

AN ABSTRACT OF THE DISSERTATION OF

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Title: A Systems Thinking Approach to Educational Reform: Addressing Issues Surrounding Teacher Burnout Through Comprehensive School Change

Abstract approved:

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There is a wealth of research on issues surrounding teacher burnout and school reform. The literature on burnout, however, does not provide information on system-based burnout prevention models. Comprehensive reform, although intended to improve schools as a whole, does not look at reform models developed as sources of teacher support. Rather, evaluators of reform models only looked at their efforts to improve student achievement. Essentially, reform models are designed to address governance and organizational factors that promote the development of a supportive school culture conducive to change. When schools create a culture of change, successful reform can occur. This type of school culture best stimulates and supports teachers.

This mixed methods study examines three different reform models used in urban inner-city schools with low socio-economic status to see which type of model best supports teachers and prevents burnout. The three models examined include a Single Subject Reform Model, an Internal Redesign Reform Model, and a Comprehensive School Reform Model. A School Culture Inventory was administered, based on

effective school research findings linking school culture to teacher satisfaction, and is designed to identify organizational characteristics that teachers believe schools possess. These characteristics are clustered into six categories: instructional leadership, quality ethic, personal and professional self-worth, recognition of success, and student membership. K-8 Teachers participated in the study with approximately 20-22 teachers in each reform model. Additionally, eight teachers and five principals were interviewed, representing the three models.

The survey data from three different sets of reform model participants showed significant difference in teacher perceptions. Mean scores were compared across each of the reform approaches. Huge variability in the population of data sets was revealed. The study also examines what teachers really need from a professional and organizational perspective to have job satisfaction. Teacher and principal interview data, examined using grounded theory, revealed themes in teacher perceptions, principal beliefs and values. Both the interview and survey data findings strongly indicate that reform models that address school improvement comprehensively may serve as burnout prevention models.

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A Systems Thinking Approach to Education Reform: Addressing Issues Surrounding
Teacher Burnout Through Comprehensive School Change

by
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I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my dissertation to any reader upon request.

Kimberly E. Matier, Author

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CONTRIBUTION OF AUTHORS

Dr. William Furtwengler developed the School Culture Inventory administered to participating schools. Additionally, he analyzed the survey data and provided the descriptive statistical information in the study. Greg Gruener was also involved in analysis and an interpretation of the survey data.

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CHAPTER ONE: RATIONALE

Introduction

As a third-year teacher, I attended a national reading conference in San Diego, California. I sat in on a workshop session entitled, "Teacher Burnout." Of all the sessions I attended that week, this one was by far the largest in attendance. At the beginning of the workshop, we were asked to take a quick survey. We were not told the survey's purpose until after we completed it. The facilitator asked us to tally our scores and then informed us what the scores revealed. My score indicated that I was on the verge of burnout after only three years in the teaching profession. I was in shock. When I went back to school, I began to share my workshop experience with other new teachers in the building. Much to my surprise, I was not the only one showing symptoms of burnout. It was the discovery of the prevalence of burnout that prompted me to investigate educators beyond my school context about their perceptions of their teaching experiences. My initial inquiry revealed that some 40 percent of teachers are dissatisfied with teaching conditions (Cohen, Higgins, & Ambrose, 1999). Teachers in urban schools reported a higher percentage of dissatisfaction than teachers in suburban schools.

The phenomenon of burnout is a description being used increasingly in the teaching profession. In today's learning institutions where demands for improved student achievement through high stakes testing and education reform cause teachers to be in constant flux, it becomes very challenging for teachers to manage prolonged stress. With very limited literature on what teachers can do to prevent burnout, the

problem then becomes finding ways to address issues surrounding burnout from an organizational perspective (Farber & Ascher, 1991; Dworkin, 2001).

My study seeks to understand and identify organizational strategies and/or reform models that support teachers and promote job satisfaction. New comprehensive reform models that develop a collaborative, supportive culture where teachers are empowered to become important change agents are believed to improve teacher efficacy and student achievement. By gathering teacher perceptions on organizational characteristics of schools, there will be information to present to principals that will reinforce supportive structures and reduce conditions that promote negative teacher perceptions about their profession.

During numerous investigations on the origin of teacher burnout, teacher attrition, and teacher job dissatisfaction, many structural and organizational factors turned out to be responsible for these phenomena (Cedoline, 1982; Maslach & Leiter, 1999; Byrne, 1999; Dworkin, 2001). Sociologists believe that human service professionals, such as teachers, view their roles as inconsequential because of the powerlessness they feel when they are repeatedly left out of the decision-making processes about their own involvement within an organization (Dworkin, 2001). These perceptions and feelings lead teachers and other professionals in helping positions to feel disconnected and unsure of their continued participation (Dworkin, 2001). After a prolonged period of time, employees may begin to blame the very individuals whom they are supposed to be helping for the failures the school makes in its improvement efforts (Dworkin, 2001). By gathering data from teachers about their perceptions of the organization climate and what suggestions they might have for principals to

promote teacher satisfaction, we can begin to analyze what institutions are doing to promote positive teacher perceptions about their profession. The following questions were used as a guiding framework for my research:

1. What are the needs of teachers ‘at risk’ of teacher job dissatisfaction?
2. What reform models or redesign strategies can educational institutions adopt to meet the needs of teachers and promote job satisfaction?

Rationale for Study on Burnout

The consequences of burnout (mentioned below) seem not only to affect the individual, but can also have a great impact on organizations. Human service professionals who experience burnout hamper the productivity of the organization. As burnout becomes manifested, workers become less involved, their decreased investment impacts student achievement, and ultimately the company suffers financial loss due to these behaviors (Hammond & Onikama, 1997). Finding solutions to individual and structural causes of burnout are necessary to help human service professionals to function as they should. With this in mind, my rationale for doing this study is to help prevent teacher burnout and inform district and school leaders of teacher feedback on improving the teaching profession.

The Importance of Preventing Teacher Burnout

As teachers become dissatisfied with their work, attrition, described as teachers leaving the profession, increases (Guarino, Santibanez, Daley & Brewer, 2004). Since the 1990s, the number of teachers leaving the profession has exceeded the number of

persons entering into the field. Scherer (2003) found that the reasons for teachers leaving mirrored the symptoms of teacher burnout. These reasons included lack of preparation, support, adequate teaching conditions, and respect. Of the teachers who leave, almost one-third leave within three years of beginning teaching and 10 percent leave within the first year (Frontline Education, 2003). In urban school districts the statistics are much worse. Up to 70 percent of teachers leave within their first year. Thirty-nine percent of the teachers who left did so to pursue an alternative career (Stripling, 2004). Twenty-nine percent left due to dissatisfaction with their job including such issues as salary, support, and discipline, but not with teaching (Stripling, 2004). This trend of early leavers is costing districts millions of dollars per year in recruitment and training (Stripling, 2004). According to a recent study in Texas, an estimated turnover rate of 15 percent (which includes 40 percent turnover for public school teachers in their first three years) cost the state 329 million dollars per year (Scherer, 2003).

In addition to financial drain on already strained resources in education, research strongly shows that teacher effectiveness increases sharply after the first few years of teaching. If this is the case, one must consider what happens to productivity in education if new teachers are not staying in the profession long enough to increase teacher effectiveness. According to several references Haberman (2004), teachers who experience burnout or show characteristics of burnout become ineffective and less responsible for student achievement. These reasons, along with the financial implications of burnout, warrant more research about the prevention of burnout.

The Importance of Informing School/District Leadership of Teacher Feedback on Improving the Teaching Profession

As school districts and individual schools seek to reform learning institutions in an effort to improve teacher effectiveness and increase student achievement, unintended consequences of their solutions may actually be doing more harm. Not all teachers who demonstrate symptoms of burnout leave the teaching profession. They stay in the teaching profession working in a diminished capacity, because teachers are able to depersonalize themselves from their students and their work (Wood & McCarthy, 2002). Although this depersonalization may act as protection for teachers, it ultimately increases the burnout condition. This may then account for studies demonstrating the case of dissatisfied teachers who remain in the teaching profession but nonetheless have increased absenteeism. For example, researchers Scott and Winbush (1991) conducted a study to investigate teacher absenteeism and discovered that job dissatisfaction was the most important factor affecting attendance and negative student outcomes. Interestingly, although this study is more than 10 years old, teacher absenteeism may still be a problem for many school districts.

In March 2007, I attended a district-sponsored meeting for schools undergoing transition. An announcement was made that an average of 900+ teachers daily report absences from work. The substitute office is struggling to fill these teacher absences because the substitute-teacher program is lacking temporary personnel. There have been multiple occasions where the school district did not have any substitutes available to cover classes. When this happens, the school at times may have to rely on non-certified staff to supervise classrooms. These patterns of teacher absenteeism also

have the potential to impact student attendance as well as district/school financial resources (Pacific Resources for Education and Learning [PREL], 1998). For example, three large school districts that suffered from teacher absenteeism had a combined cost of \$500 million a year for expenses that covered the classroom teacher and the substitute teacher (Hammond & Onikama, 1996). In another study on teacher absenteeism conducted by Pitkoff (1993), it was discovered that when teachers are often absent from school, student achievement decreases, poor student attendance develops, and school drop out rates increase. In my functional role as assistant administrator, I observed a fourth grade classroom that had an average four to five substitute teachers in one month. As a result, discipline problems became rampant and student attendance worsened with students skipping class or being suspended from school. Thus, when teachers are frequently not available to teach students, “not only does this affect access to educational opportunities and contribute to low student achievement, but it could also have an effect on attendance counts, which can adversely affect school funding, thus perpetuating a negative cycle” (PREL, 1998, p. 1).

Purpose of Study

The purpose of this study is to begin an investigation into the needs of teachers ‘at risk’ of teacher burnout and job dissatisfaction. One of the criticisms mounted by Farber (1998) is that models of treatment of burnout are underrepresented in literature. He further maintained that the suggestions for addressing burnout are nothing more than surface remedies that treat burnout as if it has a conservative set of symptoms.

For example, literature addresses treatment of burnout with relaxation techniques, meditation, exercise, time management training, as well as seeking out alternative sources of satisfaction, strengthening coping skills and enhancing social support (Farber, 1998).

Although these suggestions seem well suited to address more stress related disorders from the psychological aspect of burnout, as Farber (1998) points out, they do not address structural causes. Since Farber's seminal publication some 16 years ago, relatively little has been accomplished to this end. Studies centered on organizational restructuring tend to look at student achievement aspects and not burnout conditions among teachers. Much research has focused on characteristics of burnout and its effect on our system of education. These studies have cited psychological, sociological and organizational causes to teacher burnout (VanDenBerghe, R. & Huberman, M. A., 1999). As external systems (such as economic and social systems) influence changes in education, teachers begin to feel a sense of powerlessness as public policy makers mandate action within schools without understanding or conceptualizing the complexity of the different relationships within learning institutions (Dworkin, 2001). The image promoted from outside controls is that teachers are not skilled enough to improve education on their own, which thus erodes the professional image of teachers (Cohen et al., 1999). And as schools try to incorporate structural or organizational changes to meet the demands of business/economic interests, teachers must relearn their roles in the new system of education. These changing interactions between teachers and schools have ambiguous and conflicting roles, which then contribute to teacher burnout. If schools are to make

a successful shift into the Information Age and create a healthy functioning system that values all of its stakeholders, more research in the area of burnout prevention is needed.

Another purpose of this study is to include teacher voice in burnout literature. As a former teacher who was faced daily with the conditions that promote burnout, I believe that teachers need to feel heard and supported in their efforts to educate our youth. The goal of teacher-leaders is not only to impact student learning and achievement, but also to foster students' self-esteem, civic responsibility, and respect for one another. In order to combat some of the conditions that cause teacher stress and burnout, a model or treatment needs to be developed to encourage collective responsibility and enhance the limited resources of classroom teachers. Promoting well-rounded education of young individuals involves more than schooling. There are many institutions of learning. "What we need is a partnership in which teachers are trained, encouraged, and required to be learners; where educators, legislators, and school board members are educated and informed about the needs and issues, where everyone has a role to play, where there is no finger-pointing, where planning is collective, and where participants 'think outside the box' together" (Institute for Educational Leadership, 2001, p. 20).

Epistemology

My experiences in education as student, classroom teacher, and instructional leader have greatly influenced my research topic and choice of methodology. My view of the teaching profession embodies the characteristics of servant leadership. In this

kind of leadership, one's role as leader is inseparable from one's followers. Therefore, the successful teaching professional must set aside his/her personal gain in deference to the needs of others. Additionally, one must be able to identify the strengths of one's followers and utilize their talents, because "the growth and development of people is the highest calling of leadership"(Leadership Quotes From the Great Leaders, n.d, p. 3). As school bureaucracy begins to conceal school mission and purpose, principal and teacher roles also begin to have less meaning and become more functional. This sense of awareness motivates me to research how to address the human, non-mechanistic attributes of education and lead us back toward our calling.

Finding a way to re-culture schools from a mechanistic function to a more human-centered organization will require not only a structural shift, but a psychosociological one as well. From a very early age, I put the needs of others before my own. I would go out of my way to comfort and encourage those who needed support. Internalizing others' life events and feelings was like second nature. At times, I often wondered if feeling empathy was a curse upon my life because I often felt sad and discouraged. Eventually, I learned that I had to become skilled at balancing the needs of others with my own needs. In my profession, my role as a teacher-leader calls me to act upon my belief about servant leadership as I try to meet the emotional, social, and academic needs of my students. Listening to the lived experiences of my students has allowed me to move from empathizer to the role of caregiver and advocate. Through these experiences, however, I have also come to realize that once again, I must learn to balance the needs of my students with my own needs as a teacher/caregiver/servant

leader. Human service professionals 'at risk' of burnout must also find ways to balance and support their needs along with those of the students they serve.

As I begin to understand my role in the system of education, I realize that my perceptions of schoolwork are dependent upon my interactions with others within the system. According to French philosopher, Rousseau, humankind as a progressive being found it more advantageous to enter into a working relationship with others. Our interdependent relationships are clear indicators that 'no man is an island.' As we seek to meet our needs and begin to understand our function as a part of a larger whole, we can actually move closer to a healthier functioning system. With this in mind, I believe that teaching and learning are social processes and the development of skills are "naturally enhanced by social practices that encourage each child to grow as a valued individual – one who is connected through working, learning, and playing with friendly, caring adults and peers" (May, 1994, p. 19). It is this social concept of interdependence that must be applied to the development of school organizations and their constituents.

Interdependency within a human organization must then be examined from a human-centered ecological perspective, where humans are seen as above or outside of nature. So rather than understanding the interdependence of parts as a functional whole, an ecological perspective views life with intrinsic value and an awareness of spirituality rather than just a mechanistic worldview. "What this implies is that the connection between an ecological perception of the world and corresponding behavior is not a logical but a psychological connection" (Capra, 1997, p.12).

The burnout construct recognizes that there are several dimensions to its condition; one is psychological, one social, and the other organizational or functional. The recognition of these three dimensions reveals that there are multiple realities that exist around work in a human organization. As we seek to understand and develop a model for preventing issues that surround this condition, it is imperative to engage in an investigation that takes into account these multiple realities. From a postconstructivist viewpoint (Shank, 1993), there is no one method that can lead us to the ultimate nature of reality. In order for us to come to an understanding, we must engage in a process of inquiry that requires multiple methods of reading and narrating, telling and hearing. Therefore, my study involves a quantitative as well as a qualitative methodology. The quantitative part of my study allows me as a researcher to take an objective look into the perspectives of teachers about their profession by administering a survey that yields statistical results, as well as collect interview data from teachers and principals in an effort to understand issues around the burnout problem from multiple perspectives.

Summary of Chapters

Chapter Two begins with a historical perspective of the system of education and its evolution of reform. Next, the relevant literature on the topic of burnout is discussed. This part of the literature review will give a detailed description of burnout and the issues surrounding this condition. Then I will discuss the relevant literature on the topic of school restructuring. This part of the literature review will give a detailed

description of comprehensive school reform, as well as discuss the leadership components in improving schools and the proven, effective school models.

Chapter Three provides an overview of the methodology of the study as well as discusses goals of the research and the significance of the study as it relates to burnout. A more detailed description of participants and their role in the study will be revealed along with how their responses to survey and interview questions were analyzed. The following chapter, Chapter Four, will discuss findings from the study. A summative report about each school will be included along with a discussion and analysis of emerging themes. The fifth and final chapter will then share what I believe this study shows in terms of where we are now in our efforts to develop a burnout prevention model that addresses professional and organizational needs of teachers. This chapter will also include a discussion about possible implications of the study specific to the school district in which these schools reside along with next steps for further research. Survey results tables and figures will be listed in the Appendix of the dissertation.

CHAPTER TWO: LITERATURE REVIEW

This study is based on the premise that if student achievement is to increase (a consistent goal of school improvement), then teacher productivity must improve.

Reform efforts in education have sought to restructure schools in a way that would create effective teachers and thus increase student achievement. However, our system of education has suffered adverse reactions to these changes. Instead of teachers increasing their productivity, unintended consequences of education reform occurred.

Historical Influences on Educational Change

Throughout its history, education has always been in some kind of crisis. This crisis occurs mainly because our system of education struggles to adjust to the rapid shifts that occur in our global and socio-economic systems (Dempsey, 2004; Greenspan, 1999). Every time a shift occurs, schools are expected to reform curriculum and instruction to produce, even more efficiently, students with critical literacy and problem solving skills to meet the needs of industry in an increasingly competitive global economy. However, when schools make changes in the system to achieve this goal, many times they fail because the changes being made are narrowly focused. In order for education reform to be effective, one must understand the real causes of underachievement and actively challenge those causes (Pacific Southwest Regional Technology in Education Consortium, n.d.).

Schools often miss the mark in their reform efforts because when an organizational structure is divided into parts, the system cannot be redesigned effectively. Successful system changes happen only when the parts in relationship to

the whole can be understood. Since the parts of a system are interdependent, effects on one part of the system tend to impact another part of the system. Making the problem more complex are the systems outside of other systems that are interrelated and can also impact one another. It is necessary to take a historical look at system changes that occurred outside of the institution of education in order analyze the problems schools are facing now (Parsons, 1996).

Industrial Effects on Education

During the Industrial Revolution, also referred to as the Machine Age, our country was preparing agricultural workers for factory jobs. In preparation for this shift from an agrarian way of life to a mechanistic culture, school systems began to take on machine-like characteristics. For example, schools arranged children according to discrete stages of learning similar to that of assembly line production in factory work. Children were (and still are) segregated by grades where each grade or level is equipped with a teacher. This is similar to work schedules that are organized by shifts and where each shift has supervisor. Then the whole school was designed to run at a uniform, standardized speed that regulated everything from the length of school days to the time allotted for completing learning of specific curriculums. This uniformity of production required rigid daily schedules and bells to ensure time management. If children were not able to keep up, they were labeled as “slow” or “special needs.” Schools even adopted management styles of factory operations by implementing a chain of command that placed teachers at the bottom of the chain (Senge, 2000).

As a result of these kinds of mechanistic reforms, schools have produced teacher-centered learning environments that foster the expectation that all students learn in the same way. In keeping with the rigors of daily schedules, teachers disseminate information that students must regurgitate. Instead of students motivating themselves to learn, teachers are responsible for motivating the learners. Students are no longer required to develop self-discipline, but rather only expected to obey a set of rules. Such practices as these have fostered the perception of students as products rather than creators of learning. Furthermore, although some school systems are attempting to reform these mechanistic characteristics, the current system of education seems still to embody these assumptions. On the other hand, many educators (school board members, administrators, teachers, and sometimes parents) would state that these industrial-age influences are not even present. The discrepancies between perceptions among education stakeholders and the embedded assumptions within the system of education are due to the unexamined shared mental models, whereby “theories-in use are 180 degrees at odds with the theories and beliefs people espouse” (Senge, 2000, p. 35).

The problem is that when education stakeholders become convinced by one way of thinking they may not see how new ideas, especially new evidence, can show a very different reality. For example, teachers who are accustomed to teaching a certain way and have seen positive results with their teaching are not apt to believe that they need to change how they teach to produce a new kind of student. Students they were teaching two to three decades previously had different needs because they were entering a less technologically sophisticated society. Basic skills in reading,

writing, and arithmetic were sufficient. But with rapid advancements in technology, our society became more globally oriented and technologically competitive. For this reason, we need a more sophisticated kind of student, not one with just basic skills. Therefore, the teaching has to change. Evidence in test scores, student drop our rates, increased rates in displaced workers and similar trends illustrate that what schools are doing now is not sufficient for producing a critical thinker who problem solves and works collaboratively (National Commission on Excellence in Education, 1983; Lewis, 1988; Dworkin, 2001).

As research uncovers more information about how people learn, new teacher and learning practices are being developed to enhance student outcomes. However, these findings find little initial support from stakeholders whose understanding about effective teaching practices is typically not informed by current scholarship (Senge, 1994; Sergiovanni, 1996). For example, our district math curriculum moved away from textbook instruction toward a more student-centered instruction that follows constructivist pedagogy. Although research was shared with parents about the importance of hands-on learning activities and class discussions (that use an inquiry method), parents still complained that classrooms were not using textbooks for instruction. It was very difficult for parents to see how children could learn about math without drill and practice or the use of equations to guide lesson activities. These traditional ideas about effective education are so entrenched in our mental perceptions of school that they can be very difficult to overcome.

Technological Effects on Education

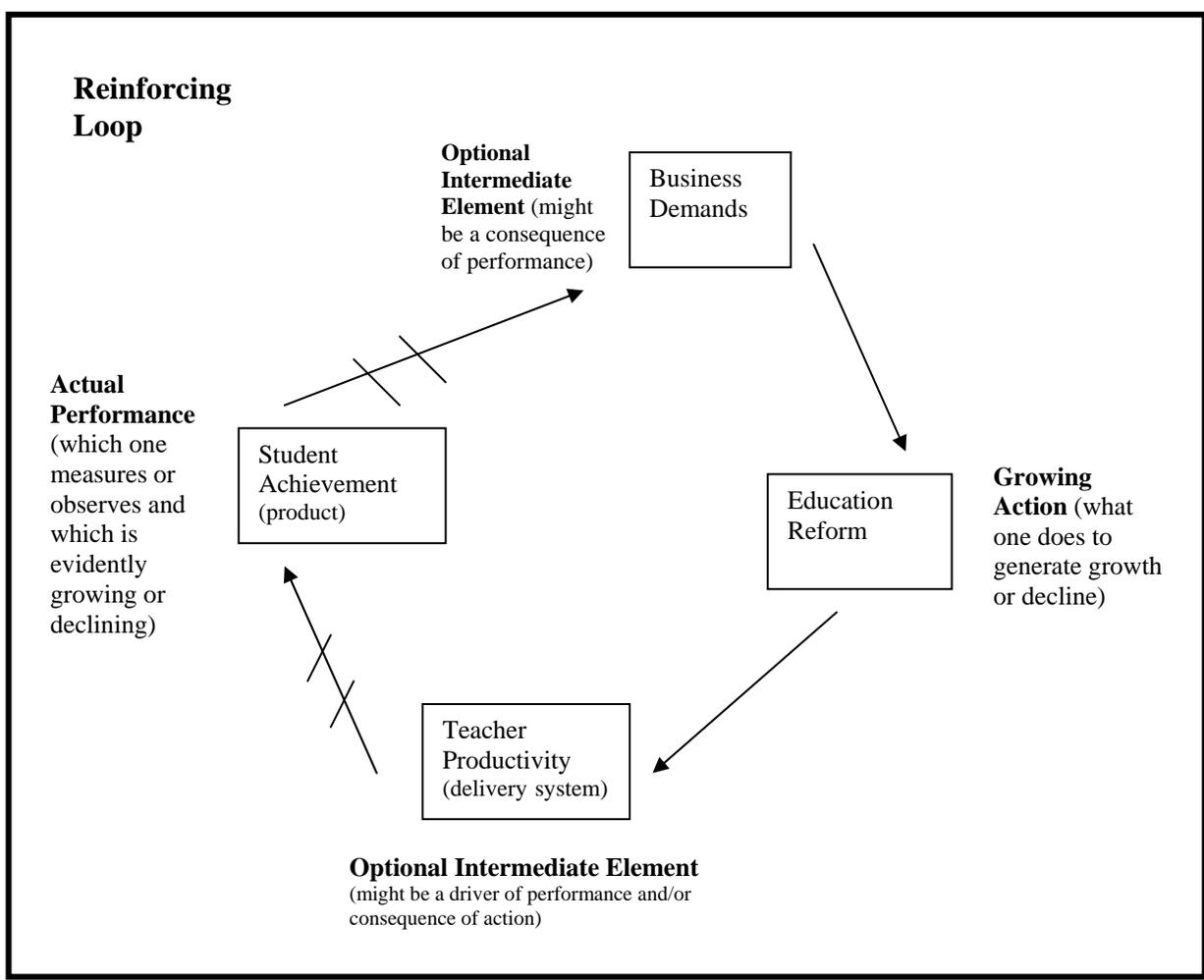
As we move into the 21st century, advancement in technology has developed information and communication tools to create more of a global community, one that is more competitive and interdependent, and that relies more heavily “on the knowledge, skills, and resourcefulness of its people” (Power, n.d., p. 152). As a result, our “rapidly changing, high-technology economy requires all future workers, at whatever level, not only to be better prepared in basic subjects but also to be able to use their knowledge in creative, collaborative ways” (Lewis, 1988, p. 1). In an effort to create these new kinds of workers, schools are required to develop a new kind of student/product: one that has the ability to access, interpret, analyze, and use information for making decisions. In order to generate this transformation in student learning, schools must shift from machine-age functions to a new orientation. An Information Age school requires the teacher to become a facilitator of learning instead of being a dispenser of knowledge. The student can no longer be a passive receiver of facts but must process and interpret information received. Student work must be student-directed rather than teacher prescribed (Parsons, 1996). In order to promote this change, schools must restructure their activities to foster a “greater emphasis on collective problem-solving, teacher empowerment, experimentation, and teacher reflection” (Slegers, 1999, p. 255).

Meeting the Needs of Economic Change

Historically, business demands have driven the way that schools function (Greenspan, 1999). Whenever new kinds of knowledge or skills have been needed in the workplace, institutions of education have been expected to reform curriculum to

ensure that students are adequately prepared to support current business needs. This description of how education attempts to adjust to changing business demands that arise out of industrial progress exemplifies a “reinforcing loop.” In systems thinking, a reinforcing loop is a concept that describes exponential growth or collapse, in which the growth or collapse continues at an ever-changing rate in a system. See Figure 2.1 below for my interpretation of education’s reinforcing loop.

Figure 2.1.



Reinforcing loops are not without limits. All reinforcing loops go through a balancing process. “Balancing processes generate the forces of resistance, which eventually limit growth” (Senge, 2000, p. 117). They are natural operations that function to fix problems, maintain stability or reach equilibrium in the system and which are always tied to a constraint or goal. Often, such loops are described as having an effect whereby one feels that things are going well one minute and not so well the next. In this particular reinforcing loop, technological progress and time have been points of resistance. Advancement in industry fuels global and economic competition, which in turn incites business demands on our education system. The changes made within the system of education are not quickly implemented and suffer significant time delays as denoted by the parallel lines (//) in the above diagram. Often, by the time the reinforcing loop approaches completion, business demands have changed, thus rendering the current education product outdated. Rapid advancement in industry and time (delays in the system) are constraints to educational success if the right reform strategies are not taken.

The Effects of Socio-Economics on the Social System of Changing Education

The advancement of technology from the machine age to the computer technology of today is not only increasing international competition, but also changing employment patterns and skill requirements as well as the direction of investment. These conditions, especially changing employment, have had a profound impact (although indirectly) on poverty rates and student achievement. For example, when parents no longer had the necessary skills to perform jobs, many workers became displaced, either by losing their jobs altogether or by working significantly reduced

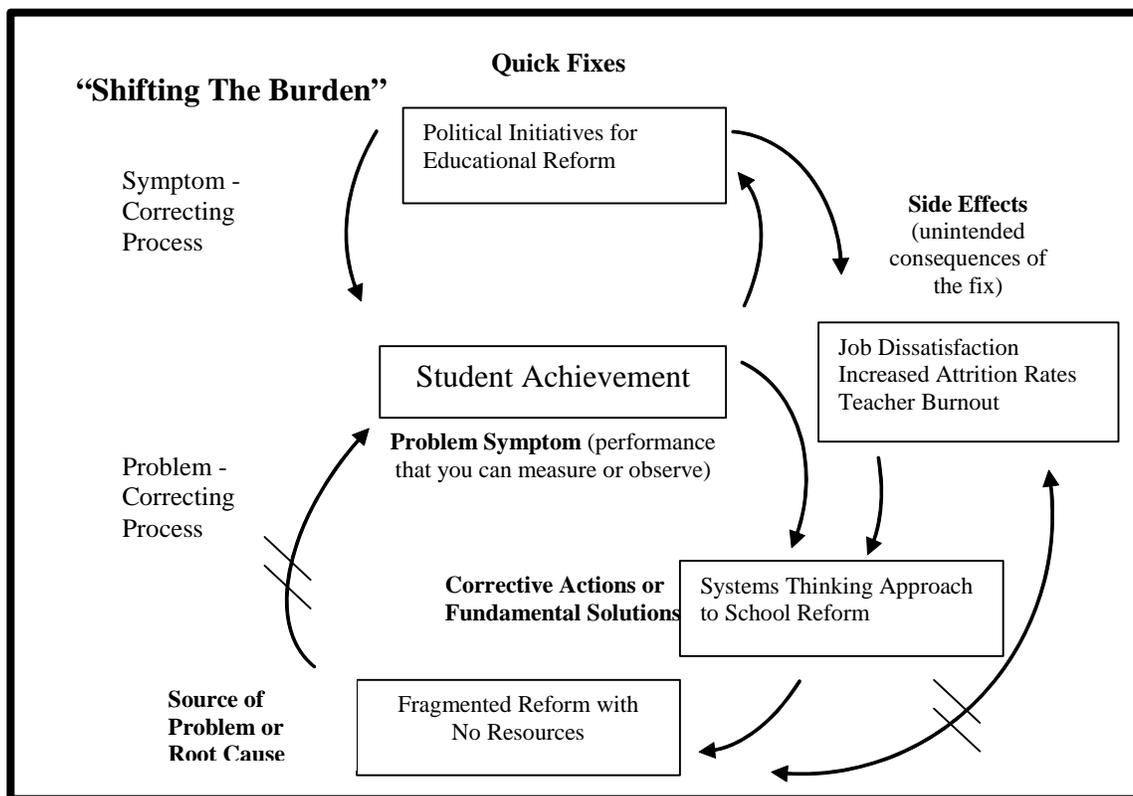
hours. This in turn contributed to increased poverty rates among children from 14 percent in 1969 to more than 23 percent by 1996, with 50 percent of these children being African American, 40 percent Hispanic, and 15 percent Caucasian (Cohen et al., 1999). Not only were poverty rates impacted, but also children lacked adult influence at home because parents had to work two and three jobs just to make ends meet. As a result, each year children enter the classroom with new skill deficits because the traditional home life is no longer available to support children's growth in learning. Consequently, this and other factors caused youth to become uninterested in school and to develop a history of academic failures, emotional or behavioral problems, and detachment from school activities.

Summary of System Change Effects & Implications for Burnout

As socio-economic shifts and advancements in technology began to put demands on our learning institutions for a new kind of student, political initiatives were put in place to encourage student achievement. These initiatives, however, were designed without the necessary support or consideration for effects on interrelated systems, and unintended consequences of this legislation occurred. More teachers became dissatisfied with their jobs. Senge (2000, p. 136) might call this "shifting the burden." This concept describes a situation in which a fundamental long-term solution to a problem is neglected in favor of actions with more immediate results. These immediate solutions nonetheless divert attention away from the real or fundamental source of the problem and really only address its symptom(s). As temporary solutions continue to be put in place, less attention is given to the real problem at hand and inevitably there are unintended consequences to the fix (Senge, 2000). Yet when a

corrective action that takes longer and is even more difficult is implemented, the real problem is ultimately addressed. See Figure 2.2 below for a graphic interpretation of how this concept is illustrated within this context.

Figure 2.2.



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Unintended Consequences of Education Reform: Teacher Burnout, Job Dissatisfaction, and Attrition

Reforms that attempt to make corrective actions that directly impact teachers' work while providing no support lead to increased job dissatisfaction and burnout. As teacher roles continue to change during various stages of reform, feelings of role ambiguity and role conflict emerge. These feelings have been highly correlated with

teacher job dissatisfaction and have direct relationships to elements of burnout, emotional exhaustion and depersonalization (Cedoline, 1982; Smylie, 1999).

