were the degree of participation from those involved, the activities used to increase participation and the steps taken to bring about the reform. I also noted items that did not fit the eight steps but that seemed relevant to the reform. Along with the fieldwork and analysis, I kept a chronological record of the events that occurred. (Appendix I)

Findings

I used Kotter and Cohen's (2002) eight steps for change to frame the data analysis. Through observation, I found many of these steps solidly followed and other of the steps left out or only slightly used. Step 2 (building the guiding team) was the step I observed least, while Step 6 (create short term wins) was a step that was definitely attempted but seemed to lose its effectiveness over time. Due to the decrease in the effectiveness of Step 6, Step 7 (don't let up) suffered as well. I feel the Principal, Mike, did very well with Step 4 (communicate for buy-in) He worked hard to make sure that all parties involved, no matter how little or complex their involvement, were informed and included in every part of the change. Findings related to each step are presented below.

Step 1 - Increase Urgency

It is important in this first step to make sure that a critical mass of people feel the need for a change, want to see the change happen, and believe that it can happen. There is a common belief among many that change starts with a vision. A problem that can arise from creating the vision first is that it is difficult for one individual to create a change vision that can earn the buy-in of many. Kotter and Cohen (2002) argued that if the leader creates a sense of urgency and gets as many as possible feeling a need for a change the vision for change will be more compelling. It was important for Mike to create this sense of urgency and get those involved to feel a need for the change. Mike did this by getting key personnel interested in a program called Results.

The Results program is set up with each of the subject area teachers meeting weekly in groups specific to their own subjects to select the curriculum they will teach and how it will be taught and assessed. Mike made sure to involve enough personnel in Results so that during the second year when teaming was put in place there would be enough trained personnel and the right personalities to put together as teams. The first year of the project, with monies from a grant, Mike sent as many of his personnel as possible to conferences, both regionally and nationally, where Results was discussed and demonstrated. Mike even sent some of his faculty to a school in Oregon where the Results program was being implemented so they could see it in action and build a strong understanding of the program and how it functioned. As the faculty heard about this program and saw it in action they started to develop a desire for this program at their own school. There were two groups of faculty that traveled out of state to observe schools that were using the Results program. Each group came back very excited about what

they had observed. They stated in meetings that they were impressed with the scores that students were achieving in the different areas of study. Several faculty members mentioned to me that morale at the schools was very impressive. It helped them generate excitement when they witnessed the program working in other schools. It definitely increased the feeling of urgency for change at Hill.

Mike said that he spent the first year saying “yes” as often as possible to his faculty and staff. This helped build their confidence in him as well as strengthen their camaraderie. Several teachers told me that they felt they could offer more suggestions and try new ideas for working with students and that they had total support from the principal. Mike felt this helped to increase the urgency as well with the staff and faculty. It no longer was just the principal feeling a need for a change but the majority of the group.

During this school year the faculty was also given the book *Turning Points 2000*. For one of their bonus days they discussed this book. Mike praised them all for having read the book and for the great discussion. Mike thanked them for letting him be their principal. One of the Vice Principals told them they had all done a great job and that they had really shown a true awareness of where the school was headed.

Hill Middle School was only one year old when Mike became the principal. The school was located in a fast growing area and doubled in student population while he was there. This created the opportunity for Mike to hire most of his faculty and staff. Because he knew the direction he wanted the school to go, Mike purposefully hired staff and faculty he felt would feel the urgency for change and be willing to build in the direction of the teaming concept. Mike let potential teachers know when he was

interviewing them for hire that he was planning to implement teaming, and asked them if they had ever been involved with a school where there was teaming. He informed potential teachers that if they came to work at Hill Middle School they would be working under those conditions. This also helped with Kotter and Cohen's (2002) eighth step (make change stick) in that this was the system first-time teachers learned and that veteran teachers believed in and were willing to use. The two Vice Principals at the school were there before Mike but one of the Vice Principals had actually worked at a school that had used teaming and was in favor of the practice. She even mentioned to me that she would definitely want teaming in her school if she were ever a Principal. She also said that one of the reasons she was at Hill Middle School was because Mike planned to implement teaming at the school and she wanted to be a part of it. The other Vice Principal supported the practice and was excited to see it come to fruition. This attitude displayed by both the Principal and Vice Principals helped create urgency and encourage the staff and faculty to become involved in the change process.