Increased attrition rates are also evidenced. It has been reported that over 50 percent of new teachers leave the profession within their first five to seven years of experience, never to return. Two-thirds leave within their first four years (Cohen et al., 1999). In earlier studies, attrition was attributed to reasons such as insufficient capital (in terms of knowledge specific to occupation and that which is non-transferable), a broken sense of idealism, higher paying jobs, and poor working conditions (Croasmun, Hampton, & Herrmann, 1997). More recently teachers reported additional reasons for wanting to leave the teaching profession. According to a survey on working conditions conducted by the University of Washington (Loeb, Elfers, Knapp, Plecki, & Boatright, 2004), teachers wanting to leave the profession reported the following reasons for their dissatisfaction:

- Workload: 75 percent of respondents
- Frustration with Education Reform Policies: 63 percent
- Lack of time to do job well: 62 percent
- Salary: 57 percent

In considering the current teacher shortages where public school enrollment is projected to increase each year from 2006 to an all-time high of approximately 51.2 million in 2015 (National Center for Education Statistics, 2006) schools cannot afford to intensify the already difficult existing conditions working against student learning and achievement.

A Need for a Long-Term Solution

In response to rapid economic changes (facilitated by equally prodigious advancements in technology and information), the U.S. looked to our education system to alleviate the shortage of skilled labor. Institutions of learning, however, were unable to shift successfully from a traditional industrial school model to one that produces skills needed for an Information Age society. This failure is the result two central causes: 1) schools have been unable to keep up with the rate at which advancement has progressed, and 2) reform efforts have not provided sufficient support resources—such as professional development and funding for curriculum, program, and other organizational changes—to be coherent, sustainable and effective. Additionally, reform efforts have exacerbated stress levels among teachers trying to implement change (Faber & Ascher, 1991). This counterproductive effect has occurred as a result of reform efforts that seem to blame teachers for school failures and promote the public perception that schools are responsible for potential global economic instability. Internal education stakeholders are pressured to create school success and must feel supported if they would fulfill such a challenging obligation.

Teacher burnout is a real concern; unless the conditions that cause it are addressed, current efforts to reform schools will not succeed. In our efforts to reform education, the question is not what is happening, but why is it happening? To answer that question, an education model is needed that will follow a systems theory approach to change so that we can better “understand the dynamic complexity of a given situation, pinpoint key interrelationships, and help anticipate the unintended consequences of proposed actions” (Parsons, 1996, p. 2).

Burnout: An Unintended Consequence of a Quick Fix

The concept of “burnout” has been used frequently within the last fifteen years to describe many human service professionals, especially teachers. One burnout construct is described as a psychological syndrome in which human service persons become emotionally exhausted and lose their sense of purpose or accomplishment (Dworkin, 2001). Clinical psychologist H.J. Freudenberger introduced this description of burnout in 1974. Since then other psychologists have studied the phenomenon in terms of three central dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Dworkin, 2001). According to these studies, burnout usually occurs when individuals who work with other people in some capacity feel their efforts to help others have been ineffective (in terms of accomplishment, recognition, or appreciation). For example, according to Maslach and Leiter (1999), emotional exhaustion refers to feelings of being emotionally overextended and depleted of one’s emotional resources. Depersonalization refers to negative, callous or excessive detachment from other people, who are usually the recipients of one’s services or care. Reduced personal accomplishment is described as a person’s negative self-evaluation in relation to his or her job performance (Brouwers et al., 2000).

Others who have also investigated this phenomenon, such as Pines (1993), understand burnout to be an existential crisis that arises from a sense of meaninglessness. Pines suggests this sense of meaninglessness occurs when professionals begin to incorporate their work into their self-image. When they feel devalued in their work, they also feel their self-worth diminish. During this process of self-reflection, human service professionals question why they do what they do. This

self-doubt creates a crisis of existence. Many psychologists believe that the solution to burned-out individuals is stress management and/or holistic health practices.

Sociologists have described another construct of burnout as a form of alienation comprising the following dimensions: powerlessness, meaninglessness, normlessness, isolation and estrangement. Unlike psychologists, sociologists do not see burnout as an individual's inability to cope with stressors. Instead, they perceive alienation as "having organizational and social structural roots." For this reason, they argue, burnout "should not be addressed by the teaching of coping skills, but rather through structural change" (Dworkin, 2001, p. 70).

Over the last 10 years, literature about this work syndrome has narrowed its focus to help us anticipate which types of teachers may be more prone to burnout.

These descriptors include:

- Males under 40 teaching in middle or senior high schools (Farber, 1998)
- Individuals [*especially those new to the profession*] idealistic or passionate about their work (Dworkin, 2001; Farber, 1998)
- Individuals with an external locus of control and a greater sense of stressors teachers experience (Farber, 1998)
- Individuals with weak self-efficacy beliefs (Brouwers et al., 2000; Farber, 1998)

Additionally, much information has been uncovered about which types of schools tend to serve as catalysts to burnout. These descriptors include:

- Large urban schools (Farber & Ascher 1991, 1998; Inger, 1993)

- Schools that are highly bureaucratic with no management teams (Dworkin, 2001; Farber, 1998)
- Schools that lack social support among teachers (Farber & Ascher, 1991; Brouwers et al., 2000; Dworkin, 1987, 2001; Farber 1991, 1998; Inger, 1993)
- Schools that lack administrative support of teachers efforts (Farber & Ascher, 1991; Brouwers et al., 2000; 2001; Farber 1991, 1998; Inger, 1993)

Several studies (Brouwers et al., 2000; Konac, 1996; Marshall & Marshall, 2003; Perie & Baker, 1997) support these findings. The bolded descriptors indicate factors present in each of those studies. Methodologies used to collect this data included surveys and historical research studies. Other studies that used methodologies such as interviews and case studies reported more detailed descriptions of teacher perceptions about their work. These descriptions, according to Dworkin (2001), Center for Mental Health in Schools at UCLA (2004), and Brouwers et al. (2000) found that the negative aspects of teachers' work include:

- Low teacher salary
- Disruptive student behavior
- Involuntary transfers
- Demanding parents
- Time constraints
- Feelings of isolation
- Lack of support (resources and administration)
- Negative image of profession
- Multiplicity of teacher roles

- Lack of public support

The Individual as a Source of Teacher Burnout: A Psychological Perspective

Many psychologists have tried to pinpoint the actual origin of burnout, but have had much difficulty in making that determination. The social cognitive theory, however, provides a starting point for explaining such complex human behavior. Bandura (1997) determines that human beings learn by observing others. Behaviors learned can be replicated instantly or imitated at later times when needed. Since learned behaviors can be delayed and used at will, a correlation between observable behavior and non-observable inner processes can be made. This link allows the social-cognitive theory to explain how social surroundings can influence human behavior. Since people are able to use learned behavior at a later time, one can conclude that such behavior demonstrates intentionality. Bandura describes people as personal agents (meaning that they do things intentionally) who need positive feelings of self-efficacy to lead a happy life. From this perspective, social-cognitive theory offers an important basis for understanding how self-efficacy beliefs play a role in burnout.

Self-Efficacy Beliefs and Eliciting Support

Perceived self-efficacy refers to beliefs that teachers have about their ability to organize and accomplish the necessary actions to produce achievement in students. Since lack of support was a condition that surfaced in a variety of studies examining teacher burnout (Brouwers et al., 2000; Courtney & Marston, 2001; Konanc, 1997; Perie & Baker, 1997), further investigation into this perceived lack of support was conducted to determine its effect on teacher self-efficacy. According to research by

Brouwers et al., (2000), teachers' perceived lack of support has negative effects on their self-efficacy beliefs.

Teachers who felt that their principals were not supportive expressed doubt about their ability obtain support from them. When teachers are unable to get help to cope with the stressors of their job, they may begin to feel a sense of hopelessness or lack of control over these factors. These stressors typically include interpersonal facets of teaching such as managing the classroom and functioning in the school team. Consequently, they feel stuck in their work and develop negative attitudes toward their work. According to Maslach and Leiter (1999), when people express the negative emotions of burnout, social relationships can be devastated. Normal conversations become charged with hostility and irritation, turning everyday social encounters into unpleasant occasions," which in turn creates self-imposed isolation. On the other hand, teachers who felt supported by their principals appeared to be less vulnerable to conditions of burnout, such as isolation, demanding parents, and disruptive behavior.

Self-efficacy and Classroom Management

Many studies of burnout listed disruptive student behavior as a source of burnout (Brouwers et al., 2000; Carter, 1994; Center for Mental Health in Schools at UCLA, 2000; Dworkin, 2001). Prevailing economic and social crises disrupt learning and attack our system of education. Yet teachers are expected to be "managerial leaders" not only of the learning process, but also of the inter-relationships with and among pupils (Evers, Will, Gerrichauzen, & Tomic, 2001). Teachers who may have the necessary skills to be successful teacher-leaders may experience burnout nonetheless due to their weak self-efficacy beliefs. Research has provided evidence

that “doubts of self-efficacy can in themselves trigger the burnout process” (Brouwers et al., 2000). Perceived self-efficacy, in relationship to classroom discipline, “is the belief in one’s capacity to bring about a certain kind of behavior” (Brouwers et al., 2000), and does not pertain to the knowledge and skills of the teacher. Instead, self-efficacy perceptions are the beliefs teachers have about their knowledge and/or skills in certain activities. This belief influences teaching because self-perceptions intercede between knowledge and action (Bandura, 1985).

There are four areas of information from which teachers develop their beliefs about their capacity to generate certain behaviors in students: mastery experiences, observations of other people doing similar tasks, persuasive discussions where others direct them to believe in themselves, and their own emotional state (Brouwers et al., 2000). If after several experiences of doing something to elicit certain actions teachers improve over time, then they will begin to feel increasingly competent. On the other hand, if they have several experiences where circumstances do not improve, teachers may feel less competent in their capacities. This validity also holds true when an educator observes another teacher who has mastered student behavior. Teachers will base beliefs about their own competency on how they compare with another teacher’s experiences. Sometimes, however, another person can persuade teachers to feel good about their experiences by talking to them. Yet all of these interactions can be dependent on the emotional state of the teachers and how vulnerable they may feel.

Societal & Social Sources of Teacher Burnout

Numerous investigations into the origin of teacher burnout indicate that many structural and organizational factors serve as catalysts to the phenomenon.

Sociologists believe that human service professionals, such as teachers, view their role as inconsequential because of the powerlessness they feel when they are repeatedly left out of decision-making processes about their own involvement within an organization. These perceptions and feelings lead teachers and other professionals in helping positions to feel disconnected and unsure of their continued participation. After a prolonged period of time, employees may begin to blame the very individuals they are helping for failures of improvement within the organization (Dworkin, 2001). In the case of teachers, students are usually the recipients of this blame.

Public Opinion Affects Teachers' Self-Confidence

Low public confidence in our system of education has promoted a sense of diminished value in the teaching profession. At one time, teachers represented the intellectual elite. During the first part of the 20th century only a small percentage of adults had a high school education. By the early 1940s, about half finished with a diploma. Currently, about 90 percent of the population finishes high school and nearly one-third of young adults have a college education. These statistics help to explain the changing interactions between the public and teachers. Additionally, global competition has highlighted the comparisons of other nations to our system of education in reports from such studies as *A Nation at Risk*. According to public opinion polls conducted during the last three to four decades, schools are declining in their performance and teachers are viewed as a contributing factor (Dworkin, 2000). This perception of public schools has consequently impacted the educational institutions' ability to effectively solicit the best and brightest future educators. An evaluation of education majors in the United States revealed that students entering

teaching careers have the lowest entry test scores. These and other factors have greatly influenced the critical perception of public schools.

Socio-Economic Factors Affect Teacher Morale

After completing a teacher education program, many new teachers enter their new profession excited and with high expectations. These human service professionals often view teaching as a calling and are eager to help students learn. As soon as they begin teaching, they quickly discover that their expectations are in conflict with their experiences. Upon entering the classroom, teachers discover that there are few available resources with which to build engaging curriculum and often have to buy instructional materials out-of-pocket. In fact, American teachers have been reported to spend on average \$475 per year, with 20 percent spending over \$1000 (Quality Education Data, 2006).

Additionally, students in high-poverty schools often greet teachers with opposition and a lack of respect. “The family, neighborhood, and community dynamics that once socialized young people into the norms of society are disappearing. Too often, no one is teaching children how to manage conflicts constructively through example or through direct methods, such as moral codes and patterns of living” (Johnson & Johnson, 1995, p. 3). Consequently, violence in schools has increased. According to studies conducted by the National Center for Education Statistics, teachers are often victims of theft and physical attacks at work. These incidences are chronicled in an annual report produced by the U.S. Department of Education (Dworkin, 2001).

Models or Methods That Address Teacher Burnout

One of the criticisms mounted by Farber (1991) is that burnout treatment models are underrepresented in literature. He further maintains that the suggestions for addressing burnout are nothing more than surface remedies that treat burnout as if it has a conservative set of symptoms. For example, recent literature has addressed treatment of burnout with relaxation techniques, meditation, exercise, and time management training, as well as suggesting that educators seek out alternative sources of satisfaction, strengthen their coping skills, and enhance sources of social support (Howard & Johnson, 2002). Although Farber's suggestions address the stress-related disorders related to the psychological phenomena of burnout that Farber points out, they do not address the structural causes. Such surface classifications fail to consider what he theorizes as the distinct subtypes of burnout: the worn-out teacher, the classic burnout teacher, and the under-challenged burnout teacher. The worn-out teacher is the individual who essentially gives up or performs work in a mechanical way when confronted by stress or lack of gratification. The classic burnout individual works increasingly hard in an effort to obtain gratification. Teachers who fit the description of under-challenged are those who feel dissatisfied with the mundane activities of their job.

Farber (1991) suggests treating these various types of burnout by changing the nature of schools in order to make them more user-friendly places for teachers and children. Treating worn-out teachers directly would require activities that foster social support in an effort to rejuvenate their sense of purpose. Additionally, they need to be made to feel that they are successful and that their work is meaningful. For the frenetic

or classic burnout teacher, stress related techniques might be more appropriate. The classic teacher needs to learn how to balance his or her life to become less preoccupied with work. For this educator, relaxation training, meditation and exercise are recommended. Teachers who feel under-challenged by their job should seek professional development training where they can learn new and innovative ways of teaching. This training could help to challenge them to invent unique ways to introduce the curriculum. Also, it may also be beneficial for them to get involved with other tasks in the building, according to Farber (1991).

Additional criticisms of the literature on burnout include the problem of using deficit models to study issues surrounding burnout. Many researchers focus on teacher stress and individual strategies teachers use that have not been successful. By contrast, Howard and Johnson (2002) of the University of South Australia thought it would be important to look at teachers who are successful at combating burnout and what factors make them less prone than others. What they discovered through researching other studies is that there are two categories of action that teachers take in dealing with stress: palliative and direct action. Palliative behaviors do not actually alleviate stress but rather are aimed at influencing the impact of the stress situation. These strategies are short-term and could have negative long-term effects. Examples of these behaviors include excessive drinking, smoking, and avoidance behaviors. Palliative behaviors that have been more successful are those constructed as an individual strength or disposition and the techniques used are typically mental health strategies such as exercise, hobbies, and relaxation techniques. By contrast, direct action techniques for

coping with stress in teaching come from eliminating sources of stress. Some of the strategies reported included:

- Seeking support from colleagues and/or the principal
- Developing significant adult relationships
- Being competent (i.e. through lesson preparation and understanding work to be taught)
- Organizing time and prioritizing work tasks

Even though Howard and Johnson (2002) gained some valuable insight from these strategies, they thought the investigation into the concept of resiliency might yield more valuable information.

Resiliency

The concept of resiliency is described as “the ubiquitous phenomenon of individual difference in people’s responses to stress and adversity” (Rutter, 1990, p. 181). Most of the literature on resiliency has been centered on children; however, some studies have been adapted to examine behavior of various professional groups (Howard & Johnson, 2002). In this literature, researchers discovered protective processes, both internal and external, that young persons who are successful at combating stress go through. Internal protective processes include “individual skills and orientations such as social competence, problem-solving ability, mastery, autonomy, and a sense of purpose and future” (Howard & Johnson, p. 5). External protectors were considered as supportive family members (Werner & Smith, 1987), safe communities with opportunities for involvement, and schools with good academic records and caring teachers (Rutter et al., 1979). The primary factors identified were

as follows: internal – a sense of agency or self-efficacy and competence or achievement in some area of endeavor; external – having someone who takes interest in you and having opportunities to belong to groups or organizations outside the home. These same protective factors found in young children were also discovered in teachers who successfully combated burnout (Howard & Johnson, 2002). Howard and Johnson suggested various strategies that organizations can provide to help teachers develop some of these protective processes.

Other literature on topics of teacher attrition considers more systemic kinds of changes in education to address issues of teacher job dissatisfaction, which strongly correlates to conditions causing teacher burnout. In the journal *Educational Leadership*, March 2001 issue, suggestions and methods being used by districts and across individual schools to keep good teachers were reported. These solutions included better teacher preparation, improved working conditions, and teacher mentoring programs.

Incentive Plan to Address Salary Issues

Kelly, Odden, Milanowski, and Herman (2000), found that teachers derived satisfaction from seeing students learn but also valued being rewarded for meeting performance targets. Since teachers have cited low pay as one of the major reasons for leaving the teaching profession, one school district, in an effort to promote teacher retention, formed a committee on evaluation and salary. The committee, composed of six teachers and four administrators, developed a survey that was given to teachers to help them develop criteria for an incentive plan. These criteria emphasized the importance of considering teacher performance—the activities and actual work the

teacher is doing—instead of evaluating teachers solely on the merit of student achievement. For example, a teacher could receive monetary incentives for using technology to support instruction. The surveys would then be conducted on a regular basis to ensure that teacher concerns and changing circumstances are being reflected in the criteria established for the incentive program.

Intervention Strategy to Address Teacher Retention

Another district focused on the new teachers who were leaving in their first three years and developed a program that addressed their emotional needs. In Montgomery Township, NJ, new teachers are inducted into a mentor program that offers a point of reference on school programs, students, and class visitations. They are assigned a mentor teacher and provided a variety of orientation programs and continuing professional development that keep them empowered (Sargent, 2003).

Organizational Change to Improve Teacher Job Satisfaction

Haser and Nasser (2003) reported that a Title I elementary school whose students qualify for free and reduced lunch, in Fairfax, Virginia, changed their traditional school year model to a year-round schedule. This change anticipated student benefits for second language learners by giving them more consistent exposure to the English language, but affected another part of their schooling system. Teachers also reported advantages.

The elementary school year begins during the first part of August and ends during the last week of June. Instead of a traditional two-and-a-half-month summer break, school vacation lasts only four to five weeks. The time deducted from summer vacation is redistributed into three two-week intersessions in October, January, and

April. During intersessions, student attendance is optional. Students who do take advantage of these intersessions, however, must pay a fee of \$25. Traditional academic courses are offered during the intersessions such as “Math Magic” in addition to non-traditional subjects like photography, sports, gardening, etc. Due to the non-traditional nature of the curriculum during intersessions, teachers may also opt out of teaching through these times. Teachers interviewed at this school reported the following benefits of this new schedule:

- Opportunity to earn **extra money**
- Chance to work with different students and other grades
- Opportunity to share a hobby or special skill (**without curriculum pressures**)
- Flexible work schedules
- **Reduced stress**
- Additional opportunities for professional reflection and planning

(Bolded script is inserted by author and highlights issues surrounding burnout.)

Summary of Burnout Literature

Although districts and schools across the country are “thinking outside of the box” for creative solutions to solving the problems of teacher job dissatisfaction and burnout, most schools seem to focus their efforts on improving teaching conditions by adjusting the teachers’ own psychological perspective. Also, many models that seek to address conditions of burnout at the structural level do so with potential, if limited benefits. Regarding the year-round school model, for example, although it can be organized differently to account for teacher stress and improved monetary resources, it is unclear whether this type of school restructuring meets student achievement

priorities and/or increases teacher productivity, the other goals of school improvement. Additionally, when looking for an effective burnout model, we want to judge the effectiveness of the models in terms of their ability to be replicated. Could a year-round school model be replicated across the states? Moreover, how would districts help schools align external and internal constituent needs (i.e., whether parents' work schedules align with school calendar and district resources)? Given these questions, Barry Farber's criticism of model solutions in research literature is still warranted.

Burnout Prevention

In burnout prevention research, three levels of intervention possibilities have been identified (Wood & McCarthy, 2002). The first level or primary level of intervention deals with the goal of reduced incidences of new cases of burnout. The secondary prevention level seeks to identify the symptoms and treatment of burnout before it has time to turn into a full disorder. The third or tertiary prevention level addresses burned out individuals directly and try to keep them from relapsing. Once these levels of burnout have been identified, it may now be possible to develop/establish specific burnout models for schools to use.

When addressing burnout at a primary level, several organizational practices for schools have been suggested based on a report from the Education Service Advisory Committee (Kyriacou, 2001):

1. Consult with teachers on matters that directly impact their learning
2. Provide adequate resources and facilities that support instructional practice
3. Provide clear job descriptions and expectations in an effort to address role ambiguity and conflict

4. Establish and maintain open lines of communication between teachers and administration to provide administrative support and performance feedback that may act as a buffer against stress
5. Allow for and encourage professional development activities such as mentoring and networking, which may engender a sense of accomplishment and a more fully developed professional identity for teachers

If burnout is not prevented, teachers who suffer from symptoms at the secondary level may seek the palliative remedies suggested in earlier research. Once teachers have reached the tertiary level, however, they must develop protective processes such as those identified in resiliency literature and from interviews of teachers who suffered burnout. These alternatives include:

- Leave the teaching profession
- Change position in education to one that is less demanding
- Redefine role as a part time instructor
- Reframe one's sense of identity as an educator
- Develop outside interests, placing more emphasis on family and friends
- Relocate to a more favorable school setting

Although literature provides many suggestions regarding methods for addressing teacher burnout, the most effective way to deal with this condition of prolonged stress is simply to prevent its occurrence (Wood & McCarthy, 2002). School leaders on site and at the district level have a responsibility to organize schools in a way that will support teacher practices if they are to meet the goals of school improvement, which include improved teacher effectiveness and increased student achievement.

Rethinking Schools: Looking for an Organizational Model that Addresses Issues Surrounding Teacher Burnout

When we approach the problem of teacher burnout from a systems perspective, it is important to examine the setting in which the condition originates. As we look at various school settings, we must ask ourselves which ones are meeting student achievement outcomes and teacher needs? A preliminary investigation into burnout from an organizational perspective yielded some important conclusions.

Dworkin et al.(2003) reported findings from a study on a democratic school setting and its effects on teacher burnout. The premise of the study looked at the sociological aspect of burnout that indicates that this condition results from role-specific alienation and feelings of powerlessness. Because the causes of alienation in schools arise out of organizational conditions, this study looked for a school model that addressed these issues.

As education reform sought to transform schools from a mechanistic organization to a human-centered one, the democratic school model attracted wider attention. Originating from the writings of John Dewey, “a democratic school environment is one in which teachers and students, along with school administrators, engage in open and shared decision-making processes in the teaching-learning enterprise where differences are minimized” (Dworkin et al., 2003, p. 110). These types of interactions would seem to support suggestions two and four from the Education Service Advisory Committee noted on page 40 and, therefore, possibly prevent burnout at the primary level. Other characteristics of democratic schools include the following:

- Non-authoritarian and non-bureaucratic management by the principal

- Open communication of knowledge and information
- A sense of responsibility by staff and students for school decision-making
- Student-centered approach to teaching and learning processes
- Parents regarded as partners in the education process
- Full representation of teachers and students on the school council or school board (Tse, 2000)

The Study

In an effort to investigate the organizational conditions espoused in a democratic school, researchers looked at the principal's management style and its direct impact on teacher burnout. The study sought to investigate two questions: what is the effect of democratic personnel policies on teacher burnout, and what is the effect of teacher burnout on support for democratic teaching practices? According to the study, "democratic personnel policies and practices exerted the strongest effect in lowering the burnout scores of the teacher" (Dworkin et al., 2003, p. 117). This finding was not unexpected. What surprised researchers, however, is the fact that teachers who perceived their principal as democratic did not engage in democratic practices with their students. This second finding is significant because research on student-centered approaches to teaching and learning support increased student achievement (Ackley, Colter, Marsh, & Sisco, 2003). Dworkin et al. (2003) speculate that teachers' perceived pressure to raise test scores could explain this result. Further investigation into other variables affecting this outcome would be needed to determine whether democratic school settings can effectively function in certain systems of reform (i.e., high-stakes testing and accountability).

Although this study shows limitations to teacher willingness to change instructional practices to improve student achievement in teachers who suffer burnout, it is important to note that democratic organizational leadership may be an effective model for burnout. As our education system continues to undergo reform, additional school models are being developed. What other school models that share some of the values of a democratic school setting might be effective in preventing burnout and improving student achievement? Because most school improvement models focus on increased student achievement as a criterion for evaluation, additional studies of the connection between burnout and school settings are limited. Findings from the study on democratic school settings combined with current research on effective school improvement, however, can lead us closer to an understanding of what potential school reform models are available to address issues surrounding burnout.

Comprehensive School Reform: Making Democratic Practice Work for Improved Teaching Conditions and Improved Student Performance

Historically, educational reform efforts have involved isolated and piecemeal approaches to addressing underachievement, where little or no prior knowledge was being shared or used to address targeted learning goals. Reform literature clearly indicates that school improvement only lasts when directed toward the whole system of education (Church, 2000). Previous reform efforts tended to target specific elements of the system of education, but the literature now indicates that schools should attempt to effect change on all aspects of learning in order to improve underachieving schools. This broadly construed approach requires reorganizing entire schools as well as aligning all parts of the system of learning so that every student can succeed.

A major theme in reform literature is that reform efforts are complex and multi-faceted, and extend to the basic aspects of the teaching and learning process. Many educational groups are working on developing guidelines or models of reform processes for schools to follow. Groups such as the Coalition for Essential Schools (Sizer, 1984), the Accelerated Schools Project (Levin, 1986), Different Ways of Knowing (Galef Institute, 1989), and Community for Learning (Wang, 1990) are some of the more established groups in this new era of reform. Initially reform groups were few in number. Now, thanks to the efforts of these organizations, there are hundreds of models that have been developed. Resource guides are regularly created and updated by American Institutes for Research, by educational laboratories from regions all over the country and by the United States Department of Education. To supplement these resources, understanding of the change process in general is necessary. Educational leaders like Linda Darling-Hammond, Michael Fullan, William Bridges, and Seymour Sarason provide excellent research and insights into the change effort. Outlined below, however, are some of the main highlights of these two bodies of literature (reform and the change process) that address the most effective ways to improve schools. Because learning from prior knowledge was important in moving towards a new wave of reform, I will briefly introduce the origin of school improvement efforts.

History of School Improvement

In 1983, *A Nation at Risk*, a study published by the National Commission on Excellence in Education, reported that the United States' position in the global economy would be in jeopardy if the academic performance of school children did not improve. In an attempt to address global competitiveness, the government turned to

our system of education for a “quick fix.” A political initiative was created to introduce our first wave of reform to help ensure that only quality teachers were in the classrooms producing students equipped with 21st-century skills. Legislative mandates sought to achieve this effort through “uniformity and conformity of standardized curricula, rigorous requirements for student performance, promotion and graduation, and teacher evaluation” (Dworkin, 2001, p.72). The Pyramid Theory discussed in “The Leadership for the Schoolhouse,” by Thomas J. Sergiovanni (1996), can best illustrate this top-down approach to school reform. Adhering to legislative mandates for school improvement, school districts used hierarchical structures to control organizational behavior. Principals were designated as site managers while the central office took on the function as head or top manager. Principals, with delegated power, were then required to institute policies and regulations that would control teachers’ behavior. Protocols for planning, controlling, organizing and directing allowed school functions to promote uniformity and standardization. Although failure of this reform effort is attributed to centralized authority and lack of funding (Dworkin, 2001), I believe that mere standardized approaches to increasing the performance of a diverse, complex living system were just insufficient.

After the first wave of reform failed, a second wave followed. This reform movement sought to decentralize legislation and allow school districts, principals and teachers more authority. This decentralized approach to reform can best be illustrated by another school leadership theory espoused by Thomas Sergiovanni. Instead of trying to connect people to rules and scripts, the High Performance Theory (Sergiovanni, 1996) suggests that it is more advantageous to connect people to

outcomes. Outcomes can be standardized, but how individual schools meet those outcomes should be contingent upon the shared decision-making of its constituents. Corporations effectively used this concept of “freedom within a framework” (Collins, 2001) for years. In this approach, it is assumed that if people take part in making decisions, then they will be motivated to do the work their decisions mandate. With this decentralized authority, however, came accountability. Although the school (principals, teachers, parent representatives) and community stakeholders were required to form committees in an effort to delegate decision-making and other activities, committee members were constantly in power struggles. The colliding agendas of localized stakeholders were also undermined by lack of resources, which resulted in failed or fragmented reform. Thus, the second wave of reforms failed to improve school success in the eyes of the public, government and business.

During the third wave of reform, public policy makers decided to incorporate high-stakes testing to improve student achievement. Also supported by High Performance Theory (Sergiovanni, 1996), this reform effort attempted to use state-mandated standardized tests and rating systems to evaluate schools and districts in addition to holding internal stakeholders (principals, teachers, and students) accountable for school success. Results from these evaluation systems were used to keep students from passing grades, to prohibit student graduation, to assess school accreditation, and to legitimize decisions to terminate employment. Throughout these stages of school restructuring, failure consistently resulted from insufficient support (with respect to resources) and incoherent, uncoordinated efforts that were incompatible with organizational goals.

*The Most Effective Models of School Improvement,
Including Comprehensive School Reform*

Having learned from past mistakes, schools are now engaging school improvement with more coherent and coordinated effort. More and more schools are identifying the need to address all components of schools to improve teaching and learning. This effort requires simultaneously changing all elements of a school's operating system so that each part aligns with a central, guiding vision (McChesney, 1998). Three trends in reform have emerged from this new understanding about how to improve schools: standards-based reform, student-centered reform, and comprehensive school reform.

In the standards-based reform movement (Silver, 2004), two leading questions provide the framework shaping how schools will restructure themselves:

1. What do students need to know to succeed in life?
2. What are they expected to do to succeed in life?

Schools that adopt this model must develop a clear idea of what excellence is and work to improve the quality of student work and learning. As a result, the foundation of school improvement efforts for standards-based reform stems from curriculum content and skills.

Another trend in school improvement focuses on the notion that "school success and student learning are improved by personalization and strong relationships of teachers' knowledge and caring for students" (Silver, 2004, p. 3). In this student-centered approach to reform, schools restructure their environments to help facilitate relationship building. For example, high schools that follow this model might restructure their school into smaller learning communities or academies. In elementary

schools settings, teachers may teach the same group or classroom of students for more than one year. This instructional practice is usually referred to as looping. In addition to focusing on learning environments for purposes of relationship building, student-centered reform promotes rigor and relevance through a common focus on goals and high expectations.

The third trend in school improvement efforts seeks to develop school success by adopting a research-based solution to improve student achievement (Silver, 2004). The only new school improvement effort to receive legislative funding, Comprehensive School Reform (CSR) models must address 11 evaluative components. In this reform, the school:

1. employs proven methods and strategies that are grounded in scientifically based research
2. integrates a comprehensive design with aligned components
3. provides ongoing, high-quality professional development for teachers and staff
4. includes measurable goals and benchmarks for student achievement
5. is supported within the schools by teachers, administrators and staff
6. provides support for teachers, administrators and staff
7. provides for meaningful parent and community involvement in planning, implementing and evaluating school improvement activities
8. uses high-quality external technical support and assistance from an external partner with experience and expertise in school-wide reform and improvement

9. annually evaluates strategies for the implementation of school reforms and for student results achievement
10. identifies resources to support and sustain the school's comprehensive reform effort
11. has been found to result in or has demonstrated strong evidence that it significantly improves the academic achievement of students

(United States Department of Education, 2002)

When aligning reform components, CSR models provide a blueprint for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement and school management. This blueprint keeps schools from having to start over every time change occurs. During this process of alignment, schools identify their specific needs. This examination ensures that all students, including students from low-income families, children with limited English proficiency, and children with disabilities, are able to meet challenging state standards. Every part of the comprehensive reform process provides support to teachers, administrators and staff through appropriate training and mentoring. The support even extends to the parents and community through meaningful planning, implementation, and evaluation of school improvement activities.

For schools that do not adopt a particular reform model, a redesign process model is often used to navigate whole-school change. Redesign processes traditionally have been used as business models but are now being applied to educational institutions as well. Redesign processes involve the “integration of research and development efforts along with the testing of these ideas in actual school sites, which

leads to model refinement” (Chenoweth & Everhart, 2001, p. 35). A typical model design is represented by a prototype developed by the aircraft manufacturer, Boeing. It is referred to as a Continuous Quality Improvement (CQI) representation. Typical components of this model include examination of a problem based on evidence (data collection), strategic planning, implementation of an action plan, and an evaluation of actions taken.

An adaptation of this model was created by and described in *Navigating Comprehensive School Change*, by Chenoweth and Everhart (2001). The redesign process outlined in their book divides restructuring into five stages. The first stage is the **pre-initiation/initiation stage**. During this stage, a leadership team is organized to oversee the school-wide improvement process. The role of the team is to identify a high-stakes problem facing the school as a whole (CQI-Step One). Critical events such as new district requirements for a plan to address achievement disparity, poor performance on the State report card, for example, can prompt a need for change. The leadership team then must investigate the problem by collecting and analyzing student data as well as evaluate the strengths and challenges of the school. Once the problem is sufficiently identified by evidence, the team must elicit support from teachers and staff to develop a comprehensive improvement effort. Once staff agrees upon the problem, the next step for the leadership team is to explicitly share with staff and stakeholders what change will require. This includes discussing frameworks for thinking about organizational and individual change and lessons learned from research, introducing redesign models, and providing guidelines for selecting those models.

After stakeholders have a clear understanding of what the change process entails, it is essential that long-term commitment be generated. This second stage of the process is called the **building commitment stage**. The leadership team's role during this stage is to create a sense of urgency and dissatisfaction with the current school condition as well as dissatisfaction with the chances for success that students have. Examining a school population closely to know who is coming to school is a critical step in accomplishing this task, which includes analyses of any disparities. How teachers perceive their students has major influences on achievement (Huitt, 2000). The team should also have discussions with staff about what it means to be 'at risk.' "A major problem in school reform is that many teachers continue to teach with outdated images of their students" (Chenoweth & Everhart, 2001, p. 63). When building commitment from staff, redesign models provide strategic frameworks to help stakeholders sustain focus throughout the stages of the change process.

After buy-in and commitment has been established, the leadership team works with staff to adopt an action plan to follow (CQI – Step Two). This third step is called the **implementation stage**. Stakeholders undergo three transitions within this stage: transition 1) graduate from old practices into *new behaviors that have been proven effective in improving student achievement* (CQI–Step Three); transition 2) align new practices with beliefs about effective schooling; and transition 3) sustain vision by examining data that demonstrate changes in teacher behavior and continually monitor progress to ensure that they are working toward goals. The fourth stage of school-wide change is the **sustaining change stage**. Because the implementation stage is not a "quick fix" and takes time, it will be imperative for staff to guard against slipping

backwards. This will require that signs of regression be identified so that they can be addressed. Staff must also learn how to systematically gather information that informs them about how they are doing in reference to student learning. Continual review of process and content is the most powerful way to improve the end result of the school.

The final and fifth stage of restructuring is the **assessment and evaluation stage**. This stage differs from the sustaining stage where informational data is gathered to assess progress. At this point in the change process, stakeholders need to evaluate how well the redesign model is being followed. “Fidelity to the change model is necessary but not sufficient for successful change” (Chenoweth & Everhart, 2001, p. 167). Therefore, the school must also assess how the model is impacting student achievement. “If we fail to address the impact of change on student learning, we run the risk of the means of school change becoming the end” (Chenoweth & Everhart, 2001, p. 167). When these two components of analyzing change occur on a macro level, the creation of a learning organization can happen. The culture of a learning institution encourages individual and collective learning (during the sustaining stage). It is important for school constituents to understand that through constant adjustment of strategies that focus on student learning, learning can take place even when ideal situations are not possible.

Effectively Leading School Change

New reform models have been successful in raising student achievement, which is one of the major goals for school improvement. School successes, however, have not been consistent among various schools even when they adopt the same model. Several factors may account for the failed reform efforts of otherwise successful

school models. They include: improper implementation, lack of funding, uncommitted teachers, and, most often, improper management of the change process (Chenoweth & Everhart, 2001; Coffey & Lashway, 2002; Hertling, 2002). According to many studies, however, principal leadership undoubtedly influences the successful implementation of school changes (Sammons, Hillman & Mortimore, 1995).

According to William Bridges in *Managing Transitions* (2003), the only thing we know for sure about change is that it is constant and that it manifests in a variety of ways. In order to manage the various change actions that occur in organizational systems, one must have an overall design or plan. Even when things seem haphazard or chaotic, there are strategic ways to handle change so that its negative impacts are minimized. Having a plan in place gives coherence to changes that happen apart or separate from one another. Bridges even suggests that when developing a design/plan, one can begin to cluster types of changes and evaluate them to see which ones are unrelated to the larger shift one seeks. By doing this, one is able to determine or make informed decisions about what changes can be postponed or cancelled altogether.

As principals seek to manage this change process, five leadership components must be in place (Fullan, 2004). The first component is moral purpose. Moral purpose, which is critical to long-term success, demonstrates intentional actions toward making a positive difference. When teachers see a principal providing half-hearted leadership, skeptical attitudes become entrenched (Coffey & Lashway, 2002). The second component necessary for successful school change is to understand the change process. It is non-linear, messy, and unpredictable. Yet even in its unpredictable state, there are conditions that can be set up to guide the process. Thirdly, an effective

principal builds relationships. Changing schools will require the work of multiple stakeholders including parents, students, and teachers, through purposeful problem solving and decision-making. Teachers, who have a direct influence on student achievement, the primary goal of reform, “appear substantially more willing to participate in all areas of decision-making if they perceive their relationship with their principals as more open, collaborative, facilitative and supportive” (Bolman & Deal, 1997, p.2). The fourth component deals with creating and sharing knowledge. School leaders must “name knowledge sharing as a core value and then establish mechanisms and procedures that embody the value in action” (Fullan, 2004, p. 127). The final and fifth component is coherence making. Leading a living system means that principals must simultaneously reign in and let go. “The primary tendency of dynamic, complex systems—such as today’s world—is to constantly generate overload and cause fragmentation” (Fullan, 2004, p. 159). This constant state of flux is natural and principals must accept this nature and undertake to reaffirm a sense of coherence.

Although there are no definitive blueprints for leading change, common elements and practices of successful leadership are being identified. It is important to learn from experiences of reform successes and failures as schools continue to restructure themselves to meet the needs of their constituents (teachers, students, parents). As federal support and models for successful change develop, principals can truly develop a collaborative and shared responsibility for school improvement.

*Sample Comprehensive School Reform Models Approved
by the No Child Left Behind Act*

In 1997, the developers of the Comprehensive School Reform Demonstration (CSRDP) Program received initial authorization from Congress to provide financial

incentives for schools to undertake system-wide restructuring. Legislation outlined or identified criteria for programs to adhere to and “encouraged them to consider adopting an externally developed reform model as a central part of their plan” (NWREL, n.d., p. 1). Later in 2001, the No Child Left Behind Act continued support of this program under Title I funding, which is funding that is allocated for supporting families with low socio-economic status. New requirements were added and a catalog was developed to provide information about reform models approved under the CSRD legislation.

Although myriad reform models have been developed, the catalog only shares information about those models that address whole school reform. This means that schools must address restructuring by integrating “curriculum, instruction, assessment, professional development, governance, and other aspects of school operations into a coherent framework for overall school improvement” (NWREL, n.d., p. 1). Models that were accepted for inclusion in the catalog met four criteria:

1. Evidence of effectiveness in improving student academic achievement
2. Widespread replication, with organizational capacity to continue scaling up
3. High-quality implementation assistance to schools
4. Comprehensiveness/coherence

Many of the models included in the catalog follow an integrated theories approach to reform, which espouses shared accountability, standardized structure and democratic ideals. One program, entitled the Coalition of Essential Schools, is founded on 10 common principles (Sizer, 1984). Central features of the program include personalized

instruction to address individual needs and interests, classroom environments that foster an atmosphere of trust and high expectations, equitable outcomes, democratic governance, and close partnerships with the school community. In addition, the program provides school leaders with training that enables them to set up structures that support the features of the program and to provide professional development training to staff.

Another example includes the Different Ways of Knowing (DWoK) model (The Galef Institute, 1989). It is a multi-year professional development program that instructs teachers, administrators, and other stakeholders to help students achieve through an integrated approach to curriculum, instruction, assessment, and reporting. DWoK seeks to strengthen students' intellectual capacity by engaging them in literacy and other skills development through hands-on and collaborative activities.

A third example, the Community for Learning (Wang, 1990), approaches school improvement from the perspective that school is not the only place where students learn. The primary goal of this program is to facilitate both academic and social success. This can only happen when schools connect with community institutions. Collaboration between homes, community libraries, museums, and other environments is essential. Training offered in this program focuses on constructing adaptive learning environments.

Although the models of Comprehensive School Reform vary in features and themes, all programs have evidence of success in improving student achievement. Knowing this, what can we say about its impact on teachers? Literature on specific teacher perceptions of effective change in schools is scarce. An educational researcher

states that after having read more than one hundred teacher stories, he found that teachers rarely talked about comprehensive school reform or any other reform (Estola, 2001). Informal adoption of redesign models lacks a thorough evaluation component and may account for the lack of research on teacher attitudes toward specific reform efforts. Responses to general reform efforts have been reported but offer conflicting information—which likely reflects the numerous variations of reform efforts being implemented. Although CSR reform models include evaluation components from stakeholders, there has been no comprehensive summary to date that offers insight about how teachers feel about this new wave of reform. Nonetheless, I feel that we can gain some insights from literature responsive to teacher perceptions about specific components of reform as well as some districts that have shared reports about their particular site.

*Teacher Perceptions of Effective Models for School Improvement
Including CSR Models*

District Reports of Teacher Evaluation Regarding CSR Model Implementation

Memphis City School District initiated a comprehensive school reform effort in 30 percent of its schools over a five-year period. In preparation for implementation, leadership teams began investigating and analyzing the redesign process for successful school improvement. Each independent school selected a CSR model approach that best fits their school context. From the very beginning of the process, systematic ongoing evaluation of reform efforts were planned. The primary focus of these evaluation efforts, however, was to determine whether students were learning more as a result of the CSR design. This means that both summative and formative data collection procedures were used and all components of the program were judged.

Because feedback regarding program implementation is important to process refinement and improvement, particular information regarding teacher perceptions was also solicited (Ross, 2000).

In summary, the study indicated that 90 percent of teachers agree that CSR implementation positively impacts student achievement (Ross, 2000). This figure coincides with national data summaries of outcomes achieved by schools that use comprehensive redesign models compared with schools that do not. Teachers also reveal that 95 percent of teachers feel that adopting a redesign process was helpful in meeting targeted improvement goals. The most astounding response by teachers is that 100 percent reported that they felt the school has a plan for evaluating all components of the reform effort (Ross, 2000). Although these responses are positive, there are areas of the CSR model that have gained nationwide criticism: resources and training. Even though financial aid is allocated by the federal government for CSR model programs to provide support from external coaches and professional development for staff, a higher percentage of teachers reported that they still didn't thoroughly understand CSR programs or feel adequately trained than in most other responses of the survey.

Teacher Perceptions of a Particular Component of CSR Models

All CSR reform models view professional development as a central piece of reform implementation. If schools are to produce a new kind of student to meet global market demands, teachers must "not only update their skills and information but totally transform their role as a teacher" (North Central Regional Laboratories, 2004). Proper staff training is the key to keeping teachers abreast of current issues in

education because it helps them implement innovations and refines their practice. At the Center for Collaborative Education, a model for external coaching was created. Evaluation of this model yielded key findings about how effective the model was for its participants. Teachers and administrators viewed external coaches as playing an important role in the change process (Center for Collaborative Education, 2002). Interestingly, principals and teachers viewed their role differently. While teachers reported that coaches helped enhance their professional practice, administrators viewed the coach's role as a critical friend, one who guides thinking about comprehensive school change. Other benefits reported by teachers included a better understanding of reform model vision and practices, as well as how to sustain change. In contrast to these benefits, however, some teachers reported that coaches were not helping them address issues of changes in achievement by groups or overcoming lack of commitment (CCE, 2002).

Effects of Successful Reform Models on Teacher Efficacy and Burnout

In a study that investigated the association of burnout and efficacy beliefs in teachers, a positive correlation between the two was confirmed. The lower the sense of self-efficacy, the higher the perceived burnout (Friedman, 2003). In my review of the literature on reform, there were virtually no reports or studies that link reform efforts with teacher efficacy or burnout. This lack of data is what drives my future research inquiry. Teacher perceptions of reform that were reported were collected before the implementation stage. Therefore, examining why reform efforts in general succeed or fail will help us understand the impact of reform models on teacher efficacy and burnout.

In this new wave of reform, schools are being more strategic in how they implement school improvement. Yet schools that do not follow a specific redesign model face bigger challenges to successful implementation. To summarize literature on reform efforts, there are five reasons that some reforms continue to fail: 1) The purpose for change is not made compelling (there is no sense of urgency); 2) *The reform effort did not include stakeholder input*; 3) The change was not immediately implemented; 4) There was no alignment of the school vision with the reform initiative; and 5) *There was not organizational support* [my highlights] (Hinde, 2003). The highlighted findings in the above list of reform failure are consistent with the conditions responsible for teacher burnout. It seems logical that if these conditions were removed, then teacher burnout could be greatly reduced.

Summary of Literature Review

Reform efforts that adhere to the prescribed components of a whole school approach have proven more successful in producing successful change. As indicated earlier, however, teachers do not always have a complete understanding of CSR programs or redesign models even though they may acknowledge improved conditions. What this inconsistency suggests is that the schools must be more diligent in creating staff buy-in by sharing research, generating evidence-based data and aligning the vision of the school with reform efforts to help teachers internalize reform efforts more effectively. Often, new reform efforts are ineffective not because of the model itself, but because the model is incorrectly implemented. Schools often rush through the phases of the change process, which undermines efforts of the redesign

process (Bridges, 1991). If teachers do not understand or internalize what they are implementing, they are less likely to feel good about their efforts to improve student achievement. Teachers often view their job from an emotional/social perspective rather than just a technical one (Estola, 2001). They want to see their students succeed. It is this teacher view that leads to the connection between self-efficacy beliefs and their role in improved student achievement. According to the social cognitive theory, self-efficacy beliefs have been repeatedly associated with positive teaching behaviors and student outcomes (Henson, 2001). One facet of self-efficacy is a sense of personal accomplishment, which means that teachers must view their work as meaningful and important. When teachers do not feel adequately trained or do not have a full understanding of reform program components, this feeling of accomplishment can be difficult to foster. Thus, although new reform efforts are improving student achievement, these positive effects may not extend to teachers' efficacy beliefs and burnout feelings. An examination of alternatives with the potential to resolve the contradictions involved in the effects of reform on teacher efficacy beliefs and burnout are the subject of the study that follows.

Lessons from School Culture, Reform, Burnout and Job Satisfaction

According to Dworkin et al.(2001), past waves of school reform have increased occurrences of burnout among teachers during different periods. The first wave of reform, which is characterized by top-down management approaches reported higher burnout levels than the second wave of reform, which is characterized by site-based decision-making that is shared among school constituents. This finding suggests that site-based management empowers teachers to enhance their sense of

professionalism and feel more connected to their work (Farber & Ascher, 1991).

When teachers are treated as professionals, burnout levels are reduced (Friedman, 1991). Other variables linked to reducing burnout are connected to a school's climate or culture and include the following environmental aspects of school:

- a pedagogical environment where there is a clarity of organizational goals and teacher quality (a prerequisite for employee morale which is linked to job satisfaction),
- an administrative environment where there are clearly defined roles for teachers and administrators, and
- a physical environment where the facility is clean and can be used for multiple purposes.

As new waves of reform address all aspects of school, including culture, models for burnout prevention can be explored.

CHAPTER THREE: METHODOLOGY

Although education research has been traditionally associated with scientific inquiry, scholarship has been increasingly integrating a philosophical approach to understanding reality. Quantitative research involves a strategic problem solving approach to inquiry. The assumption behind this type of research is that there is just one single reality. By deconstructing reality into variables that can be identified and isolated, researchers can establish cause and effect relationships. According to this belief, the objective of quantitative research is to test hypotheses that have been developed before conducting the research project. Conclusions from this type of research are often generalized to account for larger populations or other situations.

The purpose of qualitative research is to understand phenomena in the world. Research of this type assumes that there is more than one reality and as a result new knowledge should be sought in a variety of ways that are meaningful. The way people review or perceive reality is an internal process and cannot be understood through mere observation. Therefore, qualitative research uses a participatory approach by talking to gain insight into phenomena. “The emphasis in this approach is upon description, uncovering patterns in the data, giving voice to the participants, and maintaining flexibility as the research project develops” (Conti, 1997, p. 1).

Both research approaches have yielded a wealth of knowledge and offer valid methodologies. Although some social science researchers perceive qualitative and quantitative approaches as incompatible, my epistemological perspective leads me to believe that the most effective type of research is a mixed methods approach. My attitude toward gaining new insights into knowledge comes from a systems thinking

paradigm, in which an ecological view of gaining true perceptions of reality is dependent upon understanding the concept of connectedness. Instead of a mechanistic worldview, which understands the interdependence of a system's parts as merely instrumental components of a functional whole, an ecological perspective views life with intrinsic value and an awareness of spirituality. From an anthropocentric or human-centered ecological perspective, humans are above or outside of nature. This understanding of life seems to promote a concept of multi-dimensional realities. With respect to understanding the phenomenon of the burnout construct, several dimensions of its condition have been identified. One is psychological, one social, and the other organizational or functional. The recognition of these three dimensions reveals that there are multiple realities that exist around work in a human organization. Therefore, depending on how burnout manifests in a teacher's life, treatment of its condition may vary. One of the criticisms mounted by Farber (1991) is that models of treatment of burnout are underrepresented in literature for varying manifestations. He also theorizes that because burnout has distinct subtypes treatment must occur by changing the nature of schools.

Context of Study

Given the historical context of school districts in Oregon, a mixed methods analysis of teacher perceptions could yield important information about how schools are adjusting to simultaneous changes resulting from budget fluctuations, school reconfigurations, and various staffing issues. For example, beginning in 1990, school districts in the state of Oregon experienced funding instability. The adoption of a levy

called Measure 5 created a ripple effect of funding crisis for the state when a maximum tax rate passed which allocated funding for local schools based on the real market value of properties. The cap on local property taxes then forced the state to make up the lost revenue in various ways. Although state coffers and local cash reserves were able to cushion the effect of the new law for the first couple of years, one district's school budget shrank by about \$50 million over a six-year period after Measure 5, causing massive teacher layoffs (Blankenship, 2000). At the same time, the state adopted a new education reform agenda and the district hired a new superintendent.

One of the largest school districts in the state of Oregon, the participating school district serves 47,000 students, from pre-kindergarten through 12th grade. This population includes students at 85 regular school buildings, as well as alternative schools, charter schools and education services provided at other locations for students with special needs. As a part of the education reform plan, the superintendent has put in motion a strategic plan for the District that accounts for improved budget accountability and increased student achievement efforts. In sum, 19 schools within PPS will undergo restructuring to a K-8 school model. A phase implementation for this restructuring began at the start of the 2006-2007 school year. This transformation will affect both elementary and middle level schools. All schools and participants in this study are impacted by this element of district reform. These simultaneous transitions have significantly impacted the working conditions of teachers.

Hypotheses, Research Questions, and Assumptions

In a new era of reform, schools are using redesign models that address some of the very conditions that cause burnout. For example, comprehensive school reform addresses all aspects of school restructuring, which includes professional teacher relationships. This aspect or component of school, when structured correctly, can address the feeling of isolation that teachers face by fostering collaborative work environments. Additionally, professional development activities based on data evidence can be used to address the types of burnout that Farber discusses.

Since comprehensive school reform revitalizes and restructures entire schools and is driven by data based on continuous evaluation of the changing needs of school constituents, I hypothesized that redesign models, specifically whole school reform models, can effectively address issues surrounding burnout. I further hypothesized that teachers from schools who attempt to implement whole school reform will have lower job dissatisfaction over the long-term than teachers from schools approaching school reform by addressing only one or two aspects of the school. This hypothesis was based on the following assumptions:

- Whole school reform models address all components of school including instruction, classroom management, professional development, parental involvement and school management
- Whole school reform models promote collaboration and shared decision-making
- School participants are committed to improving school conditions

To address the question that drives my research, as well as honors my epistemological stance, I developed a mixed research methodology to answer the questions:

1. What are the needs of teachers ‘at risk’ of burnout?
2. What models or organizational strategies of whole school reform can schools adopt to address teacher burnout and job dissatisfaction?

With these concerns in mind, the study sought to accomplish several goals:

1. Identify the needs of teachers ‘at-risk’ of teacher job dissatisfaction
2. Identify reform models or redesign strategies that educational institutions can adopt to meet the needs of teachers and promote job satisfaction
3. Share findings from the case studies with school leaders to promote enhanced teacher support
4. Include teacher voice in research literature

Participant Population

Table 3.1. Participant Population

Reform Model	# of Schools	# of Surveys	# of Teacher Interviews	# of Principal Interviews
Single Subject	2	20	4	2
Internal Redesign	2	21	2	2
Comprehensive Reform	1	23	2	1

Participants in the study work at schools in low socio-economic status (SES) areas of Portland. These schools receive Title I funding for servicing a majority population of families that receive free and/or reduced lunch. Burnout literature indicates that schools with these types of characteristics are more prone to having

teachers who experience burnout and job dissatisfaction (Ascher, 1991; Dworkin, 1987; Farber, 1991, Inger, 1993). All teachers of selected schools, regardless of race/ethnicity, gender, teaching assignment or other unique characteristic, were asked to participate in this study. School improvement plans (SIP) were also used to review varying organizational structures used by schools to participate in the study.

In the original plan, three schools were selected that did not have any identifiable whole school model or whole school redesign strategy in their SIP. Three other schools were selected due to research-based strategies or methods identified in their SIP for purposes of implementing comprehensive school change. Various data sets were collected from four consenting schools using interviews from principals, teachers, and teacher surveys. Out of the five schools that participated, one school had only a principal involved in the study. Three of the reform models represented had participants involved in all aspects of the study from principal interviews and teacher interviews to involvement in the survey. One school had only principal and teacher interviews. Four of the schools are located in the inner N/NE part of the city. One school is located in the outer southeastern section of the city and District boundaries. Due to the three varying approaches to school restructuring experiences identified from the interviews, the schools have been described according to three reform approaches to implementation. The approaches are outlined below.

Single Subject Model Reform

These schools adopted a model or program that only addressed one component of school reform. For example, a school may have adopted a program such as Reading First that changes literacy practices among all grade levels in the school but doesn't

address all aspects of school improvement such as relationship building, other content area instruction, school management, etc. Data from schools using this approach included twenty survey responses, four teacher interviews, and two principal interviews.

Whole School Redesign Process Model

These schools developed an internal reform model following a redesign process. For example, a school will undergo the five stages of redesign, outlined in “Navigating Comprehensive School Change” (Chenoweth and Everhart, 2001). School constituents set up structures within their school that follow an identified plan, which they determine collaboratively. Data from schools using this approach included twenty-one survey responses, two teacher interviews, and two principal interviews.

Comprehensive School Reform Model

This school adopted an external model that has already been previously created and tested by others. This kind of adoption usually includes outside training and an external coach and provides a plan for addressing all components of school restructuring. Data from this school using this approach included twenty-three survey responses, two teacher interviews, and one principal interview.

By examining teacher and principal perceptions at these three models, insights into potential prevention burnout models can hopefully be developed.

Research Methods

Quantitative

Using a quantitative methodology, I administered a School Culture Inventory to gain insight into teacher perceptions from various school settings rather than a burnout inventory. School culture has been closely linked to teacher burnout because many of the conditions that cause burnout are environmental (Friedman, 1999). In order to examine the effects of school reform models from an organizational perspective, a survey that measures teacher perceptions of environmental characteristics is more appropriate. Burnout inventories, although they yield important information about teacher attitudes and feelings, the phenomenon is examined from a psychological viewpoint.

The quantitative part of the study involves administering the School Culture Inventory (SCI). The items developed for this survey were based on effective school research findings and are designed to identify organizational characteristics perceived by teachers that schools possess. Six constructs – instructional leadership, quality ethic, student membership, personal and professional self-worth, environmental support, and recognition of success – were measured. See below for detailed descriptions each construct.

- *Instructional Leadership* is the communication of the school's goals that emphasize the importance of learning and instruction. It also refers to (a) the systematic identification and resolution of problems in the school; (b) the regularity with which school policies, standards, and operational procedures

are enforced; and (c) the clarity of various roles and responsibilities of the students, teachers, administrators, and school support staff.

- *Quality Ethic* is the shared faculty commitment to achieve the goals of the school and to participate in change, growth, and continuous improvement.
- *Student Membership* describes the extent to which teachers view students as (a) performing at high standards; (b) working toward school goals; (c) feeling the school is responsive; and (d) believing that they are a part of the school.
- *Personal and Professional Self-worth* refers to the teacher's belief that they are respected by their colleagues, treated as equals among their colleagues, and consulted before decisions are made or actions taken. It also considers the extent to which teachers manage their relationships effectively.
- *Environmental Support* is the general and continuous support provided by the school facilities and the existing school order for the school's learning activities.
- *Recognition of Success* is the faculty belief that outstanding student and teacher performance are recognized and rewarded.

Construct validity was determined by expert opinions and was reviewed within a framework for effective schools research. A factor analysis of inventory data provided ongoing support of the six identified constructs. Additionally, an alpha for each of the data sets used to determine validity resulted in an alpha of .98. These measures of internal reliability indicate a high internal consistency in item responses. The survey was administered in group settings at school staff meetings. Results from this research survey yielded important information about teacher perceptions of their

school's learning culture and performance, two significant factors in successful school restructuring efforts. After comparing responses from the data sets, I used a qualitative approach to semi-structured interviews to give a voice to participants and investigate possible patterns in each of these data sets. This mixed methods approach allowed me to develop a more accurate assessment of the reform models that might be most effective in addressing issues surrounding burnout.

Qualitative

The qualitative component of the study involved two parts. The first part of the qualitative study depended on teacher participation. Teachers from participating schools were contacted for one-on-one semi-structured interviews. These occurred at the staff meetings, by email or by phone. A teacher with less than five years teaching experience along with one teacher with more than five years teaching experience were sought from each school for a follow-up interview to the survey. One school, however, did not have teachers with less than five years or less of teaching experience. Teachers were asked for their perspectives about specific reform models/strategies that are being used by their particular school. Questions also addressed professional background, pedagogical beliefs, difficulties teachers face implementing change, and their needs in terms of burnout prevention.

For the second part, principals at each selected school were also interviewed about their perceptions of school change, teachers, and organizational leadership. Both teacher and principal interviews were held at the convenience of the participant and

lasted approximately 30-60 minutes. A digital tape recorder was used to document responses to questions.

Research Procedures

The following procedures were also involved in this study:

- Approval was requested from the District research office to initiate the study.
- School principals were contacted to initiate the study. Once approval was gained from the principal, an informed consent letter was given to all potential participants of the study (see Appendix). This consent letter and an oral introduction to the study were presented at a designated staff meeting (determined by the principal). Although six schools were identified for the original study, only teachers from three schools consented to participate in the teacher surveys and interviews. Five principals consented to participate in the principal interviews.
- Interviews were conducted in one-on-one situations scheduled at the convenience of the participants, and took place both on and off site. Field notes were taken. To ensure accuracy, a tape recorder was also used to document participant responses.
- School Culture Inventory results were scored by the Research and Service Institute, Inc., according to product specifications and analyzed using descriptive statistical methodologies. I analyzed the results of the interviews using a grounded theory approach.

- Based on findings from the data, three case studies were developed and are outlined as follows:

Part One: A single-subject reform case study of schools and personnel

Part Two: A whole school redesign process model case study of schools and personnel

Part Three: A comprehensive school reform model case study of a school and personnel

Part Four: Summary Comparison between the three approaches to school restructuring: one non-whole school reform (piecemeal approach), one whole school reform (internal model), and another whole school reform (external model). Part four addresses school profiles from all three aspects of data collection rather than keeping them separated as in parts one, two, and three, in order to examine which model is more supportive of teachers.

Research Analysis

The developer of the instrument, Dr. William Furtwengler (2000) of Research and Service Institute (RSI) in Golden, MO, analyzed the survey data for two reform models because of late responses from the Comprehensive School Model participants. RSI used three terms to describe various aspects of the analysis. The first term used in their profile summary is *component* or *factor*, which means a part of the context, such as the learning climate. The second term, *construct*, refers to a theory or broad concept created as a result of systematic thought. *Cluster*, the third term, refers to a group of questionnaire items that assess components and the construct definitions included in

those components. Together, these three terms describe different types of survey analyses completed.

The school profiles created were referenced against 77 other schools across the nation that took the same school culture inventory. Two reform model approaches (*Single Subject Reform Approach* and *Internal Redesign Approach*) received a percentile ranking based on references against each component of the survey. Additionally, an item analysis was included in the profile. Cluster responses are compared with those of other schools for each construct (see Appendices). Figures show percentages of A and B agree responses and D & E disagree responses. These results also presented percentile ranks, mean scores, and standard deviations of responses, and the frequency and percentages of responses. All figures and tables are in the appendix of this study.

In an effort to develop a deeper understanding of survey data collected, teacher and principal interviews were conducted. The qualitative data was analyzed using a grounded theory approach. In grounded theory the researcher is able to interpret social reality in a subjective but scientific manner (Zhang, 2006). The validity of this method of inference is developed using a systematic coding process. Several coding units can be used. They include word, concept, sentence, paragraph, whole text (item) or theme to analyze data. For purposes of my analysis, I chose to use 'theme' as a coding unit. When using theme as a coding unit, I looked for expressions of an idea that were responsive to the question asked. The coded unit was then assigned to a category. In this case, I used terms discussed in previous research studies, data, or theories.

After I transcribed all of my interview data, I divided the interviews up according to how their school approached reform. Then I systematically examined each of the interviews question by question in the following manner. First, I read through the responses to each question. For the second reading, I underlined important words or phrases that expressed ideas that related directly to the question. Next, I turned all of the underlined responses into a list form. After reviewing the list, I reorganized the list into clusters of like responses. As the fourth and final step, I categorized the cluster based on the theme or main idea of the cluster. If there were words or phrases that could fit under more than one category, I reworked the clusters and sometimes changed the categories. After completing this process several times, I checked my categories against identified categories in research on leading school change and other whole reform elements.

Summary of Findings Using Within-Case and Cross-Case Analysis

Findings from both qualitative and quantitative data will be shared in case studies of the three types of reform approaches. A case study approach builds an in-depth understanding of complex interactions and processes. It can also reveal hypotheses for future investigations as well as identify the various points of view of the stakeholders (Miles & Huberman, 1994; Yin, 1994), two goals of my research. The first three case studies will be presented as a within-case analysis. Within-case analyses consider data collected from each specific approach to school reform. Conclusions drawn from the surveys and interviews will be compared to previous research theories on school reform and teacher burnout. After independent cases have

been discussed, I then developed a cross-case analysis of data collected. This particular case study approach enables me to compare the three single case studies. In summary, data collection methods (quantitative and qualitative) and analysis, as well as rich descriptions of teacher perceptions about varying school environments undergoing restructuring, are illustrated in the next chapter.

CHAPTER FOUR: RESEARCH FINDINGS

Introduction

Bridging Burnout and Reform Literature

As noted in Chapters One and Two, there is a wealth of research on issues surrounding teacher burnout and a wealth of information about how to improve schools. What is lacking in the literature, however, is information on burnout prevention models. Research literature on school reform does not currently look at which reform models also provide sources of teacher support. Rather, reform models have only been evaluated on their efforts to improve student achievement. My study seeks to look at three reform models used in schools to determine which type best supports teachers and prevents burnout. Essentially, reform models are designed to address governance and organizational factors that promote the development of a school culture conducive to change. There is a substantial body of research that argues when schools create a culture of change, successful reform can occur (Anness, 2000; Hargreaves, 1997; Sarason, 1996). Hargreaves (1997) also contends that this type of school culture best stimulates and supports teachers.

Data Triangulation

In an effort to answer my second research question, What models or organizational strategies of whole school reform can schools adopt to address issues surrounding teacher burnout and job dissatisfaction?, I administered a survey designed to describe teacher perceptions of their school culture by Furtwengler (2000). The items developed for the survey were based on findings from effective schools research and are designed to identify organizational characteristics perceived by teachers that

schools possess. The six constructs measured (instructional leadership, quality ethic, student membership, personal and professional self-worth, environmental support, and recognition of success) are factors integral to successful school improvement.

The second part of my study included teacher interviews. The teacher interviews were designed to obtain a deeper understanding of the survey data collected and to answer my first research question, what are the needs of teachers ‘at risk’ of burnout. During the interview, teachers shared their perceptions about school change and school culture in more detail. They also discussed suggestions for gaining teacher support during the change process as well as ideas for enhancing the teaching profession as a whole.

The third part of my study included principal interviews. “Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership in securing school development and change”(Harris & Chapman, 2002, p.1). Leadership perspectives yield important insights into variation in teacher perceptions about school change and school culture.