Step 2 – Build the Guiding Team

If urgency is properly created many individuals may want to help with the change. Kotter and Cohen (2002) call this building the guiding team. However, it is important that the right group is pulled together to help lead. It is hard to make large scale change without a powerful guiding coalition. After carefully examining the data, I felt that while Mike took time to establish a guiding team he failed to use the guiding team efficiently.

Mike and the two Vice Principals made up the guiding team. While Mike made sure that each of the teams involved with the Results program had a strong leader and district personnel and community personnel were included at the beginning of the process

during the actual reform to a middle school philosophy he did not really use the guiding team. He relied solely on himself and the help of the Vice Principals. By the end of the second school year the administration all made comments about feeling “burned-out” and more tired than they usually were at the end of a school year. Mike even made the statement that he didn’t know if he would ever try that type of reform again, even though the results had been so positive, because it was just too consuming and tiring. Mike also stated that it had been one of his harder years; he had experienced a lot more worry, expended more time, and felt that he was constantly organizing the next steps. When one of the Vice Principals left Hill School at the end of the first year, the already weak team was further challenged. As the level of enthusiasm dropped in the administration so did the level of enthusiasm of the staff and faculty. Meetings became disjointed with frequent interruptions. Faculty stopped listening to what was being said and small groups formed in which conversations excluded the larger group.

Step 3 – Get the Vision Right

Getting the vision right requires that the guiding team set clear directions. This requires more than just planning and budgeting, it involves strategies and vision as well. It is important that the guiding team not try to do all of this by themselves. According to Kotter and Cohen (2002) bringing in others to help with this process allows critical information to be gathered that might otherwise be missed. A clear vision of the desired outcome also allows the group to change directions more easily and quickly if necessary.

Mike mentioned in a faculty meeting at the beginning of the second year that implementing Results was just the beginning of the changes for Hill Middle School. He briefly mentioned that he would like to see the school implement teaming as well in the

next year or so. Mike stated that he saw Results as a natural step in the progression in achieving the change to teaming. Not a lot of time was spent discussing teaming at this time but instead he directed the faculty to what would happen with Results. This placed the immediate desired outcome on implementing Results. This simplified, for a time, the direction of change and made it easier for the group to proceed. Mike also talked about getting approval from the district for an early out day, stressing that all faculty make the most of this time and use it appropriately to work in their disciplines developing curriculum and teaching methods to improve students' test scores.

Mike was very careful to make sure that each team included one or more members who would attend conferences and visit participating Results schools. Because the Results teams already had personnel involved in them who felt the urgency and need for this program it did not take much to get the teams actively involved in Results. Results is set up in quarters. At the end of the first quarter, eight weeks into the school year, all of the core discipline groups, (social studies, math, English, and science) presented their class findings and test results at a celebration. Celebrations were held at the end of each quarter to recognize student successes and evaluate what could be done better. After the first celebration, other groups such as P.E., resource, life skills, and art also presented. The music and theatre departments were the only departments that did not yet have the vision of what was expected. However at the end of the first quarter celebration, the music department head said that he now had a feel for what the expectations were and he was excited about getting started and presenting at the next one.

Throughout the year Mike moved the group further along with the concept of teaming and how each discipline could work with other disciplines to help students.

After each quarterly celebration he would further this discussion and build on what had been accomplished from the last time. These discussions helped the faculty better understand the direction they were headed and how to improve on what they had done in the past. A teacher's comment after listening to Mike compliment them on their great work was "it takes a good leader to get us started on the right track."

Step 4 - Communicate for Buy-In

In successful change all players involved understand the desired outcomes. The goal is to get as many people as possible to work towards these outcomes. Mike made sure that those he felt would be strong supporters of the change were among the members of his staff and faculty who attended the Results conferences, workshops, and school visits during the first year of the project. This allowed the faculty and staff opportunities to not only see the program working but to ask questions as they observed the process. Mike ensured that members of each department were involved so Hill Middle School's teams would have the necessary components. The schools implementing the Results program were enthusiastic about the changes it was making in their schools. This enthusiasm was absorbed and taken back to Hill Middle School by the staff and faculty who visited these schools.