Case Study Descriptions

Chapter Four presents case descriptions of three distinct reform approaches in urban, low socio-economic level elementary schools. Findings from the survey data will be discussed first. Second, data from teacher interviews are shared. Responses are organized into four parts: teacher perceptions of how their schools implement change, teacher perceptions about their school culture, suggestions for gaining teacher support, and ideas for enhancing the teaching profession. Each part then discusses the categories that were constructed from themes that emerged through the process of data

analysis along with a thoughtful reading and synthesis of the literature on leading school change. The categories are also listed in Tables 4.7, 4.13, and 4.21 . Table 4.7 reveals categories that emerged from teacher interviews at schools using a *Single-Subject Reform Model*. Table 4.13 reveals categories that emerged from teacher interviews at the school using an *Internal Redesign Model*. The third table, 4.21, reveals categories that emerged from teacher interviews at the school using an external *Comprehensive School Reform Model*. All categories were identified using a grounded theory approach to data analysis and were described according to terms from the literature. Following the discussion of teacher interviews, what principals disclosed about school leadership and their perceptions about teachers is revealed. The final component of the case study will be a summary of all description parts.

Background of Cases

Several years ago, schools that serviced high populations of African Americans and other ethnic student groups were under fire for not helping students from these groups achieve state standards at the same rate as other groups of students. A community group comprised of parents and business leaders came together to challenge schools to close the achievement gap. School participants that have adopted a *Single Subject Reform Model*, *Internal Redesign Model*, and *Comprehensive Reform Model* have been targeted by this community group as being ineffective in helping students of color reach academic standards, especially in the area of literacy. As a result, two of the schools have adopted reading programs in an effort to address issues of literacy underachievement. The other two schools took a whole school approach, adopting multiple strategies and programs to increase student achievement. Currently,

the principals at each *Single Subject Reform* site and the *Internal Redesign Process* site have been administrators for fewer than five years. The principal of the *Comprehensive School Reform* site has been an administrator for more than five years. The principals of the *Internal Redesign Model* School as well as the *Comprehensive Reform Model* School have received local, state, and federal recognition for school improvement.

Statistical Data Findings

After the three case studies have been presented, the fifth chapter will reveal a cross-case analysis summary of findings using descriptive statistics. The summary will share results of mean differences across each of the reform approaches to school restructuring. Significant differences in mean scores were uncovered. This significant finding was present in each of the constructs analyzed for variation. Cluster scores were analyzed grouping A and B agree responses and D & E disagree responses. All no opinion responses were discarded. This action was taken to allow for a truer interpretation of agree and disagree responses. Omitting the no opinion responses, however, allowed for only 83 percent of the data collected to be analyzed.

Case #1 - Single Subject Reform Model

Setting

The two schools that participated in the study share many characteristics. Both *Single Subject Reform* schools service students from diverse backgrounds with a high number of African American students. Additionally, over 70 percent of their students receive free or reduced lunch. While one school has a lead principal with an assistant,

the other school has only a lead principal. The number of students at each is comparable, with each student body approximating 450. Teachers who participated in the interviews have taught between one and nine years for both sites. Teachers who participated in the survey have one to 26 years of teaching experience. All four teachers have earned a Masters degree in teaching. Both schools have more female staff than males. Also, the teachers represent diverse ethnic backgrounds.

Single Subject Reform Survey Findings

All twenty teachers from one school site voluntarily participated in the School Culture Inventory (Furtwengler, 2000). The survey was administered at a designated staff meeting. The twenty teachers included general education classroom teachers and special instruction teachers (i.e., P.E., music, etc.). Respondents were asked to read each statement in the inventory and decide how strongly they felt about the statement. For each statement one of the following responses was to be chosen: strongly agree, agree, no opinion, disagree, or strongly disagree. The items were scored from five to one respectively. Furtwengler, of the Research and Service Institute, the developer of the inventory, analyzed the scores.

A profile has been created for the six constructs measuring school culture. The first graphic in each case for each case shows how the cluster scores from the *Single Subject Reform Model* compared with those of other 77 other schools across the nation. The “M” represents the mean score for other schools. The second graphic in case #1 shows in percentages the combined responses for strongly agree/agree and disagree/strongly disagree. The item mean score deviation from the 50th percentile is shown in the third graphic for each case. The fourth graphic shows the percentile

ranks, mean scores, and standard deviations of responses for each item in the *Single Subject Reform Model* case.

Instructional Leadership Profile

This construct refers the communication of the school's goals that emphasize the importance of learning and instruction. It also considers the systematic identification and resolution of problems in the school; regularity with which school policies, standards, and operational procedures are enforced; and clarity of various roles and responsibilities of the students, teachers, administrators, and school support staff.

The lowest possible score for this construct is 21. The highest possible score is 105. A scale score higher than 63 indicates that individuals feel that the principal has communicated the school's goals in regard to learning and instruction. The mean score for this instructional leadership scale was 51.6, indicating respondents assigned a low value to the communication of the school's goals. Additionally, approximately 80 percent of the 77 elementary schools referenced received higher cluster scores for instructional leadership (see Figures 4.1, 4.2 and 4.3 and Table 4.1, Appendix A).

Quality Ethic Profile

The Quality Ethic component is the shared faculty commitment to achieve the goals of the school and to participate in change, growth, and continuous improvement. The lowest possible scale score for this construct is 9. The highest possible score is 45. A scale score higher than 36 indicates that individuals feel the staff share a commitment to continuous school improvement. The mean score for this instructional quality ethic was 31.4, indicating respondents assigned a low value to the concept of

shared faculty commitment. Additionally, approximately 75 percent of the 77 elementary schools referenced received higher cluster scores for quality ethic (see Figures 4.4, 4.5 and 4.6, and Table 4.2, Appendix B).

Student Membership Profile

This construct indicates the extent to which teachers view students as performing at high standards, working toward school goals, feeling the school is responsive, and believing that they are part of the school. The lowest possible scale score for this construct is six. The highest possible score is 30. A scale score higher than 18 would indicate that teachers believe that students feel invested in school and are working toward achieving goals set by the school. The mean score for this construct is 19.5. This would indicate that teachers moderately agree with the student membership construct as a description of students at their school. Additionally, approximately 70 percent of the 77 elementary schools referenced received higher cluster scores for student membership (see Figures 4.7, 4.8 and 4.9, and Table 4.3, Appendix C).

Personal and Professional Self-Worth Profile

This component refers to the teachers' belief that their colleagues respect them. They also believe that they are treated as equals among their colleagues and are consulted before decisions are made or actions taken. Additionally, it considers the extent to which teachers believe that they manage their relationships effectively. The lowest possible scale score for this construct is eight. The highest possible score is 40. A scale score higher than 24 would indicate that teachers believe that students feel invested in school and are working toward achieving goals set by the school. The mean

score for this construct is 25.4. This indicates that teachers moderately agree with the statement of belief about their personal and professional self-worth. Additionally, approximately 80 percent of the 77 elementary schools referenced received higher cluster scores for personal and professional self-worth (see Figures 4.10, 4.11 and 4.12, and Table 4.4, Appendix D).

Environmental Support Profile

This component is the general and continuous support provided by the school facilities and the existing school order for the school's learning. The lowest possible scale score for this construct is four. The highest possible score is 20. A scale score higher than 12 would indicate that teachers believe the school facility supports learning. The mean score for this construct is 10.1. This indicates that teachers somewhat agree with the statement that their school's environment is conducive to learning. Additionally, approximately 75 percent of the 77 elementary schools referenced received higher cluster scores for environmental support (see Figures 4.13, 4.14, and 4.15, and Table 4.5, Appendix E).

Recognition of Success Profile

This component of school culture is the faculty belief that outstanding student and teacher performances are recognized and rewarded. The lowest possible scale score for this construct is two. The highest possible score is 10. A scale score higher than six would indicate that teachers believe they are recognized for the work they do and that students are also recognized. The mean score for this construct is 6.5. This suggests that teachers somewhat agree with the statement that teachers and students are recognized for their performance. Additionally, 70 percent of the 77 elementary

schools referenced received higher cluster scores for recognition of success (see Figures 4.16, 4.17 and 4.18, and Table 4.6, Appendix F).

Summary of Survey Results for Case #1 - Single Subject School Reform

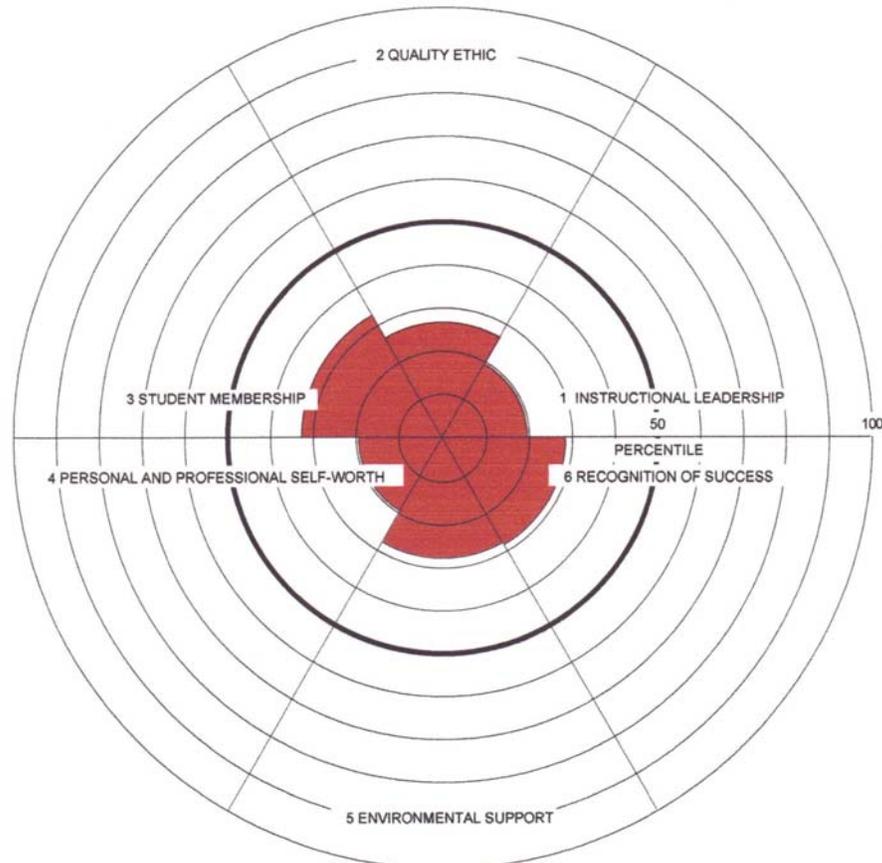
Figure 4.19. Summary of Survey Results, Case #1

of Inventory Respondents: 20
of Profile Norming Groups: 77

Master Profile Set, MS-11, 7/2017
Report Number: 14135.08

The Profile Percentile Spider Graph Report shows a graphical representation of the percentile rank for each of the profile clusters (cluster scores from other schools are included in determining the percentile rank for each cluster). The dark line circle represents the 50th percentile.

One important aspect of organizational health is school culture. School culture, simply stated, is "the way we do things around here." Implicit understandings or social agreements shared sufficiently among school personnel and/or students determine the culture of the school. Actions to get things done are to be implemented according to the school's prevailing agreements.



Based on the low levels scores for each cluster group measured in the School Culture Inventory, the Single Subject Reform Model is not conducive to teacher job satisfaction and preventing burnout.

Teacher Interview Findings: Single Subject Reform

Table 4.7. *Single Subject Reform Theme Categories by Question*

Interview Question	Category	Category	Category	Category	Category	Category
School Change	Hierarchical	Teacher Leadership	Non-Inclusive			
School Culture	Fragmented	Balkanized	Contrived Collegiality			
Suggestions for Teacher Support	Create Buy-In	Enhance Knowledge Base	Engage in Problem-solving Protocol	Promote Collaboration	Shared Leadership	Values-Centered Practices
Enhancing the Teacher Profession	Develop Partnerships	Engage in Effective Training	Improve District Policy & Practice	Increase Resources (time, materials)	System	Develop Values-Centered Practices

This table shows the case interview questions discussed. The themes that emerged under each question were categorized and are displayed in the table by question.

Below is a discussion of findings by question.

Teacher Perceptions of School Change in Single Subject Reform

Although many school structures are moving away from traditional top-down command approaches, teachers at both *Single Subject Reform* Schools perceived a top-down management approach to school restructuring. This hierarchical management style for implementing reform was not limited to their domain, but also included their recognition of the district's role in mandating certain changes. For example, teachers at each site were frustrated that after including staff in discussions about school change, central administration simply ended up making decisions that failed to take

their input into account. In response to not feeling part of the change process, core groups of teachers have initiated reform efforts on their own at school. This concept of teacher leadership, whereby teachers serve as change agents was present in both settings. One group of teachers at one school initiated a professional development plan. During summer break, a core group of teachers signed up for training to learn about increasing student achievement and staff collaboration. When they returned to school, they asked their principal if they could put together staff development activities inspired by what they learned over the summer. At the other school, a teacher shared how they initiated change in soliciting parent involvement.

Although a few teachers take an active role in assisting in reform implementation, many teachers feel left out. This theme was categorized as non-inclusive. Teachers who did not see themselves as change agents found it difficult to communicate with teachers who were initiating change. One teacher speculated that this could be the result of having no process to follow for problem solving. The teacher stated that when teachers get together to discuss problems, they never get past that phase of talking about the problem. Instead of seeking a solution, they will merely argue and complain about problems.

Summary Regarding School Change in Single Subject Reform

Teachers are frustrated that they do not have more input about changes that happen at their schools. Although some teachers have initiated self-motivated roles of teacher leadership, other staff members remain uninvolved. On occasion, administrators include staff members in discussions about possible changes that the schools may undertake, but staff does not necessarily look at this inclusive opportunity

as meaningful. Moreover, frequently decisions that are made do not take in account staff feedback. Teachers do understand that this may be because the district has stepped in to tell the school what must happen. Teachers recognize the need for some kind of process to follow in solving problems at their school.

Teacher Perceptions of Their School Culture in Single Subject Reform

Collaborative school environments have been identified as a characteristic of successful schools. Yet when describing their professional learning culture, teachers in both *Single Subject Reform* Schools admitted that many of their colleagues still work in isolation. According to literature on school culture (Fullan & Hargraves, 1996), this type of teacher behavior is viewed as fragmented. A fragmented work environment promotes individualization and discourages collaboration and external support. One teacher reported that the only time staff gets together to discuss work is when their adopted *Single Subject Reform* activities required them to do so. When school leaders try to promote teacher collaboration through school initiatives, teacher motivation to become a team player beyond normal expectations can actually be reduced (Gruenert & Valentine, 1998). Teachers in both schools who seek collaboration with other teachers are frustrated by the lack of teacher social support. As a result, they work cooperatively with a sub-group of teachers. Two teachers reflected on why some teachers continue to isolate themselves. What they determined is that “some teachers are not vested in our kids.” Some teachers of ethnic backgrounds are concerned that teachers with different cultural experiences do not relate to their students. These statements were categorized under cultural incompetence.

Summary Regarding School Culture in Single Subject Reform

Three types of cultural experiences have been identified in teacher perceptions of their school culture. The first type is described as fragmented, where some teachers work in isolation. The second type is a balkanized school cultural experience. This type as described by Gruenert and Valentine (1998) suggests that teacher collaboration happens only within like-minded groups. The third and final description identified in these school settings is contrived collegiality. Contrived collegiality, while it offers structures for collaboration, it is not the optimal school cultural experience for teachers. What schools need to strive for is a collaborative school culture where “teacher development is facilitated through interdependence and the majority agree on educational values” (Gruenert & Valentine, 1998, p. 1).

Suggestions for Teacher Support in Single Subject Reform

A dominant theme that emerged from teacher interviews across schools is a need for moral leadership. In moral leadership, school leaders are expected to demonstrate integrity and practice authenticity (Evans, 1996; Hodgkinson, 1991). These notions of integrity and authenticity were categorized under values-centered practices. Teachers described the behaviors necessary for gaining teacher support using terms such as, fairness, honesty, straightforwardness, and valuing fellow employees. The second dominant theme to emerge from teacher interviews across schools included discussion about the need for principals to promote collaboration between all stakeholders. Teachers are very interested in working cooperatively with community members, parents, and their colleagues, but they expressed that they feel it is the principal’s duty to facilitate this process. One teacher suggested that in order for

a principal to promote collaboration, they too should become active members of the team. For example, if committees are formed to discuss various school issues, then the principal should attend committee meetings and play an active role on the committee.

Other considerations for school leaders in gaining teacher support include creating buy-in. Buy-in is a term that describes the objective of the pre-initiation stage discussed by Chenowith and Everhart (2001) in “Navigating Comprehensive School Change: A Guide for the Perplexed.” This stage of school reform requires principals to identify a problem supported by evidence, share the problem with staff, and then elicit support from staff in adopting a comprehensive approach to addressing the problem.

Also embedded in this buy-in stage are the notions of having a problem-solving protocol and shared leadership. When principals are identifying problems, they are required to thoroughly investigate the various data collected. Teachers intuitively understand this process and expressed the need for principals to hear all sides before rushing to make a decision. The teachers want the administrators to seek out alternatives. Additionally, teachers know that school-wide problems cannot be solved single-handedly, and they expect to be involved in making school a better place. Developing teacher committees, sharing decision-making, and providing teacher leadership roles were expressed as ideas that would promote teacher support of administrative roles.

The process of leading a school through the change process is very complicated. Because teachers recognize this, they believe that principals need to seek technical training and support in their school improvement efforts. One teacher suggested that principals look at other successful schools as models in addition to

adopting a mentor as a way of gaining teacher support. Another suggestion included implementing a model for school improvement that includes a step-by-step process for school leaders and its constituents to follow. This teacher reminds us that the way we learn as students is also the way we learn as adults.

Summary Regarding Teacher Support in Single Subject Reform

School improvement efforts require the work of many. Teachers have great ideas about how to help the process along. They do expect, however, for principals to facilitate the process. In order for principals to have the support of staff, teachers feel principals need to demonstrate the following:

- Technical knowledge of how to lead change
- Shared leadership, where teachers play a role in making decisions and implementing school improvement efforts adopted
- Collaboration with constituents, where the principal plays an active part
- Integrity and authenticity

Enhancing the Teaching Profession in Single Subject Reform

To learn more about how teachers become effective change agents, I asked teachers what ideas they might have that would enhance the teaching profession as a whole. Many of the suggestions shared mirrored ideas for gaining teacher support in the literature. These ideas included demonstrating values centered practices and technical knowledge and collaborating with colleges. Teachers also discussed needed improvements within teacher education programs and district practices. Although teachers noted the need for improved teacher education programs, only one specific area was identified. Teachers servicing schools with a high population of students

from various ethnic groups need cultural competence training that fosters high expectations and accountability for all students. Districts can support the continued growth of teachers by providing effective ongoing professional development with appropriate scheduling of activities and the necessary materials to implement what they have learned. While teachers believe that training is important, they feel that the district can do a better job at keeping them in the classroom so that they can have the time needed to make quality improvements.

Other district practices that impact the teaching profession included the way teachers are hired and transferred. One teacher explained that in the district system, depending on their years of teaching, teachers go through various rounds of hiring. These rounds of hiring cause the district to lose out on highly qualified candidates to other school systems who have a more efficient method of hiring. Another problem noted was in the transferring of teachers. A school merger that took place illustrated this problem. Teachers from a school that closed were transferred to other schools. Teachers with low seniority at the open school were then moved out. A teacher reported that this type of activity could interfere with the retention of quality teachers who have a vested interest in the school.

Summary Regarding Enhancing the Teaching Profession in Single Subject Reform

Suggestions for enhancing the teaching profession start beyond the school site. Teacher education programs and district policy and/or practices play an important role in the recruitment and retention of quality teachers. Providing effective training for working with diverse populations is critical for teachers. Effective teacher training will help promote high expectations and accountability for all students regardless of their

backgrounds. After teachers have been trained and hired to help students learn, it is imperative that the District provides increased time for teaching as well as learning, training, and materials.

Education reform has intensified the struggle theoreticians have faced in defining a distinctive role for principals. The growth of the standards based system of accountability forces today's principal to move away from role of manager to a leader of changes for school improvement. "School improvement involves changing the culture of teacher isolation, changing the use of time and space, changing authority relationships, changing assessment procedures, changing the way schools work with parents, changing longstanding assumptions about teaching and learning" (Crow, Mathews, & McCleary, 1996, p. 100).

Principal Interview Findings: Single Subject Reform

Both principals of the *Single Subject Reform* Schools, who responded to questions about their perceptions of teachers, school change, and organizational leadership, have similar understandings about their role in leading change. Table 4.8 indicates what categories were developed from emerging themes in the principal interviews.

Table 4.8. *Single Subject Reform: Principal Theme Categories by Interview Questions*

Interview Question	Category	Category	Category	Category
How would you define Teacher Leadership?	Instructional Leader	Peer Coach	Mentor	
What challenges do you face addressing No Child Left Behind Requirements?	Restricted Bureaucratic Actions	Unintended Consequences		
What are the most important influences on Student Achievement?	Goal Setting	Instructional Quality	Supportive Structures	
Discuss reform efforts and your leadership role.	Systemic Leadership	Develop Vision	Transformational	Instructional
What would you do to ensure job satisfaction?	Provision	Support	Actively Listen	

Teacher Leadership & Reform in Single Subject Reform Schools

Principals in *Single Subject Reform* Schools see teachers as leaders and look for them to help with the instructional aspects of principal leadership. This includes serving as peer coaches and mentors for one another. One principal even stated that the role of teacher leadership is a role that supports and works with administration. Interestingly, while principals were able to define the role of teacher as leaders, neither talked about them as agents of change or even about their involvement with reform efforts at their school. When discussing specific reform at their school, however, they did talk about the importance of teacher voice. This concept of consulting with staff to get feedback was categorized under transformational leadership. Transformational leadership encourages participation and guards democratic rights (Ubben, Hughes, &

Norris, 2004). While teacher voice is encouraged, one principal did discuss the need for some kind of system to coordinate how to do things in school. This concept of using protocols was categorized under systemic leadership.

No Child Left Behind in Single Subject Reform Schools

Both principals understand the complexity of leading 21st-century organizations. When working to meet the No Child Left Behind (NCLB) requirements, principals found it difficult to provide instructional resources such as materials and training while school funding and budgets continue to decrease. The restrictions described were categorized under bureaucratic actions. Bureaucratic actions (Crow, Mathews, & McClery, 1996) encompass five school improvement activities: obtaining resources, providing encouragement and recognition, monitoring the improvement effort, and handling disturbances. Principals also talked about the unintended consequences of NCLB. One principal explained that students were feeling frustration from not having their teacher in the classroom on a regular basis. The principal added that constant change can be hard for students living in poverty. As teachers attend professional development training to adhere to policies of adopted single subject reform programs, they are often out of the classroom. This disruption in the teaching and learning process actually interferes with quality instruction even though the purpose of professional development is to increase teacher effectiveness. Another unintended consequence stems from the challenge of finding highly qualified teachers. NCLB requires specific certification for designated classroom. As both *Single Subject Reform Schools* restructure from a PK-5 model to PK-8, elementary

teachers are not certified to teach mid-level students and mid-level teachers are not certified to teach self-contained mid-level students in an elementary setting.

Influences on Student Achievement in Single Subject Reform Schools

School improvement plans are designed to increase student achievement, which is the main goal of school reform. In light of principals' efforts to restructure their schools to meet learning outcomes, principal perceptions of important influences on students were shared. One principal discussed the idea of goal setting as an important influence. Goal setting is identified as a characteristic of high performing schools and one component of developing a learning community. Principals of high performing organizations "engage staff, students, and community in goal setting and problem solving because all are stakeholders and each, to one degree or another, has a contribution to make and responsibilities to assume for why things are as they are" (Ubben, Hughes, & Norris, 2004, p. 32). Another influence on student achievement, although mentioned by only one principal, is the quality of the teacher. In a similar observation, the other principal mentioned resources (instructional and learning materials) for teachers and students. These two influences were categorized under Instructional Quality. The last influence discussed was the need for parent involvement. Specifically, principals mentioned the importance of having a home environment conducive to learning, where parents set aside a time and place for children to do homework and study. This description of parent involvement was categorized under Supportive Structures.

Actions for Teacher Job Satisfaction in Single Subject Reform Schools

A primary theme that emerged from the two principal interviews for helping to create job satisfaction was provision of teacher resources. This includes providing professional development training and support instructional materials. The second primary theme that emerged from both interviews is the concept of active listening. Principals described active listening as having an open door policy and also allowing for teacher input on school decisions. An additional suggestion mentioned included assistance with the implementation of newly adopted programs.

Summary of Principal Responses in Single Subject Reform Schools

Principals understand the role of teacher leadership. Teacher leaders can help support the instructional leadership role of the principal by serving as peer mentors and coaches to other teachers. Creating a systematic way for all of the roles to work together to accomplish the learning outcomes of the school will be necessary. There are some challenges to helping all students achieve, but these principals are adopting some characteristics of high performing schools in an effort to try to make things better. Providing resources, developing an open door policy where teachers can feel heard and assisting with program implementation can all aid in helping teachers feel supported.

Summary of Single Subject Reform – Case #1

Single Subject respondents across both schools are frustrated with reform efforts at their site. Survey data illustrates that the Single Subject Reform Model has the lowest mean score average compared to the other reform models in the study and falls well below the 50th percentile rank when compared to 77 other schools across the nation. Although some groups of teachers initiate involvement, many of the teachers still work in isolation. This finding was reported in teacher interviews at both schools. Teacher interviews reveal that they want meaningful change, where they have input on decisions that are made. Several suggestions for improving how schools can better support teachers were given. They include: shared leadership, protocols for implementing change, technical expertise, effective training, increased resources, the promotion of teacher collaboration and the integration values centered practices in school functions.

Internal Redesign Reform - Case #2

Setting

The school that participated in this study services students from diverse backgrounds with a high number of African American students. Additionally, over 51 percent of their students receive free and reduced lunch. The school has a lead principal with a leadership staff consisting of two instructional leaders and a Title I coordinator. The number of students at this school is approximately 430. Teachers who participated in the interviews have taught between nine and 32 years. Among teachers who participated in the survey, years of teaching ranged from nine to 34

years. One teacher has Bachelors degree and the other a Masters degree in education. The staff is predominately female with only two male classroom teachers. Teachers on staff come from a predominantly homogeneous ethnic background, which is Caucasian. There are one African American classroom teacher and one Hispanic teacher.

Internal Redesign Survey Findings

All twenty-one teachers from one school site participated in the school culture inventory. The survey was administered at a designated staff meeting. The twenty teachers included general education classroom teachers and special instruction teachers (i.e., P.E., music, etc.). Respondents were asked to read each statement in the inventory and decide how strongly they felt about the statement. For each statement one of the following responses was chosen: strongly agree, agree, no opinion, disagree, or strongly disagree. The items were scored from five to one respectively. Research and Service Institute, the developer of the inventory, conducted the analyses of the scores.

A profile has been created for the six constructs measuring school culture. The first graphic in each profile shows how the cluster scores from the *Internal Redesign Reform School* compare with those of other schools. The “M” represents the mean score for 77 other elementary schools across the nation. The second graphic in each profile shows in percentages the combined responses for strongly agree/agree and disagree/strongly disagree. The item mean score deviation from the 50th percentile is shown in the third graphic for each profile. The fourth graphic shows the percentile ranks, mean scores, standard deviations of responses for each item in each profile.

Instructional Leadership Profile in an Internal Redesign School

This construct is the communication of the school's goals that emphasize the importance of learning and instruction. It is also the systematic identification and resolution of problems in the school; the regularity with which school policies, standards, and operational procedures are enforced; and the clarity of various roles and responsibilities of the students, teachers, administrators, and school support staff.

The lowest possible score for this construct is 21. The highest possible score is 105. A scale score higher than 63 indicates that individuals feel that the principal has communicated the school's goals in regards to learning and instruction. The mean score for this instructional leadership scale was 77, indicating respondents assigned a moderate value to the communication of the school's goals. Additionally, approximately 50 percent of the 77 elementary schools referenced received higher cluster scores for instructional leadership (see Figures 4.20, 4.21 and 4.22 and Table 4.9, Appendix G).

Quality Ethic Profile in an Internal Redesign School

The Quality Ethic component is the shared faculty commitment to achieve the goals of the school and to participate in change, growth, and continuous improvement. The lowest possible scale score for this construct is 9. The highest possible score is 45. A scale score higher than 36 indicates that individuals feel the staff is sharing commitment towards continuous school improvement. The mean score for this instructional quality ethic was 36.2. Additionally, approximately 30 percent of the 77 elementary schools referenced received higher cluster scores for quality ethic (see Figures 4.23, 4.24 and 4.25 and Table 4.10, Appendix H).

Student Membership Profile in an Internal Redesign School

This construct refers to the extent to which teachers view students as performing at high standards, working toward school goals, feeling the school is responsive, and believing that they are a part of the school. The lowest possible scale score for this construct is six. The highest possible score is 30. A scale score higher than 18 would indicate that teachers believe that students feel vested in school and are working toward achieving goals set by the school. The mean score for this construct is 23.2. This indicates that teachers moderately agree with the student membership construct as a description of students at their school. Additionally, approximately 25 percent of the 77 elementary schools referenced received higher cluster scores for personal and professional self-worth (see Figures 4.26, 4.27 and 4.28, and Table 4.11, Appendix I).

Personal and Professional Self-worth Profile in an Internal Redesign School

This component is the teachers' belief that their colleagues respect them. They also believe that they are treated as equals among their colleagues and are consulted before decisions are made or actions taken. Additionally, the construct also evaluates whether teachers believe that they manage their relationships effectively. The lowest possible scale score for this construct is eight. The highest possible score is 40. A scale score higher than 24 would indicate that teachers believe that students feel vested in school and are working toward achieving goals set by the school. The mean score for this construct is 28.3. Additionally, approximately 55 percent of the 77 elementary

schools referenced received higher cluster scores for personal and professional self-worth (see Figures 4.29, 4.30 and 4.31 and Table 4.12, Appendix J).

Environmental Support Profile in an Internal Redesign School

This component is the general and continuous support provided by the school facilities and the existing school order for the school's learning. The lowest possible scale score for this construct is four. The highest possible score is 20. A scale score higher than 12 would indicate that teachers believe the school facility supports learning. The mean score for this construct is 15.6. This indicates that teachers somewhat agree with the statement that their school's environment is conducive to learning. Additionally, approximately 45 percent of the 77 elementary schools referenced received higher cluster scores for environmental support (see Figure 4.32, 4.33, and 4.34, and Table 4.13 Appendix K).

Recognition of Success Profile in an Internal Redesign School

This component of school culture is the faculty belief that outstanding student and teacher performances are recognized and rewarded. The lowest possible scale score for this construct is two. The highest possible score is 10. A scale score higher than six would indicate that teachers believe they are recognized for the work they do and that students are also recognized. The mean score for this construct is eight. Additionally, approximately 30 percent of the 77 elementary schools referenced received higher cluster scores for recognition of success (see Figures 4.35, 4.36 and 4.37, and Table 4.14, Appendix L).

Summary of Survey Results for Case #2: Internal Redesign Process Model

Figure 4.38.- Summary of Survey Results, Case #2

of Inventory Respondents: 21
of Profile Norming Groups: 77

Report Date: 03/11/2007
Report Time: 28:19:37

The Profile Percentile Spider Graph Report shows a graphical representation of the percentil rank for each of the profile clusters (cluster scores from other schools are included in determining the percentile rank for each cluster). The dark line circle represents the 50th percentile.

One important aspect of organizational health is school culture. School culture, simply stated, is "the way we do things around here." Implicit understandings or social agreements shared sufficiently among school personnel and/or students determine the culture of the school. Actions to get things done are to be implemented according to the school's prevailing agreements.

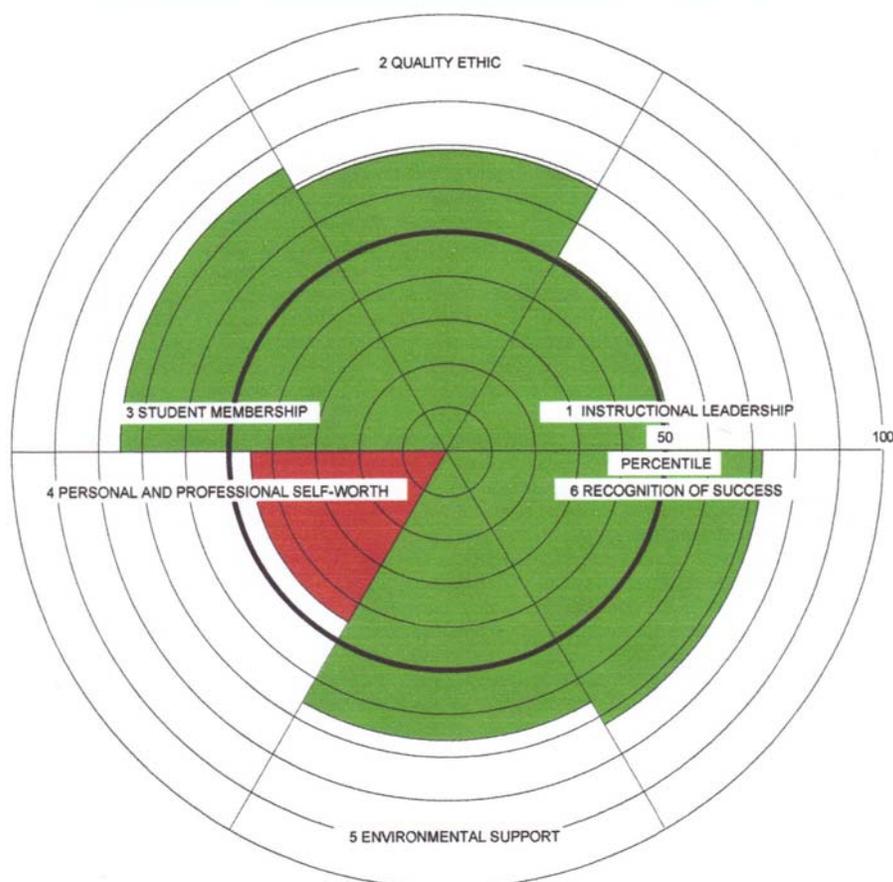


Table 4.15. Internal Redesign: Teacher Theme Categories by Question

Interview Question	Category	Category	Category	Category	Category
School Change	Transformational Leadership	Systematic	Decision Making Processes		
School Culture	Professional Learning	Balkanized			
Suggestions for Teacher Support	Shared Values	Values-Centered Practices			
Enhancing the Teacher Profession	Develop Partnerships	Promotion/ Outreach	Cultural Competency	Improved Hiring Practices	Teacher Incentives

Teacher Perceptions of School Change in an Internal Redesign School

Teachers interviewed at this school perceive characteristics of change that reflect characteristics identified in a high performance organization. According to Sergiovanni (1994), high performance organizations de-emphasize top-down hierarchies. This theme was categorized in two ways. One teacher describes how the principal goes through a decision-making process for implementing school-wide changes for improvement. The principal, along with the leadership team, will discuss a problem that has been identified through data. If there is enough evidence that a problem exists, they open the discussion to staff (and other stakeholders such as parents and community partners, as needed). Next, the staff and the principal talk about possible solutions, decide on a solution and then implement it. For example, one teacher talked about growing discipline concerns at school. The principal reviewed office referrals made by teachers on a weekly basis. It was clear that the number of students being sent out of the class was significantly impacting student instructional

time. The leadership team developed a presentation for staff to share data and introduce the problem. After several meetings, the school elected to adopt a school-wide positive support behavior system and a new way to process referrals. Although this program took several years to implement, there was a dramatic drop in the number of students out of the classroom.

Another way that top-down hierarchies are de-emphasized is through distributed leadership. In addition to having leadership on-site, the principal has developed teacher and partnership committees. One teacher explained that teachers sign up to serve on for two committees of their choice for the year. Committees then work on an assigned tasks related to school improvement. Committees described by the teachers include a professional development committee, a writing committee, and a committee that addresses student behavior. Teachers work together on these committees to make decisions about how to achieve school goals or outcomes. Other committees such as Site Council, which has teacher and parent representation, do similar work. These goal-setting and problem-solving activities are other characteristics of high performing organizations (Ubben, Hughes, & Norris, 2004).

While teachers shared that they think the principal structures for change are good, they admitted that they do not always work. One teacher explained that some teachers become antagonistic if the school does not adopt their suggestions or solutions. The teacher did state that even though some teachers do not get the outcome they want, everyone has a voice. Another teacher shared that the structures do not always work because there is not always enough time to go through the

process. Sometimes the school gets into a crisis management situation and decisions have to be made quickly.

Summary Regarding School Change in an Internal Redesign School

The teachers interviewed describe changes made from a whole school perspective, where all constituents get an opportunity to give input and help in some decision-making. This democratic approach uses a systematic process for implementing change, unless quick decisions are needed. When the school gets into a crisis management mode, teachers are less satisfied with how change occurs. Some teachers feel disempowered when their suggestions are not adopted and can become antagonistic toward administration.

Teacher Perceptions of Their School Culture in an Internal Redesign School

Effective school principals understand the importance of collaborative learning environments. Both teachers interviewed at this school site, agree that their school has a collaborative and supportive environment. They attribute the existence of this school culture to operational functions, however, rather than to the professional practices of teachers. One teacher described a core group of teachers who do not like to work with other groups of teachers as a clique. When I asked the teacher to explain the term clique, she described a clique as a group of persons who will not interact with anyone outside of that group unless they are required to do so. This type of clique group behavior was categorized under Core Group Collaboration and fits the balkanized description of school culture reported by Gruenert and Valentine (1998).

Summary Regarding School Culture in an Internal Redesign School

Teachers view their school culture as collaborative. They admit, however, that it is only this way because of the way the principal has set up the school. Teachers do not genuinely engage in cooperative work unless it is within their core group.

Suggestions for Gaining Teacher Support in an Internal Redesign School

In a longitudinal study, Collins (2001) examined the beliefs and practices of successful business leaders. One finding that successful business leaders shared was that it is more important to focus on “who” before focusing on “what.” A bus analogy was used to describe this concept.

Look, I don't really know where we should take this bus. But I know this much: If we get the right people on the bus, the right people in the right seats, and the wrong people off the bus, then we'll figure out how to take it someplace great (Collins, 2001, p. 41).

This sentiment is mirrored in teacher suggestions for gaining teacher support and was categorized under Shared Values. One teacher explained that teachers and principals must share philosophies and values so that they can work together in a positive way. Another teacher's advice was for the principal to be visible in the school and in classrooms. The teacher explained that the district has called principals out of the building for up to three days a week throughout the school year in an effort to manage district-wide reform. This action, however, has had unintended consequences. Teachers in the building are getting frustrated at not having access to the principal to discuss issues. Principals need to be on site to show the teachers that they are in tuned in with their needs and care about them not only as professionals

but also as people. This second sentiment was categorized under Values Centered Practices.

Summary of Suggestions for Gaining Teacher Support in an Internal Redesign School

For teachers and principals to engage in effective collaboration, a sense of shared values is essential. Sometimes that may mean that teachers leave to go to another building if they cannot agree with the principal. Following Collins' business standards, one cannot take a company from good to great without having the right people on the bus. Additionally, principals must be present in the building. Their presence reassures teachers that they are supported.

Suggestions for Enhancing the Teaching Profession in an Internal Redesign School

Education literature cites many benefits that result from business, community and education partnerships (Ubben, Hughes, & Norris, 2004). These benefits include: getting important people engaged in educating students, helping community leaders develop appreciation for problems and pleasures of teaching, capitalizing on expertise, etc. Teachers at this school site see the benefits of the partnerships that their school has developed. They encourage all schools to develop such partnerships. One type of successful partnership in particular involves the partnerships the school has developed with universities. During the interviews, teachers discussed how important it is for schools and districts to develop meaningful partnerships with colleges. When districts and principals engage in outreach to let future candidates know their school expectations, they might increase their chances of recruiting quality new teachers who share in the mission and vision of the organization.

Teachers stated that another reason it was important to develop relationships with universities, especially urban schools, is to help universities create meaningful cultural experiences for pre-service teachers. In order for principals to recruit the right teachers for the right school, a “Good to Great” (Collins, 2001) concept, principals and central office staff are going to have to promote their schools and the district at large. Promotion can happen through teacher incentive programs or outreach activities. One teacher described a teacher incentive program adopted by other districts across the states. The incentive program set-up housing benefits such as reduced market value costs, signing bonuses, etc., as a way to recruit quality candidates. Other ideas discussed included having principal and district human resource managers engage in on-campus activities with pre-service students. After relationships have been developed with colleges and universities, one suggestion for the school district was to amend their hiring practices to accommodate qualified new hires. In a system that relies heavily on the seniority of its employees, recruiting new hires can be a challenge.

Summary of Suggestions for Enhancing the Teaching Profession in an Internal Redesign School

Schools can assist in enhancing the teaching profession by developing meaningful partnerships. Specifically, partnerships with universities can aid in the development and recruitment of quality teachers who are committed to helping students from varying backgrounds achieve learning standards. In addition to working with universities, schools and districts should promote the benefits of teaching and provide incentives for teachers that will increase retention efforts. Leaders of schools

must be strategic about preparing for the next generation of teachers in order to ensure that the right teachers get into the right classroom at the right school and can share in the mission and vision of the school.

Principal Interview Findings: Internal Redesign Process Reform

Two principals using an *Internal Redesign Process* model participated in the study. Table 4.16 illustrates the categories developed from emerging themes in the interview.

Table 4.16. Internal Redesign: Principal Theme Categories by Question

Interview Question	Category	Category	Category	Category	Category
How would you define Teacher Leadership?	Engaged in Action Research	Moral Leader	Constructive Member of Learning Community		
Challenges faced in addressing NCLB Requirements	Flawed System of Accountability	Assessment			
What are the most important influences on Student Achievement?	Relationships	Organization Structure	External Supports	Environment	Instruction
Discuss reform efforts and your Leadership Role.	Transformational	Promotion of Values-Centered Practices	Learning Community	Systemic Leadership	
What would you do to ensure job satisfaction?	School Choice	Recognition of Achievement	Extended School Year	Values-Centered Practices	Provision of Resources

Teacher Leadership & Reform in an Internal Redesign School

Both principals of these internal redesign schools seek to create an organizational system that is conducive to change. In creating this system, they play the role of a transformational leader. A transformational leader “shares power, inspires others to leadership, and encourages participation and involvement of all members in executing the school’s purpose” (Ubben, Hughes, & Norris, 2004, p. 12). To this end, the principals have established various structures and protocols for collective efforts in ensuring organizational outcomes. This includes the development of protocols for problem solving and shared decision-making. Although these two principals share many of the same leadership philosophies and experiences, one principal states that teachers have a lot of experience with reform efforts and are used to “giving lip service and acting like they are on board, then continuing to teach like they have for years.” The other principal has seen the opposite. Interestingly, both of these principals have senior staff members whose average years of service meet or exceed sixteen years of teaching experience. Additionally, both principals were part of the same professional learning community for administrators. To promote reflection on individual teacher practices, both principals have designed learning teams that support year-round professional development. One school focuses on writing, assessments, and best practices. The other school focuses on differentiated instruction, assessments, and guided language acquisition. Since every teacher has quality attributes, both principals view the role of teacher leadership as one in which all teachers in the school should participate. Teacher leadership as defined by one principal is simply a teacher who is a constructive member of a learning community and is driven by self-actuating

qualities that stem from a moral set of core values. Both principals described the behaviors of a teacher leader as one who engages in action research. “Action research is inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. It typically is designed and conducted by practitioners who analyze the data to improve their own practice. Action research can be done by individuals or by teams of colleagues. The team approach is called collaborative inquiry” (North Central Regional Educational Laboratory, 2004).

No Child Left Behind in an Internal Redesign School

Although the premise of No Child Left Behind is well meaning, both principals agree that the logistics of the policy do not make sense. One principal gives an example of this challenge in the context of assessment accountability. He described a situation in which students with severe learning challenges who receive Special Education services are being “lumped” into general education assessment data. School leaders are then asked to make generalizations about the collective progress of students without using legitimate statistical protocols. The other principal commented on the system of assessment. The purpose of state assessment systems is to not only monitor student progress, but also to motivate schools to improve their practices. However, the opposite happens. Since teachers feel such a tremendous pressure to meet assessment expectations, they have a tendency to teach to the tests. In addition, to really help improve the practices of teachers, a focus on summative assessment should decrease while the focus on formative assessment should increase. The time spent administering summative assessments, according to one principal, is extremely

challenging to manage. This time restriction makes it difficult to really use formative assessments as a means to improve student learning.

Influences on Student Achievement in an Internal Redesign School

As a principal who models moral leadership, the most important influence one principal sees on student achievement is relationship building. This principal repeatedly states that “a school is only as good as its teachers and learning process is only as good as the relationships the teachers develop with students.” This relationship feature of schooling was categorized under Values Centered Practices. A secondary influence is “the site’s organizational structure and the teacher’s perception of the support available to them.” Both principals mentioned the secondary influence, but one of the principals expanded the idea of support to include the provision of material resources. The third or tertiary level of influence is external. The external influences come from three sources: district support, community support, and the political climate surrounding education. The principal believes that this third level of influence is mistakenly discussed as a primary influence. Outside of these three levels, other influences mentioned by one of the principals include the home environment and quality instruction.

Actions for Teacher Job Satisfaction in an Internal Redesign School

One principal feels that teachers must want to teach because they are truly there to help students succeed. The best way for this principal to promote job satisfaction is to develop a system that allows teachers to be at a school by choice. This idea is parallel to the school choice concept developed under No Child Left

Behind. Under school choice, parents may choose a school setting they feel is beneficial to their child's academic welfare if the school in their attendance area does not meet expected standards. In regard to teacher choice, the principal feels that if teachers do not believe or share in the values, mission, and standards of the school, they should be allowed to voluntarily exit from the school. The principal explains that traditional district's easiest hire point for new teachers has been inner city schools. "The typical career path is getting hired at a less desirable inner city school and then transferring after three to five years to a school that is reflective of his/her own socio-economic group." Another way the principal responded to achieving job satisfaction included adding additional days to the school year to assist with having proper time resources for professional development in team building, assessment evaluation, vision development and definition. The third and final suggestion shared was the promotion of a union free attitude. The principal states that he would like to see an organizational system that teachers view as supportive enough to resolve his or her own conflicts. The second principal discussed additional suggestions. One suggestion for increasing job satisfaction is increasing a teacher's sense of efficacy. The principal states that developing collaborative working environments where teachers do not have to work in isolation can foster this feeling. Another suggestion mentioned is to recognize teachers in a systematic way for the work that they do.

Summary of Principal Responses in an Internal Redesign School

Both principals aspire to develop an institution of learning that takes into account the technical, conceptual and human aspects of education. Each principal

supports the notion of shared power for the promotion of continuous quality school improvement. One principal's way of developing such an enterprise is to change some of the policies and practices that keep the wrong people in the wrong seat and the wrong bus. The other principal aspires to develop a school culture identity that creates a collaborative, professional learning community.

Summary of Case #2

Respondents of the Internal Redesign Model appear to have a supportive school culture. According to survey data collected, teachers agree with most of the inventory statements about their school in all construct areas except for the personal and professional self-worth area. This finding seems to contradict survey findings that reveal high mean scores in the recognition of success construct in addition to interview results that indicate organizational structures that support teacher collaboration. Other findings from the interview data may yield some explanation for this below average construct. Teacher interviews and the principal interview reveal the need for shared values and values-centered practices. This need for matching philosophies and values may account for the contrived teacher collaboration and lack of support among teachers.

Comprehensive School Reform - Case #3

Setting

The school that participated in this study services students from diverse backgrounds with a high number of African American students. Additionally, over 70percent of their students receive free and reduced lunch. The school has a lead

principal with a leadership staff consisting of three instructional leaders, a Title I Coordinator and an Assessment coordinator. The number of students at this school is approximately 490. Teachers who participated in the interviews have taught between one and nine years for both sites. Teachers who participated in the survey have one to nine years of teaching experience. One teacher has a Masters degree in teaching, while the other is working on her doctoral degree in education. The teachers have diverse ethnic backgrounds.

Comprehensive School Reform Survey Findings

All twenty-three teachers from one school site participated in the school culture inventory. The survey was administered at a designated staff meeting. The twenty-three teachers included general education classroom teachers, special instruction teachers (i.e., P.E., music, etc.) and instructional leaders. Respondents were asked to read each statement in the inventory and decide how strongly they felt about the statement. For each statement one of the following responses was to be chosen: strongly agree, agree, no opinion, disagree, or strongly disagree. The items were scored from five to one respectively. Due to the late notice of participation, the Research and Service Institute, Inc. could not analyze the data for this school. Therefore, the survey results will be discussed in relationship to what we know about the *Internal Redesign* survey results.

Instructional Leadership Profile in a Comprehensive Reform School

This construct is the communication of the school's goals that emphasize the importance of learning and instruction. It is also the systematic identification and resolution of problems in the school; regularity with which school policies, standards,

and operational procedures are enforced; and clarity of various roles and responsibilities of the students, teachers, administrators, and school support staff. The lowest possible score for this construct is 21. The highest possible score is 105. A scale score higher than 63 indicates that individuals feel that the principal has communicated the school's goals in regards to learning and instruction. The mean scale score for this instructional leadership scale was 81, indicating that respondents assigned a fairly moderate value to the communication of the school's goals.

Sixty-seven percent of teachers agree that the principal communicates the goals of the school that emphasize the importance of instruction. Additionally, they agree that there is a systematic process in place for managerial and operational tasks. This percentage of agree responses is equal to the percentage of agree responses for the *Internal Redesign Process* respondents. Since this is the case, we can reasonably say that the instructional leadership component of the survey for the comprehensive reform model achieved the 50th percentile rank when referenced against the 77 other schools whose teachers completed the survey.

Quality Ethic Profile in a Comprehensive Reform School

The Quality Ethic component is the shared faculty commitment to achieve the goals of the school and to participate in change, growth, and continuous improvement. The lowest possible scale score for this construct is 9. The highest possible score is 45. A scale score higher than 36 indicates that individuals feel the staff is share commitment towards continuous school improvement. The mean scale score for this quality ethic construct was 38.

Eighty-eight percent of teachers agree that there is a shared commitment among their colleagues to achieve the goals of the school. Additionally, they agree that there is a systematic process in place for managerial and operational tasks. This percentage of agree responses is five percentage points higher than that of the *Internal Redesign Process* responses. Since this is the case, we can reasonably conclude that the instructional leadership component is equal to or greater than the 68 percentile rank achieved by the *Internal Redesign Process* model responses.

Student Membership Profile in a Comprehensive Reform School

This construct refers to the extent to which teachers view students as performing at high standards, working toward school goals, feeling the school is responsive, and believing that they are a part of the school. The lowest possible scale score for this construct is six. The highest possible score is 30. The mean scale score achieved for this construct was 22.3. This finding indicates that teachers moderately agree with the student membership construct as a description of students at their school.

Seventy-one percent of the respondents agreed with the statement associated with the student membership construct. This percentage is six percentage points less than that of the *Internal Redesign* construct percentage score. The percentile ranked achieved for this construct by the *Internal Redesign Process* model respondents is 75 percent. This discrepancy suggests that the comprehensive reform model percentile would be below the 75 percent percentile rank and greater than the 50th percentile.

Personal and Professional Self-Worth Profile in a Comprehensive Reform School

This component is the teachers' belief that their colleagues respect them. They also believe that they are treated as equals among their colleagues and consulted before decisions are made or actions taken. Additionally, it also considers whether teachers believe that they manage their relationships effectively. The lowest possible scale score for this construct is eight. The highest possible score is 40. A scale score higher than 24 would indicate that teachers believe that students feel vested in school and are working toward achieving goals set by the school. The mean scale score for this construct was 30.

Sixty-seven percent of the respondents agreed with the statement associated with the personal and professional self-worth construct. This percentage is four percentage points greater than that of the *Internal Redesign* construct percentage score. The percentile rank achieved for this construct by the internal redesign process model respondents was 45 percent. This indicates that the *Comprehensive Reform* model percentile would be slightly higher than the 45th percentile rank.

Environmental Support Profile in a Comprehensive Reform School

This component describes the general and continuous support provided by the school facilities and the existing school order for the school's learning. The lowest possible scale score for this construct is four. The highest possible score is 20. A scale score higher than 12 would indicate that teachers believe the school facility supports learning. The average teacher score for this construct was 17.3.

Eighty-eight percent of the respondents agreed with the statement associated with the personal and professional self-worth construct. This percentage is eight

percentage points greater than that of the *Internal Redesign* construct percentage score. The percentile rank achieved for this construct by the *Internal Redesign Process* model respondents was 65 percent. This would indicate that the *Comprehensive Reform* model percentile would be greater than the 65th percentile rank.

Recognition of Success Profile in a Comprehensive Reform School

This component of school culture is the faculty belief that outstanding student and teacher performances are recognized and rewarded. The lowest possible scale score for this construct is two. The highest possible score is 10. A scale score higher than six would indicate that teachers believe they are recognized for the work they do and that students are also recognized. The mean score for this construct is 7.

Forty-eight percent of the respondents agreed with the statement associated with the personal and professional self-worth construct. This percentage is 31 percentage points greater than that of the *Internal Redesign* construct percentage score. The percentile ranked achieved for this construct by the *Internal Redesign Process* model respondents was 71percent. This indicates that the *Comprehensive Reform* model percentile would be below the 50th percentile rank.

Summary of Survey Data Findings in a Comprehensive Reform School

Based on data comparisons of percentages of agree responses between respondent results of the internal redesign process model and the *Comprehensive School Reform* respondent results, we can draw the following conclusions about the percentile ranks for each profile cluster. Cluster scores from 77 other schools who took the same survey are including in determining the percentile rank for each cluster.

Instructional Leadership Cluster Rank – **At** the 50th percentile

Quality Ethic – **Above** the 50th percentile

Student Membership – **Above** the 50th percentile

Personal/Professional Self-worth – **Below** the 50th percentile

Environmental Support – **Above** the 50th percentile

Recognition of Success – **Below** the 50th percentile

Although cluster scores fall below the percentile rank in two areas, findings from the survey data indicate that teachers relatively feel supported by the *Comprehensive School Reform Model*.

Teacher Interview Findings: Comprehensive School Reform Model

Table 4.17. Comprehensive School Reform Model: Teacher Theme Categories by Question

Interview Question	Category	Category	Category	Category	Category
School Change	Hierarchical	Directive Informational			
School Culture	Collaborative	Bifurcated System			
Suggestions for Teacher Support	Values-Centered Practices	Freedom within a Framework	Improved Hiring Practices		
Enhancing the Teacher Profession	Freedom within a Framework	Values Centered Practices	Modify NCLB Policy		

Teacher Perceptions of School Change in a Comprehensive Reform School

Although collaborative leadership approaches are the more desired approach for initiating reform, some leaders will use a directive-informational approach (Glickman, 2002). This approach is used in a minimal way to push an initiative away from the leader and into the control of the teacher. The teacher in this instance will be asked to give input on a menu of specific choices. One teacher describes decisions about school change being implemented in a directive informational approach. The teacher states that the principal always discusses with them things that she feels are happening with the school. After she gets feedback from the staff and/or leadership team, then she makes a decision. At any time, staff is also able to talk with her one-on-one and give input. The second teacher describes an opposing view on school change.

She describes the changes being made in the school from a top-down approach instead of one that includes teacher input. One example the teacher gave had to do with decisions about classroom improvements. Improvements made to individual teacher classrooms were done without input from the teachers and, as a result, the improvements made were not useful.

Summary Regarding School Change in a Comprehensive Reform School

Teacher interviews regarding school change at the comprehensive school reform setting vary. One of the teachers views the principal's decision-making process as more inclusive even though the principal makes the final decision. This teacher also feels like she has a relationship with the principal and shares her input. The other teacher does not feel that the decisions about school change are inclusive.

Teacher Perceptions of Their School Culture in a Comprehensive Reform School

Both teacher interviews described the culture of their school as collaborative. One teacher, however, states that the collaboration is among staff members only. She clearly explains that there is a feeling of separation between administration and teachers. This theme of separation was categorized under Bifurcated System. This teacher did not give further explanation about why she feels this way. She did mention, however, that staff members get together beyond the school setting to do fun things together. The other teacher, who is a non-veteran, has an opposing view. She describes her relationship with administrative as positive and supportive. As an example, she described a mentor program that exists at the school for new teachers. Additionally, she shared that teachers will put things in her box to keep her abreast of what other classrooms are doing. This teacher feels that at any point, she can talk

with her principal and get the support she needs. She explained that although she was assigned a mentor teacher, many persons in the building play the role of mentor, including the principal.

Summary Regarding School Culture in a Comprehensive Reform School

Both teachers agree that the school culture as a whole is collaborative. While one teacher feels that collaboration exists between teachers and administration, the other teacher, a veteran teacher, disagrees. The teacher who describes collaboration at all levels of the school organization is a non-veteran teacher and has been teaching for fewer than three years. The non-veteran teacher describes a mentor relationship with her principal in her description of collaboration.

Suggestions for Gaining Teacher Support in a Comprehensive Reform School

Although teachers from this school gave opposing perspectives on various aspects of the school's learning environment, both agree that principals need to demonstrate values centered practices to gain teacher support. Teachers look for principals to show an ethic of care or humanistic side to professional leadership. Ubben, Hughes, and Norris (2004) state that values consciousness "provides a deeper understanding of one's moral responsibility to others and enables a stronger foundation for inspiring others to contribute to an organization's responsiveness to human needs" (Ubben, Hughes, & Norris, 2004, p. 9). Behaviors included under this category include active listening, mutual respect and demonstration of valuing an employee for what that individual contributes to the organization. One teacher describes an open door policy as a way for principals to let teachers know they care. The policy shows teachers that it is safe to come and talk to them at anytime.

Another suggestion shared for gaining teacher support is the promotion of teacher creativity. Teachers feel that when principals over emphasize state test scores, it causes teachers to teach to the test. The teacher explains that it is okay to have a core curriculum, but that it is important to let teachers use their professional judgment to determine how best to deliver the curriculum. This concept of teacher creativity is categorized under Freedom Within a Framework. The ‘freedom within a framework’ concept characterizes a consistent system with clear constraints but gives people the freedom and responsibility within the framework of that system to meet outcomes (Collins, 2001).

A third category of suggestions that emerged from these teacher interviews is the need for a protocol that aids principals in selecting good teachers. One teacher explains that principals need to hire teachers that are passionate about teaching and about kids. This teacher also states that some principals intuitively know how to discern these characteristics in a person and was not sure whether this is a trait that could be taught.

Summary of Suggestions for Gaining Teacher Support in a Comprehensive Reform School

Teachers implementing *Comprehensive School Reform* shared several suggestions for gaining teacher support. The first suggestion is to demonstrate values centered practices where the human side of education emphasized. The second suggestion is to create a system that solicits quality teachers who have a passion for teaching. The third suggestion is to promote and foster teacher creativity even in a standards based system of accountability.

Suggestions for Enhancing the Teaching Profession in a Comprehensive Reform School

Suggestions for enhancing the teaching profession mirrored those for gaining teacher support. Teachers talked about No Child Left Behind and how the policies and systems of accountability cause principals and teachers to become more mechanistic in their approaches to education practices.

Summary of Suggestions for Enhancing the Teaching Profession in a Comprehensive Reform School

Enhancing the teaching profession in many ways requires changes in policies that prescribe behaviors that do not fit the organization. Teachers seem to struggle with the non-human interest aspect of school. Passion and an ethic of care need to be infused back into the organization. As one teacher states during the interview, “School should a place where students and adults enjoy coming.”

Principal Interview Findings: Comprehensive School Reform Model

Only one school using a *Comprehensive Reform Model* participated in the study. Table 4.18. indicates what categories were developed from emerging themes in the interview.

Table 4.18 Comprehensive School Reform: Principal Theme Categories by Question

Interview Question	Category	Category	Category	Category
How would you define Teacher Leadership?	Key People with Developed Expertise	Administrative Support	Peer Coach	
What challenges do you face addressing No Child Left Behind Requirements?	Resources			
What are the most important influences on student achievement?	Differentiated Instruction	Attendance	Relationships	Resources
Discuss reform efforts and your leadership role.	Standards-Based Reform	Poverty Framework	Directive Informational	Instructional Leader
What would you do to ensure job satisfaction?	Relationships	Celebrate	Support	

Teacher Leadership & Reform in a Comprehensive Reform School

The principal of this *Comprehensive Reform* school values the expertise of teachers. She uses teacher leaders in the building to help assist with implementing reform practices, such as curriculum alignment, collection of assessment data, and peer coaching. These activities are categorized under Standards Based Reform. Additionally, in the role of peer coach, teacher leaders in building model lessons for teachers and provide in-service training to assist the principal with instructional leadership responsibilities. She stated during the interview that having key people to help do the work is essential because one principal cannot do it all.

No Child Left Behind in a Comprehensive Reform School

The principal clearly indicates that she does not look at No Child Left Behind as a challenge. She shares that long before NCLB, “we (educators, constituents) realized that there had been kids left behind.” The principal referred to the time when the school was labeled a crisis school by a group of community leaders and parents. In her opinion, the responsibility lies with the school and its constituents to improve things. After answering probing questions about specific aspects of NCLB, the principal discussed how there have been times when she had to seek external funding for resources. Additionally, the principal explained that there was a need to look different ways to stretch internal resources to make them do more.

Influences on Student Achievement Comprehensive Reform School

As a principal who has adopted a framework for understanding poverty, instruction for a variety of learners is noted as a strong influence on student achievement. The personal mission of the principal is to make sure that every teacher in the building has a toolkit full of a variety of tools. The second influence on student achievement mentioned was attendance. The principal states that no matter how effective the instruction is, if the student is not there to learn, the effort is all for naught. For the first time, the school has experienced attendance issues. The principal shared that they have partnered with a community agency that will focus on getting students to school. Celebrations and incentives have been planned to encourage students to be at school every day. A third issue mentioned was the relationship that school personnel have with students. The principal discussed the importance of creating a warm, safe, and caring environment. The principal noted that at the

beginning of employment, people would not speak to each other. “It doesn’t cost a thing to say hello,” says the principal. A final influence on student achievement has to do with resources. The principal feels that is the sole responsibility of leadership to provide the instructional resources needed for teachers to do their job effectively.

Actions for Teacher Job Satisfaction in a Comprehensive Reform School

The principal talked about creating teacher job satisfaction through development of school culture that promotes a sense of community. These *Comprehensive School Reform* efforts have been centered on creating that sense of community. The principal wants all constituents to feel like the school is a family. She wants the environment to be characterized as a safe place where all needs are being met. To create this sense, the principal must establish relationships with teachers and they (the teachers) need to be celebrated.

Summary of Principal Responses in a Comprehensive Reform School

The principal aspires to develop a community of learners who all have responsibility for taking care of each other. As the leader of the community, the principal has a more comprehensive understanding about the needs of the learning community and will make decisions that are good for all and not some. Feedback from stakeholders is taken into consideration when needed. Everyone, however, has a role in creating successful experiences and the school must be committed to facilitate these efforts.

Summary of Case #3

Survey respondents of the Comprehensive School Reform Model feel that they have a supportive school culture. The average mean scores across all six constructs were higher than the scale score for each construct. When compared against the Internal Redesign Model referenced outcomes, however, two construct areas fell below the 50th percentile rank. These two areas include the recognition of success construct and the personal and professional self-worth construct. Both findings seem to contradict principal and teacher interviews. Although the personal and professional self-worth construct scales scores fell below 50 percent of other school respondent scores, teacher interviews reveal that they feel teachers work collaboratively together. One teacher even reported collegial relationships outside of work.

Recommendations for enhancing the teaching profession and gaining teacher support from the teachers and the principal are complimentary. All respondents see the need for values centered practices to be integrated in the school in addition to the need for increased resources. One opposing view, however, was noted in the suggestions for improvement in school culture. A teacher discussed the need for more teacher creativity and trust, while the principal discussed the importance of giving teachers more guided direction because of the principal's ability to see organizational needs from a more comprehensive approach.

Summary of Research Findings

While there are some themes that are prevalent throughout each individual case study, there are also many differences. School culture variation was present in survey

cluster profiles. The teacher interviews shared many themes, but the teacher behaviors within the different settings vary. The principal interviews in which there were more than one principal using the same kind of model shared experiences and beliefs.

Variation in leadership style, however, is present. The fifth chapter will explore these differences. A cross-case analysis of all three reform approaches will illustrate more clearly where these variations occur and what they mean.

CHAPTER FIVE: LIMITATIONS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

The purposes of this study were to investigate the needs of teachers 'at risk' of teacher burnout and job dissatisfaction and to determine whether school reform models might improve burnout prevention. There were three primary areas of investigation: (1) teacher perceptions of school culture at schools using three different reform model approaches; (2) teacher suggestions for enhancing teacher support and the profession; and (3) principal perceptions of various aspects of organizational development.

Limitations

The original sample for this study was intended to include six different elementary schools, three using comprehensive school reform and three not using comprehensive reform. Due to time constraints imposed by the implementation of district-wide reform, additional schools elected not to participate. Three reform models were addressed as a result of the various simultaneous district reform initiatives. The larger sample size would increase richness of the study and potentially strengthen the argument for generalizing the findings.

Although the number of participants in the survey for each model was approximately the same, the number of interviewees across each case study was not equivalent. For example, case one represented interview data from two principals and four teachers. The second case represented two principals and two teachers. The third case represented one principal and two teachers.

Burnout inventories were not used as a part of this study. Using a burnout inventory might have strengthened the hypothesis that Comprehensive School or Whole School Reform models effectively deter burnout. A direct correlation between reform models or organizational strategies could have been investigated.