Mike also included community members who sat on the school's community council in this process. Community council members were invited to attend the conferences and workshops which helped develop their urgency and desire to be a part of the team. Faculty enthusiasm for the new program was shared with council members as well. In one community council meeting I attended at the beginning of the first year, they were discussing the implementation of the Results program. A council member asked

Mike to tell them what needed to be done and they would do just that. The president of the community council told Mike he would make sure that the vote taken for support of the program would be a favorable one and that the parents in the community understood and supported the program as well. It was clear that he understood the importance of communication and was eager to help the community be positively involved. Mike asked the community council to support released time for the teachers in order to implement the new program. The council voted unanimously to support the released time and planned to attend the up coming back-to-school night to explain the program to parents and advocate for the program at the school. At the back-to-school night the vote taken by the community ended with 94% in favor of the change. Mike told me that he had specifically encouraged certain people to become involved with the community council, which paid off when the council voted as the council members were very supportive and felt the urgency for the change.

Mike was also able to get the district to approve released time one afternoon a week so teachers had time to work on implementing first the Results program and then teaming. The teachers, in their comments both in faculty meetings in general and directly to me, appreciated this because they did not feel they were being asked to add another thing in their already crowded day but were provided the time to actually get this item done. A faculty member during a faculty meeting thanked Mike for getting them the necessary released time. Another commented how much they appreciated Mike's decision to change the direction of teaching at the school.

Mike would meet with several of his key supporting faculty on Friday nights at a local sports bar. Meetings in a bar, even if informal, are not generally held in this area.

This type of meeting is highly unusual. The population in this area consists mostly of one religious group that does not support socializing at a bar. Of interest in these meetings is that they were open to everyone that wanted to attend. Both those of the predominate religious group and those not of the religious group were in attendance at these gatherings. This establishment was also a restaurant which allowed all to feel comfortable and welcome. However, due to the location some of the faculty that might otherwise of attended opted not to participate.

In addition to Hill Middle School faculty, other administrators and faculty from schools where Mike and the Vice Principals had worked previously attended these informal gatherings. In these unofficial meetings pros and cons of what was taking place were discussed. I often observed Mike making adjustments at the school after discussing them in this forum. For example, after one meeting I noticed that Mike changed the leadership in some of the core subject groups. Another adjustment came with some of the teams he designed. After discussing the teams he moved personnel into different groups making it possible to better capitalize on the instructors' strengths. Having this time away from the school seemed to open up discussions that did not take place during the regular school day, and allowed faculty a chance to verbalize things they felt but did not mention at school. This unofficial group as a whole became solid supporters of the change over time with a better understanding of the program. Those directly involved with the school spoke more positively about both the changes and the principal in general meetings.

Communicating buy-in was also seen in the enthusiasm generated at the first quarterly celebration. Every group but two was involved with presentations at some level

at the end of the first quarter. The degree of understanding, involvement, and enthusiasm continued to increase at each celebration. Mike and the Vice Principals were always very complementary at these meetings. The levels of cooperation and achievement increased each quarter as well, demonstrating a connection between faculty and staff's words and deeds. This connection was so strong that Mike was able to start teaming the following year with all volunteers. The celebrations encouraged and allowed honest communication to occur. The fact that over time the entire faculty willingly became involved by their own choice shows the buy-in that occurred.

Step 5- Empower Action

Dealing effectively with obstacles that block action was accomplished not only by Hill Middle School staff and faculty but by Mike as well. According to Kotter and Cohen, (2002) it is important that recognition and reward systems inspire, promote and build self-confidence. It is also important that the right individuals with change experience are put into place. The district allowed Mike to implement this change in his own way, which was very supportive. District personnel often attended Results meetings. Mike mentioned that he felt the support of the district. He also told me that as long as the district continued to attend meetings and encourage other administrators to come and observe he believed he was headed in the right direction. District administrators on several occasions during the second year stood up, usually at the end of the celebrations and commented on how pleased they were with what was happening at the school and the successes they observed. When test scores for the district were released and Hill Middle School had increased in all areas the district again commented on how pleased they were with the changes.

The district was willing to let Mike increase teachers' released time. This meant that students were released one day a week at an earlier time, which required district bus schedules to be changed. To change bus schedules the district had to increase drivers' pay due to increased time driving. It also meant having to hire new drivers to cover the change. The fact that the District shouldered this added expense indicated their support of the program.