Research questions did not specifically ask teachers about feelings of burnout or teacher job dissatisfaction. Assumptions about the teacher were made based on school characteristics that matched findings from literature on burnout. I chose to use a school culture inventory because it would address the structural causes of burnout as well as assess the effectiveness of school restructuring processes.

Findings: A Cross-Case Analysis

Findings from the study are presented for each research question.

Research Question One: What are the needs of “at risk” teachers?

From the School Culture Inventory, the common area of weakness across all three School Reform Models involved personal and professional self-worth. This would suggest that teachers do not feel that their colleagues support them. In the *Single Subject Reform Model* this is not surprising. Teachers reported balkanized and fragmented teacher collaboration. Neither of these activities promotes true collaboration. In the *Internal Redesign Model*, although the school culture was described as supportive and collaborative, teachers admitted that their positive experience occurred only because the principal had designed ways for teachers to work together on learning teams. If those learning teams were not in place, balkanized collaboration would be a more prevalent teacher activity. In the *Comprehensive*

Reform Model, the weakness in the personal and professional construct is more surprising. Both teachers described teacher collegiality as very collaborative. One teacher even reported that the teachers and their families get together outside of school.

Two teacher interview questions were discussed to address the needs of ‘at-risk’ teachers. The first asked teachers to give suggestions about how principals could gain teacher support. The responses from teachers varied between the different reform approaches. The category of values-centered practices, however, was present across all reform approaches. Words or phrases that were categorized as values-centered practices include: fairness, honesty and value one’s employees, active listening, good listener. The fact that this category was present amongst all cases indicates that there is a strong need for teachers to have a sense of moral purpose in the operation of school organizations. “Values shape the direction of leadership, provide the distinctive character of that leadership, and determine the passion that influences others to follow” (Ubben, Hughes, Norris, 2004, p. 6). See Table 5.1 below for a complete list of teacher responses from each reform approach.

Table 5.1. Suggestions for Gaining Teacher Support: Categories by Reform Model

Reform Model	Category	Category	Category	Category	Category
Single Subject	Staff Buy-in	Principal Expertise	Promote Collaboration	Shared Leadership	Values Centered Practices
Internal Redesign	Shared Values	Values Centered Practices			
Comprehensive	Open Door Policy	Democratic Practices to include Teacher Voice	Freedom Within a Framework	Values Centered Practices	Protocol for Selecting Quality Teachers

The category shared values, revealed different expectations from those associated with values-centered practices in that each time teachers referred to values-centered practice, they were talking about the principal exhibiting those behaviors. Shared values imply that both the teacher and the principal must share in the same philosophy or be guided by the same set of values.

Although there was a common theme across the three reform models, there were even more differences. For example, the *Single Subject Reform Model* participants focused on the technical aspect of change. Their responses seem to reveal that teachers want a participatory decision-making process that is guided by the technical expertise of the principal. The *Internal Redesign Model* respondents focused solely on the human aspect of reform, which is reflected in the ideas of shared values and values-centered practices. The third model, however, focused on three aspects of reform. These include the technical, conceptual, and human skills needed for successful school change. The technical aspect of school change was addressed in the discussion about finding quality teachers who are committed to the effective

implementation of reform practices. Additionally, the notion of democratic processes relates to a technical understanding how to set up a system of change in which all stakeholders have input. This idea of including teacher voice also showed the human side of education where people want to be heard. The concept of actively listening to a person demonstrates respect and a vested interest in one's fellow constituents. Another human skill concept mentioned in the *Comprehensive School Reform Model* is the notion of values-centered practices, which relates to integrating values with action. The conceptual aspect fostered by categories comes from the notion of a creating freedom within a framework. The development of a conceptual framework that is clearly articulated allows principals to get teachers to commit to outcomes

The second question that teachers responded to asked them to share ideas for enhancing the teaching profession. The categories for this question are displayed in Table 5.2. The bolded categories indicate the categories that occur under more than one reform model. Two additional categories have emerged that are shared by more than one model. They include improving the development of school partnerships and improving district practices and policies. When discussing school partnerships, teachers mentioned a variety of types. One teacher talked about developing business partnerships with classrooms to aid in supporting provisions for instructional materials and learning activities. The teacher stated that it would be nice if the schools did that for teachers instead of teachers having to develop the partnerships themselves. The other category was improving district practices. Teachers recognized that many of the challenges that school sites face in restructuring or re-culturing their school result from district, state, and national restrictive policies or practices that have unintended

consequences. For example, one teacher discussed how the teacher transfer process used by the district causes young teachers with fresh and innovative ideas, but little seniority, to give up their teaching positions to teachers who do want to be at that predetermined school.

The *Single Subject Reform Model* received low score values in all six construct areas. This was the only group of respondents to hint at the need to use of a systemic model for change. This systemic concept is a part of soliciting staff buy-in and is a crucial step in the redesign process. Additionally, this group was the only group to reference technical expertise from the leader. One teacher stated that it was important to have a leadership mentor and to look at other schools that are successful to help guide some of the decision making for the school. Respondents from both whole school reform models did not focus on technical expertise, but discussed more of the human side of school leadership and change. The integration of values into work with staff is essential for creating a collaborative and supportive school environment.

Table 5.2. Enhancing the Teaching Profession: Categories by Reform Model

Reform Model	Category	Category	Category	Category	Category	Category
SSR	Develop Partnerships	Effective Training	Improve District Policy/Practices	Increase Resources (time, material)	Develop Systems of Accountability	Values Centered Practices
IRD	Develop Partnerships	Outreach/Promotion of the Profession	Cultural Competency	Improve District Practices	Teacher Incentives to Recruit Quality Teachers	
CSR	Modify NCLB Policies	Freedom Within a Framework	Values Centered Practices			

Research Question One Summary

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Teachers need a working environment that is conducive to teaching and learning, one that provides resources such as time for teaching, relevant training, and instructional materials. Teachers want to be a part of a learning community in which they are valued as professionals and treated with respect and in which they work collaboratively with internal and external constituents to meet the needs of students. A collaborative learning community should be a place where differences in backgrounds are appreciated and not ignored and where its members are committed to the goals of the organization. In order to establish this kind of working condition, an alignment of values and practices at the local (site based), district, state and federal levels must occur. See Table 5.3 to assess how principal perceptions of teacher needs across the models match-up with teacher perceptions. The bolded text represents shared teacher and principal perceptions.

The principal and teacher understandings about what is needed to improve each school site are present. Both the principal and teacher from the *Single Subject Reform School* discuss the importance of integrating values into one's actions. However, the principal's espoused understanding of this theory was not being demonstrated. For example, a teacher interviewed at the *Single Subject Reform School* discussed how frustrating it was when the principal did not follow through with a change initiative. When a principal presents a change to staff, the next responsibility involves leading the staff through the process of adoption. If a decision is made to no longer initiate the change, then the principal needs to communicate that decision to the staff. Ubben, et al. (2004) state that leadership is dependent on credibility, and credibility is tied to one's values. Other principals show understanding of needs as well, but do not demonstrate this understanding in action. For example, the *Comprehensive Reform Model School* respondents scored low in the recognition of success construct, yet the principal discussed the importance of celebrating the successes of internal stakeholders and their accomplishments during the interview. These contradictions in the data require further examination.

Table 5.3. Principal Perceptions of Teacher Needs

Reform Model	Category	Category	Category	Category
Single Subject Reform	Teacher Provision of Resources	Teacher Support	Values Centered Practices	
Internal Redesign	Teacher School Choice	Exit/Transfer System for Teachers with Opposing Values	Extended School Year for Teacher Professional Development	Values Centered Practices
Comprehensive School Reform	Relationship Building	Celebration of Success	Teacher Support	

Research Question Two: What models or organizational strategies of whole school reform can schools adopt to address issues surrounding teacher burnout and job dissatisfaction?

To answer this question, *School Cultural Inventory* findings were examined across case studies to determine which model's practices best support teachers in preventing issues surrounding teacher burnout and job satisfaction. Along with survey findings, specific information about leadership practices was collected during the interview. Categorical themes from the interviews were infused into each corresponding finding from the survey.

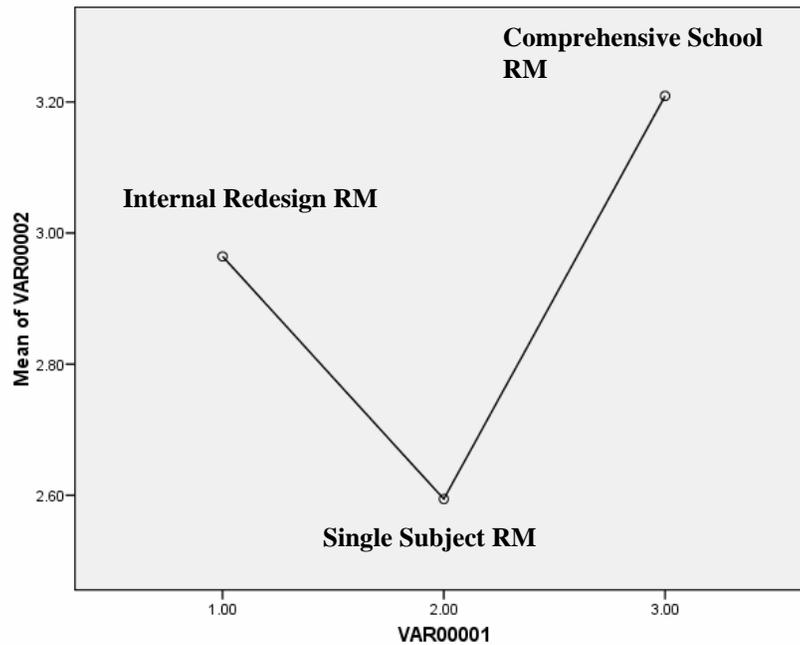
As noted in Chapter Two, two causes that have been correlated with both job burnout and dissatisfaction with the teaching profession have been role ambiguity and role conflict. "Teachers must often reconcile the different demands of school, district, state, and national policies and are often bound by decisions in which they have had little or no input" (Smylie, 1999, p.67). Other associated conditions include: teacher self-efficacy beliefs, lack of social support among teachers, lack of administrative

support of teachers efforts, feelings of isolation, lack of resources, and disruptive student behavior. The *School Cultural Inventory* developed by Dr. Furtwengler (2000) at the Research and Service Institute measures teachers' perceptions of six aspects of school culture that relate to conditions characteristic of the burnout phenomenon. One construct or aspect of school culture measured was instructional leadership.

Instructional Leadership: Cross Case Analysis

The *instructional leadership* component is the communication of the school's goals that emphasizes the importance of learning and instruction. It also refers to (a) the systematic identification and resolution of problems in the school; (b) the consistency with which school policies, standards, and operational procedures are enforced; and (c) the clarity of various roles and responsibilities of the students, teachers, administrators, and school support staff. This component addresses the following issues surrounding teacher burnout and job dissatisfaction: role conflict, role ambiguity, staff and administrative support around instruction, student discipline, and cooperative group work. Figure 5.1 indicates how teacher perceptions of instructional leadership at each reform model school compared to one another.

Figure 5.1 – Mean Plots in Instructional Leadership between Reform Models



Summary of Findings for Figure 5.1 – Instructional Leadership

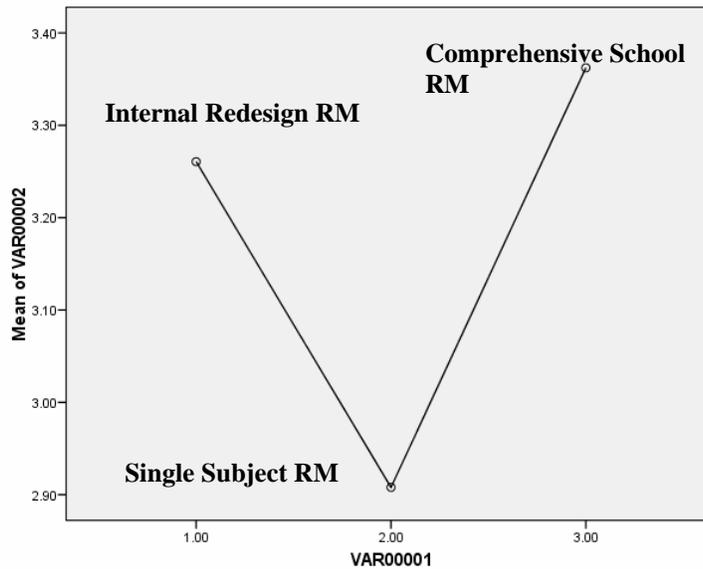
Number one on the bottom of the representation refers to the *Internal Redesign Reform Model*. Reform model number two represents the *Single Subject Reform* approach and number three represents the *Comprehensive Reform Model*. The mean scores for this cluster varied between 2.59 and 3.2 based on the school reform model. Variance between the data sets demonstrated significance in the population of data sets with significant variation coming from the *Single Subject Reform Model*. Figure 5.1 illustrates that the respondents of the *Comprehensive Reform Model* agreed more strongly with instructional leadership statements than other reform model respondents.

The Internal Redesign Model respondents agreed more strongly with instructional leadership statements than the *Single Subject Reform Model* respondents.

Quality Ethic: Cross Case Analysis

Another component measured by the survey is *quality ethic*. This component relates to the shared faculty commitment to achieve the goals of the school and to participate in change, growth, and continuous improvement. Aspects of burnout related to this construct include powerlessness and role specific alienation. The shared commitment to participate in change for continuous improvement can help to reduce work related stress if set up correctly. According to Smylie (1999), “change can bring work more closely in with individuals’ value systems, thus alleviating a source of potentially deleterious stress” (p. 79). He explains that teachers who believe they should be included in decisions about instructional programs and policies that directly impact their work and the students they serve will experience less stress if decision-making processes are set-up as part of the organizational structure. Figure 5.2 indicates how teacher perceptions of quality ethic at each reform model school compared to one another.

Figure 5.2 - Mean Plots in Quality Ethic between Reform Models



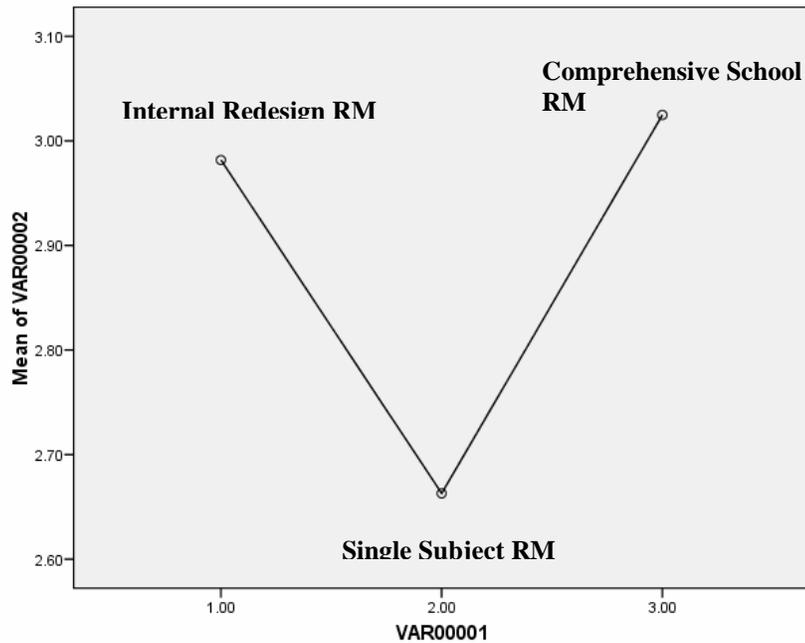
Summary of Findings for Figure 5.2 – Quality Ethic

Number one on the bottom of the representation refers to the *Internal Redesign Reform Model*. Reform model number two represents the *Single Subject Reform* approach and number three represents the *Comprehensive Reform Model*. The mean variance for each model was from 2.9 to 3.6 and demonstrated significance in the variation of population data sets. Figure 5.2 suggests that the respondents of the *Comprehensive Reform Model* agreed more strongly with quality ethic statements than other reform model respondents. *The Internal Redesign Model* respondents agreed more strongly with quality statements than the *Single Subject Reform Model* respondents.

Student Membership: Cross Case Analysis

The component that measures *student membership* may address student discipline issues. This construct measures the belief that students are (a) performing at high standards; (b) working toward school goals; (c) feeling the school is responsive and (d) believing that they are a part of the school. When students are engaged and responsive to school expectations, behavior problems are less likely to arise. The growing body of research studying the development of school communities suggests that these schools are more successful in improving student behavior, academic achievement, staff professionalism, and school change. According to Anthony Bryk and Mary Driscoll (1988), communally organized schools have shared values and common activities that help internal and external stakeholders become more connected to each other and school traditions. Figure 5.3 represents how teacher perceptions of *student membership* at each reform model school compared to one another

Figure 5.3. – *Mean Plots in Student Membership between Reform Models*



Summary of Findings for Figure 5.3 – Student Membership

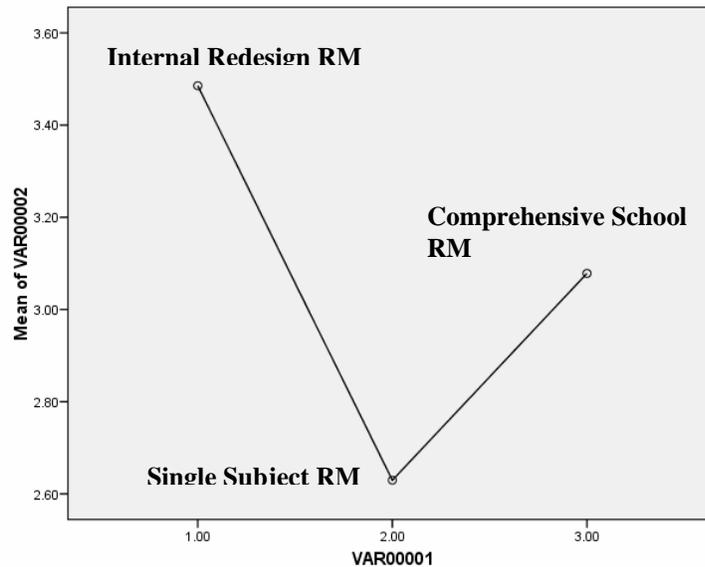
Number one on the bottom of the representation refers to the *Internal Redesign Reform Model*. Reform model number two represents the *Single Subject Reform* approach and number three represents the *Comprehensive Reform Model*. The mean scores for this cluster varied from 2.66 to 3.02 based on the school reform model. This variance demonstrated statistical significance in the population of data sets with significant variation coming from the second reform model. There is significance between reform model one and reform model three. Figure 5.3 illustrates that the respondents of the *Comprehensive Reform Model* agreed more strongly with quality

ethic statements than other reform model respondents. *The Internal Redesign Model* respondents agreed more strongly with quality statements than the *Single Subject Reform Model* respondents.

Personal and Professional Self-worth: Cross Case Analysis

Feelings of isolation, low sense of teacher efficacy, and perceived lack of social support among colleagues are other conditions of burnout that can be investigated by examining school culture. Another construct measured in the SCI is the *personal and professional self-worth* component. This component refers to teachers' beliefs that they are respected by their colleagues, treated as equals among their colleagues and consulted before decisions are made or actions taken. The category also considers the extent to which teachers also manage their relationships effectively. Each component of school culture can in some way be linked to addressing issues surrounding burnout and job satisfaction. See the following graphs and tables for findings from the SCI tool along with explanations for findings based on teacher and principal interviews. See Figure 5.4 for how teacher perceptions of *personal and professional self-worth* at each reform model school compared to one another.

Figure 5.4. Mean Plots in Personal and Professional Self-Worth between Reform Models



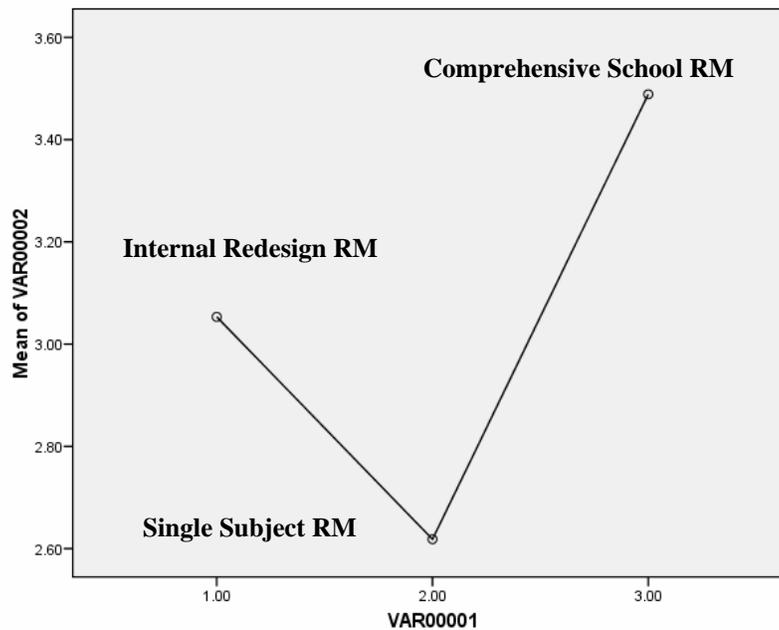
Summary of Findings for Figure 5.4 – Personal and Professional Self-Worth

Number one on the bottom of the representation refers to the *Internal Redesign Reform Model*. Reform model number two represents the *Single Subject Reform* approach and number three represents the *Comprehensive Reform Model*. The mean scores for cluster varied from 2.6 to 3.4 and demonstrated significance in the variation of population data sets. According to this representation, the respondents of the *Internal Redesign Model* agreed more strongly with personal and professional self-worth statements than other reform model respondents. *The Comprehensive Reform Model* respondents agreed more strongly with self-worth statements than the *Single Subject Reform Model* respondents.

Environmental Support: Cross Case Analysis

Another construct measured in the SCI is *environmental support*. Like the Personal and Professional Self-Worth component, evaluation of the environmental support in a school culture also considers teachers' feelings of isolation, low sense of teacher efficacy, and perceived lack of social support among. This component refers to the general and continuous support provided by school facilities and the existing school order for the school's learning activities. Suggestions for school structuring offered by other studies on teacher burnout state that facilities designed with teachers and students in mind contribute to the development of a healthy, functioning system (VanDenberghe & Huberman, 1999). For example, "facilities for in-service training by team members and for sharing their newly acquired knowledge with colleagues are also essential working conditions" (Kelchtermans & Strittmatter, 1999, p. 311). Figure 5.5 represents how teacher perceptions of *environmental support* at each reform model school compared to one another

Figure 5.5. – *Mean Plots in Environmental Support between Reform Models*



Summary of Findings for Figure 5.5 – Environmental Support

Number one on the bottom of the representation refers to the *Internal Redesign Reform Model*. Reform model number two represents the *Single Subject Reform* approach and number three represents the *Comprehensive Reform Model*. The mean scores for this cluster varied from 2.6 to 3.4 and demonstrated statistical significance in the variation of population data sets. (F score = 33.27, critical value = 3).

Pictorially, the respondents of the *Comprehensive School Reform Model* agree more strongly with personal and professional self-worth statements than other reform model respondents. *The Internal Redesign Model* respondents agreed more strongly with environmental statements than the *Single Subject Reform Model* respondents.

Recognition of Success: Cross Case Analysis

The construct measuring the belief that teachers perceive that teachers and students are recognized for their achievements was not looked at across the cases. This was not statistically possible to do because only two statements of recognition were included on the School Culture Inventory. The results of this construct, however, were discussed in individual cases and referenced against responses from 77 other schools that also responded to the two statements.

Interview Data Findings for Question Two: What models or organizational strategies of whole school reform can schools adopt to address issues surrounding teacher burnout and job dissatisfaction?

Teacher interviews asked teachers to share how change was implemented at their schools. They also shared their feelings about how change was implemented. The strategies for change discussed varied among the whole school reform models. Teachers from both the *Single Subject Reform Model* and the *Comprehensive School Reform Model* reported similar strategies for implementation. For example, the *Single Subject Reform* respondents reported a top-down approach to change implementation. *Comprehensive Reform Model* respondents also had this perception. Respondents from the schools using the *Single Subject Reform Model* shared that they were extremely frustrated with how change was being implemented at their site. The *Comprehensive School Reform* respondents reported mixed feelings. For example, one teacher reported that the principal had an open-door policy and that one could share concerns freely about changes in the school. The other teacher felt that the principal did not want people to challenge or discuss decisions. The teacher explained that this could be

because the principal thought it made it appear as if the leadership was not competent in making sound decisions. On the other hand, respondents of the *Internal Redesign Model* felt that the way change was implemented was fair, but disliked the power struggles that surrounded the protocols for change. For example, when decisions about adopting a school-wide behavior program were discussed, stakeholder input was solicited. The leadership team presented evidence of the problem to different constituents and several discussions were conducted until a consensus on a solution was made. Because consensus does not require complete staff approval, some teachers do not always agree with the decision. At times, conflict may occur as a result. See Table 5.4 below for a complete list of teacher responses from each reform approach.

Table 5.4 – Teacher Perceptions of School Change: Categories by Reform Model

Reform Model	Category	Category	Category
Single Subject Reform	Hierarchical	Teacher Leadership	Non-inclusive
Internal Redesign	Transformational	Systematic	Decision Making Protocols
Comprehensive School Reform	Hierarchical	Directive Informational	

Summary of Research Question Two

Schools that adopt a comprehensive approach to school restructuring can develop a school culture that is more supportive of teachers. This effort can be achieved best through transformational leadership that infuses values-centered

practices into the operational functions of school. As principals develop relationships with school stakeholders, it will be important for decision-making protocols to be put in place to allow for input and inclusive participation. Teachers expect for their school leader to have technical and conceptual understanding of school restructuring. Principals will need to follow a systematic school restructuring process (i.e. the adoption of a Comprehensive School Reform Model) that will address problem solving and issues around on-going change.

Although the Comprehensive School Reform Model approach demonstrates the most supportive environment for teachers, the personal and professional self-worth in addition to the recognition of success constructs were scored low by teachers. In order for the comprehensive school approach to school restructuring to be effective in eliciting support teacher support, a transformational style of leadership should be adopted. Teachers across all three reform approaches revealed the importance of addressing the human component of school through values-centered practices.

Conclusions

Still a Need for Systems Theory in Education Reform

Data findings support the need for whole school approaches to school restructuring. The *Single Subject Reform Model* respondents scored the lowest on all six constructs on the School Culture Inventory. Additionally, teacher interviews revealed frustration with fragmented efforts to improve schools. Teachers are looking

for leadership. This requires that the principal develop a mission and vision for the school that considers stakeholder input so that constituents will buy in to the reform efforts being proposed. As individual school sites undergo multiple changes simultaneously, they need to follow a systems theory approach to change so that they can better “understand the dynamic complexity of a given situation, pinpoint key interrelationships, and help anticipate the unintended consequences of proposed actions” (Parsons, 1996, p. 2). The best way to build contingencies and “what if” case scenarios requires the involvement of all stakeholders. Input from constituents about changes allows a leader to gauge group member reactions, perceptions, and feelings that may cause unrelated shifts. Systems thinking tools (archetypes, change over time graphs, etc.) are excellent methods for engaging stakeholders in conversations. Training centered on understanding these tools is essential to create buy-in for use. These tools assist in creating and designing plans that help schools through simultaneous transitions.

Failed Transitions: The Misinterpretation of Human Change

Respondents from all three Reform Models disagreed with statements of personal and professional self-worth. This finding was especially surprising in the context of whole school reform. The *Internal Redesign Model* respondents scored higher in this construct than the other two models. The difference between this model and the *Single Subject* and *Comprehensive School Model* is that the principal of the *Internal Redesign Model* adopted a transformational style of leadership. This leadership style is characterized as a leadership approach conducive to creating a

culture of change. However, the personal and professional self-worth construct was nonetheless low for the *Internal Redesign Model*.

In William Bridge's book (2003), *Managing Transitions: Making the Most of Change*, the author argues that change is not the most difficult part about doing something different. Rather, it is the transition from doing something familiar to doing something unfamiliar. If change is to be successful with the right implementation strategy/tool in use, then attention must be paid to the transition that makes actual change possible. Thus, Bridges contrasts the term "change," as situational, from the term "transitions," as psychological. Transitions are actual internal processes that people undergo when moving through different situations. These processes come in three phases. The first phase helps people let go of the familiar. The second phase occurs when persons are learning new patterns for learning. The third and final phase lets people accept their new identity and actually begin to become familiar and comfortable with the new. When these phases are ignored, change is often unsuccessful and very difficult to manage. Understanding change in this way may help to explain why teachers are having a difficult time changing roles from a teacher who traditionally worked in isolation to one who works collaboratively with others. Such an observation is especially significant in light of the finding that the promotion of true collaboration has not been achieved in any of the reform settings.

Integrating Values into Practice at All Levels

Principals cannot help but bring their personal beliefs to their work. One principal stated that because this is the case, it is imperative for a principal to be clear

about what his or her beliefs are and to be able to articulate them. Principals should be able to share their values as well as demonstrate them. Parents, students and teachers can tell when someone is not being authentic. When principals have to react to situations on a daily basis, their core beliefs are what guide them in decision-making. In an interview conducted for another course, a principal stated that a personal belief that shapes his behavior is to treat everyone with dignity and respect. However, if principals do not base their actions on their core beliefs or if these are not clearly defined, they make ineffectual decisions.

Personal observations of school administrators revealed that some principals have tremendous technical skill in the area of curriculum and instruction yet lacked the necessary human skill needed to develop a strong “followership.” The primary role that one principal sees himself in is as a relationship builder, an encourager, an assistant, and a resource. In another interview, the administrator stated that a principal is only as good as his or her staff. Personal interactions with principals also showed that when a principal demonstrates passion for his or job and compassion for students and faculty that creating staff buy-in can be easier. On the other hand, when a principal is viewed as untrustworthy and lacking integrity, staff is reluctant in accepting change and will always challenge leadership decisions.

Leadership is truly a calling and requires great human skill. Without it, schools may be good but they can never be great. This is also true of districts and how they interact with their constituents. Additionally, district leadership must adopt values-centered practices with its constituents. One teacher illustrated this concept during her interview. She stated:

If you walk into my school, it is a school that has long since been forgotten by most anybody. It is dirty. It is ugly. It is not taken care of. Why don't they come and see that? There have been some people but it really needs to be the one who makes decisions to come and see that or the school board needs to come and see that. They need to talk to people. Small districts are easier, but they could do a lot better on the effort of getting to know you. For instance, they gave out awards for years of service working with students. They gave me a five-year certificate, but I worked for the district for over 20 years as a classified employee. I find it disturbing that as a classified employee you're not recognized at all or that those years aren't counted as years of service working with students. I just think they could do a better job of getting to know who we are.

(Single Subject Interview Respondent, 2006)

Implications of Study

Throughout its history, education has always been in some kind of crisis. This is mainly because our system of education struggles to adjust to the rapid shifts that occur in our global and socio-economic systems (Dempsey, 2004; Greenspan, 1999). Every time a shift occurs, schools are expected to reform curriculum and instruction to produce, even more efficiently, students with critical literacy and problem solving skills to meet the need of industry in an increasingly competitive global economy. However, when schools make changes in the system to achieve this goal, many times they fail because the changes being made are narrowly focused. Many reform agendas often fail to improve schools because the organizational structures being instituted are not designed to manage change. Successful school restructuring happens only when the parts in relationship to the whole can be understood.

Teacher burnout is a growing phenomenon. In a new era of reform, this condition can become increasingly prevalent if not addressed. Many studies on burnout have identified psychological and organizational causes. As schools redesign

themselves, structures can be put in place to reduce the conditions that cause burnout. Learning from past mistakes, schools are now focusing school improvement efforts through more coherent and coordinated efforts. More and more schools are identifying the need for addressing all components of a school in order to improve teaching and learning. This effort requires simultaneously changing all elements of a school's operating system so that each part is in alignment with a central, guiding vision (McChesney, 1998).

Variables to reduce burnout that have been identified in previous research support the recommendations of school restructuring informed by whole school reform. These organizational variables include: maintaining clear job expectations, recognizing achievement, supporting colleagues, having influence in decision making, and providing relaxed and flexible use of school facilities (Leithwood, Menzies, Jantzi, & Leithwood, 1999). In addition, leadership variables identified include general support, recognition of work, direct assistance, access to knowledge, values integration with staff, and participative leadership style (Leithwood, Menzies, Jantzi, & Leithwood, 1999). Although there are limitations to the study conducted, findings from survey and interview data suggest that whole school reform models, specifically *Comprehensive School Reform* Models, can be used as burnout prevention models when implemented correctly. This finding is supported by research studies on both burnout and school reform.

Suggestions for Future Research

To further substantiate findings from this study, it is recommended that future studies of Comprehensive School Reform include a burnout inventory and teacher and principal interviews. This additional perspective will allow for deeper understanding of the psychological and organizational aspects of the burnout construct. In the study, it has been suggested that leadership styles and teacher personalities or professional approaches can impact the function of schools even when the proper structures for improvement are in place. This is noted in the findings from the *Comprehensive School Reform* respondents as well as findings from the *Internal Redesign respondents*. Although both models use a whole school approach to reform, two different leadership styles were reported. In the case where a more directive or top-down approach was used to lead change, lower scores in the area of personal and professional self-worth occurred. The model that had transformational leadership, also revealed low personal and professional self-worth agreement, but was higher than the model using a top-down leadership style. The fact that opposing results from teacher interviews in the Comprehensive School Reform Model was present, future research into correlations between the six clusters in the School Culture Inventory to discover which construct seems to have a stronger influence over the other constructs may be useful. A final area for review may include a deeper look at the contradictions between teacher and administrator perceptions. Investigations into these opposing perceptions along with finding the right combination of professional approaches can help our schools improve from poor to good to great as we seek to improve new-hire and transfer policies adopted by districts for teacher placement in schools.

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APPENDICES

Appendix A: Instructional Profile for Case One

Figure 4.1 – Percentile Rank

M=Mean scores for other schools

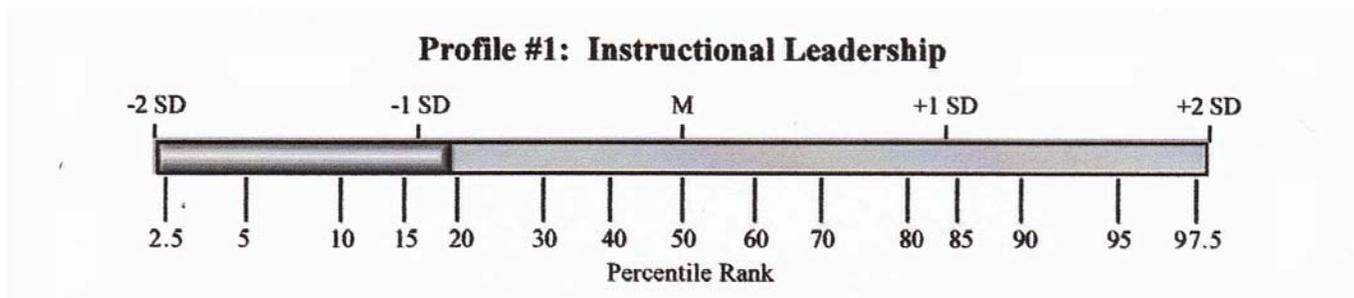
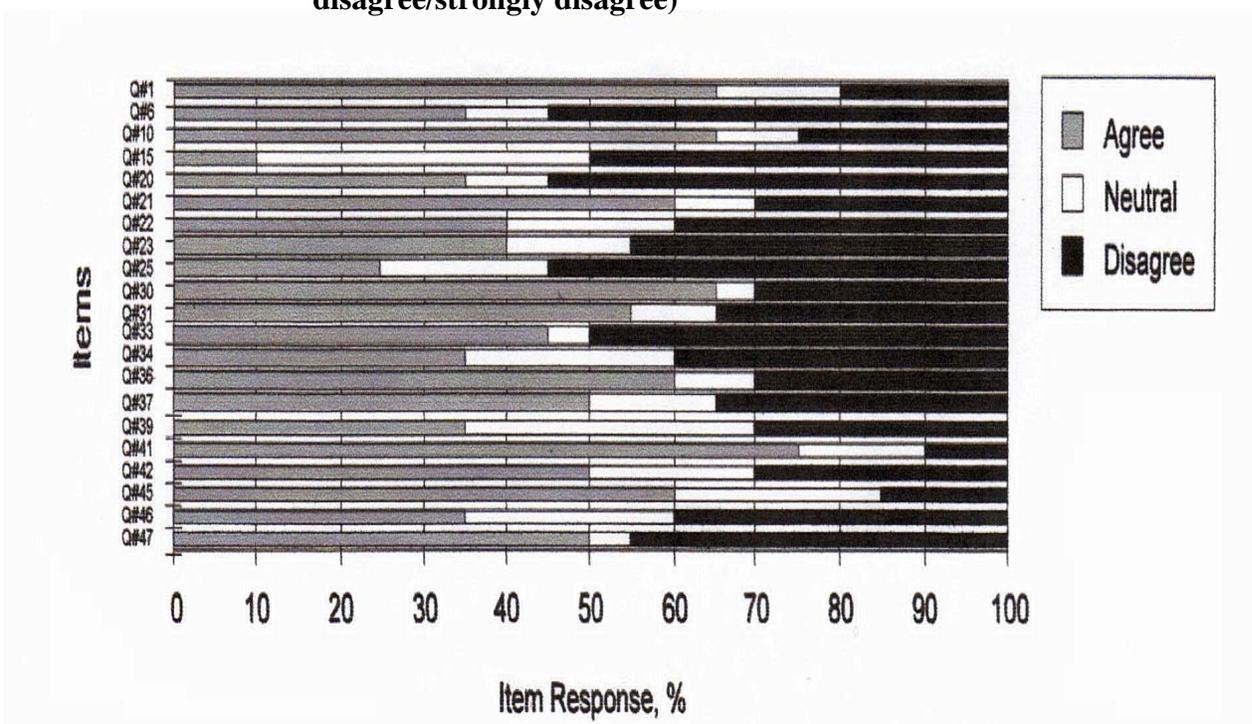
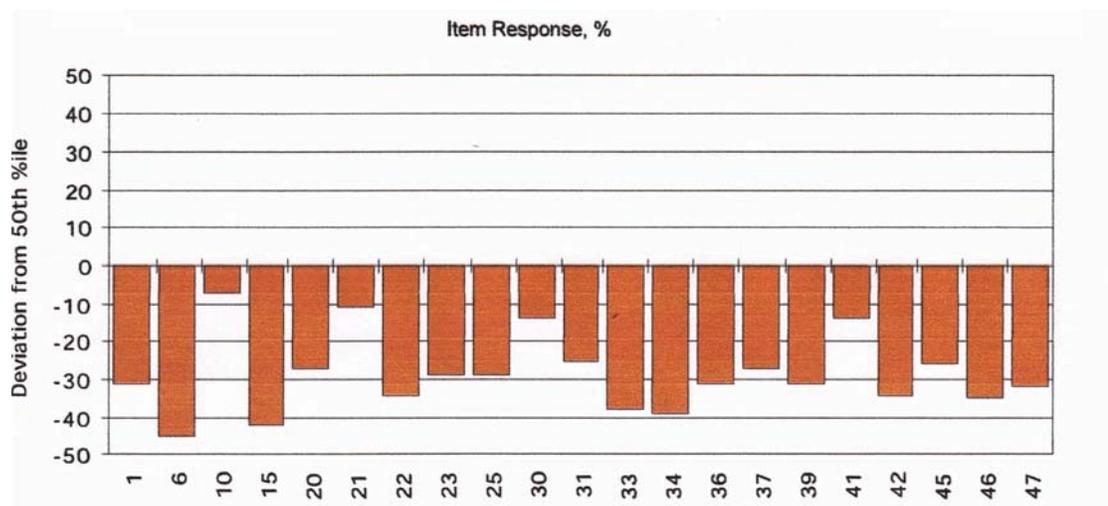


Figure 4.2 – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix A: Instructional Profile for Case One

Figure 4.3 - Item mean score deviation from the 50th percentile

Appendix A: Instructional Profile for Case One

Table 4.1 - Percentile rank, mean score, standard deviation of responses**Profile #1: Instructional Leadership**

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
1	19	3.50	1.19	The principal's policies and behaviors convey the importance of instruction.
6	5	2.70	1.08	Roles and responsibilities of the school's administrators are clear.
10	43	3.35	0.98	Procedures and processes for anticipating and resolving problems are in place.
15	8	2.55	0.75	Long-term solutions to problems are sought rather than quick-fix answers.
20	23	2.75	1.01	Administrators utilize teams of students, parents, teachers, and administrators in problem solving.
21	39	3.25	1.01	Standards for student behavior are consistently enforced.
22	16	3.00	1.07	Principal(s) constantly assess practices and procedures for their support of the educational endeavors of the school.
23	21	3.00	1.02	Roles and responsibilities for support staff members of the school are clear.
25	21	2.65	0.93	Our school has an ongoing problem-solving process that involves representatives of various school groups (parents, administrators,
30	36	3.35	0.93	Rules are fairly enforced.
31	25	3.35	1.13	I work in an orderly environment.
33	12	2.90	1.07	Policies and procedures for school operations are consistently enforced.
34	11	2.95	0.88	The principal communicates school goals and purposes through both verbal means and behavioral examples.
36	19	3.40	1.04	Roles and responsibilities for teachers are clear.
37	23	3.25	1.20	Administrators encourage and support problem-solving activities.
39	19	3.00	0.91	Provisions are made in our school for solving school problems.
41	36	3.65	0.67	Classroom policies and procedures support the goals of the school.
42	16	3.20	0.89	Administrators communicate to teachers the ideals this school should reach for.
45	24	3.45	0.75	Roles and responsibilities for students are clear.
46	15	2.90	0.96	When problems arise in this school, they are addressed.
47	18	3.05	1.14	Consistency exists in handling the day-to-day activities of the organization.

Appendix B: Quality Ethic Profile for Case One

Figure 4.4. – Percentile Rank

M=Mean scores for other schools

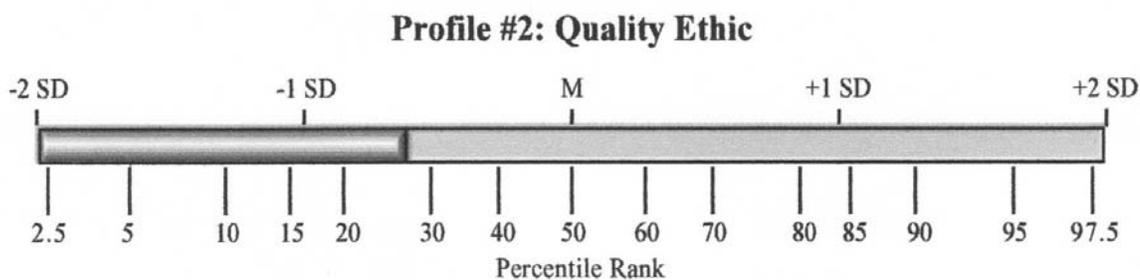
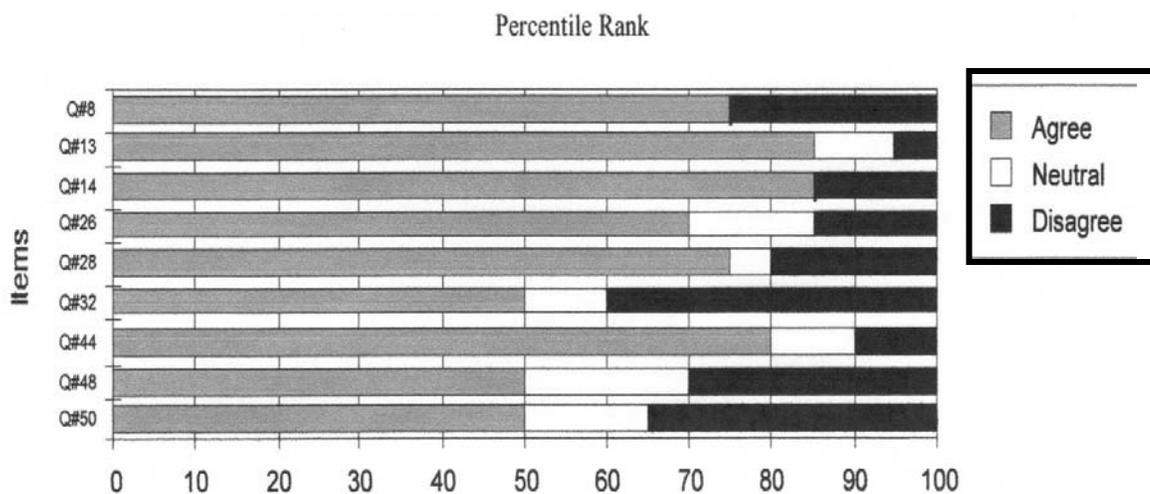


Figure 4.5. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix B: Quality Ethic Profile for Case One

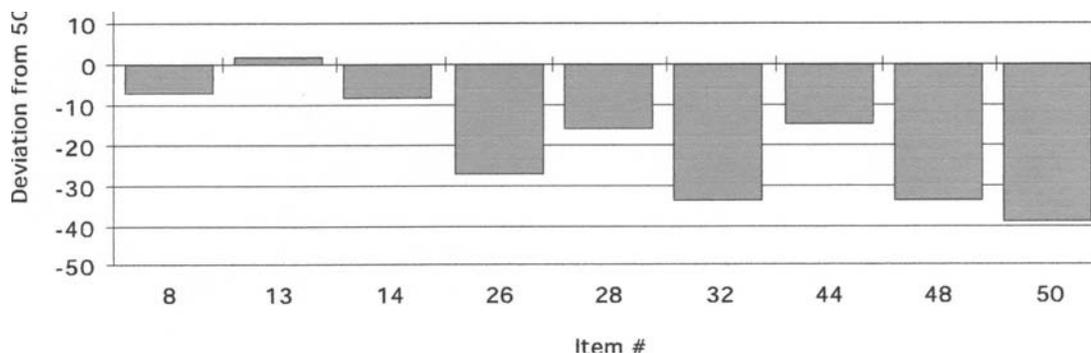
Figure 4.6. - Item mean score deviation from the 50th percentile

Table 4.2 - Percentile rank, mean score, standard deviation of responses

Profile #2: Quality Ethic

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
8	43	3.70	1.21	Teachers share a focused intensity toward their work.
13	52	4.15	0.81	The teaching staff is committed to achieving the goals of the classroom.
14	42	3.80	0.83	Activities throughout the school (classroom, extracurricular, special events) support and reinforce school goals and purposes.
26	23	3.65	0.87	Student progress is systematically monitored and assessed.
28	34	3.80	1.05	Teachers are strongly committed to achieving the aims of this school.
32	16	3.15	1.03	A consensus about the purposes and goals of the school exists among the faculty.
44	35	3.75	0.71	Teachers set high expectations for the students' academic performance.
48	16	3.25	1.11	The staff is committed to change, growth, and improvement.
50	11	3.20	1.15	Our faculty constantly looks for ways to improve our school.

Appendix C: Student Membership for Case One

Figure 4.7. – Percentile Rank

M=Mean scores for other schools

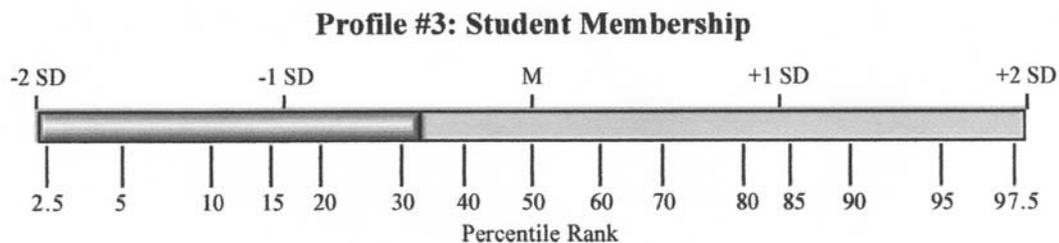
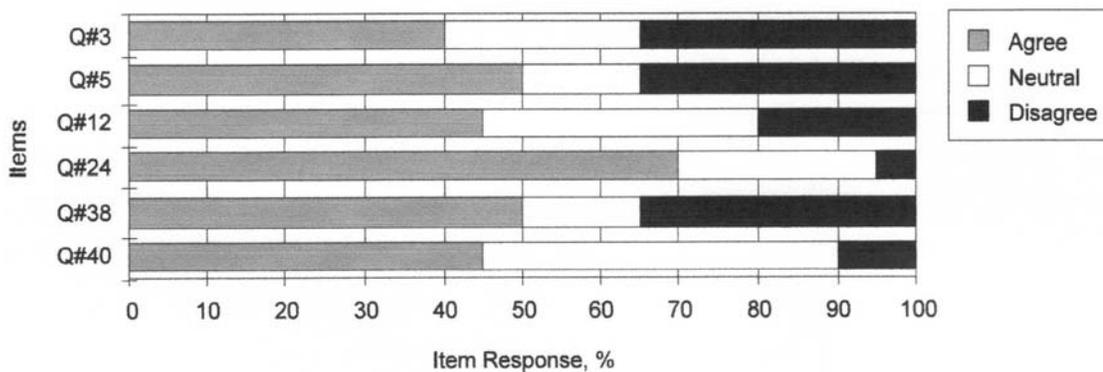


Figure 4.8. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix C: Student Membership for Case One

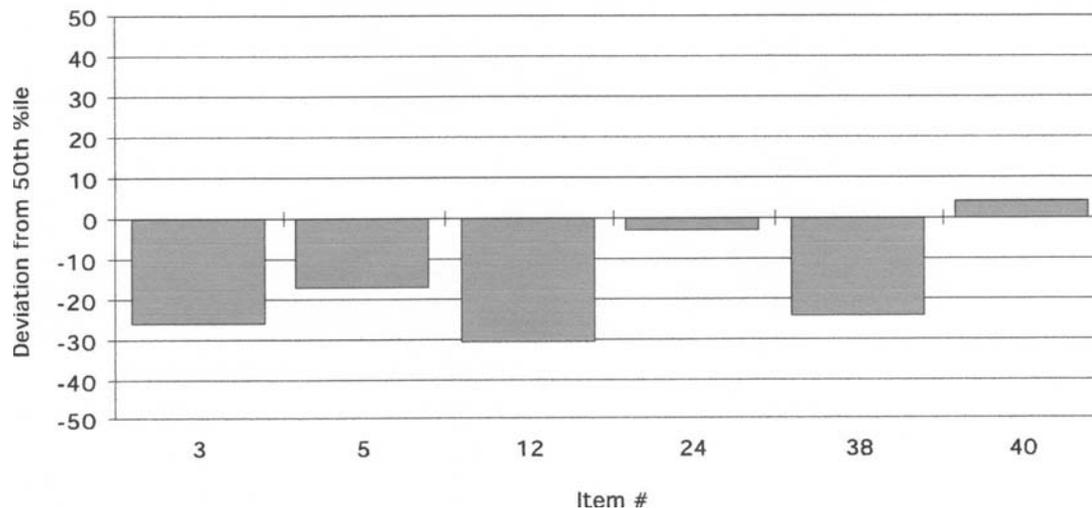
Figure 4.9. - Item mean score deviation from the 50th percentile

Table 4.3 – Percentile rank, mean scores, standard deviation of responses

Profile #3: Student Membership

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
3	24	3.00	0.97	Student behavior reflects a belief in the purposes for this school.
5	33	3.05	1.09	Students share a commitment toward their work.
12	19	3.20	0.89	Students feel that the school is responsive to their needs and concerns.
24	47	3.80	0.76	Students have a sense of belonging to the school.
38	26	3.15	1.08	A high standard of performance for all students exists throughout the school.
40	54	3.35	0.67	Students identify with the goals of the school.

Appendix D: Personal and Professional Self-worth for Case One

Figure 4.10. – Percentile Rank

M=Mean scores for other schools

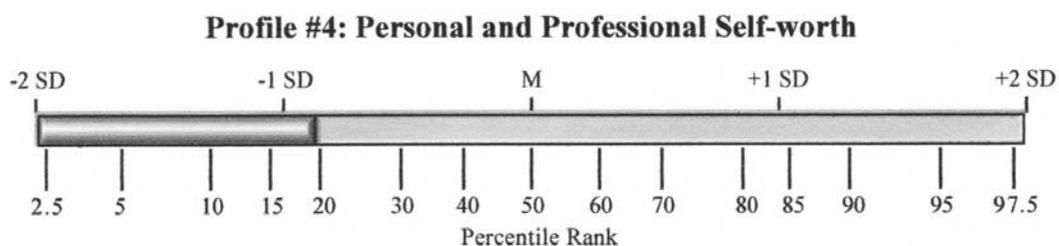
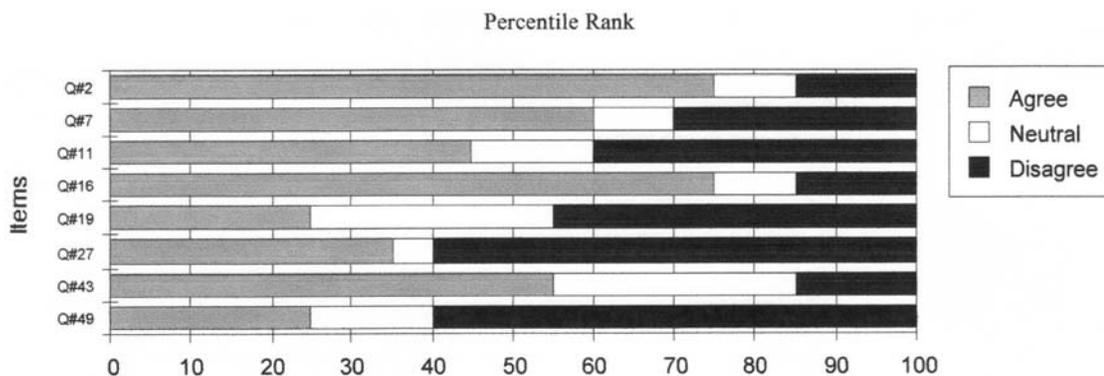


Figure 4.11. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix D: Personal and Professional Self-worth for Case One

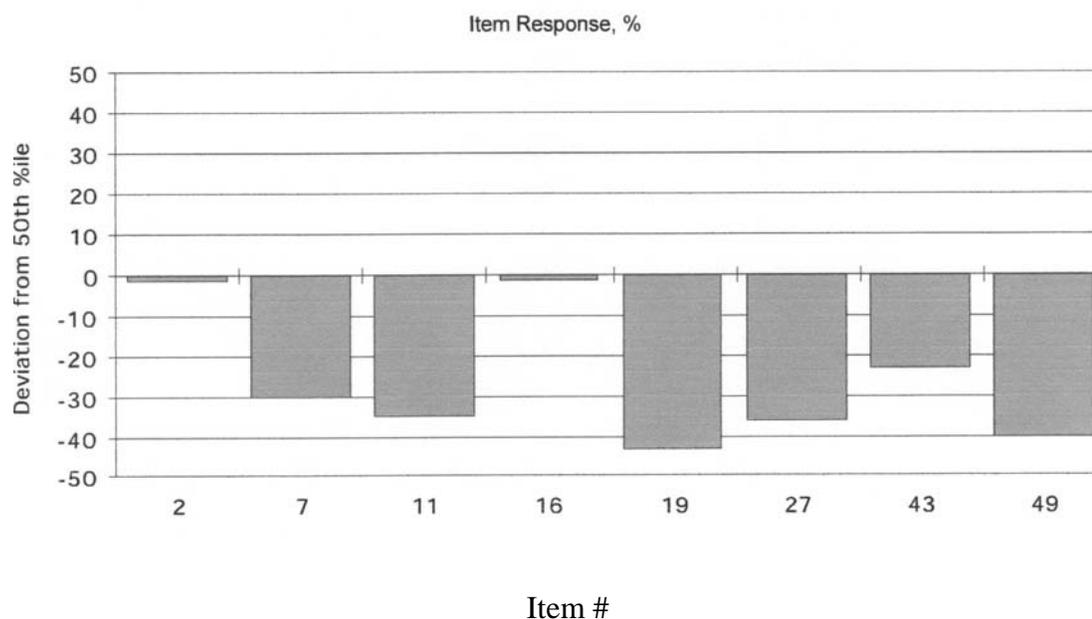
Figure 4.12. - Item mean score deviation from the 50th percentile

Table 4.4. - Percentile rank, mean score, standard deviation of responses

Profile #4: Personal and Professional Self-worth

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
2	49	3.80	1.10	I am treated as an equal among others.
7	20	3.35	1.13	An attitude exists that people are basically considered worthwhile, competent, and good.
11	15	3.05	1.09	Members of the school feel that they belong to the organization.
16	49	3.75	0.91	My suggestions are respected by my colleagues.
19	7	2.75	0.91	A sense of community exists in the school.
27	14	2.70	1.17	High levels of trust and mutual respect exist.
43	27	3.45	0.82	People in school care about one another.
49	10	2.60	1.09	Others consult with me before they take action.

Appendix E: Environmental Support Profile for Case One

Figure 4.13. – Percentile Rank

M=Mean scores for other schools

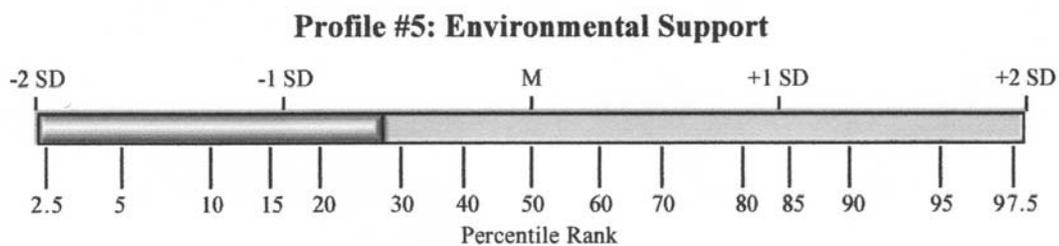
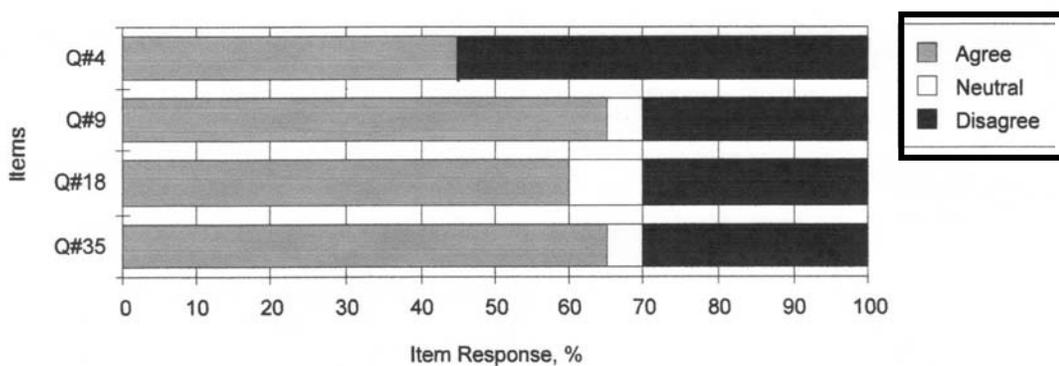
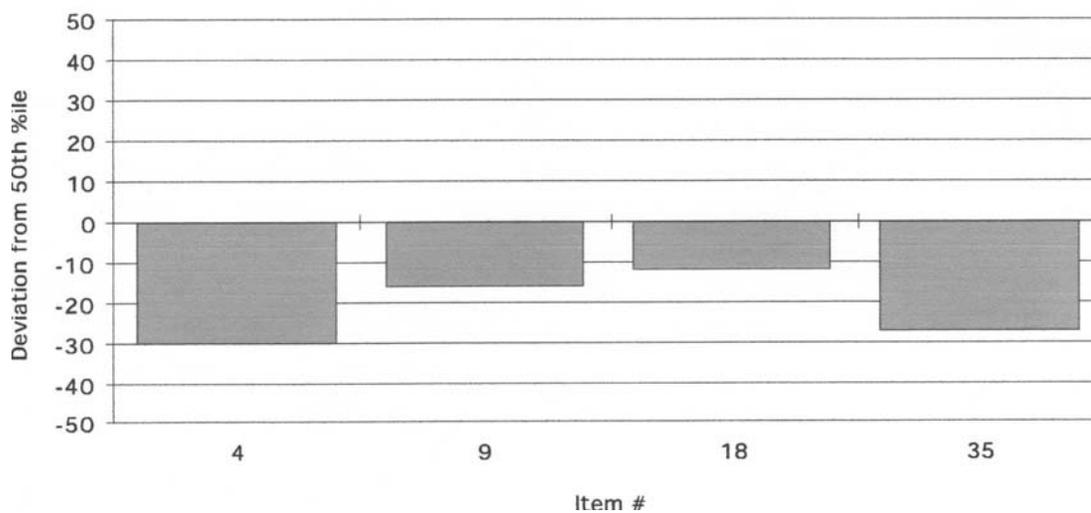


Figure 4.14. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix E: Environmental Support Profile for Case One

Figure 4.15. - Item mean score deviation from the 50th percentile**Table 4.5. - Percentile rank, mean score, standard deviation of responses****Profile #5: Environmental Support**

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
4	20	2.85	1.34	The school's physical conditions support learning.
9	34	3.35	1.08	The environment of the school is orderly.
18	38	3.25	1.16	The physical facility supports learning.
35	23	3.45	1.05	The environment of the school is a safe place.

Appendix F: Recognition of Success Profile for Case One

Figure 4.16. – Percentile Rank

M=Mean scores for other schools

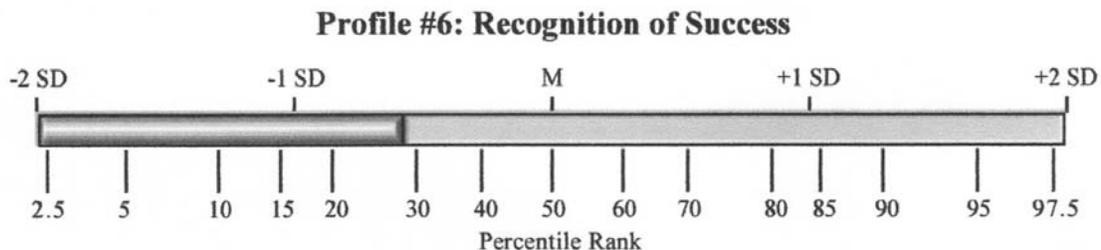
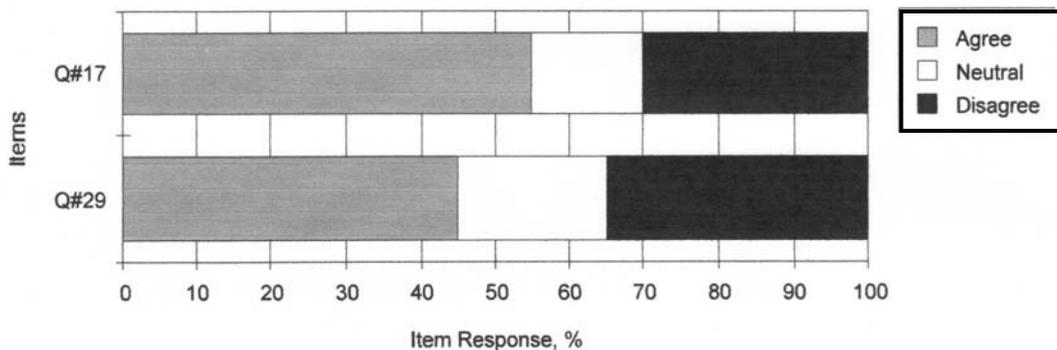
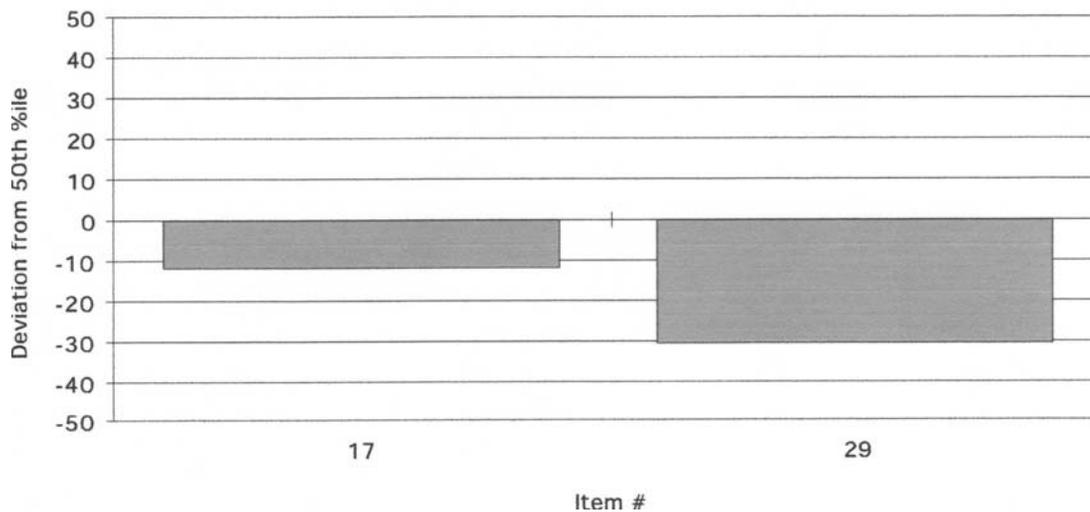


Figure 4.17. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix F: Recognition of Success Profile for Case One

Figure 4.18. - Item mean score deviation from the 50th percentile

Profile #6: Recognition of Success

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
17	38	3.30	1.12	Recognitions and rewards are given to teachers and students for outstanding academic achievement.
29	19	3.15	0.98	Successes of students and teachers are recognized.