Having buy-in for this project from the community council also helped reduce a potential obstacle that could have stopped the change process. Often when teacher release time is changed, this causes difficulties for parents. Many parents must make additional accommodations for their children, such as extended day care and babysitters, at an additional cost. The community council held several meetings for the parents in the community to explain the necessity of this change. Hearing about the need for change and the benefits of the program from another parent rather than the Principal helped smooth the way for the change to occur. At every opportunity Mike or community council members would point out the successes the program was generating, providing feedback to the parents to help them better understand the vision for change. Because the schedule had already been adjusted to accommodate Results, the following year when Mike changed the class format to teaming there was no need to alter daily schedules. This meant that parents did not have to make another adjustment, which helped increase their acceptance level.

At each celebration different faculty were given the opportunity to present their department's findings. A faculty member from each of the disciplines would stand and present the test results for that quarter. This was most often done with some type of

visual aid; either an overhead or a handout showing the results for the group as a whole and also for each grade and period. In observing these meetings it was obvious that students' scores increased and that faculty's interest in each department's accomplishments increased as well. Everything, whether big or small, was viewed as a success. One faculty member stated "we have more pride now." This recognition helped create and maintain optimism about Results and also helped bolster each faculty member's confidence in themselves and the program. The celebration allowed those with little progress to feel a part of the whole. After one such meeting a faculty member reported to me, "I love what is happening. For the first time ever all the teachers are actually talking to each other." Another teacher said "we are all teaching the state curriculum now where some teachers in the past have been doing otherwise." No longer were teachers staying in their own rooms and doing their own thing but now they were all trying to work together. They each felt a part of their group and believed that each group was important to the whole.

Step 6 – Create Short-Term Wins

Creating short-term wins provides feedback about the validity of the vision and also rewards those working to achieve a vision. It helps build faith in the effort and takes power away from the cynics. Short-term wins are what Results is all about. The entire program is set up to focus on small successes. The celebrations gave Mike an opportunity to compliment faculty on their accomplishments and to thank them for their effort. At one of the meetings Mike told the group that their presentations were better than any he had viewed at the Results schools they had visited. At another meeting he stated that he would put his faculty up against any faculty and that he just really

appreciated all they did. Hearing these positive words from their administrator seemed to rejuvenate the faculty. Having district administrators present to hear these complimentary praises was up-lifting as well.

The Results program requires that at a minimum the faculty in each discipline meet weekly. These meetings took place during the early out time provided by the district. It was during this time that the faculty of each discipline would determine the curriculum they would teach for that quarter, testing procedures, and teaching methods. All faculty members met together three times each quarter to review as a whole what each discipline hoped to accomplish and then at the end of each quarter a celebration was held. These celebrations allowed each department to showcase what they wanted the students to learn and to what degree the students learned it. Each celebration at Hill Middle School was seen as that, a celebration. The mood was always festive. Food was provided. Clapping and cheering went on as each group reported their progress. Mike and the Vice Principals were supportive and encouraging throughout each celebration. There were often visitors from other schools or the district office who joined in the festive mood. These visitors were invited by Mike to see how well the Results program was going. Mike played a big part in keeping these meetings light hearted and energetic. In one faculty meeting it was actually discussed how students were now being assigned better homework, the students were receiving additional reinforcement, and that project dates were coordinated so they didn't all fall due the same day. The comments from the teachers illustrated enthusiasm and general approval for the change occurring in their students and among themselves.

Mike used some of his grant monies to purchase random gifts ranging from around \$5 to \$20. He gave these gifts during some of the celebrations and other faculty meetings to employees he felt were exemplary. He would stand and acknowledge these faculty members and then explain what they had done that was out of the norm or that had required extra time and effort on the member's part. The quarterly meetings held in a celebrating mode provided rewards early and quickly. As the faculty progressed with this system they got better and better at identifying what they wanted to work on, teaching the material, testing for learning, and showing results. They developed more elaborate ways to show their improvement each quarter. As teams improved it motivated other teams to show improvement. This was evident in the fact that post-test scores improved by a greater margin each quarter. While it was competitive, the element of fun involved helped to keep it on a healthy level. The fact that all the teachers made their own decision to become involved with Results during the year illustrates the level of cooperation, which made it easy for the Principal to take it to the next level the following year and introduce teaming into the school.

Step 7 – Don't Let Up

During this step it is very important that the change effort does not suffer from a sagging urgency. Kotter and Cohen (2002) noted that at this stage the easy problems have been solved and the tough problems can no longer be ignored or avoided. This is one step that I feel was not accomplished as well as other steps at Hill Middle School. While the Results program is set up to go on, quarter after quarter, by the end of the first year using Results, I observed the faculty's level of energy and excitement waning. The celebrations helped with the short-term wins but appeared to not be enough to sustain the

high level of enthusiasm originally observed. To make the celebrations unique, the food varied and the reasons and ways prizes were awarded by Mike changed. The level of enthusiasm remained fairly high the first year but by the second year, when teaming was introduced; the energy level really seemed low by year's end. Teachers were no longer cheering for each other, but were talking individually in groups and not paying attention to the results being shared. After it was announced that Mike would be leaving the school, he stated to the faculty that it was necessary to have established in stone the culture of the school as it would be the faculty's responsibility to teach it in the future with him gone. He told them that he recognized they were tired but that they need to keep going. It appeared that even Mike was aware of the lower level of enthusiasm.

At another meeting at the very end of the year Mike was 15 minutes late. This was something that had not happened before. Faculty who had been so positive and encouraging in the past began to make statements that were lacking in conviction and uplifting voice. One faculty member stood up in the meeting and in tears stated that she could not stand the disconnect that she was seeing in the faculty and the lack of respect that was being shown. Not only had the faculty let up but so had the administration.

Step 8 – Make Change Stick

In order to make the change stick the new as well as the old personnel had to buy-in to the changes. The process is not over until the entire change has taken place and can sustain itself, Kotter and Cohen (2002). Mike dealt with part of this by ensuring sure that new hires understood they would be involved with Results and with teaming. It was clear that if they were hired and chose to work at Hill Middle School they would be expected to be actively involved with both programs.

Mike kept in mind at all times employees' personalities and traits in hopes of being able to assemble groups of people who could work together, generate enthusiasm and provide the assistance necessary to make these programs work. Mike was good at sharing success stories and congratulating personnel for their work and accomplishments. At the end of the first year of Results, Mike asked for volunteers to start the teaming process for the next year. While the faculty did not unanimously volunteer to team teach, there were enough volunteers that Mike could put together the necessary teams for the students at the school. Those few teachers who did not volunteer were given 9th grade classes to teach but were still required to be a part of the Results program.

The following year Mike continued to look for ways that he could encourage and support his faculty in their efforts. Mike held book review workshops that faculty could attend and receive incentive pay. The books that the faculty were encouraged to read pertained to the reform Mike was trying to implement. At the workshop that I observed the entire faculty except three attended and two of them were out of town at previously arranged engagements. The faculty all appeared well read and eager to participate.

Mike continually found opportunities to publicly acknowledge faculty members that excelled in one way or another. Faculty members were sent to other schools and to district meetings to tell them about the good things that were happening with the new reform at Hill Middle School. Mike was very careful when talking to others that the credit for the change went to the faculty. He always acknowledged the hard work and effort that the faculty had been willing to put into this change.

Epilogue

Was the reform sustainable? Two years after these observations Hill Middle School is still using teaming. It is common when a change is made that the group follows their charismatic leader and when the leader leaves the reform no longer continues. The first year after Mike was moved this appeared to be the case. The morale was very low and students' grades and behaviors had slipped slightly according to one of the school's administrators. The new principal made few changes in how things were running at the school but tried to leave things status quo. By the second year the grades and behaviors had increased significantly. Those involved with the school liked the teaming concept and planned to continue. With or without Mike, the change continued.

At his new school, Mike requested to implement teaming and was turned down by the district due to budget issues. The new school building was even designed with teaming in mind but the district still would not allow teaming to be started. One of the issues against the change was the increased cost of student busing, which Mike had skillfully overcome at Hill. The District felt that if it allowed another school to start teaming then they would have to allow all the schools that requested it to do so. The district was not willing to put their money into this initiative.