Table 4.6. - Percentile rank, mean score, standard deviation of responses

Appendix G: Instructional Leadership Profile for Case Two

Figure 4.20. – Percentile Rank

M=Mean scores for other schools

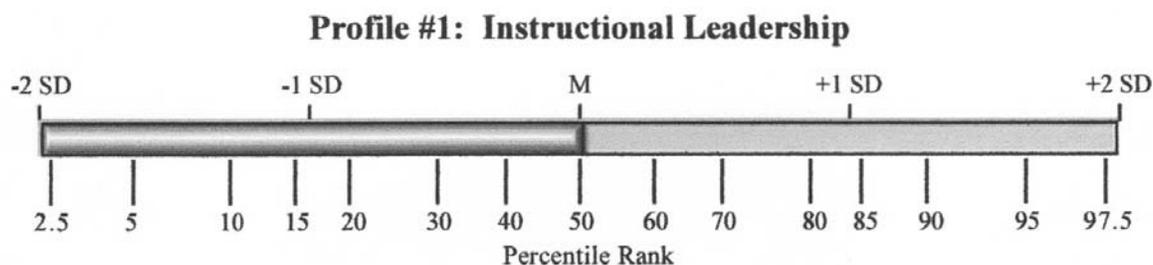
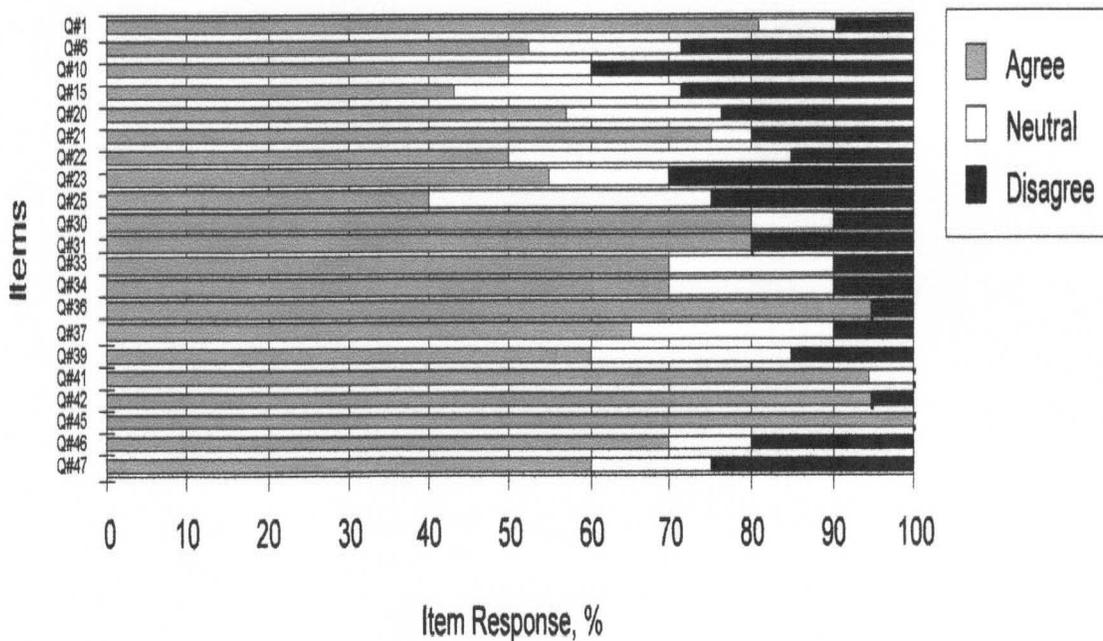
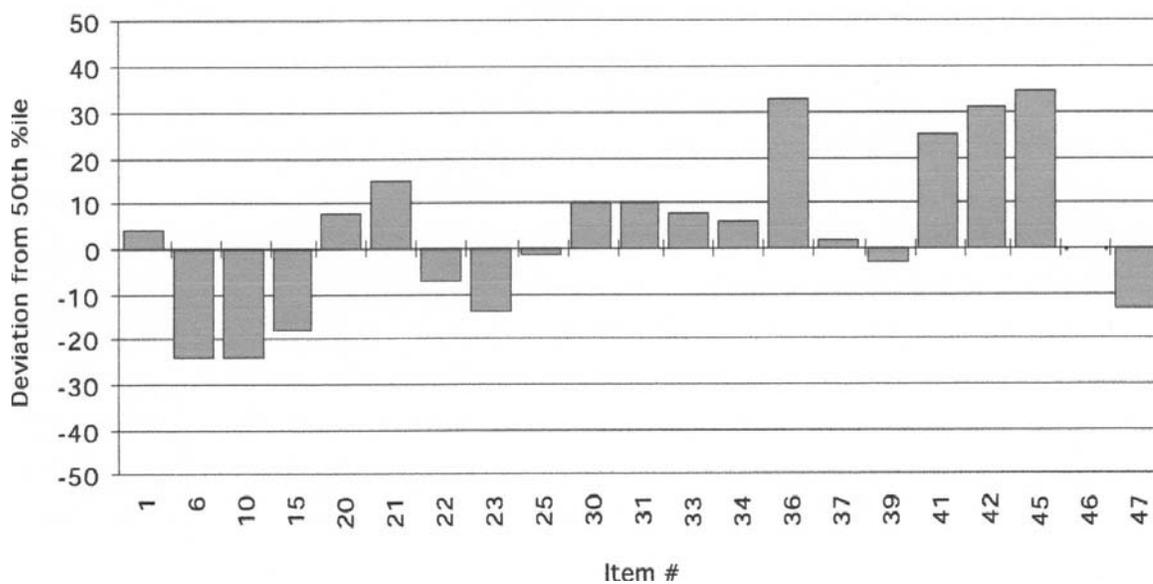


Figure 4.21. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix G: Instructional Leadership Profile for Case Two

Figure 4.22. - Item mean score deviation from the 50th percentile

Appendix G: Instructional Leadership Profile for Case Two

Table 4.9. - Percentile rank, mean score, standard deviation of responses

Profile #1: Instructional Leadership

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
1	54	4.09	1.09	The principal's policies and behaviors convey the importance of instruction.
6	26	3.23	1.17	Roles and responsibilities of the school's administrators are clear.
10	26	3.05	1.19	Procedures and processes for anticipating and resolving problems are in place.
15	32	3.14	1.01	Long-term solutions to problems are sought rather than quick-fix answers.
20	58	3.38	1.07	Administrators utilize teams of students, parents, teachers, and administrators in problem solving.
21	65	3.65	0.93	Standards for student behavior are consistently enforced.
22	43	3.50	1.10	Principal(s) constantly assess practices and procedures for their support of the educational endeavors of the school.
23	36	3.25	1.20	Roles and responsibilities for support staff members of the school are clear.
25	49	3.20	1.05	Our school has an ongoing problem-solving process that involves representatives of various school groups (parents, administrators,
30	60	3.70	0.86	Rules are fairly enforced.
31	60	3.90	1.07	I work in an orderly environment.
33	58	3.65	0.93	Policies and procedures for school operations are consistently enforced.
34	56	3.85	1.08	The principal communicates school goals and purposes through both verbal means and behavioral examples.
36	83	4.30	0.73	Roles and responsibilities for teachers are clear.
37	52	3.70	1.03	Administrators encourage and support problem-solving activities.
39	47	3.45	0.94	Provisions are made in our school for solving school problems.
41	75	4.15	0.50	Classroom policies and procedures support the goals of the school.
42	81	4.20	0.89	Administrators communicate to teachers the ideals this school should reach for.
45	85	4.35	0.48	Roles and responsibilities for students are clear.
46	50	3.55	1.05	When problems arise in this school, they are addressed.
47	37	3.40	1.09	Consistency exists in handling the day-to-day activities of the organization.

Appendix H: Quality Ethic Profile for Case Two

Figure 4.23. – Percentile Rank

M=Mean scores for other schools

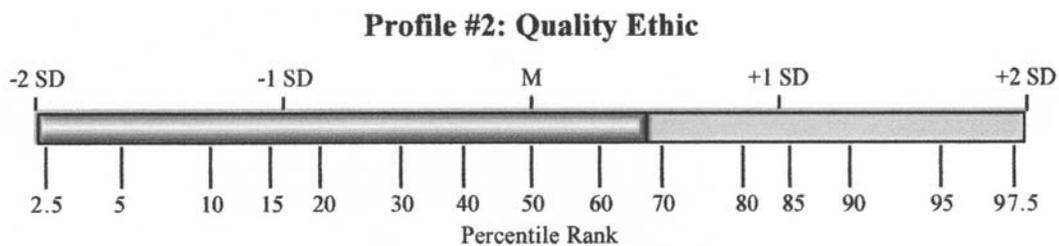
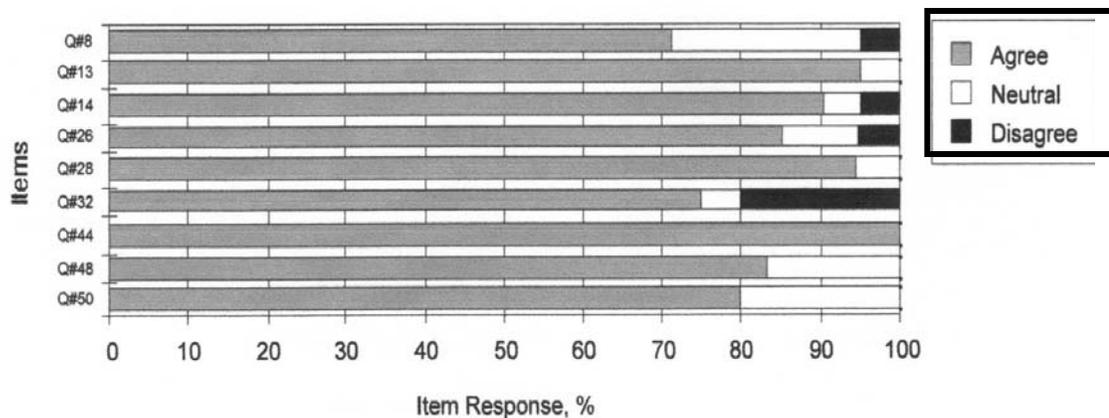
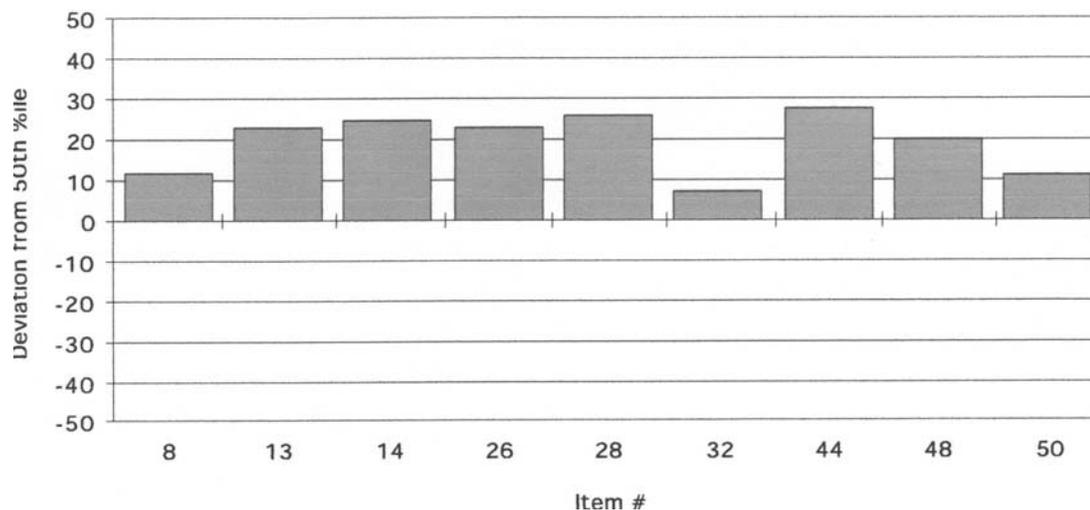


Figure 4.24. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix H: Quality Ethic Profile for Case Two

Figure 4.25. - Item mean score deviation from the 50th percentile**Table 4.10. - Percentile rank, mean score, standard deviation of responses****Profile #2: Quality Ethic**

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
8	62	3.90	0.83	Teachers share a focused intensity toward their work.
13	73	4.38	0.58	The teaching staff is committed to achieving the goals of the classroom.
14	75	4.19	0.74	Activities throughout the school (classroom, extracurricular, special events) support and reinforce school goals and purposes.
26	73	4.25	0.85	Student progress is systematically monitored and assessed.
28	76	4.26	0.56	Teachers are strongly committed to achieving the aims of this school.
32	57	3.75	1.16	A consensus about the purposes and goals of the school exists among the faculty.
44	78	4.25	0.44	Teachers set high expectations for the students' academic performance.
48	70	4.00	0.59	The staff is committed to change, growth, and improvement.
50	61	3.95	0.60	Our faculty constantly looks for ways to improve our school.

Appendix I: Student Membership Profile for Case Two

Figure 4.26. – Percentile Rank

M=Mean scores for other schools

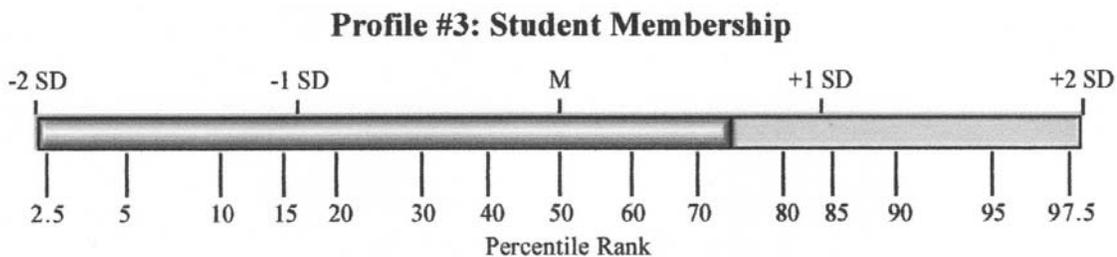
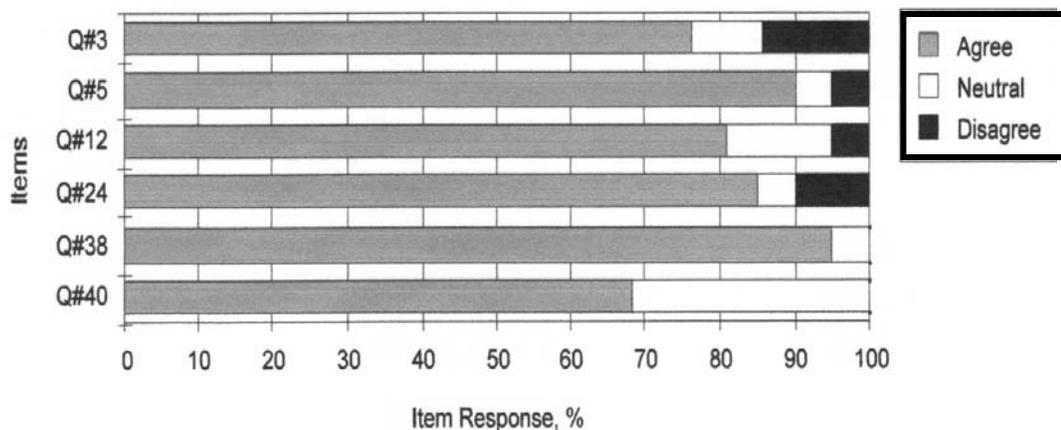


Figure 4.27. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix I: Student Membership Profile for Case Two

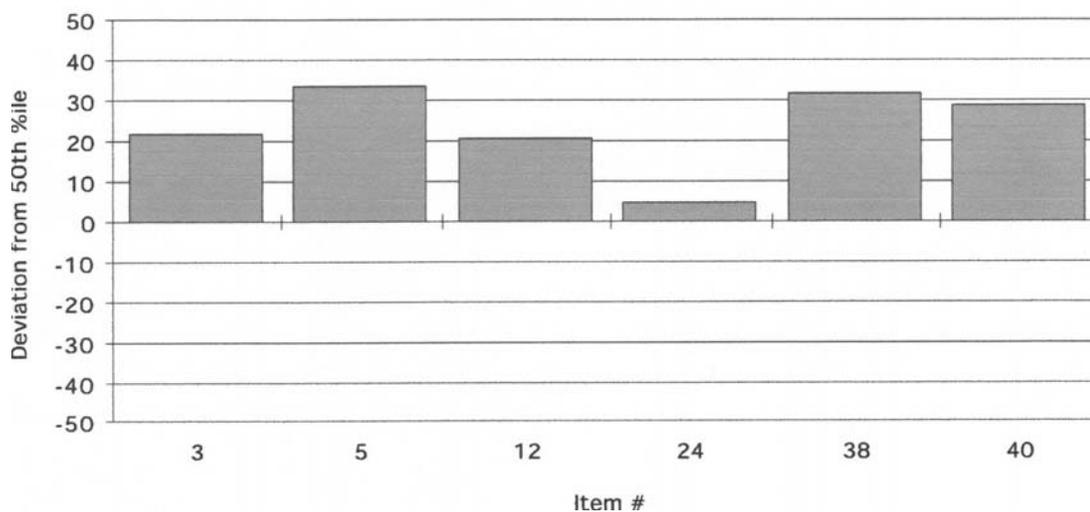
Figure 4.28. - Item mean score deviation from the 50th percentile

Table 4.11. - Percentile rank, mean score, standard deviation of responses

Profile #3: Student Membership

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
3	72	3.76	0.88	Student behavior reflects a belief in the purposes for this school.
5	84	3.85	0.47	Students share a commitment toward their work.
12	71	3.85	0.65	Students feel that the school is responsive to their needs and concerns.
24	55	3.90	0.96	Students have as sense of belonging to the school.
38	82	4.10	0.44	A high standard of performance for all students exists throughout the school.
40	79	3.73	0.56	Students identify with the goals of the school.

Appendix J: Personal and Professional Self-worth Profile for Case Two

Figure 4.29. – Percentile Rank

M=Mean scores for other schools

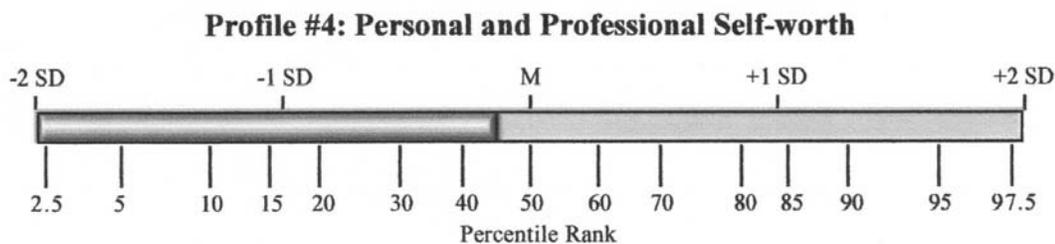
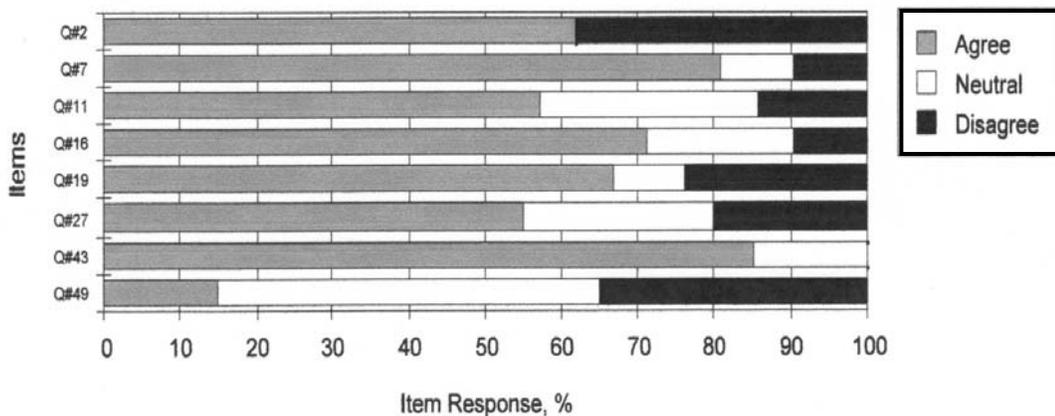
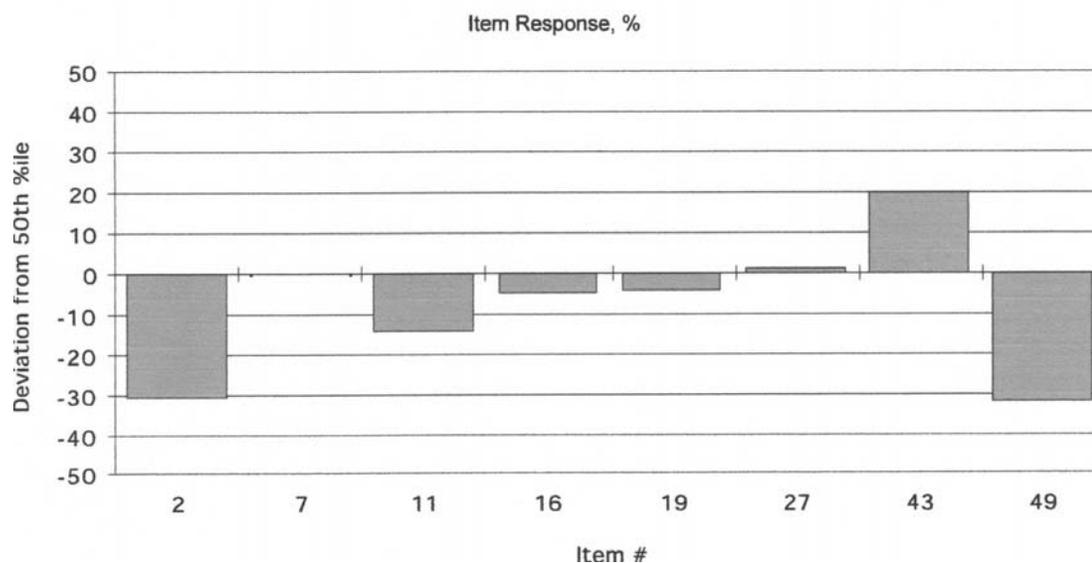


Figure 4.30. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix J: Personal and Professional Self-worth Profile for Case Two

Figure 4.31. - Item mean score deviation from the 50th percentile

Profile #4: Personal and Professional Self-worth

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
2	19	3.38	1.49	I am treated as an equal among others.
7	50	3.85	0.96	An attitude exists that people are basically considered worthwhile, competent, and good.
11	36	3.42	0.92	Members of the school feel that they belong to the organization.
16	45	3.71	0.95	My suggestions are respected by my colleagues.
19	46	3.52	0.98	A sense of community exists in the school.
27	51	3.35	0.98	High levels of trust and mutual respect exist.
43	70	4.05	0.60	People in school care about one another.
49	18	2.75	0.78	Others consult with me before they take action.

Appendix K: Environmental Support Profile for Case Two

Figure 4.32. – Percentile Rank

M=Mean scores for other schools

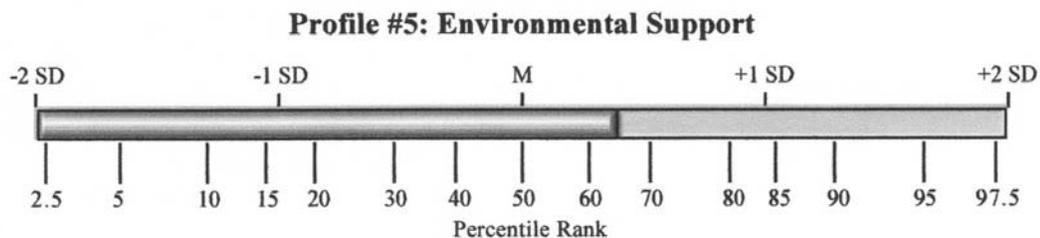
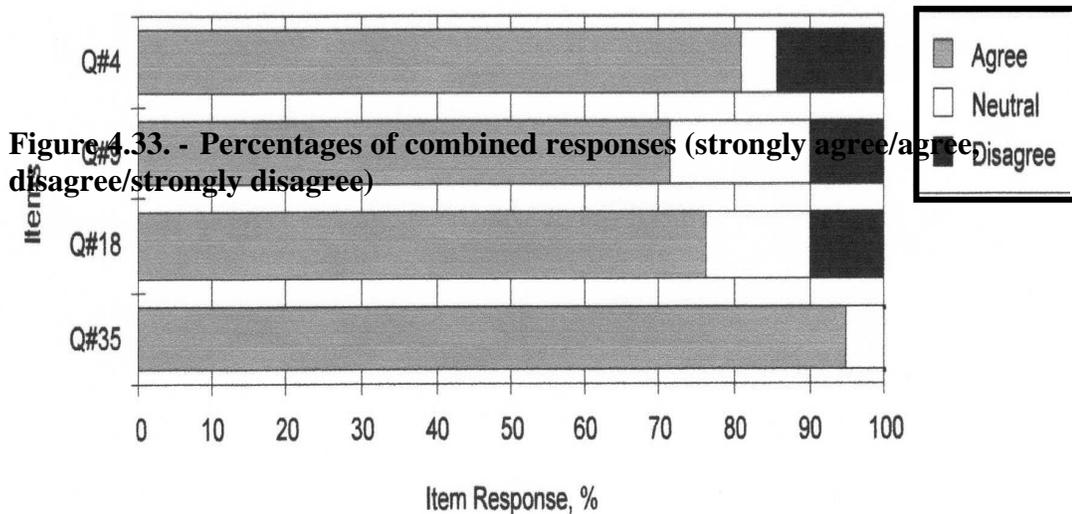
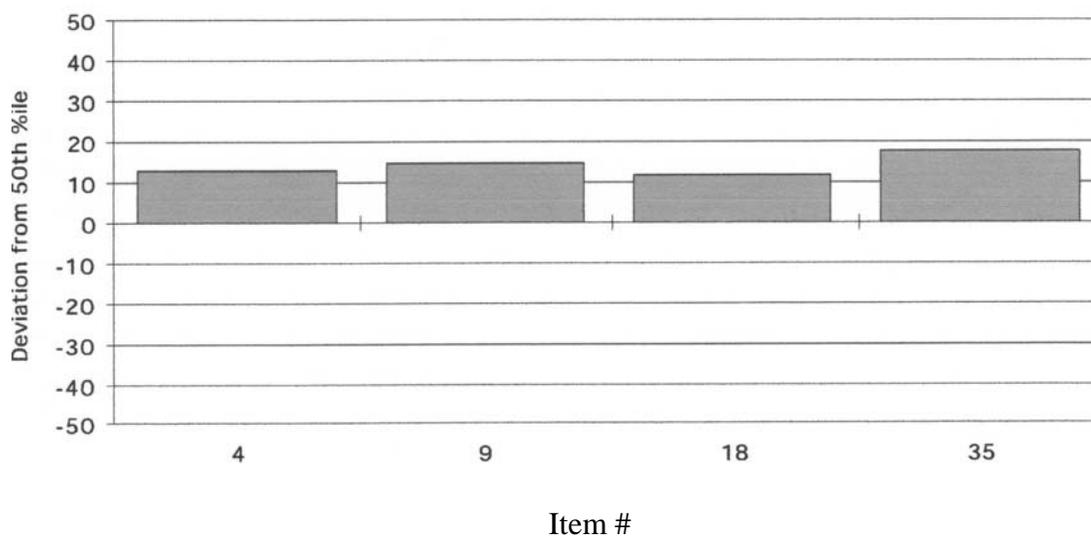


Figure 4.31. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix K: Environmental Support Profile for Case Two

Figure 4.34 – Item mean score deviation from the 50th percentile**4.13. Percentile rank, mean score, standard deviation of responses****Profile #5: Environmental Support**

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
4	63	3.76	0.99	The school's physical conditions support learning.
9	65	3.85	1.06	The environment of the school is orderly.
18	62	3.66	0.85	The physical facility supports learning.
35	68	4.20	0.52	The environment of the school is a safe place.

Appendix L: Recognition of Success Profile for Case Two

Figure 4.35. – Percentile Rank

M=Mean scores for other schools

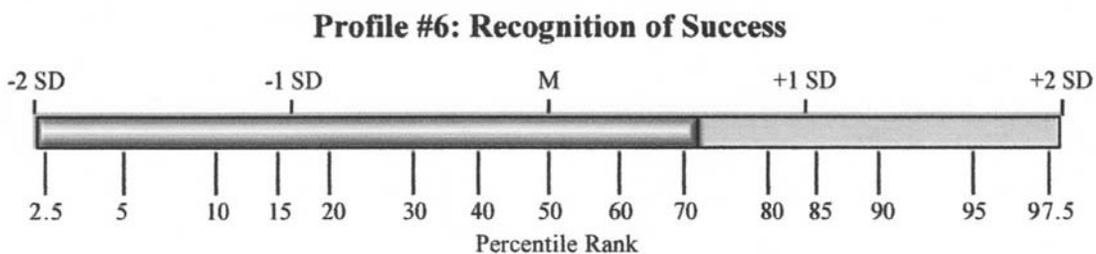
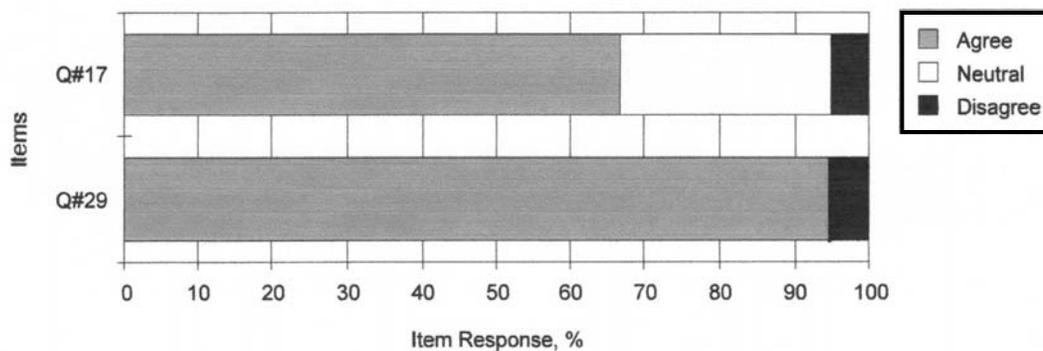


Figure 4.36. – Percentages of combined responses (strongly agree/agree, disagree/strongly disagree)



Appendix L: Recognition of Success Profile for Case Two

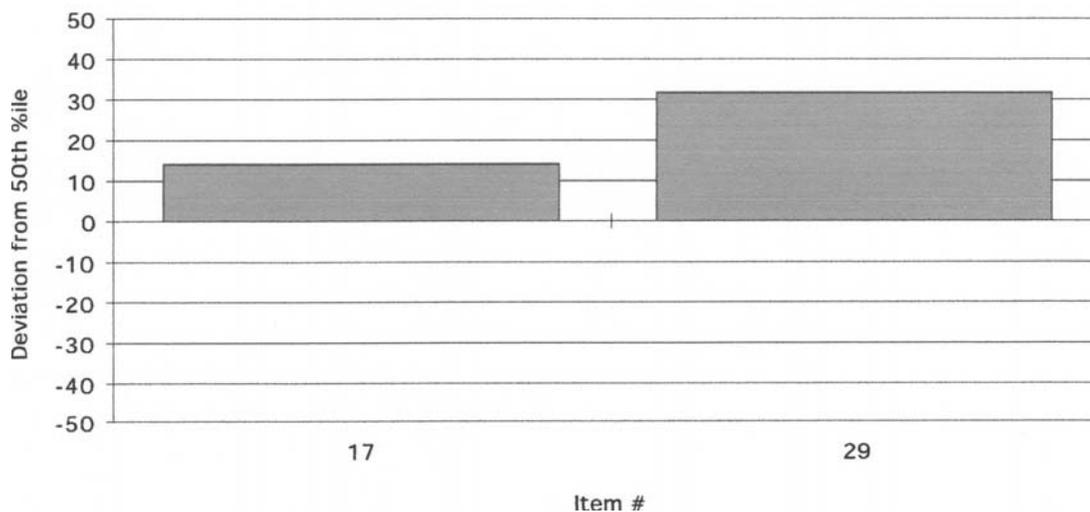
Figure 4.37. - Item mean score deviation from the 50th percentile

Table 4.14. - Percentile rank, mean score, standard deviation of responses

Profile #6: Recognition of Success

Item #s	Percentile R.	Mean Score	Std. Dev.	Item Questions
17	64	3.61	0.80	Recognitions and rewards are given to teachers and students for outstanding academic achievement.
29	82	3.94	0.77	Successes of students and teachers are recognized.