Another issue with sustainability of the change is the district practice of making continual administrative changes. The district gave its approval for the reform, attended the meetings regularly, promoted the reform to other districts, yet changing and moving around Mike's guiding team seemed to demonstrate a lack of support for the reform. The district's vision for change did not seem to match with Mike's expectations. I believe this happens often in school districts and increases the likelihood of failure in reform.

Summary

If leadership is critical for educational change and society is asking for educational change then the better we understand what educational changes we are seeking, the better the chances that change can happen. This study allowed me to observe a reform or change first hand. It allowed me to observe the role of the principal in making this reform happen.

It takes time to see if a change is institutionalized, but the fact that the principal, Mike, had enough volunteers to put together teams at the end of the first year shows that progress towards the change had occurred. Too often in trying to create a new way of operating or changing behaviors, movement is too fast and complacency is ignored or an effective guiding team is not established. These things can cause the effort to fail. While Mike did not use a strong guiding team, I believe he did not ignore complacency. He worked hard at boosting his employees' morale and helping them share successes along the way. He spent a great deal of time increasing urgency and guiding the vision. Mike was good at including all the participants in the buy-in step and helping them promote and express the urgency for the change. Using a strong guiding team would have helped ease the load and share the burden more evenly, helping to eliminate some of the year end "burn-out."

The lack of a stronger guiding team became very evident as the district pulled key personnel through out the change process. The district gave Mike permission to make the changes and told him they supported him in his efforts; yet through out the change, they removed his top administrators. At the end of the first year the district removed one of the Vice Principals giving her a job in the district office and the following year gave the other Vice Principal a school of his own. This left Mike with a new guiding team made

up of two new Vice Principals who were unfamiliar with Results and with teaming. I believe if Mike could have retained his original guiding team it would have helped the school personnel feel better about the change overall and would have made it easier to make the change stick. This would have made it so that others could help carry the reform instead of Mike being left to carry it.

Ultimately this lack of support from the district could have stopped the change from happening. This is a common problem between policy makers and local practitioners. The quality of this relationship is crucial to supporting change efforts. While Mike believed that a strong relationship existed here, it became obvious that the district saw their role differently.

It became apparent in this situation that a principal in a single school can bring about change but more global change will not happen. While general support and endorsement was given for this change, it had little influence on change for the district or beyond. The district appeared to understand and even to help with the encouragement of this reform taking place for a single school but placed more importance on personnel and budgetary issues at the district level.

Appendix I

Chronology

- Year 1 - Fall Principal receives grant monies.
- Fall Principal spends time being positive with faculty and staff, saying “yes” as often as possible.
- Fall/Spring Principal sends faculty and staff to workshops and conferences dealing with the Results program.
- Fall/Spring Principal sends faculty and staff to observe schools (out of state) using the Results program.
- Fall Principal starts holding meetings with the faculty representatives that will head each of the subject matter teams.

- Fall Principal also starts talking about the program with the Community Council to help them understand the desired upcoming changes.
- Spring District gives approval for school to start Results at the beginning of the next school year and for Teaming the following year.
- Year 2 - Fall Started Results with all core subject area faculty at the beginning of school year (fall). District approved early out day so faculty could properly prepare for the new curriculum.
- Fall Principal asks the Community Council to work on getting community approval for the new program through a majority vote that is held at the first parent-teacher conference in the fall. Early out day is the hardest thing to sell about the program change.
- Fall/Spring By January all faculty are involved with the Results program.
- Fall/Spring District administrators have been attending the Result workshops regularly and encouraged other administrators, both inside and outside of the district, to attend as well.
- Spring Principal interviews potential new faculty knowing teaming will be happening following year. Principal looks for teachers that have experience with teaming or are interesting in becoming involved with teaming.
- Spring At end of school year, one of the Vice Principals is pulled into a District job.
- Year 3 - Fall Teaming is started with all volunteer teams from the core subject areas (math, science, English, and social studies).
- Fall Results continues.
- Fall Principal is notified that he will be leaving the first of January to work on the preparation of a new school.
- Fall Morale is greatly affected.
- Spring The 2nd of the two original Vice Principals is notified that she will be a Principal at her own school.
- Year 4 – Fall Results and teaming continue with new principal.

Spring
down.

Morale has struggled but test results are up and behavior problems are

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